

**A STUDY OF IN-SERVICE EDUCATION AND TRAINING (INSET) OF
UNIVERSITY LECTURERS IN SOUTH AFRICA**

by

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DECLARATION: STUDENT NUMBER: 9829517

I declare that:

“ In-Service Education and Training of University Lecturers in South Africa” is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE

07/02/2013

DATE

Mr L E Mofokeng

DEDICATION

I dedicate this work to:

- ❖ The Almighty for giving me life, strength and courage to complete this work.
- ❖ My late grandparents, **Mmutla** and **Mamoqathane Mofokeng** as well as **Titi** and **Mmereki Motahane** who were the source of inspiration in my life.
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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	:	Acquired Immune Deficiency Syndrome
ANC	:	African National Congress
ASDEC	:	Academic Staff Development Centre
ASEC	:	Academic Staff Evaluation Centre
AUT	:	Association of University Teachers
AVCs	:	Audio-Visual Centres
AVCC	:	Australian Vice-Chancellors' Committee
CAUT	:	Committee for the Advancement of University Teaching
CCs	:	Computer Centres
CCTUT	:	Co-ordinating Committee for the Training of University Teachers
CEA	:	Centre for Educational Advancement
CERI	:	Centre for Educational Research and Innovation
CHE	:	Commission on Higher Education
CQHE	:	Committee for Quality Assurance in Higher education
CSDF	:	Commonwealth Staff Development Fund
CTM	:	Centre for Teaching Methods
CUT	:	Curtin University of Technology
CVCP	:	Committee of Vice-Chancellors and Principals
DES	:	Department of Education and Science
DET	:	Department of Education and Training
EDU	:	Educational Development Unit

ERS	:	Education Renewal Strategy
ETQABs	:	Education and Training Quality Assurance Bodies
FATUSA	:	Federation of Australian University Staff Association
FRD	:	Foundation for Research Development
HBU	:	Historically Black Universities
HEFC	:	Higher Education Funding Council
HEQC	:	Higher Education Quality Committee
HERDSA	:	Higher Education Research and Development Society of Australia
HIV	:	Human Immunodeficiency Virus
HSRC	:	Human Sciences Research Council
HWU	:	Historically White Universities
IDC	:	International Development Centre
INSET	:	In-Service Education and Training
LEAP	:	Learning Effectiveness Alliance Program
LINKS	:	Australia-South Africa Institutional Links Staff Development Programme
NCHE	:	National Commission on Higher Education
NECC	:	National Education Co-ordinating Committee
NEPI	:	National Education Policy Investigation
NGO	:	Non-Governmental Organisation
NQF	:	National Qualifications Framework
NTB	:	National Training Board
NTSI	:	National Training Strategy Initiative

NUS	:	National Union of Students
OBE	:	Outcomes-Based Education
OECD	:	Organization for Economic Co-operation and Development
Ph.D	:	Doctor of Philosophy
RDP	:	Reconstruction and Development Programme
RPI	:	Research Performance Indicators
RSA	:	Republic of South Africa
SAQA	:	South African Qualifications Authority
SAS	:	Statistical Analysis System
SAUVCA	:	South African Universities Vice-Chancellors' Association
SCCs	:	Student Counselling Centres
SRHE	:	Society for Research into Higher Education
TOPS	:	Teacher Opportunity Programmes
TQM	:	Total Quality Management
TSP	:	Thousand Schools Project
UCTECH	:	University Council of the Tertiary Education Commission
UFC	:	University Funding Council
UGC	:	University Grants Committee
UK	:	United Kingdom
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNIN	:	University of the North
UNIQWA	:	Qwa-Qwa Campus of the University of the North
USA	:	United States of America

UWC : **University of Western Cape**

WAIT : **Western Australian Institute of Technology**

WITS : **University of Witwatersrand**

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Abstract

This research focuses on the In-Service Education and Training (INSET) of university lecturers. The challenges facing universities and the competences required of lecturers in order to perform their academic tasks more effectively and efficiently are discussed. An overview of INSET and attempts to improve the research, teaching and community-service functions of academics in both the developed and developing countries is provided. In addition, the study also describes quality measures which have been put in place in the tertiary education sector.

A multi-method approach was employed to investigate the current INSET of lecturers. Further, this approach helped the researcher to study the contemporary provision of INSET programmes. The methods of collecting data included a systematic review of literature, questionnaires, interviews and participant observation.

The study presents an exposition of the theories, models and concepts which underpin INSET of academics. Systems theory as a framework for analysing and understanding INSET as well as the relevance of pedagogy and andragogy to the professional development of academics are briefly explained. The role of INSET in the provision of opportunities for the improvement of the qualifications and competences of university lecturers internationally and in South Africa are investigated.

Conclusions and recommendations related to INSET provision derived from the South African and international settings are developed, synthesised and synchronised. These conclusions and recommendations are elicited from the exhaustive literature review, historico-comparative studies, empirical study and the researcher's personal experience of facilitating INSET of university lecturers in South Africa and abroad.

KEY WORDS:

Professional Development, Staff Development, Continuing Education, Lifelong Education, Recurrent Education, University, Higher Education, Lecturers, Academics and Quality Assurance.

CHAPTER ONE

ORIENTATION

1.1 INTRODUCTION

1.1.1 CHALLENGES FACING UNIVERSITIES

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

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

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

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

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

3 which mapped out the transformation of higher education.

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

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

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

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

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

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

1.1.2 THE BENEFITS AND LIMITATIONS OF INSET

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.1.4 STATEMENT OF THE PROBLEM AND OBJECTIVES OF THE STUDY

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

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

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

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

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

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

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

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

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

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

Hence, the objectives of this study are:

- To elucidate the theoretical and conceptual framework that would inform

INSET that is relevant to university lecturers.

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

1.1.5 PURPOSE AND IMPORTANCE OF THE STUDY

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.1.6 RESEARCH DESIGN AND METHODOLOGY

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

1.1.6.1 LITERATURE STUDY

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

1.1.6.2 RESEARCH BY QUESTIONNAIRES

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

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

1.1.6.3 INTERVIEWS

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

1.1.6.4 CONFERENCES, SEMINARS AND WORKSHOPS

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

1.1.7 DATA ANALYSIS

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

1.1.8 DELIMITATION OF THE STUDY

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

1.1.9 LIMITATIONS OF THE STUDY

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

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

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

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

of general theoretical knowledge of INSET which is universally valid.

1.1.10 STRUCTURE OF THE RESEARCH

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

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

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

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

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

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

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

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

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

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

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

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

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

CHAPTER TWO

THEORETICAL AND CONCEPTUAL FRAMEWORK OF IN-SERVICE EDUCATION AND TRAINING (INSET) FOR UNIVERSITY LECTURERS

2.1 INTRODUCTION

The analysis, description, explanation, design and evaluation of INSET activities for university lecturers cannot happen haphazardly. To do these in a scientifically accountable manner requires guidelines, a model or theory of INSET as a basis. In this study reference is made to a number of educational theories but no attempt is made to sample them. Instead, a few theories have been selected on the basis of their applicability to INSET for university lecturers. This research, therefore, is to a large extent, influenced and underpinned by selected theoretical models of INSET as well as theories that contribute towards a better understanding of INSET activities for university lecturers.

The theoretical and conceptual framework for this study is developed from the premise that theoretical knowledge is a necessary and important guide for an investigation into INSET programmes for university lecturers. In this section there is an exposition of theoretical models which the researcher considers to be relevant to the INSET activities for university lecturers. The effect of the change paradigm on INSET models and strategies also forms an important aspect of the framework within which this study is grounded.

However, the literature on INSET theory for school educators is currently expanding while

that on INSET for university lecturers is still limited. In addition, the theoretical considerations for university lecturers are complicated by the fact that universities are complex organisations consisting of, among others, individual students and lecturers who have diverse backgrounds, aspirations, abilities, attitudes and needs. Furthermore, the nature of universities, that is, their origin, missions and roles are critical issues which have to be considered by researchers in order to continue building a sound theory or theories of INSET for university lecturers. The teaching, research and community-service roles of universities and the implication of these roles for lecturers, therefore, are central to the theoretical conceptualisation of this research.

In this theoretical and conceptual framework, some fundamental concepts which are closely related to INSET are explicated. These concepts, which are often interchangeably used with INSET in most literature, include Recurrent Education, On-the-job-training, Continuing Education, Staff Development, Lifelong Learning or Lifelong Education and Professional Development. Justification for the use of the term INSET in this study is provided in order to clear any possible misunderstandings. Finally, literature on the High Education sector is reviewed within the context of how quality education can be enhanced by INSET programmes that take into cognisance the needs of the participants who are university lecturers in this study.

2.2 RATIONALE AND IMPORTANCE OF A THEORETICAL FRAMEWORK OF INSET FOR UNIVERSITY LECTURERS

The successful professional practice of university lecturers depends on the development of an adequate theoretical foundation. In this regard, Van Schalkwyk (1993:278) referring to theory in general, rightly points out that the significance and value of theory are embedded in the fact that theory can make practice to succeed or fail. Kidd (1973:150) supports this statement as he succinctly states that the main source of good theory is good practice and that the best theory is a distillation of practice. Indeed, theoretical knowledge supports practice and may also stimulate new forms of practice.

The problem, however, is the fact that there are too many definitions of theory. In fact, Snow (1973:278) laments the fact that there are as many definitions as there are people concerned with theory. The review of various literature sources reveals that definitions and conceptualisation of theory range from those that are simple to those that are complex; and from those that have a general meaning to those with a special technical meaning. For example, Reid (1965:18) conceptualises theory in its widest and inclusive sense by stating that educational theory is a large bag containing in-depth reflections and general polemics of education.

Whilst the exact definitions of theory are hard to come by, there is sufficient consensus that theory signifies a set of formal propositions that explain how something operates (Flinders and Mills, 1993:xii). There is also general agreement that theory manifests itself in every

day life in the assumptions, biases and stances that are part of people's activities (Wolcott, 1992:7; see also, Van Schalkwyk, 1993:277; Cannon, 1983:59).

Flinders and Mills (1993:xii) present the following definition of theory which is compatible with the qualitative nature of this study. They define theory as:

“...an analytical and interpretive framework that helps the researcher to make sense of ‘what is going on’ in the social setting studied.”

This view emphasises that theory enables explanation, prediction and well-guided action or practice to happen. The importance, primary purpose and value of a theoretical and conceptual framework are encapsulated by the fact that it helps to describe and explicate a phenomenon (Moore and Kearsley, 1996:211-212). They maintain that a theory is like a map. It illustrates a scientific and simplified form. It emphasises relationships among the multifarious components of the phenomenon. Of singular importance is the consideration that the theoretical and conceptual framework serves as a pointer to areas that are not familiar with respect to the phenomenon being studied. Consequently, the theoretical and conceptual framework, in undergirding the theoretical constructs, identifies areas that may require further study and exploration. In short, the theoretical and conceptual framework, in general terms, launches the strategy for innovation and the continuum for further research in the field being investigated. An important outcome of this point of view is the value of research findings regarding the process of INSET for university lecturers.

Theoretical approaches that are necessary for enhancing competences of lecturers in many universities have only been adapted recently by most units or centres that focus on INSET. A number of these units have carried out their tasks from a weak theoretical knowledge base. According to Cannon (1983:58), the base is considered to be weak because of the following three reasons :

- inadequate theoretical formulation for what the units do;
- the limited nature of knowledge about teaching and learning, especially due to the range of distinctively different disciplinary requirements; and,
- a weak knowledge base for the design, implementation and evaluation of professional development programmes.

Apart from the weak theoretical and conceptual knowledge base that characterises INSET theory, it needs to be borne in mind that educational theory is not the prerogative of any one person. It is primarily a social phenomenon. Various persons perceive the same thing in different ways. The result of this, as Van Schalkwyk (1993:277) points out, is that during the course of time, many theories come into existence concerning a matter or phenomenon. Wolcott (1992:7) supports this and maintains that:

“...every human being is a profound theory builder, as long as that activity includes the myriad ‘ little ’ theories necessary for each of us to negotiate our way through every day life. ”

The problem of a weak theoretical base is complicated by some practitioners who are wary of theory. They claim that theories frequently contain errors. Whilst it is natural to expect any theory not to be perfect, one is inclined to believe that despite the imperfection of theories, they remain valuable for the improvement of educational practice. Moreover, it is logical to conclude that in any theory the existence of an error is always a possibility. The best that can be done is to approach any theory, especially a new one, with caution. Moreover, the value of educational theory as assumed in this study, is not the outcome of one individual mind. Rather it is what Reid (1965:21) referred to as:

“...[the] ineluctable product of the discourse of different theorists and practitioners.”

In fact, most educational theories tend to supplement one another despite differences and conflict. The different educational theories are not necessarily antagonistic. In this connection Kidd (1973:149) makes a poignant point:

“As time goes on these theories seem to be tending toward reinforcement rather than mutual destruction...”

It is also worth noting that with respect to INSET theory in general, there has been some success in the approaches followed by some INSET researchers and practitioners. Evidence in favour of the necessity for a theoretical framework for INSET is well documented. For instance, Blau (1973:18) points out that the typical role of theoretical

conceptions and principles is to provide a guiding framework for largely exploratory research. He further asserts that, apart from providing general guidelines for the investigation, a theoretical basis also determines the concepts to be used. Blau (1973:18) found that conceptual frameworks and theoretical considerations determine the research design and interpretation of results. Mercer (1991:43) notes in this regard that INSET theory generates certain kinds of questions which research will attempt to answer. Further, Kidd (1973:147) uses the following metaphors to paint a gloomy picture of a researcher who does not value theory:

“Without any theory his [her] activities may be as aimless and wasteful as the early wanderings of the explorers in North America, or one’s attempts to find one’s way, without a street map, around a city he [she] is visiting for the first time.”

In the final analysis, the qualitative nature of this research makes a theoretical and conceptual framework an absolute necessity. Justifying this view, Margot *et al.* (1997: 261) warn thus:

“ As qualitative researchers, it is important to achieve a certain sophistication and self-consciousness regarding theory. We must come to understand that theory is universal and inescapable.”

Therefore, it is safe to conclude that theorizing is basic to understanding INSET of

university lecturers (Van Dalen, 1973:26-30; see also, Dimock, 1979:20). INSET practitioners need certain theoretical assumptions as a starting point to guide what they do and also to check on their observations and insights because INSET activities for university lecturers are planned and organised in order to bring about an effective educational change in the university.

In broad terms, two ends of a change spectrum can be distinguished in relation to INSET for university lecturers. At one end is the need for universities as institutions to respond to challenges imposed from outside their immediate contexts by local, national or international socio-economic and political factors. At the other end of the spectrum is the need for university lecturers as individuals to be involved in a continuous process of self-renewal (Henderson, 1978:14; see also, Curry *et al.*, 1993:7). The rapidity of changes in High Education means that university lecturers are expected to play a prominent role in assisting their institutions to continually adapt to a new set of circumstances. This can only be brought about by basing INSET plans on firm theoretical grounds.

The idea that INSET of university lecturers is necessary is no longer treated with incredulity and derision (Knight, 1998:250; see also, Cornesky *et al.*, 1992:94). The knowledge explosion calls for improved teaching and research and community-service. Further, changing student numbers, funding constraints, new policies emphasising the development of employment-related skills, access and quality assurance as well as diversification of university education are some examples that illustrate the important role that external stimulants have on university lecturers.

INSET theory not only helps the researcher to analyse, describe and explain the external factors but also indicates the role that these factors play in determining policies which may influence the form and content of INSET for university lecturers. The external influences also reveal the importance of the concept of interdependence between universities, lecturers and the wider social, economic and cultural environment (Harris, 1995:103). What appears to emerge from the literature on training and development is that university lecturers are expected to improve their multi-tasking skills in order to effectively and efficiently carry out their role functions such as research, publication, teaching and community-service tasks. Knight (1998:250) in the research investigating the needs of university lecturers found that multi-tasking is a major source of worry for them. In this regard, Hoyle (1981:316) succinctly points out the task of INSET theorists and practitioners as:

“ ...to move ahead as creatively as possible, amid all the distractions and complexities of practice, to aid professionals— whether in natural employment settings or in especially designed educational situations— constantly to refine their sensitiveness, enlarge their conceptions, add to their knowledge, and perfect their skills so that they can discharge their responsibilities within the context of their own personalities and the needs of the society of which they are collectively a part.”

Literature on educational change suggests that educational organisations such as universities must be analysed, described and understood within a broader social context.

Unterhalter *et al.* (1991:3) also subscribe to this view as they propose that for any educational change to be effective, structures and processes of that change must be linked to changes in other social conditions and situations. Therefore, it is reasonable to conclude that the turbulence, complexity and dynamism of educational organisations such as universities, especially in South Africa, necessitate the development of a theoretical framework for INSET so that the roles, experiences and perceptions of lecturers can be appropriately categorised, analysed, understood and consequently taken into consideration when INSET programmes are planned.

It is important to properly categorise and analyse the experiences of university lecturers scientifically because these lecturers are likely to be affected by changes that may result from the implementation of INSET programmes. Therefore, selected theories and theoretical models outlined in this study are those that emphasise the inclusion of university lecturers as beneficiaries of the INSET activities. The impact of this is lucidly explicated by Dimock (1979:124) who contends that people are much more likely to implement the plans they have helped to develop than the plans of someone else.

In summarising, it needs to be pointed out that the fundamental or theoretical problems of INSET for university lecturers' practice are inseparable from those of educational practice. Just as we cannot separate scientific and philosophic questions, we also need to consider theoretical and practical concerns jointly. Theory and practice of INSET for university lecturers should be integrated (Apps, 1979:20). It should be borne in mind that no one particular theory can be adequate to constitute a solid basis for the development

of a theoretical and conceptual framework for INSET in the Higher Education sector. Implicitly underlying every effort at planning INSET programmes for university lecturers is the need for a theoretical and conceptual framework. The theoretical constructs will inform practice. Practice will obviously lead to improvement and revision of theory.

What follows is a brief overview of theories that the researcher has selected because of their relevance to the investigation of INSET programmes for the university lecturers. These theories and theoretical models constitute the quintessential guidelines for the implementation of INSET for lecturers at universities. They also serve as a point of departure for this research.

2.3 SELECTED THEORIES WHICH ARE RELEVANT TO INSET OF UNIVERSITY LECTURERS

It has already been argued in the previous section that an essential move towards understanding the complexity of influences on the INSET of university lecturers is the creation of a theoretical and conceptual framework within which these influences can be ordered and related to one another. For the purpose of this study, it is to be noted that such a framework can be provided by a variety of theories and models and that it cannot be attained by any one particular theory or model. Although there is some considerable

disagreement among philosophers and social scientists about definitions of theory, there appears to be broad agreement that theory is important in order to achieve the objectives of a scientific inquiry: to name, classify, describe and predict phenomena; to make predictions on the basis of these generalisations; and finally, to demonstrate the applicability of this knowledge to practice (Van Dalen, 1973:26-30; see also, Moore and Kearsley, 1996:211-212).

In this section a brief overview of selected models and theories deemed most appropriate for INSET of university lecturers will be considered. The INSET activities are discussed within the parameters of these theories and models.

2.3.1 THE THEORY OF ADULT LEARNING OR ANDRAGOGY

The United Nations Educational, Scientific and Cultural Organization (UNESCO) adopted a recommendation on the development of adult education at its Nineteenth General Conference session, using the following definition:

“The term ‘adult education’ denotes the entire body of organised educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial apprenticeship, whereby persons regarded as adults by the society to which they belong develop their

abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development.” (UNESCO, 1976:2)

The above definition is relevant for the development of a theoretical and conceptual framework of INSET for university lecturers as adults. This is in view of the fact that for several years adult teaching was based on the outdated notion that adults and children learn in the same way and have defects in their knowledge that can be remedied by education. In the case of INSET, information was transmitted to the participants in order to correct their inadequacies. Responsibility for learning rested with those who were imparting knowledge and skills but not with the participants.

Nowadays learning is generally perceived to be a continual lifelong experience, with receptivity to new knowledge and skills greatest when the adult learner is self-motivated. The desire to acquire new knowledge, information and skills, whether to correct a defect or to foster growth, stems from the adult learner and cannot be imposed from outside (Silcock, 1993:16; see also, Filep, 1973:63; Becker *et al.* , 1968: 60; Katz and Henry, 1988:6-9).

Adulthood forms a pivotal axis upon which INSET of university lecturers revolves as a field for both research and practice. A concerted study of adulthood as a distinct period of life

has evolved in recent decades. Wide-ranging literature abounds within the field of developmental change in adults. However, for the purpose of this study a comprehensive discussion on andragogy and adult education will not be undertaken. Consequently, this discussion will highlight major issues that emerge from the studies of adult development and learning as they potentially impinge upon the theory and practice of INSET for university lecturers.

Literature points to the fact that it is crucial to understand university lecturers as adult learners in order to formulate any theoretical and conceptual framework which is of value. University lecturers engaged in any INSET activity learn differently from the way children would learn. The review of literature suggests that a theory of adult learning is valuable in terms of attempts to understand how university lecturers as adults learn, what hinders their learning and which factors contribute to their successful learning. Consequently, a theory of adult learning provides some guidelines regarding the effectiveness of INSET activities in addressing the needs of university lecturers.

The theory of adult learning has given birth to the field of andragogy. This concept is rooted in the area of American Human Resource Management. According to Knowles (1968:350; see also, Pigford *et al.*, 1992:32), the term andragogy means:

“ The art and science of facilitating adult learning.”

McPherson and Lorenz (1985:55-60) as well as Boucouvalas and Krupp (1989:183) argue

that in order to understand the theory of andragogy, it should be contrasted with the theory of pedagogy. They define pedagogy as the art and science of teaching children and youth whereas andragogy is regarded as the science and art of teaching adults.

A detailed review of literature dealing with adult learning indicates that adults such as university lecturers tend to pass through several developmental stages which are different from stages experienced by young people (Knowles, 1978:88; see also, Feldman, 1987:226-234; Entwistle *et al.*, 1979:377; Gibbs, 1992:166; Genis, 1997:88; Apps, 1979:5-54). Adults evolve through different career and life stages. Figure 2.1 elucidates a repeating pattern of growth, stabilisation and transition through which adults go in their careers.

Figure 2.1 Career Stages

Age Group	Career Stage	Career Tasks	Psychological issues
15 -22	1. Pre- career Exploration	1. Finding the right career 2. Obtaining the appropriate education	1. Discovering one's own needs and interests. 2. Developing a realistic self-assessment of one's abilities.
22 - 30	1. Early Career : Trial	1. Obtaining a viable first job. 2. Adjusting to daily work routines and supervisors.	1. Overcoming the insecurity of inexperience; developing self-confidence. 2. Learning to get along with others in a work setting.
30 - 38	1. Middle Career : Establishment	1. Choosing a special area of competence. 2. Becoming an independent contributor to the organization	1. Deciding on level of professional and organizational development. 2. Dealing with feelings of failure of first independent projects or challenges.
38 -45	1. Middle Career : Transition	1. Reassessing one's true career abilities, talents and interests. 2. Withdrawing from one's own mentor and preparing to become mentor to others.	1. Reassessing one's progress relative to one's ambitions. 2. Resolving work-life personal-life conflicts.
45 - 55	1. Middle Career : Growth	1. Being a mentor. 2. Taking on more responsibilities of general management	1. Dealing with the competitiveness and aggression of younger persons on the fast track up the organization.
55 - 62	1. Late Career : Maintenance	1. Making strategic decisions about the future of the business. 2. Becoming concerned with the broader role of the organization in civic and political arenas.	1. Becoming primarily concerned with the organization's welfare rather than one's own career.
62 -70	1. Late Career : Withdrawal	1. Selecting and developing key subordinates for future leadership roles. 2. Accepting reduced levels of power and responsibilities.	1. Finding new sources of life satisfaction outside the job. 2. Maintaining a sense of self-worth without a job.

Source: Pfeiffer[Ed] (1987:11)

In each stage of a person's career, that is, early, middle and late careers, new skills are developed. Atkinson *et al.* (1993:36) describe these as follows:

“In general, times of growth are marked by excitement and challenge; the times of stabilization, by outstanding performance; and the times of transition, by reassessment and anxiety.”

It is evident that an understanding of the professional development of university lecturers rests on both their individual differences, such as biological, personality and intelligence characteristics and the interaction between these variables and socio-cultural factors. Adult development and learning, then, require a multi-disciplinary understanding.

It is imperative, therefore, that organisers of INSET for university lecturers should understand that lecturers in their career or life development will feel differently about their jobs and display disparate emotional states. Moreover, adults also go through critical life stages that impact upon their productivity in multifarious ways. At each stage of their lives adults are faced with crucial psychological issues that need to be resolved.

In an attempt to understand the impact of the various career and life stages of university lecturers, INSET organisers may draw certain principles from andragogy in an attempt to understand the impact of demands made on the various career and life stages of university lecturers. In short, andragogy makes a meaningful contribution in terms of guiding INSET theorists and practitioners to assist university lecturers to come to terms with important

transitions in their lives and to improve their academic responsibilities in a better manner than at present. Indeed, andragogy makes a useful contribution to the limited, respectable body of knowledge about effective INSET practices for university lecturers.

2.3.1.1 DIFFERENCES BETWEEN PEDAGOGY AND ANDRAGOGY

Literature dealing with professional development points to the fact that the theory of andragogy as contrasted with that of pedagogy significantly contribute towards the expansion of a theoretical and conceptual framework of INSET of university lecturers. There appears to be consensus among adult learning theorists that adult learners differ from young learners in at least the following five areas: self-concept, readiness to learn, time perspective, orientation to learning and experience. Figure 2.2 illustrates these areas:

FIGURE 2.2 FROM PEDAGOGY TO ANDRAGOGY

	Pedagogy	Andragogy
Self-Concept	Dependency	Increasing self-directedness
Readiness	Biological development Social pressure	Developmental tasks of social roles Self-pressure
Time perspective	Postponed application	Immediate application
Orientation to learning	Subject-centred	Problem-centred
Experience	Limited in amount	Learners are a rich resource for learning

Source : Atkinson et al. (1993 : 33)

2.3.1.1.1 SELF-CONCEPT

According to Knowles (1984:14) adults develop a deep psychological need to be perceived both by themselves and others as being indeed self-directing. Self-directedness is the concept that lies at the heart of andragogy. Andragogy is founded upon the recognition that the deepest need adults have is to be treated with respect as self-directing persons. Adults are more self-directed than children or young learners and prize their independence instinctively.

When they are provided with chances to be responsible for their own learning programmes, they are stimulated to participate fully in such programmes and to extend them over longer periods of time (Atkinson *et al.*, 1993:30-39). They are inspired by factors such as career advancement and personal development to participate voluntarily in the field of knowledge and skills they are exploring (Knowles, 1984:7; 1975:18). The implications of the conception of adults as self-directed persons who value their autonomy suggest that designers of INSET programmes need to regard university lecturers as independent learners. To this end, a learning environment characterised by mutual respect and collaboration should be created.

2.3.1.1.2 READINESS TO LEARN

There is an important difference in the motivation of adults and children towards learning. Children are motivated by external pressures such as parents, teachers and others while

adults are more internally motivated (Du Toit and Kruger, 1991:7). This confirms the findings of one of the pioneer studies conducted by Knowles (1984:14) who observed that:

“ Although it is acknowledged that adults will respond to some external motivators— a better job, a salary increase, and the like— the andragogical model predicates that the more potent motivators are internal—self-esteem, recognition, better quality of life, greater self-confidence, self-actualization, and the like.”

This means that facilitators of INSET must take cognisance of the fact that lecturers want to learn and not because someone else wants them to do so. University lecturers who participate in INSET activities engage in such activities as self-directed adult learners who are responsible for their own lives and who need to be recognised as such. Knowles (1984:7) also found that adults differ from children in that they have their learning gravitating around problems which they regard as being relevant to their situations. Atkinson *et al.* (1993:39) concur with these findings as they point out that adult learners are more interested in participating in learning activities that help to solve problems they face in their personal and professional lives than they are in activities that do not address these problems.

Furthermore, research on adult learners indicates that adults learn most effectively when their experiences are challenging and focussed on their needs (Cornesky *et al.*, 1992:99; see also, Coffing, 1977:185; Brookfield, 1989:206). It is indispensable, therefore, that

university lecturers affected by INSET activities be involved in the planning process. This will boost their willingness and readiness to participate in such activities. INSET organisers must avoid trying to define problems and select content for lecturers. Instead, these adult learners must be allowed the freedom to define and select learning content for themselves.

Comesky *et al.* (1992:95) caution INSET organisers who fail to involve the participants in the planning process. They state that apart from inertia setting in among the latter, surface compliance will occur. Moreover, there will be little change in behaviour among the former. Clearly, readiness cannot be imposed from outside but stems from the tasks and social roles of university lecturers which create a personal need. Thus, the involvement of university lecturers in the identification of INSET needs is a *conditio sine qua non* to effective INSET programmes.

2.3.1.1.3 TIME PERSPECTIVE

Adult learning theory assumes that time perspective for adults differs from that of children or youngsters who are expected to regard education as preparation for the future and to store knowledge for the time when it can be used. Adult learners want to apply the learnt knowledge immediately or in the near future (Knowles, 1975:18). For adult learners, time is of great importance whereas it appears to be endless to the youth. Apart from the desire by adult learners to apply knowledge immediately or in the near future, they are also able to internalise long-range goals and work towards them over a period of time (Kidd, 1973:48).

However, it is important to note that despite the fact that time is highly valued by adult learners, they do not perceive it in the same way. This implies that INSET activities should be geared towards empowering university lecturers to actively participate in resolving their own individual problems in the workplace. Furthermore, the scheduling of INSET activities must take into account the concerns of university lecturers. In this respect, Farrington (1996:17) rightly contends that andragogy places responsibility even more firmly on the learner. Clearly, if this principle of adult learning is seriously taken into consideration when planning for INSET of university lecturers, those who are responsible for the planning should move into the positions of being facilitators of self-directed learning instead of pretending to be experts who are knowledgeable about everything that affects lecturers' tasks.

2.3.1.1.4 ORIENTATION TO LEARNING

Children and adults also have different orientations to learning. For the children, emphasis is placed on learning outcomes rather than the process of learning. However, it is not the case with the education and training of adults. In short, the orientation in pedagogy is subject-centred and the goal is mastery of the content. However, due to the fact that adults enter the learning environment with a specific need to know, their orientation is life-centred. This involves a process that emphasises content rather than being product-centred (Slotnick *et al.*, 1993:7). Adult learners are self-directed in motivation, and problem-centred in their orientation to learning because they want to apply what they learn soon after they have learnt it. Knox (1977:79) supports this contention as he points out that

adults actively seeking to enhance their proficiencies tend to think of themselves as users rather than recipients of education. Thus, the adult, having learnt something, is in a better position to continue learning than is the child.

2.3.1.1.5 EXPERIENCE

Literature reveals that a key factor in adult learning is the comparatively richer experience of adults. Facilitators of INSET must capitalise on this in the learning situation that involves adults. The notion of experience provides a basis for understanding the social roots of adult learning. Experience is not an easy concept to use because it denotes different meanings. What is not contested, however, is that it is related to the essential aspect of being human. This concept also indicates an evaluation of a fluid situation which gives rise to the categories of pleasantness and unpleasantness (Vrey, 1979:42).

Further, Krupp (1981:2) alludes to the sources of numerous categories of the emotional dimensions of being human in terms of experiential imperative. He defines experience as:

“... a process of construction in which simple objects and stimulations lead to perceptions and meanings — to a sense of reality.”

The one interpretation of this definition is that differentiation of experience comes as a result of accumulation of events in a person's life. For instance, one can speak of the experiences of various persons. The other interpretation of experience refers to the way

in which people have gathered and organised a selection of the things they have done in their lives. For example, one may speak of one's experience as a lecturer, a spouse, friend and so on. Therefore, it can be concluded that the concept of experience is pregnant with at least two meanings which are different but also related to each other. Of utmost importance and relevance to the purpose of this research is that the adult learners have many varied experiences mainly because they have lived longer and have also played various roles such as being students, employees and so forth. It is safe to conclude that adults have more experience than children, have different kinds of experiences and their experiences are organised differently.

According to Krupp (1981:2-6), experience has other variables that emerge from a person's personality and physical, social, environmental and developmental background. The main points emanating from each of these variables are briefly discussed in the subsequent paragraphs because of their relevance to INSET of university lecturers:

2.3.1.1.5.1 PHYSICAL BACKGROUND

Some adults have a body that is breaking down. Examples are vision defects, hearing difficulties and the experience of pain when a person sits for a long time. Other people have habit needs such as a desire to drink coffee or tea ; or a place to smoke a cigarette or an environment to be free of smoke. The implications of this for this research is that if the biological changes or habit needs are not recognised and provided for during INSET,

they will distract the attention of university lecturers.

2.3.1.1.5.2 SOCIAL EXPERIENCE

Adults belong to different groups and play a variety of roles throughout their lives. Adults also have relationship preferences that differ from one situation to another. According to Vrey (1979:42), the experience of a situation results in the integration of the specific Experience and the meaning which has been attributed to it, giving the meaning an individual and personal dimension. In other words, the most important aspect of experience is the fact that the adult learners regard their own experience as unique and private.

The social experience of adults necessitates a need for INSET supervisors or facilitators to know which role demands are in conflict for university lecturers and where necessary and possible, modify INSET activities. Above everything else, INSET programmes must be tailored according to the experiences and needs of university lecturers because:

“ ... experience influences involvement in every significant action.”

(Vrey, 1979:42)

The importance of the experiences of adults in learning lies in the fact that they are a rich source of reference during the perception of new situations (Cross, 1981:227).

Certainly, adult learners bring to the learning encounter a huge baggage which they accumulate during their lives.

2.3.1.1.5.3 PERSONALITY AS PART OF EXPERIENCE

Krupp (1981:4) avers that:

“ ... reality is a construction in the mind of the individual in relation to some aspect of his or her environmental experience.”

In terms of this claim, it is reasonable to expect that adult learners behave according to what is real to them at any particular given moment. To adults, their experience is who they are; and rejecting their experiences is tantamount to rejecting them as person (Pigford *et al.*, 1992:34). Besides, adults always need a sense of worth (Krupp, 1981:4).

Consequently, if the worth of university lecturers is acknowledged during the process of INSET, they are likely to be more willing to learn new information, knowledge and skills.

2.3.1.1.5.4 ENVIRONMENTAL EXPERIENCE

Adults have had a multitude of varied environmental experiences because they are continuously affected by space both geographic and physical as well as the era in which they live (Krupp, 1981:5). They also tend to reflect upon environmental occurrences by

using a phenomenological approach. This means that adults draw conclusions on the basis of the observations and reflections on what is actually happening (Higgs and Smith, 1997:39).

2.3.1.1.5.5 DEVELOPMENTAL EXPERIENCE

Differences in the experiences of adults are also caused by developmental changes. For example, as the adults age, they generally move from being self-centred to being more considerate and caring. In addition, regarding adults' developmental changes, Krupp (1981:5) makes the following observations which are relevant to INSET of university lecturers:

- Adults take longer to learn new materials, but the power of their response does not significantly decline.
- Adults find new material difficult to learn if it cannot be linked to past experience.
- For adults, the future is perceived as more circumscribed, whereas children or young persons tend to feel that the future is full of limitless possibilities.

The developmental experiences of adults affect them during INSET. In this connection, Nunan (1988:23) rightly concludes that they are intensely influenced by their past learning experiences, present concerns and future prospects. It is mandatory, therefore, that INSET facilitators should build on the experiences of lecturers and that it should be presented in approaches that would enhance their learning, eliminate anxiety and boost

their self-confidence. Moreover, the characteristics of lecturers such as richer experience, readiness to learn, and self-directedness may be capitalised upon by INSET practitioners who are charged with the responsibility of their lifelong education and training.

2.3.1.2 FACILITATION CAPACITY FOR SELF-DIRECTEDNESS IN THE PRACTICE OF ANDRAGOGY

In order for INSET activities of university lecturers to be effectively implemented, it is essential for the planners to be aware of the possible difficulties faced by some adult learners in general. The awareness of challenges confronting adult learners may enable planners of INSET to compensate for university lecturers in one way or the other. According to Mudd (1990:24-28), the possible stumbling blocks include vision defects, hearing defects, fixedness of ideas, tiredness, stress and limitation of instructional time. He proposes the following approaches to compensate for some of these hindrances :

- Eliminating environmental factors which may cause stress, such as noisy working conditions.
- Avoiding the imposition of new ideas on INSET participants, keeping in mind that fixed ideas may only be changed slowly.
- Helping the adult learners to organise a study routine.

In the final analysis, university lecturers are adults. Facilitating their INSET

programmes is a complex act in which their divergent personalities, experiences and the expectations they bring to the learning environment as well as the wider social, political and economic conditions prevailing in their universities are all important. Literature attests to the fact that there is no right way of facilitating adult learning. In fact, INSET supervisors who are alert and sensitive to the altered and complex university contexts will be critical of standardised theoretical and conceptual models of facilitating adult learning. Due to differences in social class, status, cultural conditioning and personality characteristics of adult learners, models of facilitating adult learning cannot be replicable in all situations.

Those who facilitate INSET of university lecturers should try a range of different approaches because university lecturers, like all other adults, exhibit different abilities, experiences, personalities and learning styles. It is also worth mentioning that INSET facilitators will never meet all the needs of university lecturers. Brookfield (1989:202) warns that INSET facilitators:

“... will never connect directly, simultaneously and dramatically with all their group members. While it is essential to have some clear purpose and rationale directing their efforts, facilitators should avoid the mistake of crucifying themselves on the cross of perfection.”

Clearly then, facilitating the capacity of adults for self-directedness is pivotal to the

practice of andragogy and, *ipso facto*, for INSET of university lecturers. However, there exists varying interpretations of the concept of facilitation. These interpretations can be seen to fall within the three dominant paradigms, namely, the behaviourist, the humanist and the critical paradigms.

2.3.1.2.1 THE BEHAVIOURIST PARADIGM

The behaviourists observe and define how people behave by studying their environment and then scrutinizing the actions of people in that environment. The behavioural theory lays emphasis on the need for setting objectives that define people's behaviour in measurable and visible terms (Higgs and Smith, 1997:82). Hence, the assumption behind the behaviourist paradigm is that the task of facilitators is to ensure that learners attain previously defined learning objectives which are specified in terms of measurable and observable behavioural outcomes. In line with this approach, INSET activities are sequenced in such a way that lecturers are engaged in a series of carefully designed programmes. Thus, the effectiveness of INSET programmes in general and learning in particular are determined according to whether previously defined learning objectives are demonstrably achieved.

The major concern about behaviourism is that it ignores the innate abilities of people to judge both stimuli in the environment and choose the way in which people respond to stimuli. This paradigm may not be entirely congruous to the complex university

context in which lecturers develop self-insight, critically analyse assumptions underlying their thoughts and actions or interpret and find meaning within their experiences (Brookfield, 1989:202). Within the behavioural school of thought, this kind of critical reflection on learning is often reported as occurring unexpectedly, that is, the skills and knowledge acquired could not have been anticipated (Boyd and Fales, 1983:99-117).

2.3.1.2.2 THE HUMANISTIC PARADIGM

This predominant paradigm within the literature of North American adult continuing education regards facilitation of learning as being collaborative by nature. The paradigm emphasises the negotiation of objectives, methods and evaluation criteria in a learning encounter between adult learners and facilitators (Brookfield, 1989:203). Facilitators of this persuasion respect the integrity, interests and demands of the learners and devote themselves to assisting learners to realise their needs. Brookfield (1989:203) concisely postulates the humanistic view of adult education thus:

“ Adult education is seen as a democratic and co-operative venture, with facilitators assuming no particular status within a learning group simply by virtue of their knowledge or experience.”

One of the dangers inherent in the humanistic conceptualisation of facilitation of learning is that this paradigm erroneously presupposes that a good facilitator is the one who pleases learners by meeting their needs in the manner requested. The other danger is that the paradigm assumes that learners are always regarded as the best judges of their interests. In this respect, Brookfield (1989:203) sounds the following warning which has implications for INSET of university lecturers:

“ ... pleasing learners sometimes entails pandering to their prejudices or helping them stay comfortable by avoiding the painful, critical scrutiny of personal, occupational, and political realities, it is entirely possible that facilitators might never encourage learners to explore alternative ways of thinking and acting.”

Undoubtedly, this facilitation role makes it easier for adult learners to remain in their comfort zones which reassures their thinking and conduct. This can be an impediment to the professional development of academics. Nevertheless, this tradition of liberal humanism has important benefits for the INSET of university lecturing personnel. This paradigm views INSET of university academics as a partnership rather than as an authoritarian transmission of information from the experts to the ignorant. As stated earlier, university lecturers participating in any INSET activities are self-directed learners whose experience is a rich learning resource. Therefore, they must be involved as partners in the planning, implementation and evaluation of such activities.

2.3.1.2.3 THE CRITICAL PARADIGM

The critical theory has had a great deal of impact on all the human sciences, including the science and practice of adult education and training. The critical paradigm of facilitation, drawn from the work of Frere, and interpreted by writers such as Mezirow (1981:3-27), concentrates on facilitators encouraging learners to critically probe the values, beliefs and assumptions they have uncritically assimilated from the dominant culture. In terms of the critical model of facilitation, learners are challenged to acquire alternative ways of interpreting their experiences.

According to Brookfield (1989:205) the following two complications are embedded within the critical paradigm:

- Its proponents promote a dualistic image of critically sophisticated facilitators in possession of a fully authentic objective perception of the nature of oppressive reality and critically have learners duped by mind manipulators.
- There is sometimes an unacknowledged ideological bias underlying the concepts of critical thinking and critical awareness.

Nonetheless, the relevance of this paradigm to INSET of university lecturers becomes evident in questions such as 'In whose interest is the learning content?' 'Who decides on the content that the university lecturers are expected to learn and why?' Questions such as these were particularly dominant among critical thinkers who were sympathetic to

Marxism and the ideals of social revolution (Higgs and Smith, 1997:166).

2.3.1.3 THE PERCEPTIONS OF ADULT LEARNERS REGARDING FACILITATION

A number of studies have been carried out in which adults have been encouraged to talk about their own life histories as learners and about the importance of facilitators to this learning (Boyd and Fales, 1983:99-117). Several themes which have important implications for how facilitation of INSET of university lecturers is conceived are apparent within these studies.

First, the adult learners involved in the studies reported that the educational activities most meaningful for them were those in which they could make a direct link to their past experiences or current concerns. For facilitators of INSET this is a reminder of the importance of basing learning content and methods on what university lecturers can appreciate and understand. This would enable university lecturers to make connections between the learning experiences and their expectations or needs. Second, the learning incidents the learners recalled as being of greatest personal relevance and significance were those in which they had to face and work through some challenges. The research conducted by Mezirow (1977:153-164; 1981:3-27) and Boyd and Fales (1983:99-117) indeed reveal that learners speak clearly and tempestuously articulate their trying learning encounters. For facilitators of INSET this is testimony to the fact that learning interactions

carry an important message. They should be wary of falling into the trap of assuming that adult learners will resist activities characterised by challenges. Brookfield (1989:205) also champions this view with this observation:

" ... learners recall with pride, and in vivid detail, those episodes and moments when they faced, contended with, and resolved some activity, task, or circumstance that was challenging and problematic."

2.3.1.4 SUMMATION

Despite critiques of the empirical soundness and epistemological validity of the concept of andragogy such as Hartree (1984:203-210) and Tennant (1986:113-122), this concept has had an enormous and far-reaching influence on the field of INSET theory and practice of university lecturers. Important principles that are relevant to INSET of university lecturers can be extracted from andragogy.

What is evident from the above exposition is that adult learners must be viewed holistically. It is vital for the future of INSET that lecturers expend their energy for personal development which is congruent with university goals. University lecturers, like all other adults, are a highly variable lot: they differ in age, interests and the aims they have for their continuing education and training. Nonetheless, they share similarities bearing on how successful they will be at realising their educational goals.

In this sub-section, the concept of andragogy relevant to the theory and practice of INSET of university lecturers has been addressed. In addition, it is also obvious that INSET of university lecturers requires a multi-disciplinary understanding. Moreover, change of a fairly lasting nature is implied in any adult development and learning situations. In this connection, Boucouvalas and Krupp (1989:184) correctly state that:

“ ... change is the linchpin between the terms adult development and learning.”

Indeed, there appears to be a dynamic interplay of biological, social, psychological, historical and environmental contextual factors influencing INSET programmes of university lecturers as well as the capacity of organisers. Many theorists agree that learning results in a relatively permanent change of behaviour, that it takes place within the context of experience and that the ease or rate of learning depends on the flexibility and convenience with which new information is integrated by the adult learners.

The notion of adults' varied life experiences and self-directed learning calls for individualisation of the education and training which university lecturers receive. In fact, according to Behr (1987:69; see also, Vrey, 1979:40) teaching must be broader, analogical and undergirded by examples drawn from life experiences of the learners. It is, therefore, not surprising that university lecturers as adult learners who are required or expected to take part in INSET activities reserve to themselves the option of deciding to participate in

such learning experiences. The decisions they take depend on whether they feel participation will address their needs or not. This, in turn, implies that university lecturers must understand not only what the outcomes of INSET will be but also how these outcomes will deal with their individual needs. Further, adult learners depend more heavily than younger learners on internal rewards for their efforts (Cross, 1981: 227).

In the final analysis, it cannot be over-emphasised that university lecturers are adults and need to be treated as such. Facilitating their INSET programmes is a highly complex act in which their personalities and learning styles, the divergent experiences and expectations they bring to the learning encounter and the wider social, political and economic climates existing in their universities are all important. Literature attests to the fact that there is no one right way of facilitating adult learning. In fact, INSET organisers who are conscious and appreciative of the dynamic contexts in universities will obviously avoid adapting standardised theoretical and conceptual models of INSET for university lecturers.

Therefore, facilitators of INSET for university lecturers should try a range of different approaches because these lecturers exhibit different abilities, experiences, personalities and learning styles. Regardless of costs such as money and time, INSET practitioners and facilitators should be willing to take calculated risks and involve university lecturers in their own learning. This can be done by, among others:

- ensuring that their needs are satisfied;
- being aware of the professional and personal characteristics which university lecturers look for in the facilitators; and,

- communicating clear expectations regarding what university lecturers have to do, and stating those expectations early so that university lecturers can plan their schedules with confidence.

Once again, the key factor in the theory and practice of andragogy is that university lecturers as adult learners are more active in pursuing their learning. Moreover, they are in a better position to realise the importance and limitations of what they learn than children because of their experience.

2.3.2 SYSTEMS THEORY AS A FRAMEWORK FOR ANALYSING AND UNDERSTANDING INSET OF UNIVERSITY LECTURERS

As part of the theoretical and conceptual framework for INSET of university lecturers, a brief reference to the concept of the systems theory as a framework for the analysis and understanding of INSET of university lecturers is deemed necessary. Systems theory provides a useful framework for categorising events and experiences which affect INSET of university lecturers. It also assists researchers and practitioners to analyse and understand complex INSET situations.

2.3.2.1 INTRODUCTION

The notion of developing a theory of systems and how systems operate is based on the

work of Ludwig Bertalanffy's general theory of systems, Talcott Parson's theory of sociology, Norbet Wiener's theory of electronic and mechanical systems and Cohn Churchman's theory of engineering system (Higgs and Smith, 1997:268). In this subsection, the exposition of the concept systems theory will be made. This exposition will be linked to INSET in general and INSET for university lecturers in particular. In order to clear any possible misunderstanding, the meaning of the term system, some central arguments of the systems theory and the criticism of this theory are discussed. Relevant literature is reviewed to support the assumption that the systems theory provides a framework for analysing and understanding INSET of university lecturers. Finally, the value of the systems theory with regard to fostering change in INSET of university lecturers is highlighted.

2.3.2.2 AN EXPLICATION OF THE TERM SYSTEM

The term system has various meanings and applications depending on who uses it. A critical review of literature on the concept also shows that the term is not new. The review further indicates that most definitions regard the system as the total of separate parts working independently and in integration with each other to achieve previously specified objectives (Benedict, 1995:89).

Inter alia, Higgs and Smith (1997:287), Cannon (1983:62-66) and Van Schalkwyk (1993:283) argue that most system theorists maintain that the following are essential to

all systems:

- The parts of a system work together in some way.
- The system is a whole.
- All systems take inputs and turn them into outputs.
- All systems absorb and generate some form of energy.
- Systems need to be controlled.

Obviously then, there is general consensus that systems are specialised. Furthermore, there is unanimity that systems deal with five common definitional criteria, namely, purpose, interrelatedness, functional unity, interaction with the environment and optimisation (Higgs and Smith, 1997:47; see also, Benedict, 1995:90; Bjork and Senkhane, 1992:18).

Generally speaking, systems theorists believe that everything including INSET of university lecturers, can be seen in terms of a system (Higgs and Smith, 1997:278). Consequently, special attention will now be paid to the concept of systems theory and the key arguments that are relevant to INSET of university lecturers advanced in this theory.

2.3.2.3 A BRIEF DESCRIPTION OF THE SYSTEMS THEORY AND ITS CENTRAL ARGUMENTS WHICH ARE PERTINENT TO INSET OF UNIVERSITY LECTURERS

As alluded to earlier, this framework assumes that improvements or development in the continuing education and training of university lecturers take place in an organisational context. Although theorists from a variety of disciplines conceptualise organisational theory differently, there seems to be consensus that systems theory has a lot to offer as a mechanism for ordering data from different Social Sciences. This theory suggests that organisations such as universities tend to be composed of differentiated and integrated sub-systems that assist them to achieve effectiveness and efficiency.

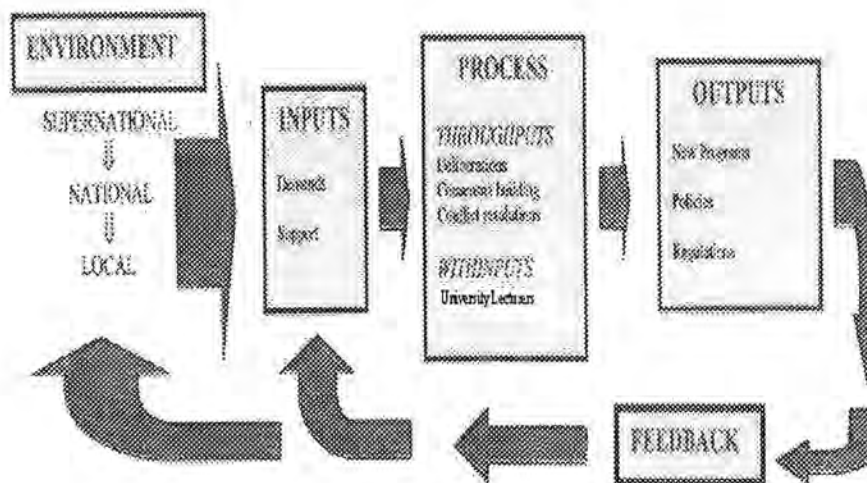
INSET centres or units are seen as sub-systems that assist universities to equip lecturers with the necessary skills, knowledge and information which will enable the university to fulfil its teaching, research and community-outreach responsibilities. In the context of this study, systems theory describes the interaction between universities and their larger environments in terms of input-process-output relationship. This means that the university receives demands from the external environment or society. The inputs such as a need to meet the demands of the market forces, technological changes and policy changes compel the system to act upon those demands in some way. The process of, for example, planning and designing INSET programmes that will empower university lecturers to keep abreast with latest developments in their teaching, research and community-tasks



offers possible solutions to problems.

The output, could then be new programmes or policies to satisfy the original demand. Figure 2.3 shows aspects of the systems theory which support the view that INSET Of university lecturers is influenced by a complexity of factors impacting upon educational organisations in the lecturers' work.

FIGURE 2.3 THE SYSTEMS THEORY



Source Adapted from: Easton (1965 : 30)

The environment in which universities operate can be divided into the following three parts:

- The international world or the supra-system which is influenced by the

social, cultural, economic and political factors.

- The national environment which is affected by the economy, culture, social structure and political system of the country.
- The local community.

Stresses or pressures that come as a result of either demands or inputs are caused by some type of disturbance outside the system that changes the existing relationships within the system (Cannon, 1983:16; see also, Van Schalkwyk, 1993: 283; Bjork and Senkhane, 1992:18).

As already indicated, inputs from the external environment come in the form of demands and /or supports. With regard to INSET for university lecturers, an example of a demand is the achievement of a desired goal of increasing the pass rate of students. Inputs can come in the form of support such as assisting university lecturers through INSET programmes to improve the pass rate of the students. Support can also be incentives in the form of awards that recognise improved pass rates as a result of participation in INSET programmes by those lecturers. Through-puts describe the process of converting the demands placed on the university system into some form of output that meets the demands. This process involves both individuals and groups inside and outside of the university. Individuals can be lecturers, administrators, deans, heads of schools or departments and so forth. Groups can be government departments, Non Governmental Organisations (NGOs), business groups, academic staff associations and so on.

Outputs to society that result from this process may include new programmes or policies aimed at satisfying the original demands placed on the university system. For example, the new knowledge and skills acquired from INSET programmes may assist university lecturers to execute their research, teaching and community duties in such a way that it becomes possible for universities to address the local, national and international needs more effectively.

Feedback will become a new input into the system. It will inform the university administrators and those involved in INSET as to the relative effectiveness or ineffectiveness of INSET programmes for university lecturers in meeting the needs arising from the external environment. This, in turn, may necessitate change with respect to the content of INSET programmes in which university lecturers participate. Instead of splitting things into parts, systems theory conceptualises things as a whole. In terms of this theory, for instance, educational organisations such as universities are understood to be influenced by turbulent external environmental factors which either support or make demands on them. However, systems theory also illuminates the essential elements of the system, that is, the university as it interacts with the environment in which it is embedded.

Consequently, the theory assumes that all systems and sub-systems such as INSET must be planned, implemented and evaluated within a particular context. In this respect, Higgs

and Smith (1997:270) observe that:

“...systems theory sees everything in terms of systems, the environment in which a system operates, and the functions that are included in a system.”

These authors further point out that the theory focuses on the complexity of problems within educational organisations and that educational practitioners' understanding of these problems is always inadequate. They argue that the systems theory seeks to find out why some things work and goes about looking for reasons and clues to problems. There is considerable support for this view from some South African educationists. For example, Bjork and Senkhane (1992:18) note that systems theory is used to classify events and illuminate relationships between and among them. Van Schalkwyk (1993:270-280) regards the value of this theory as critical because it provides, *inter alia*, the framework for description and analysis, criteria for explaining differences, parameters for evaluation and guidelines for educational design and innovation. In short, the systems theory can enable researchers and INSET facilitators to obtain clarity on the university activities which influence the planning, design, implementation and evaluation of INSET programmes of lecturers. Indeed, the systems theory is a helpful framework for analysing and understanding INSET of university lecturers.

2.3.2.4 THE RELATIONSHIP BETWEEN THE SYSTEMS THEORY

AND INSET OF UNIVERSITY LECTURERS

The review of literature reveals that events and factors at the international, national and local levels of external environments impact on universities. Therefore, universities are open-systems. According to Higgs and Smith (1997:290) open-systems use energy to produce something new, put something in the environment, get feedback from the environment and that the environment converts this feedback into new input. Furthermore, open-systems such as universities tend to become increasingly complex (Cannon, 1983:16; see also, Van Schalkwyk, 1993:283; Bjork and Senkhane, 1992:18).

Stresses are caused by some type of disturbance that changes the existing relationships with the system. For example, national political factors, the transformation of the education system, legislation, court decisions, the market needs and business all have tremendous impact on universities (Cannon, 1983:62-66; see also, Benedict, 1995:89; Van Schalkwyk, 1993:283). A university's interdependence with its external environment and the independence of the sub-systems within the university's internal environment can be seen from political and legal constraints, finance, students, physical facilities, the community's dependence on the university for trained and skilled workforce, sharing of facilities and the decentralisation of certain services such as computing. These services impact on INSET activities.

Pressures for change in universities have largely come from outside universities and

particularly from government-initiated inquiries. The continuing concerns for the improvement of teaching, research- output and relevant community-service point to the growing appreciation that university problems are so complex that there is always a need for the creation of structures which must specialise in the INSET of university lecturers.

Many universities have established specialist centres or units which are tasked with the duty of carrying out INSET work for lecturers. These centres or units form distinctive sub-systems within the larger university setting. In these sub-systems, courses, seminars, workshops, conferences and other variations of presenting skills, knowledge and information are common practice. The activities of these sub-systems can be distinguished in terms of the different degrees of involvement or commitment demanded of lecturers. For example, award-bearing programmes are more demanding than occupational non-award-bearing programmes. All the centres or units have a common task of helping to enhance the quality of teaching, research and community-service in their respective institutions. The discipline backgrounds of academic staff employed to manage these centres or units also differ considerably : educationists, psychologists, chemists and so forth can be charged with the responsibility of managing INSET of university lecturers. External pressures for change on universities have given rise to a need for INSET programmes that will improve the teaching, research and community-outreach activities of university lecturers.

It consistently emerges from the studies of the change process that it is important to

involve those who will be affected by the innovation. In this connection, Schein (1972:93) cautions that if change is to be accepted and become part of the regular system, the parties to be changed must be involved early in the diagnostic and change planning process. The implication of this warning for INSET is that the involvement of university lecturers in the planning process ensures reliable implementation of changes because the change programme is embraced and owned by them, that is, they perceive themselves as change targets and agents rather than regarding change as something merely imposed from outside. Berg and Ostergren (1977:126) arrive at a similar conclusion when they state that one condition for meaningful change is that personnel in all levels of the Higher Education system should be given an opportunity to critically evaluate all potential changes.

One of the major stumbling blocks in efforts to bring about effective change and development in teaching, research and community-service roles of university lecturers is that the latter are rarely involved or consulted. In an open, decentralised system, control is distributed among different elements of that system and these elements acknowledge the role performed by each other (Higgs and Smith, 1997:292). Consequently, respect for university lecturers should be one of the central features of INSET units or centres that are administered democratically. INSET policies should be negotiated with lecturers and not be forced upon them. Their concerns and needs must be addressed. They should not be regarded as subordinates who do not have views of their own.

The theoretical framework described so far can enable researchers to indicate the exact place and roles of every social structure involved as well as the functions, limits, possibilities and purpose of every aspect of INSET activities for university lecturers. Through the systems conceptual framework, INSET researchers and practitioners can also identify factors that affect university lecturers who are engaged in INSET activities. This framework of analysis, therefore, directs and guides this research and helps the researcher to arrive at clarity and insight into issues that need to be described.

However, this theory is not without fault. For example, the systems theory has been criticised because it introduces more factors for consideration than any researcher can reasonably be expected to take into account. Further, it ignores the motives of individuals.

Nevertheless, the stance adopted in this study is that all the other selected theoretical models included in this research complement one another and make up for the shortcomings of the systems theory. It appears to be safe to conclude that whereas the systems theory focuses mainly on universities as organisations, other theories selected in this study put the spotlight on individuals such as university lecturers and facilitators of INSET.

2.3.2.5 SUMMATION

The systems theory provides a useful framework for categorising experiences and

Assists in the analysis and understanding of complex INSET situations. In the context of This investigation, systems theory describes the interaction between universities and their larger environments in terms of input-process-output relationships. INSET programmes for university lecturers are influenced by events and forces from both the internal and the external environments. In fact, the whole enterprise of INSET programmes for university lecturers is inextricably linked with the internal and external environment of universities. These programmes use information which is available in the internal and external environments in order to emphasise INSET of university lecturers.

The knowledge regarding the complexity of a university system and its sub-system enhances the quality of INSET programmes for university lecturers because it enables informed decisions to be taken with respect to programme design as well as the acquisition and utilisation of limited resources. The systems perspective assists INSET planners to understand mutual relations or coherence among parts of a university system in the light of the whole system and *vice versa*.

Throughout this research, it is assumed that knowledge of the systems theory will not necessarily be a panacea to all INSET problems, but as Van Schalkwyk (1993:280) correctly contends, it places matters in perspective so that they can be fundamentally analysed, understood and eventually solved satisfactorily. Further, in order to fully appreciate the value of systems theory with regard to INSET, a comprehensive study of other relevant educational theories on various educational practices must be examined

and described. In short, some theoretical considerations in this research point to the fact that other theories should be considered in order to bridge the gap between INSET theory or ideal and INSET practice.

Nevertheless, by means of a scientifically valid and accountable model or theoretical framework such as the systems theory, it is possible to describe the INSET programmes of university lecturers fully and correctly because it indicates and describes all relevant aspects. This theory assists educational researchers and practitioners to understand that an accountable design, implementation, evaluation and adaptation of any INSET programme for university lecturers can only be carried out in relation to the total university system whilst the latter is also embedded in its specific turbulent environment and is influenced by it. The analyses of the distinctive characteristics of universities and the development of competences required of university lecturers in their teaching, research and community-service roles without a theoretical grounding can compromise the fact that universities are complex educational organisations within the Higher Education system. The systems theory, together with other theories discussed in this study provide a scientifically sound framework for designing INSET programmes for university lecturers.

At this juncture we need to consider some of the multifarious concepts and terminology generally used in the field of INSET. Understanding these concepts will contribute also towards the development of a theoretical and conceptual framework in which research and practice of INSET programmes for university lecturers can be firmly grounded.

2.4. AN EXPLICATION OF SOME FUNDAMENTAL CONCEPTS AND TERMINOLOGY USED IN THIS RESEARCH

In order to ensure that there is no misunderstanding of the conceptualisation of the phenomenon INSET, it is necessary in this theoretical consideration to delineate clearly the researcher's conceptualisation of the terms in the light of the fact that some scholars and practitioners offer many variations of the definition of INSET. There are also similarities in the use of this important developmental task. It is important to recognise these similarities and differences.

Pather (1995:20) notes that some writers extensively debate the differences among the terms in order to make a case for their own preferences. Bagwandeem (1991:41; see also, Hofmeyr, 1991:57; 1988:3; 1989:167; Joyce, 1980:23) observes that the field of INSET is bedevilled by lack of clarity and consensus with respect to definitions. Consequently, closely related terms have come into common use in referring to INSET. Some of these terms are used without first defining them.

Among terms that are used interchangeably with INSET as though they are synonymous with it are Recurrent Education, On-the-job-training, Continuing Education, Staff Development, Professional Development and Lifelong Learning or Lifelong Education. For the purpose of this research, distinctions in the meaning of these concepts are made because when the terms are used almost interchangeably,

likely to be created in the thinking of scholars and practitioners about the theory and practice of INSET for university lecturers. In this connection, Pather (1995:21) points out that a review of terms related to INSET may throw more light on whether the divergence in definitions and interpretations will seriously affect the setting of objectives and provision of INSET or the quality of programmes.

Pather (1995:21) further avers that:

“...whilst a definition may not be all embracing it should contain as many of the following elements: objectives, clients, providers, locations, modalities, time scales, and the principles of lifelong learning.”

Bagwandeem (1991:42-76) is one of the scholars who has extensively reviewed the different definitions of the terms that are closely related to INSET. Although his investigation focussed on INSET at school level, his explication of the terminology used in the field of INSET has relevance for university level as well. In the following paragraphs, only those aspects or issues which have a bearing on INSET for university lecturers will be highlighted:

2.4.1 RECURRENT EDUCATION

Recurrent Education refers to alternation of periods of leisure and other activities such as

teaching, research and community-service with periods of further training throughout the lifespan of an individual instead of completing all formal education before entering fully into adult life (Cropley and Dave, 1978:41; see also, Duke, 1992:xiv). Recurrent Education also implies the need for university lecturers to further their education and degree of specialisation throughout their academic careers, even switching from one department or subject-area to another if such a need arises.

This form of education is mainly necessitated by the incompleteness or, as indicated earlier, the absence of initial professional training of most university lecturers. Changes in the world at large, especially technological developments, information explosion and pressures exerted by governments put university lecturers under a great deal of pressure to keep abreast with latest developments in their fields of specialisation (Pretorius, 1998:3; see also, UNESCO, 1976:2; Barnett, 1990:4-5; Marriot, 1988:101). The required learning and changes must take place within the lecturers themselves in order for the university to adapt to new circumstances. With regard to pressures which individual university lecturers are expected to endure, Duke (1992:107) makes the following stark observation:

“ University staff can no longer take the university for granted, treating it merely as a backdrop. Survival in an inhospitable environment demands a measure of understanding, identification and effort that was previously unnecessary and is still no doubt unpalatable, if not inconceivable, to many

academic staff.”

Clearly, conceived and promoted with sensitivity to the culture, traditions and expectations of universities, Recurrent Education can assist individual lecturers to manage their work environment and advance their academic careers without major difficulties. Those who are charged with the responsibility for organising Recurrent Education programmes for university lecturers would be well advised to always bear in mind that whatever change they wish to bring about should not be brutally imposed because:

“ Change in universities is commonly effected more easily by stealth, by sleight of hand, than by mounting the pulpit.”

(Duke, 1992:120)

Duke(1992:120) further states that:

“Imposed change engenders covert resistance and quiet sabotage—and by who more subtly and effectively than by highly intelligent, highly principled, highly articulate academics!”

Treating Recurrent Education with some sensitivity also discounts many possible negative implications.

Furthermore, the following points that are pertinent to INSET of university lecturers can be deduced from the exposition of the concept Recurrent Education as explicated by Bagwandeem (1991:50-51):

- It is conceived of as a vehicle by which people can influence and guide their own professional training programmes.
- It is an essential ingredient to ensure not only personal enrichment but also individual flexibility in a rapidly changing environment.
- It is envisaged as a means of providing the opportunity to keep abreast of developments in education.
- It forms the core of the policy of continuing education for change.

It is obvious, therefore, that Recurrent Education is the type of training that could assist lecturers to cope with a variety of testing challenges associated with curriculum development, assessment of students' performance, teaching, research and community-service. Recurrent Education can also facilitate the return of university lecturers to an active role after a period of withdrawal. For example, it could be beneficial to lecturers who might have been withdrawn from active teaching, research and community-outreach activities because of the administrative positions such as deanship or headship of the department to which they were elected or contractually appointed. Indeed, Recurrent Education might be generally regarded as a process of enabling the lecturers to restore, maintain or develop their academic careers (Chambers, 1977:13). Furthermore, Balloch (1974:553) notes that people who participate in this kind of education can serve as

models and motivation for the wider population and thus assist in the development of society.

In the final analysis, Recurrent Education should be seen as an integral component of INSET which puts emphasis on the concept of lifelong learning and the need to adapt to social changes (Bagwandeem, 1991:51; see also, Bagwandeem and Louw, 1993:21; Duke, 1992:4). Undoubtedly, Recurrent Education is an essential aspect of INSET of university lecturers because they are expected to improve their academic professional development throughout their entire academic careers as teachers at tertiary level.

2.4.2 ON-THE-JOB-TRAINING

Bagwandeem (1991:74) refers to On-the-job-training as the smorgasbord of activities that enables one to gain competence and knowledge experientially. He further maintains that in the main, On-the-job-training significantly contributes to the professional development of employees in the workplace.

The implications of the value of On-the-job-training for university lecturers are well articulated by Cornesky *et al.* (1992:54). Cornesky *et al.* (1992:54; see also, Hummel, 1982:108) contend that:

“It is easy to imagine the practical improvements to a system when employees

are provided with training— trained to learn particular jobs, orient employees to the university and learning new technologies—it simply makes sense. The training of university lecturers will allow them the opportunity to master their tasks.”

Furthermore, On-the-job-training provides the opportunities for university lecturers to upgrade their ideas and methods, to meet with colleagues, exchange experiences, to observe their lecturing as peers and to reflect on their practices (Bagwandeem, 1991: 75). For example, Cornesky *et al.* (1992:54), warn against the complacency on the part of experienced lecturers. They argue that these lecturers often tend to view training as something which they do unto others and think little about anyone doing it unto them. Further, they espouse the view that while a university is particularly a sensitive place in which to train members and that most individuals assume their role functions with impressive credentials, it is crucial for university lecturers to accept the need for training as investment that will pay off in the long term.

2.4.3 CONTINUING EDUCATION

According to ACACE (1982:1), initial education is the continuous preparatory period of formal study, to whatever level, completed before entering main employment. However, continuing education covers anything which follows the preparatory period of study. It can be any form of education which can be resumed after a break or interruption following the

end of continuous initial education(Duke, 1992 : 48; see also, Sargant *et al.*, 1990 : 9). Curry *et al.* (1993:75) provide a comprehensive view of the concept and justify the need for Continuing Education as follows:

“ The ultimate aim of every advanced, subtle, and mature form of continuing education is to convey a complex attitude made of readiness to use the best ideas and techniques of the moment but also to expect that they will be modified or replaced. The new machine will soon be antiquated, the new drug will be outmoded, the new principle will yield to a more profound one, and the revolutionary approach will become first familiar and then old fashioned. Everyone must expect constant change and with its new goals to be achieved and new understanding and skill to be mastered. The major lesson of continuing education is to expect that the unexpected will continue to occur.”

Bagwandeem and Louw (1993:22) regard the main objective of Continuing Education as being the education directed at personal development and enhancement of professional growth. The goal of maintaining the process of continuing one's education, however, is the primary responsibility of the individual lecturer. Lecturers may seek and be assisted by various sources including their professional organisations. Nowlen (1988:229-231) elaborates on this and suggests that the guiding principles for Continuing Education should encapsulate the following aims:

- The primary responsibility for learning rests with the individual professional.

- Professionals should continue learning in order to have an impact on their practice.
- Continuing Education should utilise modes of instruction appropriate for the specific professional group being addressed.

Calitz (1987:235-236) provides a further perspective of Continuing Education. He argues that Continuing Education is rooted in the community in which performance plays an important educative role. Continuing Education should seek integration at its horizontal and vertical dimensions at every stage of life. Moreover, Continuing Education represents the democratisation of education and is a dynamic approach to education which allows adaptation of materials and media as and when new developments take place. It is interesting to note that Continuing Education is a valuable strategy which provides individuals and society with opportunities not only to adapt to change but also to participate in change and to effect innovations in education. Thus, the concept of Continuing Education has profound significance for university lecturers. It is through Continuing Education, as a component of INSET, that they can adapt to changing times and remain at the cutting edge of development and thereby positively promote their teaching, research and community-service roles.

2.4.4 STAFF DEVELOPMENT

Some writers are either vague with regard to the meaning of INSET- related terms or they

simply do not attempt to define such terms. An example of this lack of clarity is how Greenaway and Harding (1978:12) define Staff Development. They regard it as:

“ a term...which may be thought to encompass a significant number of easily recognizable activities and attitudes.”

Furthermore, there are multifarious definitions of Staff Development. Notwithstanding, some authors offer clearer and more helpful definitions than others. For example, Dillon-Peterson (1981:3) defines Staff Development as:

“ ...a process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate.”

In the opinion of Dale (1982:31) Staff Development is:

“...the totality of educational and personal experience that contribute toward an individual being more competent and satisfied in an assigned professional role.”

Oliva (1989:345) describes the concept as:

“... a program of organized activities of both a group and individual nature

planned and carried out to promote the personal and professional growth of staff members.”

The above definitions focus on the development of personal or individual needs of staff members as well as institutional needs of an educational organisation. They also highlight the fact that definitions of Staff Development tend to focus on different objectives. For instance, Dillon-Peterson (1981:3) stresses the fact that a positive organisational climate is a basic condition for effective development whereas Dale (1982:31) regards experience as the cornerstone of development. The definition proposed by Oliva (1989:345) underscores the importance of the programme of activities that emanate from INSET objectives.

Some definitions of Staff Development are narrowly concentrated on only one specific role of academic staff. For instance, Moelwyn-Hughes (1982:161) reports that Staff Development programmes, especially in Britain, were originally without exception barely about university teaching methods. Further, he points out that staff development is about strengthening the decision making processes of lecturers in the teaching-learning situations. Although Staff Development programmes which concentrate exclusively on the teaching role of academic staff cannot be completely discounted, university lecturers may take it with a pinch of salt. In this connection, Duke (1992:98) observes that such programmes may suffer if university lecturers regard them as the routine chore getting between them and the research and publications which lead to promotion.

At least Cannon (1983:7), though vague and not comprehensive enough, thinks beyond teaching activities in universities because he regards Staff Development as:

“The development of personal competencies beyond those developed in the normal course of academic study for entry to the profession...These competencies lie in the areas of teaching skills, attitudes, learning, and knowledge about High Education generally.”

Clearly, Cannon’s definition is reticent about other roles performed by university lecturers such as research, administration and community out-reach responsibilities. The only apparent reference to the other important roles of university lecturers is knowledge about High Education generally without any specific details.

Adding to the confusion and lack of clarity about the definition and especially the purpose of staff development for university lecturers, is the fact that researchers such as Dale (1982:312) regard in-service education as one of several functions of Staff Development. The confusion is further sustained by authors who equate Staff Development with other terms related to INSET. For instance, Oliva (1989:34) also equates Staff Development with in-service education and argues that:

“Staff development is in-service education, or put another way, the staff is

developed through in-service education.”

As for Duke (1992:95), he is convinced that staff development is another term for Continuing Education that an organisation concocts for its members. He points out that universities are reluctant to use the concepts training and continuing education because these concepts have been marginalised. They imply inadequacies and low status. For instance, training officers who are continuing their education are considered to be of low status especially in industry and training budgets are quickly cut in a recession.

The review of literature reveals definitions of Staff Development which are more encompassing as they embody individual needs and institutional needs which the INSET activities of university lecturers have to take into consideration. For instance, Elton(1987:55) regards Staff Development in the university sector as:

“... a broad concept that covers the systematic identification of the present and anticipated needs of an organization and its members, and the development of programmes and activities to satisfy these needs. It is concerned with all aspects of a person’s work— in the case of a lecturer in an institution of High Education, with research, teaching, administration, etc.”

Another perspective is presented by Castle (1988:20). He defines Staff Development

for the enhancement of an institution through the promotion of the personal and professional growth of administrative and instructional staff.”

Notwithstanding the multitudinous definitions of Staff Development, the above definitions suggest that there appears to be consensus with regard to the meaning of this term. Although there could be more accurate formulations of the definition of Staff Development, all the essential elements of effective Staff Development programmes as well as the possible individual needs of university lecturers and institutional needs of the university system are catered for by these definitions. Additionally, common to these definitions and other related terms such as self-coaching, peer-coaching and clinical supervision is the notion of the lecturer who is part of the social system. Therefore, university lecturers are significant constitutive ingredients of Staff Development. Above everything else, these definitions balance the individual needs with the needs of the institution—that is, inasmuch as university lecturers form the hub of all development endeavours, ultimately, the university stands to benefit (Rebel, 1989:32)

Clearly, the relationship between the individual lecturers and the university as an organised system is one of the progenitors of staff development. Its activities should be grounded on the systematic effort to harmonise university lecturers' interests and needs with the needs of the university. Staff Development also considers the university lecturer in relation to the university as an institution. As Main (1985:10) contends:

“ Staff development has a job maintenance purpose and at the same time fosters personal development...”

With regard to balancing the needs of the individual with those of the organisation, Rebel (1989:33) extends the argument that from this dichotomy:

“... basic needs can be deduced which have to be ‘ translated ’ into specific content : information, explanation, interpretation, consultation, and involvement; role clarification, organisation and planning, credibility, and job pride, recognition and reward.”

There appear to be decisive domains where the needs of lecturers and those of the university meet and reinforce one another. This view concerning the dichotomy is supported by Duke (1992:107). He states that the learning and change that are required for staff to develop must take place within individual lecturers and that the organisation, that is, the university, in turn develops as well. Indeed, it is a common feature of discussions on Staff Development, frequently stated in literature and conferences, that the aims of staff development may include achieving competences and a range of skills for one's own sake and for the benefit of the institution. For example, Greenaway and Harding (1978:46), referring to a university lecturer who has been granted Staff Development leave, notice that it is a feature peculiar to High Education that a person is considered to be contributing to the academic community even while they are temporarily removed from

their day-to-day involvement in their own institutions. They further observe that individual lecturers, their subjects as well as their institutions benefit as well. Wood and Thompson (1980:377) further propose that Staff Development should:

- include more participant control over the 'what' and 'how' of learning;
- focus on job related tasks that the participants consider real and important;
- provide choices and alternatives that accommodate the differences among participants;
- encourage the participants to work in small groups, to learn from each other; and,
- reduce the use and threat of external judgments from one's superior by allowing peer participation to give each other feedback concerning performance and areas of need improvement.

From the arguments propounded apropos the definitions of Staff Development, it is safe to conclude that staff development is the broader term which includes working with individuals and groups in both formal and informal situations. While there are also considerable differences of opinion about the nature, aims and scope of Staff Development, when this concept is broadly and flexibly conceived, it remains:

" ... one of the key responses to the imperatives of surviving, adapting and evolving."

(Marriot, 1988:101)

Bagwandeem and Louw (1993:27) conclude that in the ultimate analysis, Staff Development comprises a whole basket of activities. Staff Development invariably impacts on an individual's vitality and performance and most certainly provides opportunities for the improved competences of university lecturers.

2.4.5 LIFELONG LEARNING OR LIFELONG EDUCATION

Lifelong learning or lifelong education is another concept which is at times used by educationists in lieu of INSET. As with other terms that are closely related to INSET, lack of clarity in the usage of the term Lifelong Learning constitutes a major problem (Bagwandeem, 1991:64). According to Lynch (1977:2) Lifelong Education implies not only that everybody is a learner throughout his or her life but also that everybody has opportunities to be educated throughout life. As the term denotes, the process of learning could continue throughout life. In connection with this, Genis (1997:26) indicates that the underlying reasoning is that people learn in a variety of ways in different life stages for a number of different reasons.

Houle (1980:34-75) suggests the following characteristics that can be used as justification for the goals of Lifelong Learning or Lifelong Education and as criteria for broadly determining the professionalisation process of a career:

2.4.5.1 MASTERY OF THEORETICAL KNOWLEDGE

Every profession is a system of applied content, skills and principles based on theoretical knowledge. Since the majority of university lecturers have not been formally trained to be professional teachers, programmes should be designed to assist them to apply the theoretical knowledge, skills and principles of teaching especially adult learners from different cultural groups.

2.4.5.2 CAPACITY TO SOLVE PROBLEMS

The final test of the success of a professional is the ability to solve problems or to decide that they cannot be solved. Tensions have come to bear on universities as a result of, among others, the increasing number of Black students in particularly historically White universities, more access, large classes, technological innovations, and certain government policies. It is obvious that lecturers, as part of the larger university system need to be empowered through the relevant Lifelong Education programmes to deal with the myriad of problems facing them in the execution of their teaching, research and community-tasks.

2.4.5.3 USE OF PRACTICAL KNOWLEDGE

Practitioners should have available to them and actually use a substantial body of

knowledge techniques that has grown out of the nature, history, scope and processes of their practice. This implies that any educational programmes throughout the academic careers of university lecturers should incorporate their experiences and that such experiences should be documented and published by structures such as INSET units.

2.4.5.4 FORMAL TRAINING

Formal procedures should be established to transmit the essential body of knowledge and techniques of the vocation to all recognised practitioners throughout their careers. Although academic publications already serve this purpose, the current teaching and research outputs suggest that more needs to be done in this realm. The content of INSET programmes should, therefore, make up for the dearth of formal training of university lecturers in order to enable them to do their work more effectively.

2.4.5.5 CREDENTIALING

Formal means should be used to test the capacity of individual practitioners to perform their duties at an acceptable level. Although this appears to be incompatible with academic autonomy, it seems to be the only way that INSET practitioners can align the type of support given to the university lecturers with their current stage of development and provide the kind of intervention that will move them to the next developmental stage (Killion, 1988:6-10). Moreover, INSET programmes that entrench the assessment of

university lecturers' capacity to do their work provide information for programme evaluation and for validating theoretical models.

2.4.5.6 CREATION OF A SUB-CULTURE

The vocation should nurture for its members a sub-culture with distinctive attributes. Examples of this are traditions, role differentiations and relationships, variations in authority and power, personal prestige systems and special references that cannot be easily understood by the uninitiated. Clearly, there is a need to provide professional development support for university lecturers in their first year as a bridge between initial training and later, sustained INSET. There has probably been a failure in many universities to realise the aspirations for a sustained, continuous programme of learning for all new lecturers (Perna *et al.*, 1995:16). Whether newly appointed lecturers participate in a formal induction programme or not, it is evident that most of their learning will continue to be gained from direct, hands-on experience and that this kind of encounter, that is, learning-by-doing is the time when practical experience is constructed more rapidly and more critically than at any other stage in the careers of university lecturers (Tickle, 1993:79). The induction of newly appointed university lecturers can accordingly be regarded as a decisive period of learning the university's sub-culture and thereby contributing towards making the academic profession a real profession.

2.4.5.7 LEGAL REINFORCEMENT

Legal support or formal administrative rulings should protect the special rights and privileges of practitioners. INSET policies should not be perceived to be violating the fundamental rights of university lecturers to autonomously pursue their teaching, research and community-service duties.

2.4.5.8 ETHICAL PROCEDURES

A tradition of ethical practice, sometimes reinforced by a formal code, could be established and then constantly refined in the light of changing circumstances. This goes for INSET content of university lecturers as well. Lecturers, through Lifelong Education programmes, must be empowered to judge their teaching, research and community-service roles from an ethical or moral point of view. This is important because failure on the side of university lecturers to perform their duties up to the acceptable behaviour can cause untold harm to the university. For example, when a scandal erupts concerning fraudulent award of a degree or diploma, both the lecturer actually implicated and the university itself come under strict scrutiny. Public support for the university can be weakened and students can suffer the consequences.

2.4.5.9 PUBLIC ACCEPTANCE

The general public should be encouraged to become aware of the lofty character of the work done by the practitioners of the vocation. INSET of university lecturers should be designed in such a way that lecturers are empowered to teach, do research and community-work effectively and efficiently. The general public will then see them as experts who possess specialised knowledge and skills and also as people they can trust or rely upon. The teaching, research and community-service outputs of lecturers are critical in determining the acceptance by society of the authority of such lecturers.

The above exposition of the goals of Lifelong Learning and the suggestion that they should be used as criteria for professionalising teaching at university level have particular implications for university lecturers who aspire to be professional in their careers. Bagwandeem (1991:69) also recognises that Lifelong Education has value in as far as the professionalisation of teaching is concerned. He asseverates:

“Lifelong education ...is construed as the means whereby teachers can elevate themselves to being true professionals rather than being mere myrmidons of the educational authorities [and] lifelong education is seen as having considerable potential for providing the necessary rationale to make INSET theoretically respectable.”

However, Lynch (1977:4) warns that Lifelong Education should not be seen as a magic potion because it means different things to different people. In fact he casts some doubt on the value of Lifelong Education when he claims that:

“... it is difficult to understand how such an apparently chameleon-like idea can be used to improve education, bearing in mind the richness, diversity, and complexity of human cultures in the world.”

Nonetheless, Houle (1984:34) acknowledges that the process of professionalisation is complex. He proposes that in order to deal with this challenge, Lifelong Learning to which professionalisation gives rise must have many goals in both the pre-service preparation and in the active years of service of educators, including university lecturers.

2.4.6 PROFESSIONAL DEVELOPMENT

Professional Development is yet another popular term used by researchers and practitioners to refer to INSET. Lack of clarity and agreement regarding the meaning of this term continue to be a subject of debate. For instance, in countries such as Australia, Britain and the United States of America (USA) the terms Staff Development and Professional Development tend to be used synonymously (Moses, 1988:3; see also, Zuber-Skerritt, 1992 (a):14; Elton, 1977:2 and 46). Even within the South African context, the differences between Staff Development and Professional Development are somewhat

obtuse (Bagwandeem, 1991:61).The lack of clarity and consensus regarding the term Professional Development is exacerbated by the problematic nature and meaning of what a profession is. For example, according to Becker (1962:34) any work group may be designated by itself and by others as a profession and accepted as such.

The differences in most definitions of Professional Development are mainly as a result of different objectives advanced by each writer. Nonetheless, it emerges from the review of literature that the differences in the objectives that each writer advances for involving university lecturers in Professional Development activities range from acquiring knowledge and skills to promoting personal and professional growth (Nolder, 1992:37; see also, Moses, 1988:3; Zuber-Skerritt, 1990:437). The definition of the term Professional Development by Moses (1988:3) is deemed to be congruent with the rationale of this research. He defines Professional Development in a university setting as:

“ All those activities and programmes designed to assist staff in meeting the demands of their various roles as teachers, researchers and administrators.”

This definition implies the development, self-development and institutional management of competences required by university lecturers at all levels, that is, from the tutors or graduate- assistants to professors or heads of departments and even faculty deans who have teaching, research and community-service responsibilities.

Zuber-Skerritt (1990:437-447) identifies the competences required of university lecturers as changing from one of content experts to that of process managers and facilitators. He argues that Professional Development activities must prepare university lecturers to be:

- managers of student learning as well as their own learning;
- managers of their fast changing curricula in response to societal needs and technological changes;
- effective managers of their institutions, faculties and departments;
- managers of the various committees and boards; and,
- managers of budgets for their research projects, teaching programmes and conferences.

Therefore, the role of Professional Development must, *inter alia*, be to identify the skills and competences of university lecturers so that they can be empowered to do their academic work more efficiently and effectively. It can be safely concluded that university lecturers as professionals need to engage in the process by which they can acquire the knowledge, skills and competences that are essential to good professional practice.

According to Bagwandeem (1991:64), Professional Development transposes teaching from the position of just a job to a valued position of authority. In South Africa, this notion is reinforced by the present majority party in government. In the policy framework for education and training, the term Professional Development is regarded as the:

“ ...process of education combined with experience by which teachers and trainers are enabled to enquire into and reflect on their work and roles, deepen their specialised knowledge, improve their effectiveness as facilitators of their students’ learning, and prepare themselves for positions of greater responsibility and leadership.”

(African National Congress, 1995:51)

Cannon (1983:55) observes that Professional Development practice at the university can be used in two distinct senses, namely, further developing experienced lecturers and providing introductory programmes for newly appointed lecturers. The above exposition shows that Professional Development is a pivotal aspect of INSET. Self-improvement, development of skills, attitudes, knowledge and insight of university lecturers are crucial issues that need to be taken into consideration when their Professional Development needs are assessed. Consequently, the INSET of university lecturers should be based on clear objectives and should take place in an atmosphere which is conducive to learning and change.

Zuber-Skerritt (1992 (a):210) found that the following are some salient features of an organisational atmosphere which encourage university lecturers to learn and change:

- More receptivity to new ideas.
- Faster approval of lecturers' ideas and less red tape.

- More collaboration between departments.
- Abundant praise and recognition (which is often missing or lacking).
- Advance warning of changes.
- Open circulation of information.
- Extra resources available.
- The positive attitude to Lifelong learning.

These features have important implications for university lecturers. They provide guidelines for creating an environment which is conducive to effective INSET. As a result, there exists a need in the universities to create a more open environment for collaboration in teaching, research and community-service. A considerable number of universities in South Africa as well as in countries such as North America, Australia, USA, United Kingdom (UK), Germany, Nigeria, Botswana, Zimbabwe and India have established units and centres with the aim of creating an organisational climate which would be conducive to improving the required competences of lecturers. In German-speaking countries these centres are all called *Hochschuldidaktisches Zentrum*. However, in Anglophone countries the names vary a great deal according to their focus (Zuber-Skerritt, 1992 (a):145). Some examples are:

- Research and Development Centres.
- Centre for Continuing Education.
- Centre for Community Colleges.
- Tertiary Education Institute.

- Centre for Educational Advancement.
- Centre for the Advancement of Learning and Teaching.
- Higher Education Advisory Research Unit
- Centre for the Study of Higher Education.
- Office for Research in Academic Methods.
- Bureau for Academic Development.

Due to the fact that most academics have not undergone pre-service training, the above centres play a vital role in their Professional Development. In the final analysis, professional development is seen as a process of learning in which a university lecturer as a self directed adult learner and problem-solver should make use of the unit or centre staff developer or professional developer as a resource person, educational advisor or consultant. In this regard, Zuber-Skerritt (1992 (a):177) arrives at the following conclusion which has important implications for Professional Development of university lecturers:

“An institutional policy, backed up by the power of persuasion and enforcement from the top and a supportive environment at the bottom of the hierarchy with the assistance and guidance of professional consultants, seems to be a necessary condition for continuous development to be undertaken by all academic staff.”

Indeed, Professional Development of university lecturers has become one of the most

important and topical issues in many countries. It is important to bear in mind, however, that Professional Development in universities, as Nolder (1992:37) correctly points out, is influenced throughout by the needs, interests and abilities of lecturers as well as by institutional constraints.

2.4.7 IN-SERVICE EDUCATION AND TRAINING (INSET)

The meaning of INSET is beset with problems . It has been mentioned earlier that this concept suffers from a lack of clarity of definition and nomenclature (CERI, 1978:2; see also, Hofmeyer, 1991:57; Bagwandeem, 1991:42). Different countries use the term in different ways. The problem is further exacerbated by the fact that there is also less clarity and agreement about the aims of INSET. Furthermore, INSET activities involve different goals which in the developing world, are not always clearly identified and spelt out (Hofmeyr, 1991:64). Oliva (1989:345) notes that there is also considerable disagreement about whether INSET is the same as Staff Development. He points out that some writers would maintain that Staff Development is a broader term which includes working with individuals and groups in both formal and informal situations, whereas INSET is limited to working with groups in formal training programmes. Others regard INSET as a process that assists personnel to do their present jobs better, whereas staff development is understood to mean training for the purpose of developing new knowledge and skills beyond their current assignments. Still others believe that Staff Development is an organised programme to help personnel feel

personal skills, whereas INSET focuses on new curricula and the improvement of pedagogical skills.

For the purpose of clarification, it is crucial to explicate the concept INSET. Embedded in the acronym INSET are the two important concepts, namely, education and training. It is important to recognise the differences between these concepts.

Training is viewed as a specific activity that focuses on immediate problems (Pigford *et al.*, 1992:3). De Villiers (1991:74) limits the definition of training to the tasks that workers have to perform in their workplace:

“ Training is a process of transferring skills and knowledge to a worker in order that he [she] may perform the tasks related to his [her] job more effectively and efficiently than he [she] does at present.”

Dubois (1993:4) concurs with the notion that training concerns learning that is focused on the present job of the learner. Genis (1997:27) adds that in training, the learner is expected to assimilate a set of clearly defined skills and master these skills in the manner prescribed by the employer or relevant certification body.

With regard to education, Jarvis (1995:18) espouses a view which is grounded in the school of thought that conceptualises education as a phenomenon that prepares learners

for entry into general fields rather than on skills and knowledge. Thus, Jarvis (1995:18; see also, Millar, 1980:5) defines education as:

“ ... any planned series of incidents, having a humanistic basis, directed towards the participant’s learning and understanding.”

Another perspective is provided by Genis (1997:22) who deems education to be:

“ ...the means for transmitting information, cultural knowledge, values and attitudes.”

In spite of many publications on INSET, it was found that with regard to its meaning it is relatively easy to find consensus. INSET is the generic term covering all the forms of Continuing Education (Rebel, 1989:32). Since all university lecturers pass through a unique phase in their academic careers, irrespective of their length of experience or status, INSET combats complacency and satisfaction with the *status quo* which set in as they adjust to their work (Chambers, 1977:12; see also, Oliva, 1989:346; Arin-Krupp, 1987:12-15).

Whether or not university lecturers are willing to participate in INSET, literature is conclusive that most of their learning will continue to be gained from direct hands-on experience on the job. Tickle (1993:79) found that during the process of INSET, practical

experience is built more rapidly and more critically than at any other stage in people's careers because of the hectic activities and learning which are required in meeting the full demands of their work.

Most university lecturers participating in INSET programmes are usually convinced that such programmes are necessary and that they should use them to the best of their abilities. Nevertheless, the critical attitude of many of them towards INSET cannot be ignored. The irrelevancy of INSET activities, boring practices, the gap between high expectations and aspiration, programmes that are carried out by distant rationalists well removed from the real work situation, the lack of practical results in terms of fewer difficulties in the work environments and so on are often cited as the primary reasons for criticising the provision of INSET of university lecturers (Rebel, 1989:25; see also, Killion, 1988:3; Chambers, 1977:21).

To overcome some of these criticisms, Oliva (1989:351) proposes that participants should be motivated and that administrators or supervisors should be sensitive to their concerns. He is convinced that the motivational level of participants and the type of leadership found in educational organisations should be seriously dealt with because these factors appear to affect the quantity and quality of INSET programmes. The implications of this for the professional growth of university lecturers are obvious. Where lecturers accept the need and desirability of continuing their professional development, INSET programmes thrive. Where administrators actively promote INSET opportunities and make funds and incentives available for such opportunities, participation by lecturers is even higher.

The education versus training controversy seems to reflect concern about the status of certain professions such as the teaching and academic career of university personnel. The

idea that university lecturers should receive training in their teaching, research and community-service roles is still new and far from being accepted. Many university lecturers object to the suggestion that they need some form of training or development although they may accept the idea of training for research through the Ph.D. (Elton, 1987:52;76). It is also noteworthy that training is considered acceptable terminology in medical and legal professions.

However, the notion of training academics for their teaching, research and community-service roles is gradually gaining ground in countries such as Australia, France and the UK. Over the past two decades, universities all over the world have been in a state of rapid change. According to Elton (1987:54-55 ; see also, Fave-Bonnet, 1992:6-7; Startup, 1979:20) the rapidity of these changes has had the following effects on the university system in general and lecturers in particular:

- Lecturers suddenly found themselves working under different conditions and were expected to assist their institutions to adapt to these new conditions.
- Lecturers are expected to forge links with universities in other countries.
- The higher qualifications and age levels of university students imply that lecturers must unremittingly call their own knowledge into question. They are expected to be always more knowledgeable than their students.
- The students with whom the lecturers interact come from a diverse background.
- Incompatible ways of thinking and prerogatives co-exist in the universities due to a variety of social, cultural, economic and cultural forces. Against the background

of this diversity, it is advisable to consider the desirability of training.

- Many lecturers have not had the experience of working in the universities. Consequently, it has become necessary to induct them into the High Education system.

The exposition of the concept INSET gives credence to the contention by Henderson (1978:11) that the distinction between in-service education and training is not always clear. Hence, the phrase in-service education and training (INSET) is now commonly used. He defines INSET as:

“ ... everything that happens to a teacher from the day he [she] takes up his [her] first appointment to the day he [she] retires which contributes directly or indirectly, to the way in which he [she] executes his [her] professional duties.”

(Henderson, 1978:11).

This definition is more inclusive and appropriate for the purpose of the theoretical and conceptual framework of this study. Although Morant (1981:3) acknowledges that the differences between in-service education and training are important, he warns against viewing these concepts as two separate entities. He maintains that:

“ ... in-service training should not be regarded as the alternative to in-service



Therefore, for the purpose of this research, it is safe to conclude that INSET might generally be regarded as a process whereby university lecturers are enabled to restore, maintain, or further elaborate their academic careers.

Bagwandeem (1991:46) makes a point which is relevant to this investigation when he states that the definition of INSET will depend to a large extent on the emphasis that is placed on INSET in terms of its plan or design. For the purpose of this research then, INSET refers to everything that happens to university lecturers from the day they are appointed to the day they retire which contributes, directly or indirectly, to the way they execute their academic tasks.

However, one takes heed of the warning that INSET must not be perceived as a mere corrective and as a means of overcoming professional desiderata because it is not in itself going to effect a steady production of instant miracles (Bagwandeem, 1991: 12-13). By way of conclusion, it appears that whilst no single definition of INSET can form the basis that will adequately articulate the theoretical framework of INSET for university lecturers, INSET itself remains an essential element. In this study, therefore, concepts that are related to INSET will be used to the extent that they are relevant to INSET for university lecturers. The caveat remains that the extent to which university lecturers can or will be persuaded to engage in INSET is likely to be increasingly problematic and will need to be handled with great skill and tact.

2.5 OTHER TERMS USED IN THIS RESEARCH

Apart from the definition of INSET and the other terms related to it, the other concepts used in this study will be explicated. These terms are university, lecturer, High Education and quality assurance.

2.5.1 UNIVERSITY

There appears to be general agreement from the review of literature that a university's main reason for existence is the facilitation of learning and change (Ashby, 1964:98; see also, Moses, 1988:133; Dubbey, 1991:8) . Furthermore, the expertise of university lecturers remains the core resource for facilitating learning and is also pivotal to the effective functioning of a university (Wright, 1994:101). Against this background, Hasley and Trow (1971:27) define a university as:

“ ... the organisational framework which is designed or has evolved to facilitate the academic role, to protect certain forms of intellectual activity and at the same time to mediate between them and external demands.”

This definition is relevant in this research because, as previously indicated, a university is an open-system which is embedded within an environment which it influences or is influenced by it. Dubbey (1991:8) concurs with this view but provides a clearer explanation which is adopted in this study. He regards a university as an institution that provides a high-level of teaching and research and which does so in the context of national

development, nation building, leadership, rigorous disciplined thinking, creativity and service to the community. This conceptualisation of a university necessitates the review of literature on universities as institutions, their characteristics, their missions, roles and functions. The review sheds light on the nature and appropriateness of INSET of university lecturers.

2.5.1.1. THE UNIVERSITY AS AN INSTITUTION

The university originated in Medieval Europe (Thompson, 1977:281). Since the establishment of the first universities, numerous articles have been written on their nature and mission. The history of universities is punctuated by periodic debates on the idea of a university and what is considered to be its proper mission. Some researchers such as Wright (1994:101) do not regard universities as institutions. However, evidence from research abounds and is conclusive that a university is most certainly an institution.

The term institution can be used in more than one sense. Sometimes it is used to denote an organisation which has a specific building or location. More commonly, in the Social Sciences it is used to refer to a generic category (Startup, 1979:1). In examining the university as an institution, consideration must be given to the character of academic activities performed in this type of educational organisation.

The university is an institution in the sense that people meet there at specific times in patterned ways, engage in teaching and learning, research and community-service. According to Startup (1979:1) underlying the collective life of the university as an



institution are rules and principles regulating what is going on. He asserts that a further aspect of institutionalisation is the existence of a system whereby political authority is exercised. He further asserts that university lecturers and students do their work within the elaborate constitutional and administrative framework. As Thompson (1977:281) aptly avers, a modern university is an institution which is embedded in a state and to a certain extent dependent on financial support from that state.

Universities evolved as institutions which encouraged communal life and which also facilitated reflection. Indeed, the communal nature of these institutions is indicated by the origin of the term university. This term is derived from *universitas* which was commonly used in the Medieval period for any association of people in their corporate capacity (Mountford, 1966:3).

Clearly, the image of the university as dedicated to the pursuit of truth and knowledge has been enhanced by radical and activist movements which acknowledge the impact of the external political, social and economic factors on universities. Moreover, in the continuing debates concerning the nature and mission of universities as institutions of High Education, it has become evident that the dominant issue governing many proposals for university reform is relevance (Graham, 1986:7-8; see also, Cannon, 1983: 18)

It can be safely concluded, therefore, that university lecturers must meet the challenge of relevance in respect of society's local, national and international needs. It can also be inferred that despite the fact that university lecturers possess a high degree of freedom, autonomy and security, they have a considerable number of constraints on their academic

activities. Although the government and the community can bring pressure

universities as national institutions of High Education, in order to understand the work of university lecturers and INSET programmes relevant to their work, one must take cognisance not only of the official view, but also of the ideas and expectations of university lecturers themselves.

2.5.1.2 THE CHARACTERISTICS OF THE UNIVERSITY

Universities are distinctive organisations in terms of five characteristics which are directly related to the systems theory described previously. These characteristics are their goals, their client-serving nature, their technology, their professional staff and their vulnerability to their environments (Cannon, 1983:14-18; see also, Moses, 1988:127-133). In order to understand INSET of university lecturers, these characteristics are discussed because they clearly indicate that universities are complex, heterogeneous educational organisations.

2.5.1.2.1 GOALS OF THE UNIVERSITY

This is a highly polemical issue. Perhaps the only thing that can be stated with any measure of certainty is that the ambiguity concerning university goals persists even today (Cannon, 1983:14). It becomes even more important to remember that in times of limited resources the achievement of specific goals such as those of university lecturers' INSET programmes may be promoted by some outside individuals or groups (Moses, 1988:127).

Furthermore, although there could be a general common goal, departments in these departments may not share specific goals. Thus, those who use INSET programmes as a means of bringing about change and development at the university face a daunting challenge of addressing the values and needs which are not necessarily cherished by all groups and individuals who have a stake in the university system's operations.

2.5.1.2.2 UNIVERSITIES AS CLIENT-SERVING INSTITUTIONS

Universities share client-service with other educational institutions and other organisations such as those focusing on welfare and health. Universities are unique in that the major group of clients, namely the students, are also members of the organisation. They too form an important organisational sub-system. This distinguishes universities from other similar organisations such as schools.

2.5.1.2.3 THE TECHNOLOGY OF THE UNIVERSITY

According to Cannon (1983:15), the teaching technology of the university is problematic in that identifying and serving the needs of learners and lecturers are difficult to accomplish and evaluate. Consequently, it is difficult to show the success or failure of INSET programmes. Furthermore, the different beliefs, values and practices related to teaching, research, administration and community-service have to be taken into account by facilitators of INSET programmes for university lecturers.



2.5.1.2.4 THE PROFESSIONAL STAFFING OF UNIVERSITIES

Just as the universities have unclear or ambiguous goals, their professional staff is also fragmented. The allegiance of university lecturers is to a number of different professional groups (Moses, 1988:128). Professional staffing undercuts traditional concepts of bureaucracy, hierarchy, rules, management and administrative procedures. Cannon (1983:16) notes that at the university power is diffused and that:

“ ...leadership depends not so much on status... derived authority, but on academic credibility and skill in developing consensus in mediation and in negotiation.”

Baldrige *et al.* (1978:46) support this observation as they notice that leadership at the university has to do with the ability to muster, coax and facilitate the activities of knowledgeable experts. Indeed, university lecturers enjoy a great deal of freedom and autonomy.

The autonomy of university lecturers implies that the responsibility and accountability for INSET lies with the lecturers themselves and the departments which they serve Potter (1992:848-850) elaborates extensively on the process of change and associated tensions or conflicts within university departments when outsiders or external agents try to implement change through INSET. The involvement of outsiders may be perceived by university lecturers as the violation of their rights to academic freedom and autonomy. The author debates at length the role of educational advisors or consultants and their input in

INSET. It is clear from literature that educational advisors or consultants should get the full co-operation of university lecturers themselves.

In the final analysis, however, there are increasing pressures for universities to move in the direction of greater accountability. For this to happen, the teaching, research and community-service functions of university lecturers must be evaluated. In this respect, Moses (1988:28) believes that being a university lecturer means:

“... constantly being exposed to scrutiny by peers’ within the institution and the wider international scholarly community, by students and the public alike...”

Elton (1987:10) is also of the opinion that university lecturers must be evaluated in order to plan for INSET programmes which will enable them to perform their teaching, research, management and community-service tasks more effectively and efficiently. He further points out that universities have always been more ready to evaluate others than themselves. He predicts that:

“...the time may not be too far off when, if they do not maintain order in their house, others may insist on doing it for them. If this happened, the inroads that would be made into the freedom which universities rightly cherish could be incalculable.”

Studies on university lecturers provide some findings which need to be considered when

INSET programmes are organised. Moses (1988:44 and 133; see also, 2007)

present the following characteristics which are pertinent to change and INSET of university lecturers:

- The imposition of bureaucratic rules for INSET are likely to be restrictive to lecturers and consequently be rejected.
- Lecturers are used to working autonomously. They may, therefore, resist any INSET changes which can be perceived as bureaucratic intrusion.
- Lecturers feel responsible as much to their discipline as to their colleagues. They may, therefore, regard institutional demands, expectations and issues as of low salience. There may be a need to arouse their interest and support for INSET activities.
- Lecturers in different disciplines have different values, views, beliefs and attitudes. This has to be taken into account whenever INSET programmes are organised. The INSET programmes themselves have to reflect this diversity.
- Lecturers suffer the tension between institutional and own demands for research and heavy teaching loads. Any INSET activity should not be seen to be adding to this tension.
- Lecturers may shift their role emphasis during their career. INSET programmes have to cater for university lecturers at different stages of their career.
- Traditions of collegial and democratic decision making and lack of clear hierarchies for university lecturers may interfere with any centralised attempts at introducing INSET programmes and change.
- The concept of developing a professional expert is incongruous; particularly if to develop an academic is used in the active sense. It suggests that the lecturer is

lacking and incompetent in some respect. This suggestion may result in a curriculum which will make INSET programmes less attractive and successful than they could be. It is, therefore, important to be careful of the terminology used in professional development efforts.

Nevertheless, Hann (1993:21) claims that the benefits of academic autonomy address the more basic issues of an appropriate curriculum, teaching and assessment methods that are concurrent with syllabi, opportunities to design programmes that were difficult to implement because of restrictive funding, less red-tape bureaucracy in accessing budgets and efficient utilisation of funds. He also reports that the benefits include increased motivation, individuality and the ability to implement INSET programmes that are discipline-specific and relevant to the community they are serving.

2.5.1.2.5 THE VULNERABILITY OF THE UNIVERSITY TO THE ENVIRONMENT

According to Katz and Kahn (1978:124) educational organisations are influenced by the following five external factors: the cultural environment, the politico-legal environment, the economic environment, the information-technical environment and the natural or physical environment. Based on this view, Cannon (1983:17) concludes that the pressure for change in the tasks of lecturers also comes from outside the universities. He contends that for different universities, however, relationship between individual lecturers, departments and faculties is often more important, stronger and more active than outside these universities. He proposes that the future practice of INSET must be responsive to the external forces of change and opportunities presented by such forces. In consonance with

the systems theory described previously, Cannon(1983:17) points out that

“The extent to which these opportunities are taken up will be reflected in the quality of professional development in the university system. Past attempts at professional development have tended towards ‘closed-system’ thinking, that is, to concentrate on individuals and on separate universities at the expense of considering the interrelatedness and complexities of universities as interacting parts of a much larger system of university education embracing more than just isolated institutions.”

It is clear that in their interplay with the external environment universities and their lecturers are subjected to pressures and demands from various interest groups and their own constituents. Understanding this notion of universities can help researchers and practitioners to construct the theoretical and conceptual framework which have the potential to guide educational research and practices that focus on appropriate INSET of university lecturers. In addition, the missions, role and functions of universities demonstrate the complex nature of universities which needs to be taken into cognisance by those who are charged with the responsibility of facilitating INSET for university lecturers.

2.5.1.3 THE MISSION, ROLES AND FUNCTIONS OF UNIVERSITIES

In the context of this research, the mission connotes the goals or objectives of the universities. These goals or objectives can be achieved through the functions or activities

that universities carry out. In keeping with their mission and functions, the roles of universities are part of their spontaneous, original essence. Universities arose from agreement and consensus between lecturers and students who were united for the corporate management of universal knowledge (Cabal, 1993:22). However, as emphasised previously, the modern universities serve a variety of interest groups and there are many functions of universities. Lumsden (1973:5) concurs and makes the following observation in this regard:

“ The functions of the university are several, the interest groups the university serves are many, the output choices of the university for all practical purposes are infinite, the prices of many of the output elements are not readily available... ”

At the second UNESCO-NGOs collective consultation on High Education, Seidel (1991:32) reported that teaching and research are the intellectual functions of the university. He also pointed out that teaching and research are related to the educational mission or educational function, comprising the cultivation of the mind and the transmission of basic ideas and concepts. In addition, the report considered service to be the social function of the university which provides the link between the intellectual and educational roles of universities on the one hand and the development of society on the other. Apart from this UNESCO report on High Education, it can be safely inferred from other studies that the following are the main functions which societies expect their universities to fulfil:



2.5.1.3.1 THE PROVISION OF EDUCATION AND TRAINING

The main function of High Education institutions such as universities lies in providing education and training within a structure which combines research and teaching (Seidel, 1991:32). Though the training function of modern universities is evident, it is not new. Ever since the middle ages, the ancient universities promoted the training of the clergy and other professions such as medicine, teaching and law.

Yet more recently within the academic world, there are more skills and competences demanding special training of university lecturers (Startup, 1979:5). Due to the fact that INSET of university lecturers relates intimately to the mission, role and functions of the university itself, it is appropriate that the training of lecturers be viewed as of strategic importance because they occupy an important place in the educational life of a nation (Jelks, 2000:1; see also, Perold, 1998:31; Tleane, 1999:10).

2.5.1.3.2 IMPROVING THE RESEARCH FUNCTIONS OF UNIVERSITY LECTURERS

It is widely accepted that the production of research in a broad range of disciplines and acting as repository of information and data are key elements among the major functions of university lecturers (Smith and Brown, 1995:13; see also, Lumsden, 1973:6; Cabal, 1993:22; Dubbey, 1991:9; Seidel, 1991:32). Notwithstanding, lecturers experience some problems with regard to their teaching and research tasks. Research and teaching appear to be quite different activities, setting up a tension between their relative importance. This



tension consequently spills over to the resources to be shared between research (Dubbey, 1991:9). Startup(1979:6) reports that from the survey and interviews conducted among university lecturers, it emerges that there are varying conceptions of the meaning of research in different disciplines.

The other problem which surfaces from the studies of university lecturers is that there seems to be pressure to produce a string of publications in order to meet promotion criteria, even though the quality of published material was judged to be of minor importance in connection with overall satisfaction with the job. As a result, competent lecturers who perceive teaching as their key function are underrated if they do not have a series of publications to their names (Startup, 1979:76; see also, Smith and Brown, 1995:13). The problem of the relative importance of teaching and research has important implications which need to be considered when INSET of university lecturers is organised.

2.5.1.3.3 IMPROVING THE TEACHING FUNCTIONS OF UNIVERSITY LECTURERS

Although there is no disagreement that teaching is one of the principal functions of the university, the meaning of teaching is seen to be highly ambiguous. According to Cannon (1983:37-38; see also, Kozma *et al.*, 1978:7), the sources of this equivocation include the manifold conceptions of teaching between disciplines and between individuals, divergence in cognitive styles among university lecturers and variations in teaching styles. This problem of ambiguity in teaching at the university has led Clark (1987:2) to characterise the academic profession as:

“ ...[an] oddity among professions... a loosely coupled array of disciplines and professional field, each having a history, a sense of nationhood, and a momentum that makes it a going concern in its own right.”

Cannon (1983:38) records that the failure of past attempts to improve teaching at the university level can be attributed, in part, to a lack of attention to what teaching has meant to different lecturers and also to superficial attempts to understand and to provide for the diverse characteristics of university lecturers. He also avers that the problem is compounded by the fact that university lecturers, regardless of age, rank or field of teaching, report very high levels of interest in teaching.

Related to the problem of the conceptualisation of teaching is the fact that most university lecturers have had no formal training in teaching adults, whereas they mostly have had formal research training through degree work such as a Ph.D. (Katz and Henry, 1988:2; see also, Van Trotsenburg, 1979:50; Beaty, 1998:101; Gaff and Lambert, 1996:40; Elton, 1987:54). The professional knowledge which most university lecturers lack is in the area of teaching adults or andragogy. In this regard, Payne (1986:108) paints a tenebrous picture and alerts universities to the dangers of lecturers who are untrained in the field of andragogy as follows:

“ We can have little hesitation then in asserting that the pretensions to be able to teach without knowing even what teaching means, without mastering its processes and methods as an art; without gaining some acquaintance with its doctrines as a science; without studying what has been said and done by its

most eminent practitioners, is an unwarrantable pretension

akin to empiricism and quackery, that it is difficult to make the distinction.”

Indeed, as Beaty (1998:101) points out, to many newly appointed university lecturers, andragogy and pedagogy are completely new disciplines. Moses (1992:11) shares this view and sadly notes that in most institutions of High Education formal qualifications expected of academics all deal with their scientific credentials. In most university systems it is possible to be appointed at all levels of the academic hierarchy without any experience of teaching in the tertiary sector.

Most university lecturers receive training for their teaching tasks on the job. This is one of the reasons why some researchers argue that most of them are not fully professional as yet. For example, Moses (1992:12-13) is adamant that teaching in High Education in contrast to research is unprofessional. He makes the following scathing remarks about teaching at most universities:

“ ... there are no agreed standards, no body of knowledge ... no peer review, no accountability as yet. It is a field where the enthusiast has unlimited opportunities (though may be firmly put down to earth by departmental or institutional constraints) for experimentation, where most staff accept disciplinary or institutional conventions on teaching and assessment without critical examination, where most staff are prepared to suspend scholarly inquiry and base their practice on own experience, trial-and-error, or accidental knowledge of different teaching methods. It is rare to find

academics with a degree or diploma in education (except in education and nursing), even rarer in tertiary education.”

Any programme of initial INSET, therefore, must address knowledge of pedagogy and andragogy as an urgent requirement. All academics must have a good understanding of how learning happens as well as the implications of their actions in their roles as university teachers. Beyond this, they must learn to create a synthesis between their knowledge of the discipline in which they are appointed to teach and their knowledge of how students learn. The importance of andragogy, according to Cabal (1993:105), is easily traceable to the development of the teaching sessions of the old schools and universities during the Medieval period. In fact, Luddeke (1998:2) argues that facilitating adult learning is among the world's oldest professions.

As already intimated, the qualities and qualifications which university lecturers are expected to possess when they are appointed are mostly not related to teaching. This is an important issue to contemplate when lecturers are appointed because those who are responsible for their appointment implicitly demonstrate what they require of a new recruit. The criteria which they employ substantially determine the qualities which the lecturers will exhibit when they first establish relationships with students. It is obvious from research conducted about academics that in most universities, the criteria that are used for appointing them as well as qualities expected of them do not benefit students in terms of the teaching-learning interaction.

It is encouraging that there seems to be unanimity from research on studies of teaching

in tertiary institutions that teaching development activities should develop an informed theory of teaching practice focussing on the enhancement of student learning. Silcock (1993:15), for example, found that good teachers are those who find ways of maximising learning time for students within their overall learning time. Startup (1979:19) also advocates student-centred teaching activities and concludes that the purpose of teaching at the university is chiefly to provide the material on which students can reflect.

However, university teaching does not seem to challenge the entrenched philosophy and perception of learning as the mere accumulation of facts and ideas for retrieval in assignments, tests and examinations. In this regard, Jacobs and Gravett (1998:54; see also, Apps, 1994:170) ridicule the fact that in many universities teaching is still approached as the transfer of expert knowledge to receiving students in spite of multitudinous research reports highlighting the futility of such a teaching approach. These researchers are also of the conviction that information in the form of learning material becomes personal knowledge to students only when they attach meaning to the learning material by interpreting it and actively engaging with it.

In the light of the above exposition of research on teaching and learning, university lecturers should be helped not only to focus their teaching tasks on subject content and on what they do, but also to place student learning at the centre of their efforts. INSET activities should concentrate on helping them to develop an informed theory of teaching, focussing on the role of learners and learning in relation to their teaching role. INSET activities should create opportunities for the establishment and enhancement of a partnership of dialogue between the university lecturers who are creators of intellectually

challenging learning environments and students who are constrained by their own knowledge (Jacobs and Gravett, 1998:60). INSET programmes should empower university lecturers to develop from persons merely imparting knowledge to being appliers of psychological, pedagogical and andragogical principles in the teaching-learning situations. One of the major implications of this point of view is that the quality of teaching in universities will be improved not by merely increasing the amount and variety of information which university lecturers have but by creating opportunities for them to apply that information (Sarason *et al.*, 1962: 117).

It is important to note that apart from the need for university lecturers to have theoretical pedagogic and andragogic knowledge, through experience, they tend to form a pedagogical perspective, that is, a view of the effective teaching-learning situation and certain assumptions and theories of good educational practice. Research findings support the perspective that experience has a role to play on the teaching tasks of university lecturers. For example, in the study conducted by Moses (1988:52), academics were asked to respond to the following question:

“ If you think back, what has contributed most to the standard of teaching you have achieved now ? ”

Feedback from students, experience, practice, role models, interaction with colleagues, knowledge of subject matter, attitudes to teaching, motivation, continuous effort and professional experience were cited as variables that contributed considerably to the feeling of being a good teacher. Woods (1992:535) also supports the stance that experience is



important for lecturers teaching at the university. He claims that knowl

of individual lecturers are:

“ ... the richest grounds for educative inquiry and improved [teaching] practice.”

Herrick (1997:181) also supports this opinion and emphasises that reflection is necessary to improve the practice of teaching. He found that through reflection, such as in keeping a journal to write about experiences over one's university teaching career, professional growth can be seen to occur and university lecturers can share their discoveries about the art and practice of teaching.

The study conducted by Tickle (1993:89-90) also found that the development of teaching practice appeared to be dependent on the development of the capacity to gauge situations and to apply professional judgment, in specific circumstances through lecturers' own experience. What seems especially significant in the study is that lecturers showed how repertoires of experience came to belong to them and how that ownership was crucial in building their individual world view of teaching. This also has implications for the kinds of competences, knowledge and skills which university lecturers perceive as useful and relevant to their teaching needs. Therefore, INSET facilitators cannot afford to ignore the experiences of lecturers because these experiences determine their receptiveness and responsiveness to ideas and proposals about what constitutes effective teaching.

Whereas much is known about INSET programmes and activities offered by universities

to assist lecturers with their teaching tasks, little is known about their effectiveness. In this regard, Cannon (1983:42) warns that the question as to whether university students benefit from the participation of their lecturers in INSET activities focussing on teaching improvement is seductive and may lead to wrong answers. He cites the following reasons for this:

- Evaluation methodologies are not sufficiently practical or powerful to discern the effects of programme activities from other contaminating effects.
- Teaching improvement activities are not geared solely to causing students to learn more effectively. Although this may be an important goal, other goals such as increased confidence and satisfaction for those participating in improvement activities, improved efficiency in the use of time to achieve teaching goals, increased knowledge of teaching, teaching methods, characteristics of learners and facilities are also important.
- Experience shows that it may take several years for the impact of participation in an INSET activity to work its way into teaching and learning practice.

These arguments indicate the unavailability of reliable measures of teaching competence and the fact that very few systematic attempts have been made to describe university teaching. Clearly, therefore, the quality of teaching capabilities of many individual university lecturers remains unknown. Consequently, assessing the teaching needs of university lecturers with the aim of designing INSET programmes for those lecturers becomes an extremely difficult and daunting task. Nevertheless, it can be argued that the quality of teaching offered by the university teaching can be improved.

In the light of the above exposition of teaching at the university, it appears safe to conclude that the analyses of research suggests that INSET activities to improve teaching are widespread and also operate in similar ways. What is even more important is that these activities have not been shown to be unsuccessful. It is noteworthy that studies indicate that university lecturers who participated in INSET activities found them helpful, especially if such activities were seen as relevant to their perceived teaching needs. It is also remarkable that research evidence indicates that university lecturers are generally committed to improving their teaching tasks in the face of competing demands for shrinking financial resources especially with regard to the tension which concerns the relative importance between teaching and research. Silcock (1993:15) notes that researchers reviewing the entire field of effectiveness research can rightly claim that teachers, including university lecturers, do make a difference in student achievement. This is possible especially when the problem of the relationship between teaching and research is dealt with.

2.5.1.3.4 THE PROBLEM OF THE RELATIONSHIP BETWEEN THE TEACHING AND RESEARCH FUNCTIONS OF UNIVERSITY LECTURERS

The question of whether the teaching and research functions of university lecturers help or hinder each other or whether there is in fact no connection between their respective strengths has generated much debate. As indicated previously, at a glance, teaching and research seem to be quite different activities, setting up a tension between their relative importance and, hence, the resources to be shared between them (Dubbey, 1991:9; see also, Smith and Brown, 1995:14; Elton, 1987:156).

Evidence regarding why the two activities should be related in a manner within the same institution is overwhelming. Dubbey (1991:9) argues that it is necessary for the teaching and research and teaching functions of university lecturers to support each other, especially at a time of knowledge explosion and rapid changes. Elton (1987:156) supports this position and calls for the introduction of the concept of scholarship which he describes as:

“ ... an academic activity different from, but as legitimate as, either teaching or research : the pursuit of new and deeper interpretations of what is already known.”

Research and teaching should be equally valued as complementary and reciprocally supportive activities in the work of university lecturers. This mutual support between the teaching and research functions of lecturers at universities is again well illustrated and elucidated by Dubbey (1991:9):

“ Teaching at an advanced level develops a disciplined, systematic approach to the acquisition and retention of knowledge. The best way to master a difficult concept is to teach it, to discuss it, to argue about it, to answer hard questions and, through colleagues, many ideas and problems for research development will arise. Conversely, it is mainly through research that a lecturer becomes familiar with the new frontiers of his [her] subject area, obtains authority in his [her] teaching, and is therefore able to convey content

of real value to the student.”

Research can also be supportive in terms of alerting newly appointed lecturers to problems that they may face in their first year of teaching. These problems include developing time management skills, dealing with organisational constraints, working with colleagues, making use of resources and planning a coherent scheme of work (Kyriacou, 1993:82). In this way, research supports teaching because the first year is an important period in which the inexperienced lecturers come to know and understand themselves and their students.

It can, therefore, be safely assumed that effective INSET activities for university lecturers are those that do not regard teaching and research as separate, mutually exclusive tasks. INSET facilitators need to be aware of the issues which affect the relationship between teaching and research. The INSET policies for university lecturers are likely to reflect the relative importance attached to these two important functions of university lecturers by those in authority.

2.5.1.3.5 IMPROVING THE COMMUNITY-SERVICE FUNCTIONS OF UNIVERSITY LECTURERS

In the context of this study community-service is defined as:

“Programmes linked to High Education which involve participants in activities designed to deliver social benefit to a particular community and which teach



the participants to work jointly towards the achievement of

Participation in community service usually involves a degree of personal sacrifice in terms of time, remuneration and convenience.”

(Perold and Omar, 1997:18)

This definition encapsulates the fact that the university has a community-service function. The community-service function of the university implies that universities play a role of responding to the development needs of societies through teaching and research. Universities are intimately involved with the local and national needs of the community by availing intellectual expertise or their infrastructure through a discrete set of activities and in changing how teaching, learning and research take place (Perold, 1998:30; see also, Dubbey, 1991:10). In a report prepared for the World Conference on Higher Education by the United Nations Educational, Scientific and Cultural Organization (UNESCO) it is concluded that most High Education institutions are committed to finding ways to strengthen their contribution to the needs of their community and society (UNESCO, 1998:34). The report further makes the following statement which is appropriate to one of the cardinal functions of universities:

“ If High Education has a larger and more central role in society today it is foremost due to its tremendous resources, especially in the form of accumulated wisdom about ways to train and educate entire generations of young people and in the expert knowledge and deep understanding of its teachers, scholars and scientists.”

(UNESCO, 1998:34)

UNESCO understands community-service as an attempt by universities to promote development that combines theory and practice. Community-service stimulates the conscience of lecturers and students to become involved in an endeavour to constructively respond to the needs of the community.

According to Cabal (1993:171), the concept of community-service began in socialist regimes and spread to developed and less- developed countries during the 1960s. Thus, universities have always been and continue to be challenged to play a leadership role in the context of national development. Universities also play an important part in regional development as well as in developing international contacts (Dubbey, 1991:11; see also, Cabal, 1993:22). In this regard, Dubbey (1991:10-11) argues that the challenges of national development give unity and direction to the different activities of the university. He also concludes that:

“ All the university does is quite useless if its standards are not recognised internationally.”

According to Perold and Omar (1997:100), participation in the community-service programmes provides university lecturers with opportunities to make their work relevant to a transforming curriculum and assists them to generate new knowledge. Perold (1998:7) reports that the introduction of community-service into High Education curricula provides opportunities among university lecturers for experiential learning. He further states that the research findings indicate that the university departments involved with community-service activities are seeking to develop socially responsive orientation to their teaching

programmes in order to meet the challenges which derive from the application of their disciplines in poor communities. Cabal (1993:22) supports this view and adds that universities have a social function in fostering the intellectual development of society.

The most widely held view of one of the most important functions of the university is that of capital creation. For instance, Lumsden (1973:6) records that universities contribute towards the economic development of a country by providing prospective employers information about job candidates of different abilities and to these job candidates the necessary information about their relative abilities to perform different tasks.

It also surfaces from research that community-outreach programmes offer new opportunities to university lecturers for research and consultancy, both of which may attract funding from new sources. This ultimately benefits the universities financially. Institutions of higher learning are often called upon to be locally responsive and globally competitive and to operationalise their teaching, research and community-service goals within an environment which focuses on the underprivileged communities. In this connection, Subotzky (1998:12) writes that in developing countries such as South Africa, for example, the task of High Education institutions is seen by government as contributing to economic performance and enhancing global competitiveness. In fact, apart from earning an income through community-service, developed and developing countries have used community-outreach programmes for repaying loans (Perold, 1998: 9).

However, the notion of community-service function of the university is not without its own problems. Attention must be given not just to the community-service activities themselves

but also to the orientation of the university lecturers towards them. For Mattson and Shea (1997:12),

(1973:7) sounds a stern warning in this respect:

“One could hypothesize other functions of a university, such as serving local or national pride or providing a ‘ baby-sitting ’,perhaps more accurately ‘ adolescent-sitting ’ service to parents and so forth, but such functions are less seriously claimed [by university lecturers]... ”

It is critical, therefore, that university lecturers should feel that it is their duty to be active outside their own institutions and that they are not merely responding to financial inducement. It is important that they should feel that the various community-service activities are integral to their tasks. INSET organisers have to take these concerns into consideration.

Universities also need to guard against losing sight of their civic responsibilities in favour of too narrowly serving the human resource development market. In this regard Mattson and Shea (1997:12) make this observation:

“ ... as universities strive to meet demands placed on them they increasingly see their social obligations through the eyes of the market. Professional competence and career development take precedence over attempts to prepare young people for their roles as informed, active participants in public life.”

Whereas there is no disagreement as to the ways in which universities could serve the communities, the pressing question is whether small and young universities are capable and have the resources to follow these ways. If these universities do not have the capacity to serve the communities, the failed attempts may lead to disillusionment and frustration. For example, the objectives of community-service may be generally acceptable but the reality of funding may impose its own constraints. In this regard, Wandira (1977:54) comments that:

“ ... the poorest countries of Africa find that they cannot afford the university they need for their development. In turn, poor universities are unable to make as significant a contribution to the development of their countries as they would like.”

Nevertheless, studies on the involvement of university lecturers in community-service indicate that some of the challenges highlighted above can be overcome. The findings from research conducted by Startup (1979:89-92) are relevant to the conceptual and theoretical framework of this particular research as they throw light on the attitudes of university lecturers towards the community-service function of the university. These findings are presented below:

- University lecturers felt that it was their duty to advance the widespread understanding of their disciplines and that this went beyond their teaching and research duties.
- University lecturers felt that they ought to extend the use made of their disciplines.

- University lecturers tended to feel an obligation to further the ideas of the university and this included helping in the general functioning of universities. This went beyond the obligation to sustain the functioning of their own departments.
- University lecturers felt that if they were assisted by specific people in the performance of their tasks, they should in turn assist them.
- Although it was the senior academics who were most active in community-outreach activities, disciplines do not lend themselves equally to that purpose. For example, university lecturers working in the disciplines of Geography History and Sociology found interest and inspiration in local and material social conditions whereas this was not the case with the pure Natural Scientists such as Mathematicians.

Perold and Omar (1997:6) report that in South Africa, community-outreach activities are seen as directly related to the mission statements of High Education in terms of a commitment to quality teaching, scholarship and research which are responsive to the development needs of society. They believe that this approach contrasts sharply with the one that regards community-service as a distinctive, third leg of High Education's mission, along with teaching and research. They further warn about the consequences of the approach that views community-service as a distinctive aspect of High Education by stating that responsiveness to societal needs can become an add-on activity, peripheral to the main functions of teaching and research.

In the final analysis, the effectiveness of community-service programmes depends as much on management and administration issues as it does on the availability of funds. The report of the study conducted in South Africa on community-service and High Education

institutions concludes that the benefits yielded by community-outreach programmes in

universities depends on the following administrative factors:

- The articulation between programmes and the curricula with which they are associated.
- The orientation of the leadership in the High Education institutions towards being more socially responsive through teaching and research.
- The extent to which the programmes provide a site for the realisation of specific teaching and research goals as well as programme design and management.

(Perold, 1998:8)

It is imperative for personnel charged with the responsibility of facilitating INSET programmes for university lecturers to fully comprehend how community-service is conceptualised by different individuals and groups who are stakeholders in order for such programmes to attain the objectives for which they were designed. Of utmost importance is that they need to take into consideration the internal and external environmental change factors which affect the university system in general and lecturers in particular. Facilitators of INSET programmes must have a theoretical background of issues that pertain to community-service as one of the major functions of the university if these programmes are to be effective.

This exposition of the concept university and related considerations is deemed critical to this study. In addition, it is also vital to briefly analyse the concept which is closely related to it, namely, High Education as a constituent undergirding this sector of education in South Africa.

2.5.2 HIGHER EDUCATION

The term High Education is closely related to the concept of a university. The review of literature shows that this concept is not understood and used in the same way by all people in all countries. Consequently, this has caused a crisis in certain quarters concerning the connotation and the fundamental principles with respect to the traditional conceptualisation of High Education (Barnett, 1990:3). In the South African context, High Education is defined as :

“ ...all organised learning activities which take place in colleges, technikons and universities or under their academic supervision.”

(African National Congress, 1995:127)

In line with the systems theory described earlier, the present majority party in the South African parliament, the African National Congress (ANC), describes its vision of a High Education system as a well-planned and integrated education whose students and staff are increasingly representative of South African society (African National Congress, 1995:128). The ANC further declares that the High Education system would:

“ ... be linked to human resource development and the production of scientific and other knowledge to service the economic, environmental, political, cultural and intellectual development of our communities and nation.”

(African National Congress, 1995:128)

Clearly, according to this notion of High Education, universities are expected to have goals and objectives that are linked to sustainable national development. Given the fact that historical factors necessitate that the High Education system in South Africa should be changed, university lecturers need to participate in INSET programmes in order for their institutions to achieve the goals of contributing towards reconstruction and development of the South African society.

However, not all university lecturers agree that it is their task to contribute towards assisting the state to achieve its economic, political and cultural aims. In this respect, Barnett (1990:201) notes that the academic community is fragmented and that it is misleading to talk of a single academic community. He explains that at the heart of the fragmentation is the belief that such aims are functionalist and instrumentalist. He further describes the functionalism or instrumentalism that prevails in public debates about High Education as follows:

“ [The functionalist view] which includes the tendency to understand higher education in terms of the values and goals of the wider society , and the drive to evaluate the effectiveness of High Education in terms of its demonstrable impact on the wealth-generating High Education and its contribution to the economy through supplying qualified personnel come to the fore ... issues of this type exercise a disproportionate influence in two senses. First, even as reflecting the interests of the wider society, they reflect a narrow set of interests ...Secondly, and more significantly, the functionalist approach neglects the intrinsic character of High Education.”

Finally, the complex, ambiguous and collegial nature of universities always present certain challenges with regard to High Education and, *ipso facto*, for the INSET of university lecturers. Above all, as Duke (1992:8) correctly points out, it should always be borne in mind that as long as universities rely on the public exchequer for a large part of their income the influence of Treasury and ultimately the cabinet is decisively important.

In addition, change, especially for continuing High Education, sometimes inevitably requires a real push from environmental, social, political and economic factors which are outside the university system itself. Consequently, the academic autonomy of universities will continue to be affected because pressures and tensions from the environment outside the universities are likely to determine the policies which govern the overall running of these institutions as well as their general direction in relation to development strategies.

With regard to the influence of the goals of society on High Education, the ANC's Framework for Education and Training (African National Congress, 1995:132) proposes a tight rope to be walked:

“ High Education institutions must have a high degree of autonomy in determining their affairs, balanced with the need for monitoring, evaluation and public accountability, especially in relation to the redress of inequalities, quality of provision and the efficient utilisation of resources.”

It is also important to note that policy framework for education and training advocated by the ANC also underscores INSET programmes which are needed in High Education for the purpose of developing human resources and helping universities in changing their staff

profiles in terms of race and gender. To this end, universities will be encouraged through appropriate funding mechanisms (African National Congress, 1995:131).

At this juncture we now need to discuss the concept of university lecturers. This is important to prevent any possible confusion regarding the meaning of this concept which is central to this investigation.

2.5.3 UNIVERSITY LECTURERS

Throughout this thesis, the phrase university lecturers is frequently used as an alternative to other terms such as academic staff, university teachers, university faculty and academics. Due to the fact that even different universities within the same country use a variety of designations to refer to this category of university personnel, it becomes necessary to clarify the meaning of the concept.

Traditionally, university teachers have been called lecturers. The problem with this word is that it may be so narrowly conceptualised that its meaning may have specific implications regarding the dominant method of teaching. The other example of how the term lecturer can be narrowly defined and as a result, vaguely understood is the following:

" A person, lower in rank than a professor, who gives lectures, especially at a college or university."

(Hornby, 1974:481)

It is remarkable that this definition excludes other university personnel who have been

employed to teach, research and do community-service. Examples of those who are left out of this definition are senior lecturers, associate or assistant professors, professors and senior professors.

Furthermore, in the South African context, one could be elected or appointed as head of department or dean (including deputy or assistant dean) whereas during the same period one may be charged with the responsibilities of teaching, doing research and engaging in community-service programmes. There are many instances where academic staff who are lower in rank than professors are appointed or elected to these positions. This definition excludes this category of personnel.

The definition is also silent about people employed in the positions which are below the rank of a lecturer but who also do the teaching, research and community-service duties, namely, tutors, graduate assistants, junior lecturers and so forth. In many South African universities such people are not considered to be lecturers in terms of their rank. Above everything else, the narrow and superficial conceptualisation of this term can easily create the false impression that the role-function of lecturers is confined to teaching and that they use only the lecturer-method to impart knowledge and skills to their students.

Elton (1987:10) states that the term lecturer has come to convey the full range of academic activities, that is, teaching, research, community-service and administration. This view is compatible with the theoretical and conceptual framework of this study which assumes teaching, research and community-service to be the main functions of the universities. Therefore, in this study lecturers include tutors, lecturers, senior lecturers, associate

professors, professors, senior professors, heads of departments, deputy professors, or any other university personnel whose job includes teaching, research and community-service.

There are few matters of greater significance to the universities than the quality, dedication, motivation and productivity of lecturers (OECD, 1987 (a): 77). Consequently, it becomes incumbent to briefly review such issues as the skills, knowledge and competences needed for academic work.

Over the years, universities all over the world have been in a state of rapid change. This is especially evident in the developing countries where the societies in which they are embedded and which they are expected to serve have themselves undergone radical changes. The problems which these universities have to grapple with include large student numbers, the language used in teaching and textbooks, diversity in the ability and background of students, maintenance of academic standards, academic freedom and relevance to the communities which they are expected to serve.

Clearly, universities have to deal with three major forms of change which often make competing demands on them : the present needs of the country, the traditions of the country and the international academic tradition. In order to meet these challenges, university lecturers can no longer rely on the experience of the past alone but have to employ new approaches to their problems. This is where the need for INSET arises.

It becomes apparent that it may be difficult for university lecturers to employ new

approaches to their teaching, research and community-service roles. They have received education and training relevant to their tasks. Therefore, INSET programmes of university lecturers in research, teaching and community-service are important means of meeting the problems faced by their institutions. It was previously stated that community-service is directly connected to the teaching and research functions of the university. Consequently, in the discussion that follows attention will be limited to the notion of the academic career and the preparation of lecturers for the teaching and research aspects of the career. This obviously has important implications for INSET of university lecturers.

2.5.4 THE NATURE OF THE ACADEMIC CAREER

The systems theory described earlier presupposes that the activities and behaviour of university lecturers are directed to the achievement of certain organisational goals. These goals may be regarded as outputs from the university, the most important of which is the production of competent students. University lecturers play a crucial role in contributing towards the achievement of organisational goals as reflected by research, teaching and community-service outputs. In this context, the concept of role refers to:

“... the behaviour expected of people belonging to an identifiable category.”

(Startup, 1979: viii)

The category that has been identified for the purpose of the present study is university lecturers. In terms of the university system, lecturers are expected to perform their teaching

and research roles in particular ways because they are subject to the university. Due to the specific roles that lecturers are expected to perform in the university, they occupy a distinctive position in the hierarchy of its offices (Startup, 1979: viii). Despite the dilemmas they face between their own perceived needs and the conflicting demands made on the university in a changing society, literature is conclusive that they remain an essential component or sub-system of the entire university system.

As it was previously noted, academic work is often simplistically dichotomized as teaching and research. Of course, teaching and research make conflicting demands on the time of lecturers and fostering both often creates organisational and administrative difficulties (Cannon, 1983:33). For example, Moses (1988:43) observes that the allocation of time at the university does not reflect personal preferences or competences of lecturers. He also notes that lecturers, especially those on probation, have to adjust to the demands of the universities by demonstrating capacity for and productivity in research as well as satisfactory teaching, regardless of whether personal preferences are for teaching or research. Consequently, it can be concluded that there are personal and professional differences in values and attitudes which influence the work of university lecturers. Therefore, organisers of INSET programmes must recognise these differences.

However, it is also worth mentioning that teaching and research are not the only dimensions of the university lecturers' work (Startup, 1979:vii; see also, Cannon, 1983:33). Shils (1977:9) supports the view that the university lecturers' occupation is multi-faceted in that:



“ The work within universities and departments must be kept

are in many different ways indispensable to teaching and research. Students must be admitted and supervised; their course of study and syllabuses must be organised and repeatedly revised; the students must be examined. Resources must be acquired and administered; buildings and grounds, libraries and laboratories must be built, furnished and maintained, books and equipment must be procured. All these are different from research and teaching but they are necessary conditions.”

It is necessary and important, therefore, to examine several areas of activities carried out in and outside the university as well as relationships in which lecturers are involved before INSET programmes can be organised for them. For example, the involvement of university lecturers in all aspects of INSET becomes even more important given the fact that they, like other professionals, can or do demand large scale autonomy in their academic work. For this reason, Moses (1988 : xiii) characterised academics as people who have:

“ ... a strong sense of autonomy and responsibility appropriate to those active at or near the frontiers of knowledge, a justifiable pride in intellectual achievement and the confidence that accompanies intellectual leadership.”

This characterisation suggests that university lecturers legitimately perceive themselves as professionals. It includes certain features which have been recognised in Western society as conferring certain obligations to professionals.

One of the main obligations of professionals is the possession of elaborate knowledge which can be assured in the first instance by systematic study. Academic work has been justified on the grounds that the possession of knowledge by university lecturers improves the lives of others. Shils (1977:7) points out that such possession of knowledge contributes to the realisation of an ideal of social justice and also provides opportunities for those who are talented to develop their mental powers. He observes that as members of society, university lecturers also have additional responsibility from their accumulation of knowledge. He notes that even within universities, lecturers are generally deemed to know more than their students. He further reports that although there are exceptions to this pattern of apparent superiority, by and large, this pattern exists in many countries. According to Moses (1988:38) this phenomenon is further reinforced by the fact that most academic administrators are recruited from academic staff in general.

However, this pattern of so-called superiority of the knowledge of academic lecturers, *vis-a-vis*, their students, poses certain challenges. Notably, Shils (1977:17) describes the problem of superiority as follows:

“ In law, an academic is entitled to tell as many half-truths and falsehoods as any lay politician or agitator. He [she] is legally entitled to be as demagogic and misleading as any unscrupulous journalist or politician.”

Moses (1988:xiii) shares the same sentiments and observes that university lecturers, like politicians:

“ ... are apt to exhibit arrogance, self-righteousness and a tendency to assume

the possibility that they might be mistaken.”

How the abuse of cognitive superiority by university lecturers can be controlled or prevented and thus guaranteeing that they scrupulously adhere to the truth is a gnawing problem affecting the nature of the academic career. Consequently, competences that university lecturers require to perform their tasks as expected by society become an issue which those who are responsible for organising INSET have to cautiously deal with.

Nevertheless, the calls for universities to have high standards of teaching and quality of research, to be relevant and accountable, indicate that the claimed professionalism by university lecturers is disputed or redefined. University lecturers' performance of their teaching duties are increasingly becoming open to the scrutiny of their peers and students. For instance, apart from students being given an opportunity to evaluate the teaching performance of their lecturers, the results obtained by the former are assessed by external examiners as a means of subjecting the latter to the same form of scrutiny. In addition, in their research tasks, university lecturers are guided not only by the standards which they have received and assimilated but also by anticipated assessment of their peers. In this regard, a university lecturer has an advantage which the other professionals do not have, namely, that the scientific procedures that are used when conducting research are subject to scrutiny. Shils (1977:12) elaborates further in this connection:

“ Even before publication, he [she] is open to his [her] colleagues' surveillance when he [she] presents his [her] results before a meeting of a

learned society. A scientist or scholar often works in solitude, but when he [she] publishes the results of his [her] research he [she] must also provide the evidence on which he [she] based his [her] conclusions and he [she] must describe the procedures which he [she] used. Before his [her] results can be assimilated into the body of accredited scientific or scholarly knowledge, scientists or scholars no less qualified than himself [herself], and often better qualified, will examine what he [she] has done. They will compare his [her] results with what they know of the same or very closely neighbouring problems: they will examine his [her] procedures to see whether they are reliable. They will analyse his [her] theories in the light of the particular observations known to them and they will test his [her] observations by their conformity with prevailing theories in the field.”

2.5.4.1 SUMMATION AND CONCLUDING IDEAS ON THE NATURE OF THE ACADEMIC CAREER

In summarising and concluding this section on the notion of the academic career, it needs to be emphasised that the core functions of university lecturers are teaching and research, complemented by service to the university and to the society at large. It also emerges from the review of literature that for INSET needs of university lecturers to be adequately addressed, their teaching and research tasks should not necessarily be seen as being in conflict with one another. Rather, the high and rising research standing should be reconciled with high standards of teaching for the benefit of the society.

Furthermore, there are different developmental tasks associated with ~~different age spans~~ and different beliefs and values among university lecturers all of which necessitates that INSET activities be made available to all staff throughout their careers on an individual basis. Formal evaluation of university lecturers by both peers and students is seen as one of the ways to encourage this. Therefore, there must be some form of diversity in the range of approaches adopted by tertiary educational institutions to facilitate INSET of university lecturers.

By way of conclusion, it is also noteworthy that the entry point to the academic profession varies in different countries. Although the doctoral degree is the ideal threshold to entry into the academic profession, unlike in other professions, there are many entry points to this profession (Duke, 1992:7). Many doctoral students are already part of the profession by virtue of their part-time teaching role. In fact, in many universities, there are many lecturers without a doctoral degree who are employed to teach and research.

The academic work is very complex in nature. This complexity should be acknowledged by personnel hired to facilitate INSET of university lecturers. Of utmost importance is how the need for academic freedom and autonomy of lecturers are balanced with the demands for relevance and accountability. The discussion that follows, therefore, focuses on the preparation of university lecturers for their teaching and research roles in the light of the complex nature of the academic career.

1.4.3.2 IMPROVING THE TEACHING FUNCTIONS OF UNIVERSITY LECTURERS

Most university lecturers have become experts in their fields of study and practice through advanced study or experience in their professional practice. They remain experts by continuous engagement in learning. Qualifications at entry level are normally expected in the scientific or technical field, and where the entry is at the lowest position possible, opportunities for INSET are then provided.

The emphasis on the scientific credentials makes it possible for university lecturers to be appointed without formal teaching qualifications or experience in the High Education sector. In most countries, including South Africa, a lecture suffices for the university selection committee to judge the teaching skills of a prospective lecturer.

Moses (1992:11) decries the fact that underlying the lack of formalised expertise for the teaching function is the assumption that being knowledgeable about the subject content will necessarily make a lecturer a good teacher. He warns that teaching at the university level at its best requires not only a high level of competence and expertise in the discipline or relevant professional experience but the knowledge of pedagogy and andragogy as well. Consequently, research has identified some competences required of university lecturers who have been assigned to do teaching duties (see for example, Beaty, 1998:101-104; Cannon, 1983:52).

2.5.4.2.1 SOME COMPETENCES AND CONDITIONS WHICH INSET NEED TO TAKE INTO ACCOUNT WHEN FACILITATING THE PREPARATION OF UNIVERSITY LECTURERS FOR THEIR TEACHING ROLES

Reference will be made in some detail to considerations concerning INSET strategies for university lecturers in chapter six revolving around conclusions and recommendations. However, at this juncture we need to take into account some competences and conditions which facilitators should take into cognisance of in the preparation of university lecturers for their teaching roles as an intrinsic element of the theoretical and conceptual framework of this research.

Beatty (1998:101-104) outlines some competences and conditions which designers of INSET need to take into account so that university lecturers can be empowered to perform their teaching duties effectively and efficiently. These competences and conditions are briefly discussed below:

2.5.4.2.1.1 DEVELOPMENT OF PROFESSIONAL KNOWLEDGE

Most university lecturers do not have professional knowledge that concerns the area of pedagogy or andragogy. Therefore, any initial INSET programme must focus on the professional knowledge of education. All university lecturers must have a reasonable understanding of how adult students learn and the implication of this for their role as lecturers.

2.5.4.2.1.2 DEVELOPMENT OF TEACHING SKILLS AND TECHNIQUES

University lecturers must develop a repertoire of skills essential to the art of teaching. As skills cannot be taught directly, they need to be built with the help and support of experienced colleagues. Lecturers also need to experiment with new approaches and techniques and be critical about their performance in relation to their objectives and those of students.

1.4.3.1.0.3 DEVELOPMENT OF ATTITUDES AND UNDERSTANDING ETHICAL PRINCIPLES UNDERPINNING TEACHING

It is important for the content of INSET programmes to assist university lecturers with the required attitudes and ethical principles which undergird teaching. The fact that most academics have not received any formal training in teaching underscores the seriousness of paying attention to attitudinal issues which are deemed relevant to INSET of university lecturers.

2.5.4.2.1.4 LEARNING THROUGH DIALOGUE

Various forms of feedback from students can encourage reflection on the part of lecturers. Beaty (1998:102) emphasises that the perspectives, attitudes, responses and feelings of the students provide rich data for reflection and practice. The support of colleagues also provides opportunities for reflection. INSET activities, therefore, need to empower lecturers with the skills and techniques which can assist them to interpret the feedback of

their students appropriately. This can encourage lecturers to acknowledge their own limitations and be willing to involve others such as mentors to enhance their learning.

2.5.4.2.1.5 THE NEED FOR EMOTIONAL SUPPORT

INSET programmes for teaching involve a process of emotional support from a group of peers. Lecturers can learn a lot from one another and this can greatly enhance the opportunity to learn, develop and change. When the Peer-coaching or the Peer-consultancy model is discussed in chapter 3, details of the importance of working with colleagues are provided.

2.5.4.2.1.6 THE NEED FOR INSTRUCTION AND SHARED EXPERTISE

Reflection must be enriched through opportunities for new knowledge and skill-based development. Lecturers must make a conscious effort to develop their knowledge and skills. This may require continuing education and training in the form of INSET. This is where INSET activities that cover aspects of learning theory and teaching methods are crucial to a well rounded development programme.

2.5.4.2.1.7 THE NEED FOR FEEDBACK AND ASSESSMENT

Owing to the fact that university lecturers need to develop sound judgment about their own behaviour and that of their peers, assessment entails elements of both self-assessment and peer-assessment. At the end of the INSET programmes, lecturers must be trusted to regulate their teaching duties and to have sound judgement about the quality of such

programmes. Self-assessment and peer-assessment, therefore, have a legitimate and important role in INSET of university lecturers.

2.5.4.2.1.8 TIME, INCENTIVES, REWARDS AND INDIVIDUAL DIFFERENCES

Sufficient time must be allocated to the university lecturers to participate in the INSET programmes as well as to the people who are in charge of facilitating and evaluating the effectiveness of these programmes. In this connection, Moses (1992:104) is of the opinion that resources must be allocated for these programmes and that the necessary motivation for the commitment of these resources should be a national framework of accreditation. Finally, there must also be rewards, including promotion prospects for university lecturers who excel as teachers.

2.5.4.3 THE NEED FOR INSET TO IMPROVE THE RESEARCH FUNCTIONS OF UNIVERSITY LECTURERS

University lecturers are prepared for their research function through formalised research degree study as part of apprenticeship. This is often found in some High Education systems such as those in the USA, UK, Japan, Norway, Netherlands, Germany and Australia (Blume, 1986:217). As indicated previously, a doctorate is usually the admission requirement to membership of the scientific community. In the Natural Sciences in particular, the doctoral training usually precedes full-time employment whereas in other fields it may be obtained during employment.

Moses (1992:9) provides one of the reasons why a period of post-doctoral research is required in the Natural Sciences before aspiring university lecturers can gain the research position. He argues that in the Natural Sciences:

“ ... graduate study tends to be more structured, giving less scope to the student for independent work, originality, and responsibility for all stages of a research project from inception to single author publication...”

Nevertheless, the review of literature shows that overall, the value of doctoral research in all fields of study has not been doubted. According to the OECD report (1987(b):79) report the academic career connotes:

“ ... administration, research management, advisory and consulting functions, seeking grants...”

As a result, research training happens to be a systematic and intentional preparation of university lecturers for their research function. However, there are other aspects of research which are mostly left to chance learning. In this regard, Moses (1992:9) notes that research management, writing grant applications, budgeting, writing for publication, liaising with the media, are all learnt by modelling successful colleagues or by trial-and-error.

The preparation of university lecturers for research function can take place in universities or institutions which have research missions, the necessary resources and staff with relevant expertise and experience. The knowledge and skills which are necessary for

preparing university lecturers to become competent researchers can be learnt before employment, on-the-job, or in time-out arrangement like sabbaticals (Cahill, 1991:124).

It is evident, therefore, that INSET programmes must address the research needs of university lecturers. This is important given the fact that the general conceptualisation of academic work is that research is highly valued and rewarded and that the teaching-service is often perceived as a distraction from research. Moreover, most university lecturers hope to inspire their students to take research courses and even choose research careers (Smith and Brown, 1995:14; see also, Moses, 1991:153- 163;1992:12).

2.5.4.4 SUMMATION

Cannon (1983:52) concludes that the teaching role of university lecturers consists of five different elements. These are also competences required of university lecturers to be able to do their teaching jobs effectively. The conditions or competences are rational, instructional, organisational, disciplinary and evaluative. In an ideal situation, an assiduous lecturer would be effective in all these competences.

However, as Cannon (1983:52) correctly observes, the analysis of individual differences among university lecturers suggests that diverse strengths and interests in the teaching role are to be expected. Kozma *et al.* (1978:8) also acknowledge this diversity of university lecturers and note further that the university students differ too. According to them, the early approaches to research on teaching at universities did not acknowledge the fact that the varying backgrounds of students and lecturers made each teaching situation unique and complex. Obviously, then, learning and teaching cannot be the same for all students

and lecturers. Kozma *et al.* (1978:10) warn that any approach that seeks to find a technique which will benefit every student in every situation disregards the complexity of the teaching-learning situation and is doomed to failure. Du Toit (1989:198) also found in his research that the uniqueness of lecturers must be taken into consideration whenever INSET programmes which are intended to improve their teaching roles are planned and organised:

“ Die uniekheid van elke persoon wat in opleiding, onderrig en leer betrokke is, het bepaalde konsekwensies vir die realiseering daarvan.”

Loosely translated, this means that the uniqueness of every person has particular implications for the realisation of the goals of training, instruction and learning in which he or she is involved. Consequently, university lecturers have very little in common. Indeed, this view is reinforced by Moses (1992:2) who maintains that due to the differences among university lecturers themselves, when their qualifications, knowledge and skills needed for academic work are considered, the following three variables need to be a basic consideration:

- The level in the academic hierarchy in which a person is entering the academic profession.
- The discipline in which the appointment is made.
- The type of institution in which the appointment is made.

Further, Moses (1992:3) also points out that the way in which university lecturers were prepared for their work in the past should not be a concern. Researchers and practitioners

should rather examine the preparation of those who are currently teaching and researching in universities.

Cabal (1993:103) brings another important perspective to the teaching role of university lecturers. He claims that universities can fulfil the needs of society in general and business in particular if they produce students with high levels of personality development. To this end, he proposes that lecturers should be assisted through INSET to facilitate the spiritual, intellectual and moral development of their students through the hidden curriculum. Cabal (1993:104) concludes as follows:

“ The university, in short, has an educational mission that is not limited, but goes beyond the simple transmission of the course listed in what is sometimes referred to as the visible curriculum that is taught at prescribed times and in prescribed schedules. There is another curriculum that could be called a hidden curriculum underlying the university’s educational commitment. It assumes the undefinable and imprecise task of providing profound and full learning.”

Moses (1992:11-12) puts his weight behind the value of the hidden curriculum. He argues that university lecturers need to be role-models for students and instil in them a commitment to scholarly values and continuing education and training through critical reflection, self-evaluation and accountability. He also believes that university lecturers hope to instil in their students a love for their discipline and for learning as well as a sense of progress towards competence and maturity.

The teaching function of university lecturers is an intentional activity which seeks to bring

about positive attitudinal, cognitive or motor change in the students interacting (McNeil and Popham, 1973:219). Therefore, INSET programmes should assist university lecturers to effect intended changes on students' cognitive skills, motor skills and attitudes. University lecturers who have been empowered through INSET programmes to effect changes in their students are said to be effective.

The following hypotheses based on the research findings by Kozma *et al.* (1978:19-22; see also, Jacobs and Gravett, 1998:54), have a bearing on INSET needs of university lecturers in general and the theoretical and conceptual framework of this study in particular:

- Professors are generally conservative regarding change and innovation.
- Young university lecturers may approach teaching with enthusiasm, since it is central to their vision of a great professor. Others may slight teaching in their eagerness to establish their reputations as renowned scholars.
- Senior professors may discover increased enthusiasm for teaching, viewing it as a challenge and a form of personal renewal.
- Generally, university lecturers show some interest in improving their teaching skills.
- Rightly or wrongly, most university lecturers view themselves as effective teachers.
- While there is little conscious sharing of teaching theories or methods among university lecturers, most of them define the instructional goals as covering course content and introducing the concepts and methods of their field of specialisation.
- Most university lecturers are considerably less concerned about students' general intellectual and human development.
- Among most university lecturers, good teaching is thought to be an amalgamation of their knowledge, current research, attractive personality and ability to motivate

students.

Another area that is crucial to the theoretical and conceptual framework of this research is quality assurance. Indeed, the review of literature conclusively points to the need to have mechanisms in place so as to ensure that universities offer quality education for students and quality INSET programmes for lecturers. The need for research, teaching and community-service of high quality is crucial to the attainment of goals of universities. Consequently, an overview of the notion of quality assurance in tertiary educational institutions as the basis for the provision of INSET for university lecturers will now be provided.

2.5.5 QUALITY ASSURANCE IN UNIVERSITIES

Quality assurance has made its way into the vocabulary of universities with remarkable speed. Universities are being called upon to restructure themselves in order to meet the public's demand for higher quality at less costs. Consequently, there is a need to define quality within the context of this research.

According to Strydom *et al.*(1991:1):

“ Quality assurance is concerned with the way in which a university, in discharging its corporate responsibility for the programmes of study and qualifications it offers, satisfies itself and its clients that it has effective structures and mechanisms in place to monitor the quality of policies and procedures employed, and that these promote the enhancement of existing

standards.”

It is self-explanatory from this definition that in order to meet the changing needs of society, universities must constantly review and develop their existing academic programmes. For this to happen with ease, it is crucial that lecturers should be involved in INSET activities.

In line with the systems theory already described, the concept of quality in education relates to various factors. Strydom *et al.* (1991:vi) observe that it is not restricted to educational outcomes, but it also includes educational processes and inputs. In this respect, process indicates the way in which a university accomplishes its mission.

Input refers to the resources required by universities to attain their goals and objectives. The maintenance of quality, as it relates to academic standards is one of the most important challenges in most countries of the world. The Human Sciences Research Council (HSRC) identifies the improvement in the quality of education and training in South Africa as one of the challenges that have to be confronted in order to achieve significant levels of economic growth and international competitiveness (HSRC, 1995:6). It is not surprising, therefore, that one of the principal objectives of the National Qualifications Framework (NQF) in South Africa is to enhance quality within education and training (Genis, 1997:17).

It is noteworthy that quality in the tertiary education sector is dependent upon the quality, qualifications, experience, competence, professional confidence and commitment of lecturers. Cross (1993:16) believes that university lecturers are the single most critical

element in educational change. As such, INSET is one of the primary strategies through which lecturers can remain at the cutting edge of such educational change which categorises the continual attempts by universities to offer high quality education to the widest diversity of learners at a cost that society can afford. To this end, there is a need for responsibility, commitment and dedication on the side of administrators.

Cornesky *et al.* (1992:51) note that without administrative support, constant improvement will not occur because:

“ The top administration is in the position to define the improvement of quality, build a consensus around it, and allocate resources such that everyone in the institution can see that quality improvement does pay.”

Loder (1990:82) supports this view. He points out that the questions which deal with quality provide administrators with direction.

2.5.5.1 BENEFITS OF QUALITY ASSURANCE FOR UNIVERSITIES

Following Marchese (1991:3-9) we may outline the following benefits of quality assurance for universities:

2.5.5.1.1 QUALITY ASSURANCE IS CUSTOMER DRIVEN

The fundamental objective in assuring quality should be to identify explicitly the clientele to be served, to know their needs systematically and to commit oneself to the successful realisation of such needs. The concept of customers of universities differs from that of the



private sector. There are no repeat customers in the traditional sense.

2.5.5.1.2 QUALITY ASSURANCE EMPHASISES CONTINUOUS IMPROVEMENT AND ELIMINATES RE-WORK

Quality assurance, through classroom assessment involves continuous checking on the quality of learning and this enables lecturers and students to identify weaknesses when they first appear in the teaching-learning encounter. Cross (1993:18) is of the same opinion and argues that when students fail to learn, waste piles up and work has to be re-done. He further points out that discovering weaknesses in student learning in the final examinations is wasteful and too late for students. Continuous classroom assessments are formative evaluations which provide a continuous flow of information about what students are learning in the process.

2.5.5.1.3 QUALITY ASSURANCE CONCENTRATES ON MAKING PROCESSES WORK BETTER

In order to make processes work better for the purpose of quality assurance, Marchese (1991:5) writes that:

“ The aim is to identify those processes; enable the people who work in them to understand that work in relation to customer needs.”

The major process of any university is learning and university lecturers need to understand that process and take the responsibility for improving it. However, as indicated

previously, few university lecturers have any formal training in human learning processes.

Therefore, university lecturers need training in much the same way as they provide it to other professions if the quality of their work has to be of a high standard. The training itself must be professional and should normally lead to recognised

academic qualifications. It must also be closely allied to practice and, above all, be associated with relevant research.

2.5.5.1.4 QUALITY ASSURANCE EXTENDS THE MIND-SET

University lecturers need to have the knowledge background of and interest in the students they are employed to teach. Quality assurance requires a paradigm shift among university lecturers. Marchese (1991:4) remarks that quality is:

“ ... a mind-set, the soul of the company itself, an all-pervasive drive of such intensity that it identifies the corporate culture.”

In this regard, Cross (1993:16) emphasises the irony that exists in the promotion of quality education. He is of the opinion that the rhetoric of quality assurance calls for paradigm shifts, restructuring and dramatic change and that most educational practitioners deal with quality issues in timid ways.

2.5.5.1.5 QUALITY ASSURANCE INVOLVES FEEDBACK

The data collected from classroom assessment by university lecturers must be shared with the students. Feedback on students' learning provides them with information about how effectively they have presented their lectures. Feedback also provides students with

Classroom assessment is seen as a powerful basis for the development of INSET for university lecturers. Through observing the impact of their teaching on students' responses, university lecturers are developing a repertoire of teaching techniques that work for them in their field of specialisation.

2.5.5.1.6 QUALITY ASSURANCE EMPHASISES TEAMWORK

Some of the strongest teams in INSET activities are found at the departmental level because members of departments have a set of common values with regard to teaching, research and community-service goals and priorities. With respect to this aspect, Cross (1993:18) and Marchese (1991:5) mention that departments are also natural sites for teamwork in terms of ensuring quality INSET programmes because they are the key organisational units within every university.

2.5.5.1.7 QUALITY ASSURANCE REQUIRES A VISION

According to Marchese (1991:6), unlike the lofty platitudes of mission statements, quality assurance gets everybody focussed on the right things to do. Facilitators of INSET must thoroughly assess the teaching, research and community-service needs of university lecturers and be certain that whatever programmes they design will result in the right things being done.

2.5.5.1.8 QUALITY ASSURANCE IMPROVES UNIVERSITY OPERATIONS

In consonance with the principles espoused by Marchese (1991:3-9) *Cornesky et al.*



(1992:51) suggest further that if universities adapt the Deming philosophy of Total Quality Management (TQM), their operations will improve constantly, morale will increase and resources will be used optimally. INSET of university lecturers is clearly at the cutting edge of ensuring that quality is constantly improved in universities.

1.4.4.2 SOME KINDS OF QUALITY CONTROL FOR INSET OF UNIVERSITY LECTURERS

Measuring quality in INSET is usually described as evaluation or control. Kerry (1993: 166-170) mentions four kinds of quality control in INSET of university lecturers, namely:

- Monitoring, which involves determining whether INSET plans are being carried out or not.
- Formative evaluation which entails finding out as to whether INSET plans need to be adjusted and how they are being carried out.
- Summative evaluation which involves determining whether the INSET process was successful and whether the outcomes were worthwhile and valuable.
- Review which deals with the question as to whether assumptions, priorities and approaches regarding INSET should be changed or not.

2.5.6 SUMMATION

It is important to mention, as observed by Luddeke (1998:114), that universities are receiving increasing scrutiny internationally. There is no doubt that in order to gain or regain public confidence and support, many universities will need to re-examine their relationships with their internal and external environments. Loder (1990:XI) supports this

contention and is adamant that apart from finance, questions of quality and accountability by universities are inevitably going to be principal themes in the High Education debates. In writing about quality in High Education, Marchese (1991 :8) maintains that:

“ Its advocates want more than a change in management practice; they want an entirely new organisation, one whose culture is quality-driven, customer-oriented, marked by teamwork, and avid about improvement.”

As Cross (1993:16) aptly states, the goal of quality assurance in High Education is to do more work with less resources. It can , therefore, be safely concluded that properly organised INSET programmes of university lecturers are pivotal to ensuring that there is quality in the teaching, research and community-service outputs of universities. Quality INSET programmes should play an important role in establishing the academic stature of universities. The real challenge of universities which INSET designers cannot ignore basically boils down to offering high quality education.

2.6 SELECTED THEORETICAL MODELS WHICH ARE RELEVANT TO THE INSET OF UNIVERSITY LECTURERS

There are numerous models of INSET which are relevant to the provision of INSET for university lecturers. These models are discussed below:

2.6.1 THE DEFECT MODEL

The defect model described by Hofmyer (1988:8) and Bagwandeem (1991:133) is also referred to as the deficit model by Pather (1995:79) and the traditional model by Pigford *et al.* (1992:3). To the INSET facilitators who believe in this model, teaching is understood as a science rather than an art and they also believe that by following a prescribed set of rules, educators are bound to be successful.

In terms of the defect model, it is assumed that educators need INSET because they lack the necessary skills to perform their tasks. In this model, the educator remains passive while the facilitator, without any input from the educator makes decisions with regard to INSET plans (Mofokeng, 1993(a):5). Bagwandeem (1991:133) provides a reason for this dictatorial attitude of the facilitators when he asserts that the model:

“ ...has been created on the dogmatic perception of other educators that they know and can vindicate their statements about what constitutes good teaching ... the teacher is prematurely antiquated.”

The model has particular implications for INSET of university lecturers. For instance, permeating this view is the notion that weaknesses are diagnosed by an outsider who then prescribes a remedy for removing the weaknesses through INSET programmes that are intended to change specific aspects of lecturers' behaviours in the workplace.

Educators resent the watchdog mentality of the traditional approach as well as its heavy emphasis on standardised criteria, much of which tend to be formulated for administrative ease rather than for effectiveness in assigned tasks (Mofokeng, 1993(a):5; see also, Pather, 1995:79). The use of INSET programmes which are aimed only at correcting teachers' professional shortcomings fail to provide for their individual needs. Clearly, the model has little or no place for university lecturers because it has the potential of encroaching on their highly cherished academic freedom and autonomy.

Nevertheless, this model has some advantages. Pigford *et al.* (1992:61) observe that the model requires little time and skill on the part of the facilitator. Therefore, the model is not costly. Further, the model also requires little contact between educators and supervisors. Consequently, it may be the most practical model in situations where the supervisor-educator ratios are high. Although the deficit model uses effective INSET approaches such as lectures, seminars and workshops, if it is used without the support of other models it will be rejected as ineffective (Pather, 1995:78).

2.6.2 THE GROWTH MODEL

This model is founded on the premise that educators need to keep current with latest developments in their fields and be assisted to become sensitive to their own problems in the workplace. Supporting educators to be aware of their problems, according to Bagwandeem (1991:135), can be achieved by allowing them more time to conceptualise their experiences. This model allows supervisors to work together with teachers in identifying the latter's problems, determining the cause of the problems, and working towards solutions (Mofokeng, 1993 (a):7; see also, Bagwandeem and Louw, 1993:71; Bagwandeem, 1991:135).

Pigford *et al.* (1992:2-5) have found that the growth model can assist supervisors and INSET participants to accomplish sound working relationships if the former are willing to endorse certain assumptions. They make the following assumptions which are relevant to INSET of university lecturers as well:

- The recognition of needed change in behaviour must come from the participants themselves and not imposed from outside.
- The INSET supervisors must be seen as helpers and not evaluators by the participants.
- The ability of INSET supervisors to create and maintain a trust relationship with participants is critical to the growth model.
- The INSET supervisors must be extremely knowledgeable in their work. They must be able to establish credibility among the participants.

- There must be sufficient time to engage in the growth model.
- The model is not an appropriate tool for all the INSET participants.

Oliva (1989:499) also warns that INSET facilitators need to avoid sermonizing and conveying a loftier-than-thou superiority. He further makes the following poignant point:

“... the supervisor’s behaviour is not a monolithic, unchanging, machine-like process with a single orientation that will be unfailingly successful in all situations, but a flexible, changing, human process.”

Due to the need to alter the power structure in tertiary institutions so that lecturers can have more control over their professional destinies, the model would facilitate the institutional climate that would support lecturers’ efforts to learn more about functions they are expected to perform. Considering the above exposition, one cannot but agree that:

“ There can be no animadversion of the fact that the growth model of INSET allows for positive direction.”

(Bagwandeem, 1991:136)

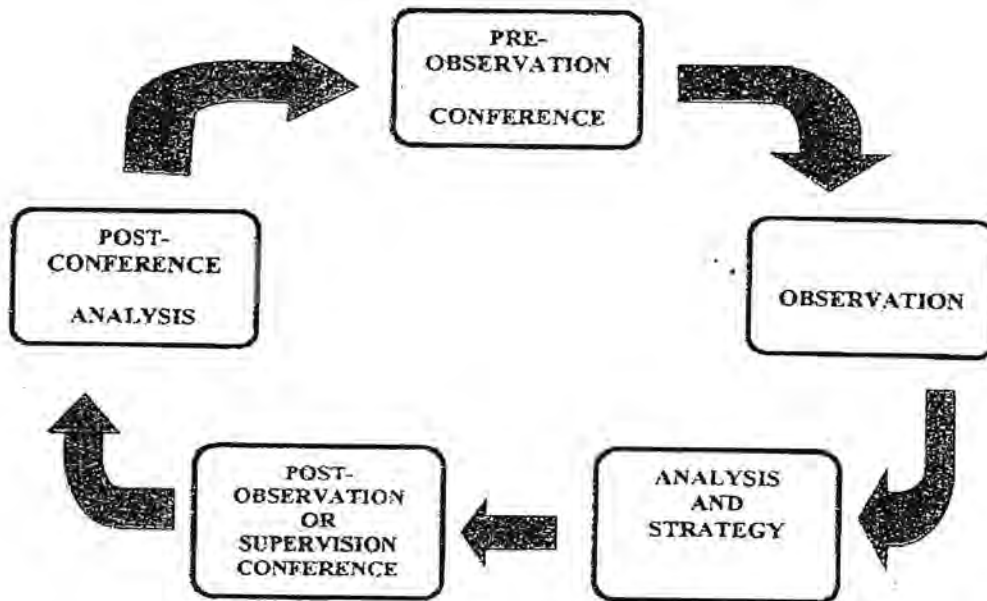
2.6.3 THE PEER- COACHING MODEL OR PEER-CONSULTANCY MODEL

The Peer-coaching model or the Peer-Consultancy model is also known as the Clinical Supervision model (Smyth, 1984 (a):7). It is an alternative approach to the traditional

models of INSET which are based on inspection, quality control, bureaucratic and psychological control of teaching. In contrast, as Smyth (1984 (b):426) points out, the principles, practices and philosophy of this model are explored as a responsive way in which university lecturers might use the support of their colleagues to acquire greater personal control over knowledge gained about their own teaching and ascribing meaning to their work. Unlike the earlier formal, stark, autocratic and unpopular traditional model, this model offers a more flexible, supportive and concerned approach which focuses on the improvement of teaching. This model encourages autonomy and collective action.

Many researchers have proposed different variations of this model. Their models contain varying numbers of steps or stages and emphasise some aspects of the process more than others. Nevertheless, whether the model is Clinical Supervision or Peer-Coaching or Peer-Consultancy, these models are all essentially the same. In this theoretical and conceptual framework, attention will be drawn to the most popular and widely used five-steps process model proposed by Goldhammer (1969) as referred to by Smyth (1984 (a):7) . The five steps or stages of this model are Pre-observation conference, Observation, Analysis and Strategy, Post-observation or Supervision conference and Post-conference analysis. The model is illustrated in Figure 2.4:

FIGURE 2.4 The FIVE-STAGE PEER-CONSULTANCY MODEL



Source: Smyth, 1984a:7

2.6.3.1 THE STAGES OF THE PEER-COACHING MODEL

Each of the five stages of the Peer consultancy model is distinct and purposeful. Although the model has been widely used at the school level, it can be adapted to the university level as well. A brief discussion of each stage follows:

2.6.3.1.1 STAGE 1:PRE-OBSERVATION CONFERENCE

Pre-observation conference is a contract between an educator who is a university lecturer in this context and a colleague (also referred to as a consultant) who is observing him or her. More specifically, it is a face-to-face talk between the lecturer and

a colleague prior to the latter's visit to the former's lecture-hall (Oliva, 1989:487; see also, Mofokeng, 1993 (a):9).

The consultant and the educator meet during this stage of the process to discuss a problem or area of concern the latter may be experiencing. The purpose is to help the lecturer to define the problem in precise terms, to provide him or her with the information that pertains to the role of the consultant during the Peer-consultancy process in order to acquaint the observer with the characteristics of the class to be observed. Examples of the class characteristics to be observed are gender, age, ability and population group.

During this stage, the relationship of trust between the consultant and the lecturer is built and the former creates an opportunity for the latter to rehearse his or her lesson. Whereas evaluators of lecturers' performance may feel the need for unannounced visits, the peer consultants have no need for this. They are not seeking to check on lecturers to keep them on the ball or to assess their competences or professionalism for administrative purposes.

Since the Pre-observation conference is supposed to help the lecturer relax, it is proposed that it be held either in the lecture-hall or in a neutral place as opposed to the consultant's office. The consultant opens discussions in this phase by spending some time trying to relax the lecturer by discussing matters of personal or general interest. Once the lecturer is relaxed, through active listening and skilled questioning, the consultant elicits information from the lecturer regarding the objectives for the lecture,

how objectives will be evaluated and the characteristics of students in the lecture-hall to be visited.

The Pre-observation conference is a contract which is primarily a description of what the consultant will look for and record during the observation. If the consultant and the lecturer have previously been working jointly to solve a particular teaching problem, the standards of performance might be established for the lecturer to meet during the observation. The Pre-observation conference creates an enabling environment for the attainment of the primary objective of Peer-consultancy, namely, the bringing about of improvement in the practice of teaching through a collaborative process of consultation.

2.6.3.1.2 STAGE 2:OBSERVATION

The consultant sits in the lecture-hall, observes and records data relating to the contract established during the Pre-observation conference. The main purpose at this stage is to capture realities of the lecture objectively enough to enable the consultant and the lecturer to reconstruct the lecture as validly as possible in order to analyse it afterwards (Harrison and Killion, 1987:25).

Due to anxiety which lecturers are likely to experience during this stage, lecture-hall observation demands a high level of technical and analytical skills. The consultant must know what to look for, how to look and how to record what is seen. At this stage, the consultant is only concerned with the behaviours of students and the lecturer as they relate to the specific problems defined in the Pre-observation conference. Therefore,

the consultant focuses complete attention to this relatively small area of the total teaching-learning situation. The focus on a small area eases the anxiety of the lecturer. It also sends a powerful message to him or her that the consultant is genuinely interested in helping him or her to grow personally and professionally.

2.6.3.1.3 STAGE 3 :ANALYSIS AND STRATEGY

Just as soon after the observation as possible, the consultants should set aside time to go over their notes that have data from their observations in an attempt to determine how data may be useful to the lecturers in relation to the problems identified during the Pre-observation conference stage. Going over their notes soon after the observation stage will also help them to add items which may recur to them while the observed lectures are still freshly impressed upon them.

Pigford *et al.* (1992:8) suggest that if the observation was focused, only the information related to the area of concern should be reviewed. They further suggest that if the observation was not focussed, all the information should be reviewed and that an area of concern which is likely to affect student learning and achievement should be selected. Furthermore, they warn that while several areas of concern during the analysis and strategy phase might be selected, it is not advisable to discuss multiple concerns during a single Post-observation conference. The Analysis and Strategy stage is actually a plan that the consultants develop to state what they would like to accomplish with the lecturers at the end of the conference, what they will do to empower them to attain their objectives, and how they are going to create a positive

climate during the Post-observation conference. This stage demands that the consultant should have special facilitation skills in order to be able to assist the lecturer to develop professionally.

2.6.3.1.4 Stage 4: THE POST-OBSERVATION CONFERENCE OR INSTRUCTIONAL CONFERENCE

Soon after the Observation the lecturer and the consultant meet once again at a mutually satisfactory location to carry out the task that most specialists believe to be demanding to the consultant. The lecturer and the consultant interact on the basis of the data collected during the Observation to attempt reaching a full understanding of what has occurred in the lecture-hall. According to Harrison and Killion (1987:44), the following points are considered to be the purpose of the Post-observation conference: to provide feedback on instructional techniques; to provide positive reinforcement for effective teaching behaviour; to bring to conscious level, the instructional techniques which the lecturer uses; to explore with the lecturer decisions about instructional techniques used and the merits and demerits of each technique; to assist the lecturer in exploring alternative instructional techniques and to extend the lecturer's current repertoire of instructional techniques.

It is obvious, therefore, that of all the skills that contribute to the effectiveness of the consultant, none are more crucial than those related to conducting Post-observation conferences. The success of the Post-observation conference depends on the socio-emotional climate created by the Peer-consultant. As stated earlier, by its nature, a

conference induces some level of anxiety in the lecturer. If a consultant remains indifferent or insensitive to this condition, the positive results of the conference may be undermined. The skilful interpersonal communication of the consultant with lecturers has a direct impact on immediate and long-range instructional improvement. Jordaan and Jordaan (1989:734) support this view when they argue that insensitiveness to or unawareness of the nature of interpersonal communication is a major source of discord, disagreement and conflict in interpersonal relationships.

Clearly, the consultants, although indirect in their approach, help guide the lecturers in drawing conclusions from the data gathered during the Observation stage of the Peer-coaching model. Communication skills such as paraphrasing, perceptions checking, clarifying questions, and so forth should be practised by consultants in order to assist lecturers in making decisions about teaching behaviour and the resultant student behaviour. Care should be taken, however, that discussions during the Post-observation conference should follow on the data collected by the consultant but not on the experiences, biases and feelings of the latter.

It is in the Post-observation conference when the consultant and the lecturer meet to share their separate views and interpretations of the observed teaching-learning experience, that they try to plan for future action. The role of the Peer-consultant is to give the lecturer another perspective and contribute to the more balanced analysis of the teaching-learning situation (Zuber-Skerritt, 1992 (b) : 192). At this stage, a new focus might be considered for a future lecture and, consequently, a new cycle might begin. In short, the consultant and the lecturer are, at this juncture, engaged in a Pre-

observation conference for the next cycle of the Peer-consultancy process.

2.6.3.1.5 STAGE 5 :POST-CONFERENCE ANALYSIS

During this final stage in the model postulated by Goldhammer (1969) the consultant mentally goes through the whole process of the peer-consultancy model one more time in an attempt to determine how the process might be made more effective. The consultant looks primarily at his or her behaviour during the process and how this behaviour might be modified to help ensure greater independence in problem-solving for the lecturer in the future. In short, from one's own personal experience of organising professional development programmes for both the school teachers and university lecturers, the Peer-consultants or colleagues ask themselves the following question during the Post-conference analysis stage: Given another chance, how differently could we assist the teachers or lecturers to improve their teaching performance?

1.5.2.2 THE VALUE OF THE PEER-CONSULTANCY MODEL FOR INSET OF UNIVERSITY LECTURERS

The value of the Peer-consultancy model for INSET of university lecturers is well documented by Zuber-Skerritt (1992 (a):192). He underscores the fact that academics are autonomous scientists and inquirers into their own practices. They are involved in solving their own problems with the help of supportive colleagues who are partners in a critical reflection on certain experiences towards a construction of improved future action. Smyth (1984(b):426) shares this conviction and argues that the principles,

practices and philosophy of the Peer-consultancy model are explored as a responsive way in which lecturers might use collegial support:

“ ... to acquire greater personal control about their own teaching, ascribing meaning to that teaching, and learning what is involved in genuinely autonomous growth...”

The model is posited as a more robust conceptualisation of what it might mean for lecturers to become actively involved in the reflective process of analysing and theorizing about their own teaching, its social antecedents and possible consequences. It seems that, through struggling to discover their own experiences, university lecturers are empowered to understand, challenge and finally change their own teaching practices. The model has the advantage that it provides a structure to the entire process of the teaching performance analysis of university lecturers. Moreover, this analysis is initiated and requested by the lecturers themselves, rather than being imposed from above or outside. The model requires that if there is going to be change that leads to better teaching performance, then INSET participants themselves will have to be the agents of that change.

In the opinion of Soudien and Colyn (1992:268) empowerment transforms a person who is fatalistically despondent and reconstructs that person. According to Maeroff (1988:89), part of the powerlessness of teachers to change their behaviour and attitude is a function of their isolation. This implies that when university lecturers are not afforded the opportunity to interact with others, they become disempowered to deal with

their own teaching problems. Maeroff (1988:89) also observes that when teachers are always going their separate ways, it adds to their disenfranchisement and that the networks that they form are a potential avenue of power. Thus, university lecturers have a greater chance of gaining access to the mechanisms of power if they interact with colleagues or Peer-consultants.

1.5.2.3 SOME OF THE DISADVANTAGES OF THE PEER-CONSULTANCY MODEL

This model has disadvantages as well. It is argued that the quality of coaching provided by untrained people using this model is poor. The bureaucratic structure of educational organisations, lack of time, insufficient interaction with colleagues and the physical structures of the learning institutions all get in the way (Pigford *et al.*, 1992:4-5). Nevertheless, whatever its setbacks, when this model is adapted for INSET of university lecturers, it is likely to raise the level of professional talk and provide them with feedback about the shortcomings of their roles. The model can help lecturers to see their colleagues in a new light.

1.5.3 RESEARCH-BASED DEVELOPMENT MODEL OR ACTION RESEARCH

The research-based development model involves educational research with a clear development focus (Walker, 1993:49). The model assumes that for development to take place, knowledge has to be gained from concrete experience and reflection on educational practice which is generally described as action research. Thus, action

research is widely regarded as a research-based development model of INSET which promotes university lecturers' understanding of their practice. For instance, Zuber-Skerritt (1992 (b):1) defines this type of research as:

“ ...collaborative, critical inquiry by the academics themselves (rather than expert educational researchers) into their own teaching practice, into problems of student learning and into curriculum problems. It is professional development through academic course development, group reflection, action, evaluation and improved practice.”

It is clear from the above definition that action research is actually an investigation into one's own practice though this does not preclude the practice being shared or related to the practice of others. Furthermore, action research, as a research-based INSET model, empowers university lecturers to develop their performances as well as to improve their practice and to change their work conditions and organisational constraints which hamper professional development.

2.6.4.1 THE VALUE OF RESEARCH-BASED DEVELOPMENT MODEL FOR INSET OF UNIVERSITY LECTURERS

Roberts (1991:45-51) identifies the following strengths and benefits of action research as a research-based development model for university lecturers:

- Lecturers participating in such a development activity have to decide which practice they are to reflect on.

- Action research activities operate in such a way that they make good practice available to others.
- Action research enables university lecturers to be relevant as it assists them to conceptualise their own value in theories that are lived in practice.
- Action research emancipates lecturers in that it enables ownership of their values, theories and practices so that they are not appropriated by academic hegemonies.
- Action research promotes democracy, that is, it values the interpretations of others and recognises their right to participate in the definition of a shared reality.
- Action research fosters collaboration among university lecturers. Such kinds of research-based INSET activities enable university lecturers to work with each other.

The benefits of research-based development model for INSET of university lecturers can also be seen through the eyes of Zuber-Skerritt (1992 (b) : 215)who observes that university lecturers can be empowered to solve practical problems in the curriculum systematically and collaboratively and thereby improve the practice of learning, teaching and professional development. He is also of the conviction that this model can enable lecturers to improve the social context and conditions in which INSET takes place. Finally, he reports that the model can assist university lecturers to document excellent teaching which may result in the generation of grounded theory, research and publications.

In the final analysis, the research-based development model allows university lecturers to reflect on their practice, to experiment and share their knowledge and concerns in a positive and enabling environment (Mohlman *et al.*, 1982:16-20). Above everything else, the model helps with the development of a clear understanding of both content and the process of change which is anticipated by INSET programmes (Walker, 1993:49; see also, Bagwandeem and Louw, 1993:76).

2.6.4.2 SOME CHALLENGES POSED BY THE RESEARCH-BASED DEVELOPMENT MODEL OF INSET

Research-based development model poses certain challenges. The model requires time because its long-term benefits are often not seen in the beginning. Furthermore, developing group collaboration and team spirit, breaking old habits and traditions as well as getting support from top management can be problematic (Zuber-Skerritt, 1992 (b):215).

Nevertheless, Pather (1995:113) believes that the problems can be overcome and that the success of this model depends on the attitudes of INSET participants and the training of key personnel in various techniques which can facilitate the professional development of university lecturers. As for Bagwandeem and Louw (1993:77), the degree of success for this model is determined by evaluating the attainment of the objectives of INSET. They believe that in this model, research is valuable in that it secures knowledge and that the research effort is evaluated in terms of quality or validity rather than in terms of immediate applicability.

However, Walker (1993:49) contends that action research helps with the development of both a clearer understanding of both content and the process of a change that is anticipated by INSET programmes. Bagwandeem and Louw (1993:76) also concur with Walker and maintain that the model describes the change process from an earlier point in the revolutionary process of innovation and that it stresses the perspective of the originator or developer of the innovation.

Clearly, the research-based development model allows university lecturers to share their knowledge and concerns regarding teaching. During the INSET sessions, enough time is allowed for reflection and experimentation in a positive and enabling atmosphere (Mohlman *et al.*, 1982:16-20).

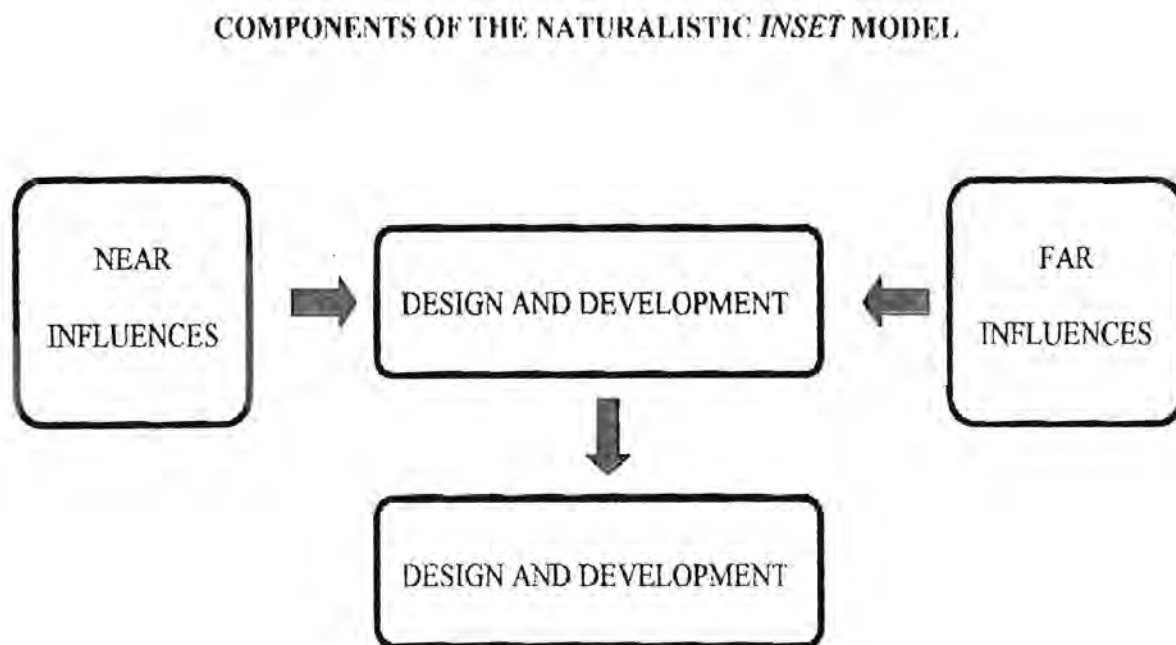
2.6.5 THE NATURALISTIC INSET MODEL

Armstrong (1991:53-61) proposes a naturalistic INSET model for university lecturers. The model focuses on the activities of those involved in INSET design and development, evaluation and the influences that impact upon the design and development process of INSET programmes. The model emphasises the problem-solving nature of INSET design and development. In terms of this model, the nature of problems is continuously changing and new problems may be added to the process, or they may replace those previously identified as INSET facilitators continue to gather and analyse data.

Armstrong (1991:53) uses a set of diagrams to depict independent layers and

components of an overall unified structure of INSET . The model consists of four mutually interacting components, namely INSET Design and Development, Evaluation Structure , Near Influences and Far Influences . The model is diagrammatically illustrated in Figure 2.5:

FIGURE 2.5 THE COMPONENTS OF THE NATURALISTIC INSET MODEL



Source : Armstrong (1991:53)

All these components interact dynamically with one another . Each of the components is briefly discussed below :

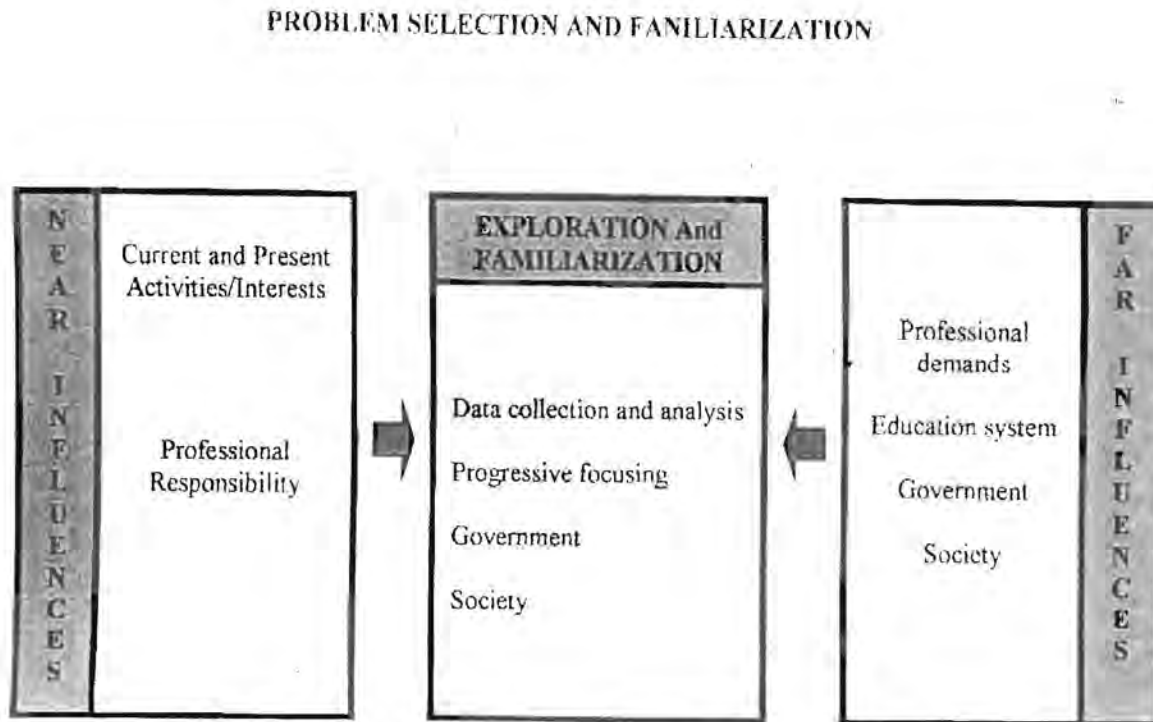
attempt to formulate exact goals or objectives in this initial phase of INSET.

Armstrong (1991:55) advises , however , that this stage does not merely entail the speculative hypothesis but problems perceived by INSET participants. This phase involves much deliberation between INSET developers and university lecturers.

2.6.5.1.2 PHASE 2 : PROBLEM SELECTION AND FAMILIARISATION

The next phase of the model described as Problem Selection and Familiarisation is depicted in figure 2.7 :

FIGURE 2.7 PROBLEM SELECTION AND FAMILIARIZATION



Source : Armstrong (1991,55)

Source: Armstrong (1991:55)

This phase involves all the elements of the first phase, but these are directed towards selecting from the problems of those participating in the INSET activities. It also has to do with taking the necessary steps to become familiar with the selected problems and to understand them. Only those problems considered to be important, relevant and feasible are selected. Data from research conducted by Armstrong (1991:56) suggests that beliefs, values and preferences are components of INSET Design and Development but that these constitute influences rather than a basis on which to build. He describes Far (or Macro) Influences as those factors which emanate from

educational organisations or educational systems whereas Near (or Micro) Influences tend to be created by individuals themselves (Armstrong, 1991:54). Far and Near Influences affect the way in which INSET units develop INSET programmes for university lecturers. Furthermore, it emerges from the research that the previous, personal experience of the developers have a significant influence on INSET programmes.

2.6.5.1.3 PHASE 3 : OUTLINE PLANNING

Armstrong (1991:56) observes that developers tend to construct an Outline Plan or working solution in this phase. He points out that this Outline Plan may be a formal prescriptive model, a modification of a classical model or an *ad hoc* design. Outline Planning also involves the selection of acceptable and appropriate principles of procedures, strategies, methods and techniques and the designs of plans for preparing and producing the implementation of INSET programmes. However, the research suggests that the Outline Plans will be modified considerably as development continues. Consequently, Armstrong (1991:57) concludes that:

“ ... outline planning is likely to be tentative and not prescriptive. It refers to the construction of a map rather than a rigid itinerary.”

2.6.5.1.4 PHASE 4 : PROGRESSIVE DEVELOPMENT

This phase consists of process INSET activities which include design, action,

observation, analysis, revision and relationships between those activities. The data which was gathered by observing individuals suggests that by the time INSET providers and facilitators find themselves in this phase, they are able to plan, act, observe and reflect upon certain professional development activities (Armstrong, 1991:58). The analysis of the research data led to the conclusion that the process of action, observation and reflection may or may not lead to a revision of existing plans. It was also found that a review may lead individual INSET participants to identify new and more pressing problems or to conclude that the INSET activities have been satisfactory.

2.6.5.1.5 PHASE FIVE: AN EVALUATION STRUCTURE

Armstrong (1991:58-59) combines the four phases as well as the Near and Far Influences with an Evaluation structure to initiate a composite model which is naturalistic and dynamic. He claims that this combination unifies Design, Development and Evaluation in a different manner from other INSET models of university lecturers.

2.6.5.2 THE VALUE OF THE NATURALISTIC MODEL TO INSET OF UNIVERSITY LECTURERS

The model encourages those who adopt prescriptive INSET models for university lecturers to take a more critical attitude when they plan INSET programmes and prepare resources. In terms of this model, nobody can afford to prescribe INSET activities without an input from the university lecturers participating in such programmes.

Furthermore, the model provides a new and different perspective of evaluation which is essentially an interactive process based on feedback. According to Armstrong (1991:60) this feedback is not as direct a process as many other theories and models suggest. Further, the activities of each phase of design and development contribute to the construction of the Evaluation Structure. Consequently, the model encourages a reconsideration of the nature of formative evaluation and summative evaluation. He also points out that while he supports the view that the distinction between these two types of evaluation is rarely clear cut, neither form of evaluation should be based on rigid, pre-determined outcomes.

Armstrong (1991:61) makes an important observation based on the analysis of the research data:

“ ... change in classroom practice, although this must be an important and ultimate goal, should not necessarily be regarded as a unique outcome of INSET provision.”

For INSET planners and organisers this is a reminder that successful INSET programmes depend on the support provided by a variety of factors. This is consistent with the view of the proponents of the open-systems theory who believe that universities as educational organisations are open-systems which are impacted upon by various environmental factors.

2.6.6 THE MODEL FOR RAISING THE INSTITUTIONAL QUALITY OF TEACHING

Elton (1987:77-79) puts forward an effective and economical model which is useful for training university lecturers as well as for raising the institutional quality of teaching. He notes that whereas one of the traditional functions of universities is to produce training for the professions such as law, medicine and religion, the one exception is the academic profession itself, where training is almost entirely confined to research through a doctoral degree. The proposed model is founded on the belief that university lecturers need training in much the same way as they consider that other professions need it and indeed provide it for them. Elton (1987:76) observes that what is particular and unique in High Education is the fact that the vast majority of those in it have never received any teacher training whatsoever.

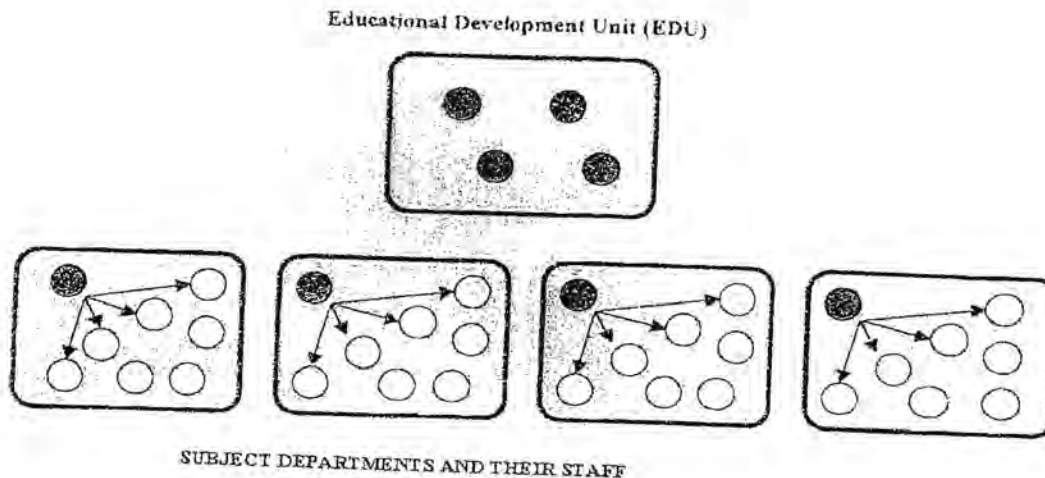
He concludes, therefore, that the training provided to university lecturers must be professional and that it should normally lead to recognised academic qualifications. In addition, the training should be associated with research and closely allied to practice.

Many universities have tried to overcome the problem regarding lack of training of university lecturers through the establishment of central educational development units that provide expertise and support to these lecturers. Such units rarely assist the majority of university lecturers in their institutions(Elton, 1987:77).

The model proposed by Elton (1987:78) is made possible by the well developed ability of university lecturers to learn from one another and from the relevant research

literature. The model is presented in figure 2.8:

Figure 2.8 : A MODEL FOR RAISING THE INSTITUTIONAL QUALITY OF TEACHING



Source : Elton (1987:78)

The model consists of a small and central Educational Development Unit (EDU), together with specially selected university lecturers in subject departments. The academic staff in subject departments are referred to as resource persons. These resource persons are shown shaded in the diagram above, while the rest of the staff are indicated by plain circles. The EDU is staffed by academics whose research is likely to be in the field of university didactics. Lecturers liaise closely with the resource persons who have made the improvement of teaching their main concern. In short, the resource persons' primary concern is the achievement of a deeper understanding of their subject. One of their tasks is to act as the primary resource in teaching and learning for the other

academic staff and students in their departments. Together with the EDU staff, they organise seminars and short courses on teaching and learning.

The advantage of organising INSET programmes based on this model is that it has low operational outputs. Elton (1987:78) proposes that resource persons should be obtained by redeploying existing lecturers who have shown interest in teaching. He also points out that the commitment of the university community to the value and importance of teaching and its place in the career development of university lecturers is essential for the success of INSET programmes. The staff of the EDU and the resource persons require substantial training both in the process of teaching and learning in High Education as well as in the skills and abilities needed by a staff trainer. To this end, Elton (1987:78) advocates that the training should be provided by organisations of academic staff trainers and through courses which are nationally available and accredited.

2.6.7 BOUD AND McDONALD'S PROPOSED MODELS FOR INSET

Boud and Mc Donald (1981:5-9) do not propose completely new models of INSET for university lecturers. What is new, though, is the fact that they differentiate four main models of INSET for university lecturers, depending on the type of work undertaken, its focus and the role of the unit personnel as follows:

2.6.7.1 THE PROFESSIONAL SERVICE MODEL

In this model, services of INSET specialists, that is, their organisational and technical expertise can be used to solve the identified problems of lecturers. In this model, the specialist service can be provided by personnel from academic service departments such as Audio-Visual Centres(AVCs), Computing Centres (CCs), Instructional Development Centres (IDCs) and Academic Staff Evaluation Centres (ASECs).

2.6.7.2 THE COUNSELLING MODEL

This model is adopted by academic staff whose expert knowledge is mainly in the field of psychology. University lecturers who adopt this model perceive their role as that of providing support to students and other lecturers regarding solutions to their teaching and or learning problems. University structures such as Student Counselling Centres (SCCs) and Centres for Teaching Methods (CTM) are utilised to provide assistance in this regard. However, such centres are often underutilised because many university lecturers and students often regard asking for help as a weakness or incompetence or inability to cope on their part.

2.6.7.3 THE COLLEGIAL MODEL

This model is adopted by staff development unit personnel who work in close collaboration with lecturers in INSET activities such as action research projects. Its proponents are convinced that the model is best appreciated by lecturers but that it is

only appropriate when trying to solve new problems. The model is ineffective when solutions can already be found in the literature or in the existing practice and when the experience of other people can be built upon.

2.6.7.4 THE ECLECTIC MODEL

Boud and Mc Donald (1981:5) believe that an eclectic approach, combining all the three models described above is needed in universities to respond to the unique demands of each situation. They believe that the technical competence and interpersonal skills of university lecturers and those of the staff development units personnel need to be expanded.

2.6.8 GLICKMAN'S MODEL OF TEACHER CATEGORIES AND ITS RELEVANCE TO INSET

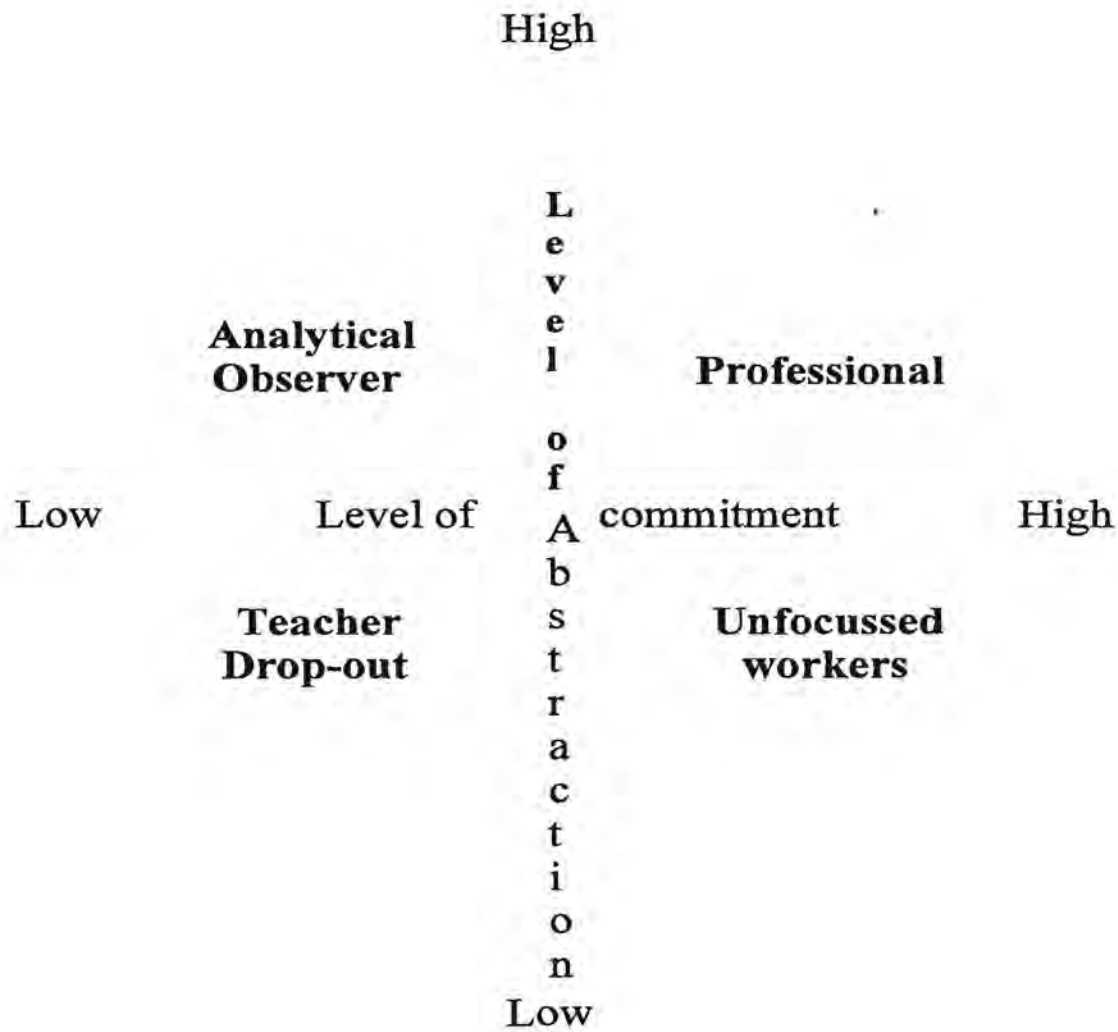
The model of teacher categories as proposed by Glickman (1981:48; 1987:64-68) can assist INSET facilitators to help develop academic staff in terms of their ability and willingness to perform their teaching, research and community-service tasks. Although the model is based on research done on school teachers, the principles postulated are also relevant to university lecturers insofar as they shed some light on professional development activities which are aimed at improving their teaching performance.

Glickman (1981:48; 1987:64-68) classifies teachers into categories based upon two variables. The two variables are their level of commitment, which may be high or low

and their level of abstraction, which may also be high or low. Teachers who have a high level of commitment are those who are willing to devote time and energy to students and teaching in general, whereas those with little concern for students and more concerned with keeping their jobs are regarded as having low commitment. Teachers with effective technical skills and ability to clarify problems, determine different options to solve problems, and then come up with action plans are said to be having high levels of abstraction and competence. Teachers who are able to generate only one or few options and have a habit of repeating responses are said to be having low levels of abstraction and competence.

Using these two variables, Glickman identified four types of teachers. Figure 2.9 depicts these categories of teachers:

FIGURE 2.9 A PARADIGM OF TEACHER CATEGORIES



Source: Glickman (1981:48)

In the diagram above, Glickman emphasises the following concepts which have implications for the INSET of university lecturers:

The dro-p-out: A teacher with a low level of commitment and a low level of abstraction,

that is, unwilling and incompetent or unable to do the job. **An unfocused worker:** A teacher with a high level of commitment but a high level of abstraction, that is, competent and able but not willing to do the job.

An analytical observer: A teacher with a low level of commitment and a high level of abstraction, that is, competent and able but not willing to do the job.

A professional: A teacher with a high level of commitment and a high level of abstraction, that is, willing and able or competent to do the job.

Following from the exposition propounded by Glickman, the following three leadership styles expected of organisers of INSET can be identified :

- The directive style.
- Non-directive style.
- The collaborative style.
- The non-collaborative style.

INSET organisers using a directive style clarify the problems of lecturers without input from them. They assume that they know and understand the problems experienced by lecturers. Consequently, they present their own ideas about the problems, direct the lecturers on the actions that need to be taken. In addition, they would demonstrate for the lecturers the appropriate performance behaviour and set the standard for improvement. This style underpins the Defect model of INSET.

INSET organisers using a non-directive style would take note of the problems experienced by lecturers, encourage them to analyse their problems and clarify their

problems by paraphrasing and questioning in order to ascertain that they articulate the real or perceived needs of lecturers. They also offer alternatives if the lecturers ask for suggestions. Ultimately, they ask the lecturers to decide on the INSET plan. The non-directive style is compatible with the Growth model of INSET.

INSET organisers using the collaborative style ask the lecturers for their perceptions of the problems, present their perceptions of the problems, note the perceptions of lecturers and work with them to propose alternative solutions. They work with the lecturers to develop a joint plan of action. This style suits the Growth and Peer-coaching models.

The drop-outs generally respond to a directive style whereas unfocused workers and analytical observers respond to a collaborative style. The non-directive style is most suitable to the professionals.

2.7 CONCLUSION

This theoretical and conceptual framework covered, from a universal perspective, the diverse situations and contexts of INSET for university lecturers. The framework explained the importance of theory in general and that of educational theory in particular. The value of educational theory for INSET of university lecturers was discussed. Some theories were selected for in-depth analysis and discussion because of their utility value in terms of understanding and developing a conceptual framework which is relevant to the INSET of university lecturers.

Reference was also made to an array of concepts which are often used synonymously and interchangeably with INSET. These concepts included concurrent education, continuing education, lifelong education and professional development. In order to ensure that there is no confusion with regard to the conceptualisation of the phenomenon INSET, it became necessary to discuss these terms. Special attention was paid to the meaning of INSET and the rationale for the use of the term in this thesis was also provided.

The explication of other important terms used in this study was also provided. These terms included university, university lecturer, High Education and quality assurance. The term university was defined as an institution which exists within the context of a particular historical perspective. Further, the mission, the teaching, research and community-outreach roles of universities were discussed. The problem of the relative importance of teaching and research was highlighted. It was also shown that this problem impacts on the INSET of university lecturers in the High Education sector.

The notion of academic career and how university lecturers are prepared for their tasks were also explored in this chapter. Some competences and conditions which organisers of INSET programmes for university lecturers need to take into cognisance have been briefly discussed.

It emerged from the review of literature that addressing the INSET needs of university lecturers is pivotal to the success of their professional development programmes. An important thread in the entire academic career appeared to be quality assurance.

Therefore, the brief discussion of the concept of quality assurance in High Education and its effects on INSET of university lecturers constituted an essential element of this chapter.

Considerable attention was also focussed on some selected theoretical models which the facilitators of INSET programmes for university lecturers might use. These were the Defect Model, the Growth Model, the Peer-coaching Model, the Research-based Development Model, the Naturalistic Model, the Model for Raising the Institutional Quality of Teaching, the Professional Service Model, the Counselling Model, the Collegial Model, the Eclectic Model as well as the Model of Teacher Categories proposed by Glickman.

In any discussion of INSET models, a major concern is those who participate in INSET activities. In this study INSET participants are university lecturers. It is essential that organisers of INSET activities should examine the basic characteristics of human beings because INSET participants are people (Apps, 1979:25). The knowledge which organisers possess in respect of human beings and particularly human adults is crucial in the predication of a model or combination of models when determining strategies and planning policy for INSET of university lecturers.

University lecturers are unique individuals who have varying needs. No single model can be deemed as suitable for addressing the INSET needs of all university lecturers. Consequently, the selection of models which are appropriate for planning INSET depends on factors such as resources, personality traits of lecturers, as well as social,

political and economic work-environment of academics.

The various INSET approaches and models discussed in this chapter have general applicability. However, details of implementation vary remarkably in relation to available human and material resources as well as political, economic, social and educational factors which impact upon the contexts in which university lecturers perform their academic duties. Nevertheless, there is a deliberate attempt in this investigation to show that the principles enunciated have universal appeal and could serve as starting points for the conceptualisation, refinement and further development of a theoretical framework of INSET for university lecturers. This theme will be further developed in the chapter that deals with conclusions and recommendations.

The chapter that follows focuses on the INSET of university lecturers in the developed and developing countries. Literature which sheds light on INSET of university lecturers in the UK, Australia and Africa will be reviewed. An overview of INSET in these countries is intended to bolster our understanding of the context in which professional development programmes are provided in developing and developed countries.

Bagwandeem (1991:249; see also, Teather, 1979:15) found that the format and strategies of INSET in these countries differ significantly. Nevertheless, most initiatives undertaken in South Africa to strengthen the system of High Education as well as the progress in INSET of lecturers have been significantly influenced by the research and development that have occurred in these countries over the years.

CHAPTER THREE

INSET OF UNIVERSITY LECTURERS : AN INTERNATIONAL PERSPECTIVE

3.1 INTRODUCTION

Universities world-wide are facing daunting challenges. The increased number of students, the critical and often articulate student body, knowledge exploitation, the changing societal values and expectations, the changing requirements of professions, the expectations of governments as well as the institutional characteristics of universities are some of the conditions which pose serious challenges to universities everywhere in the world (Teather, 1979:13).

The need for INSET that focuses on the professional development of university lecturers has mainly been more common in developing countries than in developed ones. Elton (1987 : 64) cites examples of case studies in Malaysia in order to demonstrate this fact. These case studies describe the development of INSET programmes for university lecturers. He points out that in the 1980s many other universities in Asia and Africa have followed similar lines of approach in developing INSET programmes for lecturers.

However, the review of literature points to the fact that in developed countries such as Australia, there has always existed a need for universities to reflect on their activities and respond to their changing environments. For example, Teather (1979 : 64) reports that in

the early 1970s, concepts such as staff development, instructional development and organisational development became prominent. Clearly, the systematic provision of INSET in the form of policies and supportive services has become an accepted feature of universities in the developed countries as well.

An overview of INSET in Australia, Britain and Africa is provided below in order to clear any possible confusion regarding the provision of INSET for university lecturers in developed and developing countries. This overview also contributes towards the understanding of the context in which INSET in South Africa is provided.

3.2 AN OVERVIEW OF INSET FOR UNIVERSITY LECTURERS IN AUSTRALIA

An overview of INSET for university lecturers is provided below. The discussion focuses on the background to Higher Education, the organisational characteristics of universities, the teaching and research roles of lecturers, academic freedom and authority as well as INSET practice for lecturers in Australian universities. This aspect is underpinned by the study visit to investigate the INSET activities for lecturers at Curtin University of Technology undertaken by the researcher.

3.2.1 BACKGROUND

Higher Education in Australia is primarily provided by universities, colleges of advanced education and colleges of technical and further training. In terms of the Act of Parliament

establishing the universities, each university has autonomy in managing its own affairs (UNESCO, 1982:12). Consequently, the management of INSET is the responsibility of these institutions.

It is also imperative to note that Australian universities are in close contact with the government and with each other through bodies such as the University Council of the Tertiary Education Commission (UCTEC), the Australian Vice-Chancellors' Committee (AVCC) and the Federation of Australian University Staff Association (FATUSA) (Zuber-Skerritt, 1997:207; see also, Kogan *et al.*, 1994:24).

Moses (1993 : 219) points out that most Australian universities accept the preservation, transmission and creation of knowledge as their primary role. He points out that much needs to be done because lecturers who are expected to perform this role need some kind of training. Furthermore, he argues that the tradition of awarding doctoral degrees in Australian universities is relatively new. He states that the first Ph.D. degree was awarded only in 1948. Before then, aspiring university lecturers tended to go abroad for graduate qualifications.

The social, political and economic factors affecting priorities of INSET for university lecturers in Australia are discussed against the above background. The impact of changes which have been brought about by the influence of industry and government on the Higher Education system will be elucidated.

With regard to the implications of these changes for INSET of university lecturers, Zuber-Skerritt (1997:207) maintains that:

“ There are no simple answers or recipes; we have to develop alternative approaches, theories and methodologies, social technologies and strategies to develop, train and prepare people for these changes, including our own staff. ”

He contends that INSET has become the most important issue in Australian universities since the government's White Paper on Higher Education. Adams (1998:43) supports this view . He states that changes introduced by universities have been based on the requirements of the government for greater efficiency, effectiveness, accountability and high quality assurance.

Apart from the requirements of the government, there has been pressure from students who demanded that universities should adapt their curricula, teaching and assessment methods to the changing needs of society. Funding bodies have also demanded greater accountability and effectiveness in terms of costs, resources, quality and relevance to teaching and research in Higher Education.

Naturally, all these pressures significantly affected INSET of university lecturers. The effect of these pressures can be noticed from the various recommendations on INSET which have been made in documents such as the Williams Report of 1979, the 1981 AVCC

Report by the Working Party on Staff Development, the Dawkin's White Paper of 1989 and the Aulich Report of 1990 (Adams, 1998:432). The nature of the academic career in Australian universities attests to the fact that changes in Higher Education are a direct result of external environmental factors.

3.2.2 THE NATURE OF THE ACADEMIC CAREER IN AUSTRALIA

In line with the systems theory described previously, the analysis of the distinctive characteristics of Australian Higher Education sector suggests that attempts to develop the competences of lecturers such that they are able to carry out their academic tasks more effectively must take into consideration the organisational complexities of the universities. Australian universities are open-systems which have strong links with other organisations and individuals in the external environment, that is, outside the universities themselves. Nevertheless, the links between the departments and lecturers in different universities are often considered to be more important, stronger and more active than intra-university relationships (Cannon, 1983:56).

There appears to be three environmental factors which have significantly influenced the academic careers of lecturers in the Australian universities. These have affected the competences required of university lecturers. Firstly, there has been concern for the improvement of teaching, research and community-service. Consequently, the acceleration of change and its effect on the academic roles of university lecturers have been the subject of discussion in the press, academic literature and government reports for some

years. Secondly, there has been broadening of concern for the quality of teaching and the persistent higher failure rate of students. Thirdly, the pressures for change have mainly come from outside universities, particularly from the government-sponsored inquiries and the AVCC (Adams, 1998:432 ; see also, Education, Training and Employment, 1979:200; Moses, 1988:26; Cannon, 1983:4).

As stated previously, changes in the work environment of Australian academics have largely come as a result of government policy and funding initiatives. For example, government policies have changed the university sector through the massification of Higher Education. Major changes to the Australian universities following the release of the Dawkins-driven Green Paper of 1987 and the White Paper of 1988 were calculated to contribute to the government's national goals of producing, among others, large numbers of skilled graduates. In these reports, the pressures for change were identified as the changing economic context and the gap existing between Australia and other OECD countries (Dawkins, 1987:7-12).

According to Moses (1993:219), the expansion of universities in Australia as a result of external environmental forces of change in the 1950s, 1960s and early 1970s necessitated the employment of more lecturers. He mentions that most of the newly appointed lecturers did not have the necessary skills and competences to perform their academic tasks more effectively. Consequently, it becomes necessary to examine the teaching, research and community-service roles of lecturers. These roles have important implications for the INSET needs of lecturers. The roles that lecturers are expected to fulfil in Australian

universities are discussed briefly below:

3.2.3 IMPROVING THE TEACHING FUNCTIONS OF UNIVERSITY LECTURERS IN AUSTRALIA

In Australia, attempts have been made to emphasise the importance of teaching and to consciously and systematically include the teaching criteria in promotion and tenure decisions. For instance, Zuber-Skerritt (1997:117) reports that there is growing awareness by university lecturers that the quality of teaching will increasingly be taken into consideration as more sophisticated procedures for evaluation are developed. Much of the concern about the competences of university lecturers has centred on their functions as teachers. In this respect, the Williams Report of the Committee of Inquiry into Education and Training to the Prime Minister made the following recommendations:

“ ... that the Australian Vice-chancellors’ Committee appoint an expert Working Party to formulate theory and practice of teaching, curriculum development and examining, and then later consider whether satisfactory participation in such programmes should become a normal condition of tenured appointment.”

(Education, Training and Employment, 1979:200)

The following deductions can be made from the above recommendations:

- The concern for the improvement of teaching has been expressed over a

considerable period of time.

- There has been concern for the quality of teaching in Australian universities.
- The pressures for change have mainly come from outside the universities, particularly from the government-sponsored inquiries.

Following the Williams Report, concern for the quality of teaching has been broadened to include concern for high failure rates and investigations into teaching methods (Cannon, 1983:4). Calls for research into teaching methods and into the causes of high failure rates have led a few universities to establish academic development units.

The effect and acceleration of change in the teaching role of university lecturers has created a need for university lecturers to improve the skills, knowledge and competences required for effective performance of their tasks. In addition, the integration of teaching and research as well as the recognition given to these core academic tasks have come under scrutiny because they affect policies which affect INSET of university lecturers.

In terms of legislation, university management is expected to regard teaching as one of the key areas which needs to be improved. However, the study conducted by Adams (1998:424) revealed that INSET policies and legislation do not easily translate into reality. He found that university lecturers do not believe the rhetoric emanating from university administrators that good teaching is valued and is favourably considered in promotion applications. This belief is reinforced by the results of the earlier surveys conducted among university lecturers in Australian universities. For example, Sheehan and Welsh (1996:37;

see also, Barker, 1994:9) found that forty five per cent of lecturers agreed that teaching was not taken seriously as a criterion for promotion in their institutions. Everett and Entekin (1994:216) report that an even higher proportion of university lecturers considered that the promotions criteria were not consistently applied and interpreted by administrators in their places of work. Adams (1998:425) maintains that although there are policies which recognise the importance of teaching, lecturers believe that teaching is not highly valued by university administrators. He cites the following reason for this widely-held belief:

“ The difficulty of devising generally agreed measures for judging teaching quality, and hence a reliable way by which to recognise and reward it, has contributed to the impression that teaching is an undervalued activity in universities.”

Nevertheless, a closer look at the attitudes of university lecturers in Australia shows that they are consistently highly interested in teaching activities. For instance, the investigation which was carried out by Cannon (1983:4) found that lecturers show a moderate level of agreement with the proposition that university education would be improved by attendance of INSET activities which have been designed to improve teaching methods.

One of the challenges which organisers of INSET have to face is related to the teaching styles of lecturers. University lecturers have different teaching styles. The differences are mainly attributed to disciplines and complex characteristics of the needs experienced by university lecturers. The implications of this diversity is articulated by Cannon (1983:5). He

argues that:

“ The complexity of academic staff characteristics suggests that needs in professional development are idiosyncratic. However, most professional development programmes have been ‘ universal ’ in their approach in an attempt to bring together people to form workable groups. This has value, but may not have been sufficient in meeting the distinctive needs and interests of each group member. Balancing individual needs and group needs is a major challenge in the design and conduct of professional development activities.”

The problems of INSET of lecturers in Australia are compounded by the fact that much of the concerns about the competences of university lecturers in Australia have centred on their roles as teachers. Studies have identified certain contentious issues which have to be considered when INSET plans are designed. One of these issues is the preference of research to teaching. Despite research evidence confirming the fact that teaching the students was a highly valued aspect of academic work among university lecturers, the perception that research is considered to be more important than teaching by university officials persists (*The Chronicle*, 1996:A14-A15; see also, Committee on the Future of Tertiary Education in Australia, 1964:56).

A perceived increase in the demands made by administrators is often cited as an interference with the core responsibilities of lecturers as far as teaching and research are concerned (McInnis, 1996:108). In this regard, Burroughs-Lange (1996:29-49) makes a

stark observation that the majority of Australian universities seem to conceive of their teaching role as a didactic one, aimed at the transmission and evaluation of knowledge. He further notes that they perceive themselves as gatekeepers of knowledge and do not have a clear picture of what learning actually entails. Furthermore, he argues that a considerable number of lecturers do not emphasise their shared responsibility in partnership with students for the enhancement of learning. This observation makes it imperative to inquire into the role that university lecturers play in the research functions that the Australian community expects of them.

3.2.4. IMPROVING THE RESEARCH FUNCTIONS OF UNIVERSITY LECTURERS IN AUSTRALIA

University promotion requirements seem to be emphasising research requirements. In many universities, declining orientations to teaching are expected as lecturers climb up the academic ladder (Cannon, 1983:26). There is also evidence from a wide range of documents that strong relationships exist between lecturers in different fields of teaching, research or discipline, and attitudes to teaching and research. For example, in terms of interest in teaching or research, Hasley and Trow (1971:315) found that the weakest interest in research was among lecturers in the Social Sciences and that the strongest interest was among those in the Natural Sciences. Seeing that in most universities the majority of lecturers are in the Social Science disciplines, there has always been a need to encourage them to participate in INSET so that they can perform their research role more effectively. In this connection, Moses and Ramsden (1992:105) conclude that there

is a need to enable staff in all types of institutions to be involved in research of some kind.

However, it needs to be pointed out that university lecturers in Australia value their freedom to choose how and when to pursue their research interests. Consequently, they are likely to resist policies that regulate or prescribe academic activities or workloads which limit available time to engage in research (Little and Peter, 1990:71; see also, Adams, 1998:426). In addition, a perceived increase in the demands of administration is cited as an interference with their research activities (McInnis, 1996: 108). This is corroborated by the results of the survey which was conducted by *The Chronicle* (1996:A15). The survey reported that the greatest sources of stress among Australian university lecturers were time pressures and bureaucratic red tape. Studies cited in Little and Peter (1990:47) also show that the main concerns in the academic life of lecturers were lack of financial resources and time to keep abreast of the latest developments in their fields of specialisation.

3.2.5 QUALITY ASSURANCE IN AUSTRALIAN UNIVERSITIES

Kogan *et al.* (1994:24) report that the core functions of lecturers in Australian universities are quality teaching and research. They further report that these core functions are complemented by service to the society. The government has responsibility for ensuring that universities provide high quality service.

However, the survey conducted by Sheehan and Welsh (1996:72-77) found that a high proportion of lecturers in Australian universities feel that they have little knowledge or

influence in the operations of their institutions. They further found that fifty seven per cent of lecturers in Australian universities had a perception that government interference in academic policies was excessive. This percentage was only exceeded by Korea in terms of international comparison. The survey also indicates that lecturers are already aware of their responsibilities to the social and economic fabric of society, with over seventy per cent of them giving the highest priority to preparing students for work, for facilitating quality lifelong learning and for assisting to resolve social problems.

As in most other countries, so too in Australia, universities are public institutions. Consequently, their functions are often subjected to public scrutiny. Due to the fact they use public funds, they are expected to produce high quality workforce and promote the capacity of the nation to make a meaningful contribution to the economy. Therefore, it is deemed that the intervention by the Australian government in the functioning of universities in that country is understandable.

Adams (1998:433) argues that as universities are pressurised by the need to meet bureaucratic and financial goals in a competitive market, there will be an erosion of academic freedom and authority and consequently a negative effect on the motivation and performance levels of lecturers. Nevertheless, Lockwood and Davies (1985:2) argue that throughout their histories, universities have had to strike and maintain in their constitutional arrangements a balance between the two demands for independence on the one hand and of quality and public accountability on the other. Balancing the demands for independence, quality and public accountability is made more difficult by the fact that:

“ ... academics demonstrate a tendency to ‘ cry wolf ’ with each new government policy direction.”

Public quality assurance mechanisms impact on Australian universities. Kogan *et al.* (1994:24) state that an important element of change in the governing patterns of Higher Education in Australia has been the growth of mechanisms for quality assurance. Financial stringency and the accountability of universities with regard to how they spend public funds affect the nature of the academic work of lecturers. Consequently, INSET needs of university lecturers are affected (Kogan *et al.* ,1994:24; see also, Ellis,1993:3).

The nature of the academic career as well as the roles of lecturers have been discussed above. Literature is conclusive that the external environmental factors which affect Australian universities have particular implications for the practice of INSET programmes. Consequently, an overview of INSET practice for university lecturers in Australia is provided as follows:

3.2.6 AN OVERVIEW OF INSET PRACTICE IN AUSTRALIA

Most issues that affect INSET of university lecturers in Australia are detailed in the work of Foster and Roe (1979), Boud and McDonald (1981), Cannon (1983), Elton (1987) and Zuber-Skerritt (1997). There is consensus among these sources that INSET programmes should systematically try to harmonise the interests and wishes of lecturers, and their carefully assessed needs for furthering their careers. The only condition is that the needs

of lecturers should meet the expectations of universities in which they are employed (Teather, 1979:14).

During the last two decades, most universities in Australia have established units or centres with the general aim of improving teaching and learning. The promotion of research and community-service have not been fundamental to the establishment of these units. The recommendations of the 1981 AVCC Working Party on INSET for university lecturers in Australia have been resisted or largely ignored. The reason which is often cited by some lecturers is the fact that these recommendations promoted teaching and learning at the expense of research and community-service (Zuber-Skerritt, 1997:152).

Activities of the INSET units in Australia vary considerably. Although they were initially established to improve teaching and learning, their other functions now include curriculum development, audio-visual services, dissemination of research information, educational management, research facilities and other professional development activities (Cannon, 1983:39; see also, Zuber-Skerritt, 1997:163).

According to Zuber-Skerritt (1997:172-173), the role of these units is regarded by the 1981 AVCC Working Party Report on Staff Development as collaborating with the heads of departments, serving as information centres which provide details of research findings and examples of teaching materials, providing workshops and short courses and participating in the induction programmes. He further cites the provisions of the report which state that the professional development activities of university lecturers do not necessarily have to

be formal and that details of implementing such activities are left to each institution. Furthermore, he argues that the report has had at least the following effects which have implications for INSET in the Higher Education sector:

“[Because of the report] universities in Australia have reflected on the professional development of university lecturers during the time of financial, community and government pressures, the report has stimulated research into systematic, effective evaluation to enhance informed professional judgement and the report also provides advice and guidance on the evaluation of academic performance.”

Since 1974, Griffith university has had a system that has assisted lecturers in their academic tasks through the use of professional consultants at the staff development unit. Whereas the staff development unit was designed primarily to safeguard the quality of academic programmes for students, it turned out to be a unit of continuing debate as some lecturers who were continually involved in curriculum development felt that they were incidentally and indirectly engaged in professional development (Zuber-Skerritt, 1997:197).

In Australian universities, organisers of INSET activities find it difficult to create and maintain an environment which is conducive to continuing education and training if these activities are linked with evaluating the performance of lecturers. However, Griffith university and many other universities and tertiary education departments have demonstrated that a supportive environment can still be created even though INSET

activities are linked to staff assessment. The view which is held by most staff development units personnel in Australian universities is that they cannot be involved in judgmental decisions on the performance of lecturers for tenure and promotion because that would be detrimental to a trusting and confidential work- relationship with lecturers (Zuber-Skerritt, 1997:171).

The study conducted by Elton *et al.* (1986:37) interestingly found that lecturers at the University of Surrey had changed their teaching as a result of the INSET programmes introduced there. The most frequently mentioned examples of how their teaching was changed included:

- The introduction of an experimentation with systematic course design.
- The use or increased use of small-group work, especially buzz groups.
- The revised assessment procedures.
- The greater use of student feedback and student self-assessment.
- Greater consciousness of the role of the lecturers, followed by more careful planning.
- Generally enhanced awareness of teaching and learning possibilities.
- Greater participation in using research findings.
- A total revision of previous teaching methods.

An effective method used by the Australian government to influence INSET for university lecturers has been to provide incentive funding. Adams (1998:431) cites the National Priority (Reserve) Fund, The Commonwealth Staff Development Fund (CSDF), the grants

and commissioned projects administered by the Committee for the Advancement of University Teaching (CAUT) and the funds distributed by the Committee for Quality Assurance in Higher Education (CQHE) as examples of funding sources made available to Higher Education institutions. The funded institutions are expected to implement policies which are considered desirable by government departments.

Professional bodies such as Higher Education Research and Development Society of Australia (HERDSA) and Society for Research into Higher Education (SRHE) also organise conferences, workshops and seminars where lecturers and professional consultants meet to share their ideas, innovations and research findings (Zuber-Skerritt, 1997:201). Further, some institutions such as the University of Deakin offer a Diploma in the Practice of Higher Education (DPHE). According to Elton *et al.*(1986:29-40), this diploma is an appropriate and formal induction programme for professional consultants and lecturers who do not have a formal qualification in Higher Education. In addition to the formal INSET programmes, there are library facilities in all Australian universities through which lecturers usually obtain books, newsletters, journals and other publications which assist them to improve their competences (Zuber-Skerritt, 1997: 202).

As an integral component of the empirical investigation of this study, the researcher was provided with an opportunity to visit one of Australia's universities which offers INSET programmes for lecturers. This was made possible by the senate research grant and release time offered by UNIQWA. The research grant and release time enabled the researcher to visit Curtin University of Technology (CUT) in Perth, Western Australia.

Appendices 8-14 show the preparations for the study visit. Due to financial and time constraints, it was not possible to visit all the Australian universities. Consequently, it was deemed necessary to make an in-depth investigation in terms of a broad case study as advocated by McMillan and Schumacher (1993:373-379) and Mouton (2001:149-150) of INSET activities in this institution.

The objectives of the study visit were:

- To identify the INSET needs of lecturers with regard to teaching, research and community-outreach activities.
- To study the current provision and delivery systems of INSET for lecturers.
- To study the management of INSET activities.
- To study any specific adaptations that South African universities could learn from CUT as the model of Australia in terms of planning, implementation and evaluation of INSET programmes.

The report on the investigation of INSET activities for lecturers at CUT is presented below:

3.2.7 INSET OF LECTURERS AT CURTIN UNIVERSITY OF TECHNOLOGY

3.2.7.1 BACKGROUND

CUT has a history that can be traced back to 1900 when the Perth Technical College was formed. In 1967 the college became the Western Australian Institute of Technology

(WAIT) and, on 1st January 1987, it finally became CUT. This gave recognition to its development into a world-class teaching and research institution, encompassing a wide range of undergraduate, postgraduate, research and development, continuing education and community-service programmes.

Since its inception in 1987, CUT has maintained a reputation for research in teaching and innovation, being ranked fourth in a 1988 national newspaper survey as a quality provider for overseas students. In 1998, it was ranked as Australia's number one university of technology by *Asia Week*. This accolade followed the university's placement in the top band of universities by the National Quality Review in 1995 based on performance in research and community-service (CUT, 1998:1-67).

Although the main campus of CUT is at Bentley in Perth, it maintains campuses at Shenton Park (accommodating major allied Health Departments) and Perth City (the Graduate School of Business). Main regional campuses also exist at Northam (the Muresk Institute of Agriculture) and Kalgoorlie (incorporating the Western Australian School of Mines). During 1999 the university launched a cardinal joint venture in Malaysia with the opening of the Miri campus in Sarawak (CUT, June 2000: 2).

In the report prepared for the Office of Research and Development, Hall (1999:26) states that the origin of CUT as a technical college and later as an institute of technology, provides it with an inherited focus on practical learning. She further points out that the years of its development have incorporated gradual and substantial shifts in the core business of the university, including emphasis on excellence in teaching, research and community-service.

The following discussion which is based on in-depth interviews, observation and CUT-based documents shows that the university recognises the value of the teaching and research training environment, both in providing a high quality training experience for lecturers and in supporting the overall university teaching, research and community-service programmes:

3.2.7.2 IMPROVING THE TEACHING FUNCTIONS OF LECTURERS AT CUT

The Centre for Educational Advancement (CEA) at CUT is charged with the responsibility of planning, organising, implementing and evaluating INSET activities. The INSET activities are aimed at both the new and experienced lecturers who are interested in enhancing their teaching and their students' learning. It offers lecturers a forum where they can:

- talk about and reflect on their teaching;
- share experiences and ideas with colleagues from other disciplines;
- enrich their knowledge about using various technologies, including communication and information technologies to support teaching and learning;
- get advice and assistance about curriculum development and teaching, learning and assessment strategies; and,
- learn more about the resources and services offered by the CEA.

The CEA organises weekly seminars and workshops which have been designed to be interactive. These seminars and workshops focus on offering practical

suggestions for enhancing teaching and helping lecturers to identify and develop new strategies to improve students' learning. These INSET activities are publicised through flyers, E-news and E-mail to the information list of academics and circulars to heads of departments. Lecturers are able to enroll online at the Teaching and Learning Website, namely, <http://cea.curtin.edu.au/tlc>. Apart from the wind-up lunch prepared for participants in the workshops and seminars, certificates of attendance are awarded as incentives. The attendance certificates can be included in the professional portfolios of lecturers as evidence of the commitment to enhancing their teaching and their students' learning.

- ❖ Wright (July, 2000:1) reports that seminars held in the first half of the academic year 2000 included:
- ❖ Making the most of your teaching at Curtin.
- ❖ Resources to support teaching and learning.
- ❖ Helping students to be effective learners.
- ❖ Planning effective teaching and lecture sessions.
- ❖ Supporting flexible learning.
- ❖ Fostering self-directed learning.
- ❖ Teaching online.
- ❖ Integrating generic skills.
- ❖ Assessing student learning.
- ❖ Designing effective teaching units online.
- ❖ Developing students' cross cultural perspectives.

Presenters of INSET activities are usually involving the CEA staff, personnel from Library and Information Services and visiting scholars. The majority of these activities are team-developed and/or presented. Presenters are usually invited to attend meetings in which INSET activities are planned and feedback from lecturers is reviewed with the purpose of future planning.

The most popular aspects of the INSET activities are those expressed as feedback through questionnaires and online responses as well as the interaction with lecturers. This provides opportunity for lecturers to share experiences, get ideas from others and learn about practical suggestions and resources. Further, most lecturers expressed the view that they would recommend the INSET activities to their colleagues. Their reasons included:

“ The activities are excellent learning opportunities.”

“Topics are relevant to our needs.”

“Issues discussed provide a good networking and information opportunity.”

“Most people need improvement to be good teachers and not just coping.”

CUT has officially endorsed a teaching evaluation instrument for the promotion and self-development of lecturers. The instrument encourages and supports reflective educational practice by providing feedback on teaching quality and effectiveness from both the lecturer and student perspectives. Wright (2000:1) reports that lecturers at CUT university have actually made wide use

of this instrument for career development and for researching and improving teaching practice. The CEA is responsible for co-ordinating and administering the instrument. The centre has designed a brief online survey as indicated above in order for lecturers to provide it with feedback which is used for planning and improvement.

The CEA also uses video-conferencing facilities as a form of INSET for lecturers. Video-conferencing offers synchronous face-to-face video and audio communications to sites around the world. Its uses include teaching; seminar addresses and presentations; meetings and consultations; staff training and marketing or product launches.

The Learning Effectiveness Alliance Program (LEAP) is one of the INSET programmes in use at CUT. This programme has been designed to enhance the quality of teaching and learning. According to Weir (1999:4), the Faculty of Education's LEAP project, "Developing student-centred learning within an outcomes-focused environment", was one of five funded in 1999. They point out that this project builds on extensive restructuring of the undergraduate curriculum which began in 1998 and will enable the faculty to achieve a consistent focus on the outcomes of student learning. The programme matches what is now being required in most Australian primary and secondary school systems. It is designed to produce a collaborative learning community exploring such practices as team planning and teaching, the development of student portfolios and electronic monitoring activities.

The LEAP project in the Faculty of Education is important because the nation-wide move

towards Outcomes-Based Education (OBE) in secondary schools poses a number of challenges for university lecturers, particularly in the area of teacher education. They are expected to prepare graduates for the new system, be prepared for future commencing students who will bring different learning strategies and attitudes into their university studies and initiate corresponding INSET programmes to prepare lecturers for the new system. The project has the following three major goals:

- The establishment of a professional collaborative learning-community which exemplifies an outcomes-focused approach to student-centred learning in the university environment.
- The development of teaching and learning outcomes which clarify support and document improved university teaching practices.
- It examines the potential for the transferability of an outcomes-focussed student-centred learning approach to other schools and departments within the university.

The CEA also provides services to help lecturers produce and deliver quality flexible, open and distance education materials. Flexible learning is an approach to teaching and learning rather than a system, technique or method. Its aim is to provide students with an increased range of options in their studies. Flexibility may include multiple entries to a course or unit of study, choice of times, place and pace of study, availability of learning resources outside ordinary teaching schedules and electronic access to the materials and processes of study. It also offers opportunities for lecturers to change their role from being the key knowledge sources to facilitators and managers of learning.

According to the Flexible Learning Workshop Series (2000:1), in order to respond to the needs of CUT, the CEA has developed a series of workshops covering a range of topics related to flexible teaching and learning. The series include the following:

- Introduction to flexible learning.
- Planning for flexible learning.
- Course and unit design.
- Beginning online teaching.
- Standards for online teaching.
- Copyright and intellectual property rights in a flexible environment.
- Meeting the needs of learners in a flexible environment.
- Evaluating teaching and learning in a flexible environment.

Apart from helping lecturers to produce and deliver quality flexible, open and distance education materials, the CEA also offers them INSET activities on evaluating these materials. The CEA staff further advise lecturers about and help them produce the full range of audio-visual services. The staff also assist lecturers and provide them with support for computer-based teaching. Further, a senior librarian, who is a member of the CEA also assists lecturers. This person usually facilitates the identification of information resources to support subject content of the unit and also helps to ensure that these resources are available to the lecturers via a computer with remote access (Boyd *et al.*, 1999 : 5-7).

The Aboriginal Lecturer Training or Mentoring Scheme project was designed by CUT to

meet an increasing need for part-time lecturers. The programme imparts specific academic skills to Aboriginal lecturers within the centre for Aboriginal Studies at CUT. According to lecturers who were interviewed, this INSET programme increased their confidence levels and added to their specific lecturing and tutorial skills. O'Brien (1996: 139) reports that the workshops on the induction of Aboriginal lecturers dealt with the following topics :

- Advance organisers.
- Audio-visual equipment.
- Communication skills.
- Evaluation techniques.
- Lecturing techniques.
- Lecture planning.
- Materials preparation.
- Problem-solving.
- Public speaking skills.
- Questioning techniques.
- Research techniques.
- Tutoring techniques.

Wright (2000:2) reports that there are challenges that the CEA staff have to deal with. For example, people enrolling and then not attending INSET activities such as workshops, seminars and conferences is one of the major concerns for the CEA. This affects the preparation of materials and catering arrangements. Nonetheless, the CEA staff interviewed pointed out that this problem was being addressed by working with other

people involved in providing INSET activities and that the aim was to develop a university-wide strategy to deal with it.

The other problem relates to the current under-staffing within the CEA. There are only a few staff who are able to contribute to INSET programmes. Consequently, most activities are dependant on the goodwill of non-CEA staff who contribute their time, expertise and experience.

In conclusion, there is no doubt that INSET activities at CUT expose new and experienced lecturing staff to current theory and research on teaching and learning and to presenters who model good facilitation practice. The CEA provides valued support in line with the teaching and learning plan of the university. It also contributes to the realisation of the goals of CUT with respect to teaching and learning by giving lecturers the opportunity to explore ways and means of enhancing their teaching and their students' learning.

What follows then is the brief report which provides the context in which lecturers at CUT are empowered through INSET to perform their research functions more effectively. The report is also mainly based on the interviews that the researcher had with a variety of stakeholders as well as on the CUT-based published sources.

3.2.7.3 IMPROVING THE RESEARCH FUNCTIONS OF LECTURERS AT CUT

3.2.7.3.1 INTRODUCTION

The main goal of CUT is the achievement of excellence in research and development, particularly as a partner with government, commerce, industry, professional organisations, other institutions and the community (CUT, June 2000:1). Due to the fact that lecturers are the key agents in the achievement of this goal, the university has designed comprehensive INSET plans in order to enhance their capacity to carry out the expected research and development tasks.

The need for INSET activities which aim at improving research performance is strengthened by the fact that since the inception of the Unified National System for Higher Education in 1987-1988, many Australian universities have experienced an increase in the enrolment of postgraduate students. CUT is one such university, where lecturers are carrying a larger supervision load than they were in previous years. For some lecturers this has meant supervising more postgraduate students and for others it has meant undertaking research supervision for the first time (Hall, 1996:71).

Given its historical background, CUT has made significant progress in addressing the research needs of its lecturers. For example, the percentage of lecturers holding a Doctoral qualification has risen from 35,5% in 1994 to 43,7% in 1999 while 52% of lecturers hold some kind of higher degree by research (CUT, June 2000:2).

During the in-depth interviews which one had with lecturers, INSET personnel at the CEA and the executive management of CUT in August 2000, it became evident that more still needs to be done to enhance the research competences of academics. One also found that official documents confirmed the need to address some problems experienced by lecturers. An overview of some areas of concern regarding the research capacity of lecturers at CUT is provided below:

3.2.7.3.2 AN OVERVIEW OF THE AREAS OF CONCERN REGARDING THE RESEARCH CAPACITY OF LECTURERS AT CURTIN UNIVERSITY OF TECHNOLOGY

The Research and Research Education Management Plan at CUT acknowledges that there are areas of concern to the university with regard to developing a sustainable research education environment (CUT, June 2000:6). According to this plan, the problem areas include uneven levels of support to postgraduate students concerning access to facilities and resources, variable quality of supervision and ineffective communication within the supervisory panels and with students as well as relatively small numbers of postgraduate research students in some areas. The plan also cites the lack of supportive research culture in some schools as another problem area.

Hall (1999:35), in the most recent report prepared for the Office of Research and Development at CUT, identified the following constraints experienced by lecturers in carrying out their research:

- Teaching loads and other commitments.
- Insufficient assistance.
- Library inadequacies and insufficient contact with other lecturers in the field.
- Slowness in getting books and journals.
- Difficulties in obtaining information or data.
- Differences between research interests and teaching interests of the department.
- Pressure to direct research into areas regarded as commercial.

The report further attributes the barriers to research performance to scarcity of talent, lack of research infrastructure, shortage of high quality research students, non-supportive colleagues, inadequate salaries, little support from the head of department and inappropriate study leave periods.

The views of academic staff, INSET facilitators and management elicited by the researcher during interviews and seminar lunch-break discussions helped to clarify the research needs of lecturers at CUT. It was obvious from interviews and discussions that certain problems had to be vigorously addressed through INSET if the university was to achieve its goal of excellence in research and development. Some of the major problems which inhibit the research capacity of lecturers at CUT are related to issues underpinning the following considerations:

- Induction of postgraduate students.
- Preparing annual progress report on supervision of postgraduate students.
- Assisting international postgraduate students and students from non-English speaking background.

- Academic culture which is not conducive to conducting research.
- Inadequate knowledge of intellectual property rights.
- The role of thesis committee reports.
- Expanding the number of postgraduate enrolments.
- The relative inexperience of postgraduate supervisors, many of whom have had few, if any, opportunities to observe other approaches to supervision.
- The clash, at management level, between the institutional imperative to undertake research and the lack of institutional reward, encouragement or facilitation for doing so.
- Departments and faculties taking no co-ordinated approach to facilitating research development.
- Restriction of academic autonomy due to regulations imposed by external funding bodies.
- Lack of orientation programmes related to research capacity-building for newly appointed and inexperienced lecturers.
- Lack of focus and strategic planning regarding grant applications and publications.
- A lack of balance in life for researchers who are attempting to carry out excessive teaching and administrative loads requiring them to do their research after hours in conjunction with leading a healthy personal family life.
- Limited INSET support for engaging in the research process.
- Lack of distinctly articulated INSET policies related to research.
- Lack of interaction between support centres.

In the light of the above situation, CUT has identified the need to provide support for the professional development of its lecturers. The analysis of the recent CUT-based documents indicate that some INSET strategies have been reported as being in place at the university. Some arrangements for ensuring an effective research training environment at CUT are discussed below:

3.2.7.3.3 ARRANGEMENTS FOR ENSURING AN EFFECTIVE RESEARCH TRAINING ENVIRONMENT AT CURTIN UNIVERSITY OF TECHNOLOGY

All the six divisions or branches of CUT are contributing to the university's research performance as a result of some arrangements that have been put in place to ensure effective research training conditions. This is evidenced in the following table of Research Performance Indicators (RPI) points per division or branch for 1997:

Table 3.1 CUT RPI points by division / branch: 1993 - 1997.

Division	RPI 1993	RPI 1994	RPI 1995	RPI 1996	RPI 1997
Academic Affairs	3576	4085	3995	3987	
Humanities	39466	30589	33667	34956	40951
Curtin Business School	12609	14653	14012	14063	17432
Engineering and Science	93133	103656	117879	122557	127401
Health Sciences	43344	50680	52458	56031	53603
Muresk Institute of Agriculture	1187	1566	1582	3290	6325
Others					7373
Total	198611	209457	227501	238305	253085

Source adapted from: CUT (1997:15)

It is worth noting that CUT is Western Australia's largest university, with more than 40 teaching schools and several research centres and institutes. According to Hall (1999:27) the above data incorporates a wide range of disciplines, research approaches and fields of study. It is likely that more details on the specific nature of this diversity could inform decisions about redressing performance.

Although the above data is largely quantitative, with no breakdown of the fields of research and research approaches used, it does show that the six divisions of CUT have made tremendous progress in addressing the research capacity of lecturers. The analysis of

CUT-based documents indicates that the following strategies which have been reported to be in place might have ameliorated some of the problems which inhibit the research performance of lecturers:

- Cutting the number of teaching units offered and then allowing time for research.
- Mentoring for new researchers within the schools.
- Deliberately employing researchers and staff with Ph.Ds.
- The demand from management that heads of schools should be committed to research excellence.
- Facilitation of writing groups for lecturers.
- New research centres being established or applied for.
- Postgraduate seminars which are held across schools with overlapping research interests.
- Centrally run workshops, seminars and action learning or action research programmes on postgraduate supervision.
- Visiting scholars who are expected to share their expertise and experience with supervisors of postgraduate students.
- The establishment of researcher-data bases on Research and Development Website.
- The promotion of collaboration among researchers across different part- disciplines.
- Financial support for conference attendance.
- Assistance with grant applications.
- The availability of research related information through the Internet.
- The documentation of research policies or guidelines.

- Leadership development programmes for senior academics, particularly those from the private sector, or unfamiliar with the nature of academic work.
- The work and family policy programmes which provide advice and counselling to lecturers juggling work and family commitments.
- Advice on research activities and research careers which is provided to lecturers, giving them the opportunity to develop a more strategic approach to research.
- Funded release-time which is made available in order to pursue research, publications and study for research higher degrees.
- The design of a number of strategies which encourage women lecturers to undertake research. These include the establishment of consultative committees on women in research, mentoring and networking systems, release-time programmes and seed grants. Appendix 15 is an example of programmes designed to empower women academics.
- Support mechanisms for new researchers which include release-time for them to work with established researchers, seed grants for new researchers and orientation programmes.

Given the fact that most challenges experienced by lecturers at CUT are related to the supervision of postgraduate students, the university has decided to place the direct management of postgraduate research students at the divisional and school levels. This is in line with devolved management structure at CUT. Consequently, the following features outlined in the CUT (June 2000:5-6) document support the research training environment for postgraduate students and their supervisors:

- **Quality Plan for Postgraduate Students:** This plan provides practical advice to schools and divisions in relation to best practice in postgraduate student management.
- **The appointment of a dean of Postgraduate Studies:** The university has appointed a dean of postgraduate studies in the academic year 2000 for an initial two year period. The appointee is expected to be responsible for the overall postgraduate research programmes and to investigate possible models to enhance the co-ordination of support services within the university.
- **Guidelines for essential facilities:** The university has detailed guidelines on the provision of essential facilities for postgraduate students and lecturers.
- **The Office of Research and Development:** This office provides central and administrative support for postgraduate studies.

Hall (1996:76-77) reports that the above features have resulted in strengthening postgraduate supervision and that they have contributed to knowledge about research supervision by identifying and exploring some key issues which have been published and discussed through conference papers and presentations on sessions related to supervising postgraduate research students.

CUT has also put quality assurance mechanisms in place in order to enhance the professional development of its lecturers. Consequently, some of these mechanisms are briefly discussed below because they are an important aspect of INSET:

3.2.7.4 QUALITY ASSURANCE AT CURTIN UNIVERSITY OF TECHNOLOGY

In order to ensure quality at CUT, research activities are subjected to cyclic reviews of academic operational units and a comprehensive process of review of university research centres and institutes. The Office of Research and Development in co-operation with the University Quality Office initiated a programme of review of all university research centres and institutes in 1999. The review included INSET programmes designed by these centres and units.

The University Quality Office has developed a comprehensive review methodology, a detailed self-assessment instrument and external moderation procedures. In terms of the current Research and Management Plan, as a primary step in the review of the quality assurance process within the university, a series of major studies were undertaken with strategic funding, including Best Practice in Postgraduate Research Supervision, Identifying the Barriers to Research Performance, Quality and Impact of Measures of Research Performance, and Efficiency and Effectiveness of Research Support programmes (CUT, June 2000:9).

3.2.7.5 CONCLUDING REFLECTIONS ON THE STUDY VISIT TO CUT

The political, economic, historical and social factors impacting upon Australian universities influence INSET of university lecturers. Increased student enrolments, knowledge explosion, technological innovations, progress made in the democratisation of universities

and the development of international exchanges have all resulted in universities finding themselves in what UNESCO (1982:XI) describes as:

“ ... a state of effervescence and spectacular quantitative expansion.”

Despite challenges posed by the paradoxical relationship of academic freedom, autonomy and public accountability, university lecturers have generally been found to be keen to expand the horizons of their disciplines by developing a richer repertoire of skills which will enable them to carry out their teaching, research and community-service roles more competently. Consequently, professional development units have been established with the main purpose of facilitating continuing education and training for university lecturers in Australia.

CUT plays a crucial part in preparing lecturers for roles which demand skills, knowledge and ability to effectively contribute towards the achievement and accomplishment of its goals and mission. To a large extent, this has mainly been as a result of adopting quality mechanisms which help to ensure that INSET activities support lecturers to meet expectations of students and maximise graduate employability, while ensuring that the environment created embodies international standards of research. INSET programmes at this institution appear to have helped it to smoothly adapt to rapid and pervasive changes which normally affect universities world-wide.

At CUT, the concept of community-service is subsumed within teaching and research

activities. Consequently, research and teaching, in line with the goals of the university, are the only two main functions of the university administered at the administrative level of Deputy Vice-Chancellor. Despite the fact that research and teaching are considered as the core functions of the university, there is evidence that INSET programmes include attempts to empower lecturers to render improved service to the community and the nation at large. This model of INSET of lecturers at CUT as representing the general pattern in Australia certainly has numerous lessons for us in South Africa.

It is important to note that research training at CUT is associated with teaching. In addition, teaching and research problems at CUT have rapidly influenced a move towards extensive preparation and INSET of lecturers.

We shall now consider the situation with respect to INSET of university lecturers in the UK. Most universities especially in Anglophone Africa have been influenced by universities in the UK. For South Africa in particular, this consideration is significant because of the historical ties of South Africa with the UK. This relationship has provided the context in which most university programmes in this country have been designed or based.

3.3 AN OVERVIEW OF INSET FOR UNIVERSITY LECTURERS IN THE UNITED KINGDOM

Given the history of South Africa as a former British colony, it is appropriate as indicated above to provide an overview which serves as a valuable background to understanding the

appropriate context of INSET provision in South Africa. We reiterate the contention that the provision of INSET for university lecturers in the UK also has had a tremendous impact on numerous African universities in general and the previously “English-Language” universities in South Africa in particular.

3.3.1 BACKGROUND

The question of training university lecturers in the United Kingdom (UK) was raised by the Association of University Teachers (AUT) and the National Union of Students (NUS) in 1945 at the national level. These organisations focussed on the training needs of university lecturers. Despite ensuing meetings held by the AUT and the Committee of Vice-Chancellors and Principals (CVCP) in 1954 and 1961, only the Hale report, entitled ‘University Teaching Methods’ ardently promoted the idea of training university lecturers (Nisbet and McAleese, 1979:38). The Hale report is widely regarded as a watershed in the provision of INSET programmes for university lecturers in the UK.

The report recognised problems which occurred as result of the Higher Education system which was providing insufficient university lecturers to cater for the increase in student numbers. It also suggested that traditional standards should be maintained by providing training for newly appointed lecturers who were not sufficiently trained or experienced to effectively perform their academic tasks. Further, the report suggested that the training of university lecturers should include critical discussion of teaching methods with special attention to the specification of teaching objectives, operational teaching skills and student

motivation. Of utmost importance was the assertion of the report that universities in the UK had failed to improve the efficiency of teaching (Greenaway and Harding, 1978:5).

Nisbet and McAleese (1979:39-40) point out that the following factors also contributed to the need for the INSET of university lecturers in the UK:

- There was the expansion of Higher Education and the consequent need to recruit many new lecturers whose experience was more evident than in the pre-war years when the appointment of new university lecturers was a rare event.
- The influential factor in the early 1960s was the importance of technology in the form of teaching and learning aids.
- The UK society saw Higher Education as a form of national investment.
- Universities were regarded as institutions through which the national and societal needs could be met.
- The Social Sciences discipline had immensely grown in status and offered a body of scientific knowledge from which courses or programmes of INSET could be drawn.

It is obvious, as Phillips (1995:59) correctly observes, that universities in the UK have rarely been in a steady state. He notes that in terms of the systems theory, they have continuously been pushed by external environmental pressures to maximise their contribution to society and economy and, as in the case of Australia, to control expenditure. Commenting on the changes that have taken place since the mid-1980s, he concludes that they have been the most momentous since the period following the

publication of the Robbins Report in 1963 and that they have changed the face of Higher Education.

In the UK, the change in the economic climate, the changing pattern of social needs and demands imposed by students significantly affected the nature and value of INSET programmes for university lecturers. According to Greenaway and Harding (1978:75), these demands manifest themselves in the form of deteriorating lecturer-student ratios, calls for greater relevance, quality in education and restricted movement between universities. They further point out that the expectations of university lecturers in respect of promotion opportunities are also affected by these patterns.

The need for training of academics in the UK is not only confined to INSET of lecturers in the lower ranks, but to the heads of departments as well. Tann (1995:87) states that many heads of departments in the UK universities have had little prior experience of management training unless they have been recruited from or have had prior experience in industry or the private sector. He also reports that universities have formed consortia for management training of departmental heads and that INSET events are built into the academic calendar. Furthermore, he points out that heads of departments need training in induction, strategic planning, team management, delegation, motivation, appraisal, staff development, communication and allocation of time for research (Tann, 1995:89-95).

Change within Higher Education in the UK has been almost without parallel in terms of how they affected INSET for university lecturers. These changes have put immense pressure

on the tasks of university lecturers and leadership styles of administrators (Trow, 1994:11; see also, Slowey, 1995:28). With regard to these changes in Higher Education, Phillips (1995:71) argues that some universities have been minimally affected but that most of them have changed beyond recognition. He further states that the successful way in which the changes have been organised is a tribute to the management skills of staff at all levels in the universities. The impact of change on Higher Education has been exacerbated by the fact that the UK has moved from a system of elite Higher Education to mass Higher Education (Trow, 1992:186).

It would be incorrect to argue that INSET is the only response to meeting the ever changing needs in the UK. According to Greenaway and Harding (1978:75), INSET of university lecturers is an approach which some universities may wish to use in order to meet their institutional needs. They warn, however, that:

“ It is after all realistic to recognise that institutional needs may be fostered through the aspirations and self-interests of individuals. But attempts at treading this path must be treated seriously in terms of institutional involvement and financial support.”

The discussion that follows focuses attention on the nature of the academic career in the UK universities. It includes the competences which lecturers require in order to perform their work effectively as well as initiatives that have been taken to improve their competences.

3.3.2 THE NATURE OF THE ACADEMIC CAREER IN THE UNITED KINGDOM

The nature of the careers of university lecturers in the UK has, to a large extent been influenced by the vision of the government on Higher Education. This is particularly clear from the main features of the government's plans for bringing universities, polytechnics and colleges into a single structure for Higher Education.

According to DES (1991:37), the Higher Education Funding Councils (HEFCs) within England, Scotland and Wales were established in order to distribute public funding to universities so as to support teaching and research. In addition, the framework also unveiled government's plans for the new measures concerning quality assurance.

Accordingly, quality control arrangements across the UK are scrutinised by a quality audit unit developed essentially by the institutions themselves. Furthermore, the units within each Higher Education Funding Council assess universities and advise the government on the quality of programmes offered by the funded institutions. It is, therefore, inevitable that the nature of the academic career and INSET of lecturers cannot escape the influence of the government in the UK.

Court (1999:65) points out that a common theme of recent literature about the nature of academic work and careers in the UK is the dominant role of research and low priority given to teaching. He further mentions that administration, the third part of the *trio* of major academic activities, is rarely mentioned. More than a decade ago, Becher (1989:12) had

the same view and added that:

“ ... for the most part, in leading academic circles, credit is earned through the publication of one’s research findings; excellence in teaching counts for little towards recognition by established colleagues in the same field.”

Fulton (1993:168) concludes that there is little evidence to suggest that characteristics other than research-based qualifications and experience in the UK universities are considered to be important during initial recruitment of lecturers. Hasley (1995:189) also found that attitudes to research and actual publications record were strongly associated with professorship and that the research dimension of the academic career in the UK was considered to be important in determining the promotion of lecturers to the rank of professorship.

The apparent unequal treatment of expectations of the universities with regard to teaching, research, administration and community-service has led many lecturers to regard their careers without enthusiasm despite the opportunities that have been created for their INSET. Bilham *et al.* (1989:8) share this view and point out that INSET makes sense and becomes effective only when there is a sense of purpose and direction which is known, shared and owned by all members of the institution. They argue that:

“ All organisations depend on the quality and motivation of the people who work in them, but this is crucially true of universities ...In the discussions of

the classical nature of a university, the organisation as such is only a background presence, and the progress of universities is presented as something to be achieved through the ideals of an unfettered authority [of university lecturers] and critical inquiry, within a structure of intellectual authority and collegiality ...”

The above background points to the fact that Higher Education system in the UK is so dynamic that competences required of the university lecturers have to be accordingly upgraded. Whiston (1992:18) describes the changes within the UK system of Higher Education events as taking place on a weekly if not daily basis. Therefore, it becomes necessary to provide an overview of the main roles expected of university lecturers within this dynamic system of Higher Education.

3.3.3 IMPROVING THE TEACHING FUNCTIONS OF UNIVERSITY LECTURERS IN THE UNITED KINGDOM

In the early 1990s the government claimed that teaching in the universities was held in high esteem both in the UK and internationally. It further pronounced that the responsibility for maintaining and enhancing the quality of teaching and learning rested with each individual university (DES, 1991:24).

As indicated previously, research plays a dominant role and teaching is given a low priority in this country. For example, in the middle eighties, the overwhelming majority of staff

appeared to believe that teaching was undervalued in promotion decisions, *vis-a-vis* research and that the status of teaching as perceived by lecturers had to be enhanced. However, in the early nineties, the INSET of university lecturers in the UK focused on the teaching skills. Since then, there has been a growing recognition of the importance of this field.

The survey of university lecturers from forty one universities and twenty five colleges by Zuber-Skerritt (1992(b):169), for instance, recommended the following strategies:

- A greater institutional recognition and rewards for lecturers involved in undertaking and conducting teaching development activities.
- Departmental recognition and rewards, and the visible support of the dean or head of department.
- Ensuring that INSET sessions are rewarding, of high quality, practical, relevant, well-organised and enjoyable.

Smith and Brown (1995:188-190) suggest the following strategies, which if implemented successfully, could contribute towards ensuring that the relationship between research and teaching in the UK universities is not characterised by conflict but producing a climate in which learning is central to the practice of both:

- HEFCs should acknowledge the need for research into the teaching and learning processes and fund it appropriately.
- Vice-Chancellors of universities need to recognise the importance of teaching and learning as the core business of Higher Education. They must evolve proper reward

systems for lecturers who regard facilitation of learning as their primary function.

- INSET developers must find ways in which research into teaching practice can be actively encouraged.
- A supportive environment in which university lecturers can work together to find out about different effective teaching methods must be created.
- Faculties and departments should set up teaching and learning groups. This can greatly empower lecturers to design appropriate strategies and initiatives to improve their own teaching.
- Newly appointed lecturers should be encouraged to be reflective practitioners who regularly evaluate their own teaching and learning experiences. They should regard research into their own teaching and learning as an essential aspect of their academic career.
- All research students who are undertaking teaching need effective support to enable them to develop as teachers.
- Research about teaching must be rigorous and valid.
- The volume of research into teaching that already exists, together with the funding of new research, must be effectively disseminated.
- Lecturers and staff developers must themselves be reflective in their practice.

There is a need in the UK, therefore, to be knowledgeable and familiar with the above recommendations as they affect the whole range of methods and strategies regarding effective INSET of university lecturers. Furthermore, the recommendations provide valuable advice to facilitators of INSET, namely, the involvement of university lecturers in

the INSET activities.

The involvement of university lecturers in the design, planning and implementation of INSET programmes is extremely important. For example, with regard to the importance of engaging lecturers in the improvement of teaching, Zuber-Skerritt (1992(a):168) found the following about university lecturers in the UK:

- They develop only those concepts or skills which are directly relevant to their needs and teaching practice at that particular time.
- They are self-directed. They are motivated to improve a certain aspect or aspects of their teaching when they see the immediate benefits.
- They perceive the need for the improvement of teaching practice as normal, natural and ongoing but not as an indication of their shortcomings.

Consequently, INSET organisers and professional consultants in the UK are expected to inquire about the needs and developmental stages of university lecturers before planning any action intended to improve the latter's teaching performance. There should also be an understanding among INSET organisers, professional consultants and university administrators that teaching and research are two sides of the same coin. In this connection, Ball (1992:133) rightly states that:

“ ... teaching and research are as inseparable as wool and mutton on a sheep-farm ... they mutually reinforce one another ... it is one of the non-negotiable defining features of what is meant by Higher Education that the teaching is

provided by those who are themselves active in research.”

Atkinson (1992:38) holds the same view and argues that teaching and research in the UK are almost inextricably mixed.

Thus far, particular attention was paid to the teaching role of university lecturers. We now need to provide an overview of the research role of university lecturers and the implications of this role for INSET.

3.3.4 IMPROVING THE RESEARCH FUNCTIONS OF UNIVERSITY LECTURERS IN THE UNITED KINGDOM

The quality of research in the UK universities has achieved world-wide recognition (DES, 1991 : 15). Basic research in the UK is almost entirely the province of the Higher Education sector which consists of universities, polytechnics and colleges.

Ninety per cent of the research in Higher Education institutions is conducted by university lecturers (Atkinson, 1992:50). These lecturers receive most of their financial assistance from public sources through the University Funding Council (UFC). Funding is made available mainly on the basis of the so-called ‘diary exercises’ of the late 1960s in which lecturers kept a diary of the time they spent on teaching, research and other activities such as administration. Strangely, nobody, not even the government can state with any precision as to how much of the funding goes into research and how much is channelled

towards teaching (Atkinson, 1992:50-56).

The 1991 White Paper in the UK set out the policy of the government with regard to funding teaching and research. In terms of the policy, funding should be separately identified and that research funding should be allocated selectively to encourage Higher Education institutions to concentrate on their strengths regarding research capacity (DES, 1991:paragraph 38). Research within universities has also been subjected to changes because the government has implemented policies which seek to increase accountability and reward quality (Phillips,1995:169; see also, Greenaway and Harding,1978:17). Consequently, these have had particular implications for research INSET needs of lecturers.

The above background elucidates the context which should be considered when the research role of university lecturers in the UK is analysed because INSET policies are formulated within this context. It should also be borne in mind that INSET policies of one institution might not necessarily be directly transferable to another. Nonetheless, the context in which they are formulated might well be worth analysis and consideration.

Further, the context which has been described above also significantly affects the quality of INSET activities for university lecturers. Consequently, quality assurance in Higher Education is discussed below:

university lecturers in the UK. For example, Layer (1995:117) reports that university lecturers in the UK know that quality assurance systems are open and public and that they have a sense of pride in wanting to be seen to do a good job.

Obviously, the willingness of lecturers to be subjected to the quality control measures have important implications for the practice of INSET. Therefore, an overview of INSET practice for university lecturers in the UK is provided below:

3.3.6 AN OVERVIEW OF INSET PRACTICE FOR UNIVERSITY LECTURERS IN THE UNITED KINGDOM

In the UK, virtually all the universities make some form of provision for INSET of lecturers. This normally entails short courses as well as anything that has to do with initial training of newly appointed lecturers. The responsibility for organising INSET activities rests with central service units. As previously mentioned, these units have varying titles.

The survey results of the perceptions of lecturers regarding INSET in the UK suggest that universities and departments recognise and reward professional growth activities and that top administrators visibly support them. Further, lecturers view INSET activities as practical, relevant and enjoyable (Zuber-Skerritt, 1992(b):175).

Another important development in the INSET of lecturers has been the establishment of the Co-ordinating Committee for the Training of University Teachers (CCTUT). It consists

of the Committee of Vice-Chancellors and Principals (CVCP), the University Grants Committee (UGC), the Association of University Teachers (AUT) and an observer from the corresponding committee of polytechnics (Nisbet and McAleese, 1979:43).

Procedures for the award of INSET leave vary from one institution to the other and the purpose of leave seems to be regarded differently by universities as a result of institutional ethos. Nevertheless, the major beneficiaries of INSET have been the university lecturers who often leave their non-teaching colleagues in the position of power once they go on study leave (Greenaway and Harding, 1978:74).

In 1972, the National Union of Students (NUS) was invited to deliberate on issues affecting INSET of university lecturers. Based on their recommendations in early 1973, UGC provided an earmarked grant for an initial two-year period of funding in order to keep itself informed of the needs of university lecturers as far as INSET at national and regional levels were concerned. It also had to deal with offering advice on training and dissemination of INSET methods for university lecturers (Nisbet and McAleese, 1979: 40).

Nisbet and McAleese (1979:40) further summarise the position of INSET for university lecturers as follows:

- **Initial training:** Short induction courses of about one week, usually specific to the university are generally available.
- **Formal provision of INSET for experienced lecturers to develop their teaching:** This takes the form of short conferences.

- **Informal provision of INSET within universities:** This often takes place within departments or schools. INSET activities involve research and extensive teaching although these are not organised.
- **Other aspects:** Other aspects include the training and supervision of research students as well as courses in administration.

Since no homogenous system will suit INSET for all university lecturers, it is essential that professional development programmes should be flexible. This can be seen for instance, at Leeds University and London University.

Leeds University is committed to INSET of lecturers as an integral part of its mission. Taylor (1995:7) observes that at Leeds University INSET of lecturers is an innovative and change-driven area which allows the university to respond to change or initiate it. He further mentions that INSET activities are carefully and professionally planned and that time is set aside to enable lecturers to participate in them. Furthermore, he states that in a climate of change, authorities make sure that lecturers are involved and that they develop a sense of ownership of the change process.

Similarly, Nisbet and McAleese (1979:40) report that London University instituted a Teaching Methods Unit in 1965 and that this unit offered courses nationally. They also point out that other universities appointed committees which organised their own courses and that these courses attracted substantial number of lecturers, including those who are experienced and new recruits. They further contend that courses often took the form of

formal lecture sessions which were effective in demonstrating the need for change than in providing a solution. Furthermore, they report that in the years leading to the 1970s, the idea of INSET for university lecturers became increasingly acceptable although there has equally been discontent about the haphazard and unco-ordinated way in which INSET activities were provided.

Due to the fact that most African universities were established with colonial motives, the idea of INSET for university lecturers spread to these universities as well. Therefore, an overview of the development and role of INSET for university lecturers in Africa is provided below because it contributes to a better understanding of the context in which INSET of lecturers in South Africa is practised.

3.4 AN OVERVIEW OF THE DEVELOPMENT AND ROLE OF INSET FOR UNIVERSITY LECTURERS IN AFRICA

For the purpose of this research, it has not been deemed necessary to discuss details of INSET of university lecturers in all the African countries. Instead, the discussion concentrates on only those issues which contribute to the context in which INSET programmes for South African university lecturers are organised.

The provision of INSET in Australia and the UK is a model for the professional development of university lecturers in the developed countries. For the purpose of this study, the discussion of INSET in South Africa is considered to be an appropriate model

for most African countries. Consequently, the discussion of INSET in Africa is not exhaustive but merely provides the necessary background which is essential to understanding the professional development of lecturers in South African universities.

South African institutions of higher learning, just like most African universities, were established with the vision and motives that can be linked to the colonial territories. INSET of lecturers in South Africa, which is part of Africa, will be discussed in detail in the next chapter. In this section, the development and role of Higher Education in Africa are discussed because, as indicated above, they have important implications for INSET of lecturers in South African universities.

As a result of the fact that most African universities were established with the colonial motives, there were problems and challenges that these institutions faced. One such challenge emanates from the fact that their origin is mainly influenced by Europe (Thompson, 1977:281). Most of the African universities have their origin in European colonial powers because universities are by nature, European institutions. (Ruegg, 1992:xix) attests to this as he contends that:

“ No other European institution has spread over the entire world in the way in which the traditional form of university has done. The degrees awarded, by European universities- the bachelor’s degree, the licentiate, the master’s degree, and the doctorate- have been adopted in the most diverse societies throughout the world.”

There seem to be consensus among INSET researchers and practitioners that one of the most serious challenges facing universities in most African countries today is the legacy of European colonialism.

Despite the fact that most African countries have attained political independence, the legacy of colonialism is still exerting its unsavoury influence on the universities in profound ways (Ruegg, 1992:5; see also, Mungazi, 1993:133; Yesufu, 1973:65; Mboyane, 2000:17; Tleane, 1999:10). For instance, Mungazi (1982:ix) reports that when education and training would enable the Africans to threaten the domination by colonialists:

“ ... the European colonial governments deliberately created the myths of limited potential and inferior academic ability among the Africans.”

Further, most of Africa is still not developing as desired. Almost 30 years of efforts by most African universities have yielded nothing or stagnation and regression. For instance, Ake (1995:1) states that in the second half of twentieth millennium, many African countries have been characterised by rising poverty, decaying public utilities, collapsing infrastructure, social tensions and political turmoil. He further notes that the premonitions of inevitable drift into conflict and violence retard the development of Africa. These conditions have adversely affected Higher Education.

Clearly, the purpose of establishing a university in Africa is not the same as the one in Europe. European governments have always sought to continue and conserve the purpose

of establishing universities in Africa, namely, ensuring that the whole of Africa remains the European colonies. This has forced African universities to become and remain powerful instruments of change (Ashby, 1964:98).

Consequently, in 1981, following debates that started in 1978, some European countries planned and organised a conference in Berlin whose main focus was the improvement of the quality of teaching and learning in African universities. According to Imenda (1991:12), this conference which attracted participation from universities of Botswana, Ethiopia, Ghana, Kenya, Lesotho, Nigeria, Sierra Leone, Sudan, Swaziland and Tanzania felt that the need for African universities to address INSET matters with regard to teaching and learning was far greater than that for their colonial authorities.

Further, he argues that despite the establishment of INSET units such as the one at the University of Dares Salaam, other universities were involved as part of the action plans to develop continuing INSET programmes and projects for promoting effective teaching and learning in African universities. Although issues related to the research, community-service and management competences of university lecturers were not adequately addressed, there is evidence that in general, INSET was seen as a critical aspect in enhancing human resource in Africa. According to Deng (1998:263), this would in turn strengthen the capacity of lecturers in African universities to design and implement sustainable development strategies for the African content.

By way of concluding, it is important to mention that although the majority of universities

in Africa were established in the 1960s and Higher Education was generally accepted by the governments as a necessary and worthwhile investment in development, there has been some criticism of the tertiary education sector. The sector has been criticised for a variety of reasons which include elitism, its impact on the educational system and its efficiency and effectiveness in terms of meeting the human resource needs.

3.5 SUMMATION

In both developed and developing countries, universities are challenged by external forces of change such as increased student numbers, knowledge explosion, changing values, government expectations and technological developments. In these countries, universities have always felt a need to reflect on their activities and to respond to their ever changing environment.

Consequently, the need for university lecturers to be involved in INSET so as to improve their teaching, research and community-service performance has become one of the foremost priorities in these countries. INSET of university lecturers has been spearheaded mainly by requirements of governments for efficiency, effectiveness, accountability and high quality assurance.

It can be safely stated that changes in the work environment of university lecturers have come as a result of the policies and funding initiatives of governments. The academic careers of university lecturers have, to a large extent, been influenced by visions of

governments on Higher Education. As a result, the need for INSET is not only confined to lecturers in the lower ranks but to heads of departments or schools as well. This is reflected from the fact that university promotion requirements emphasise improved performance in research, teaching and community-service.

It is also worth noting that in these countries, the weakest research interest is in the Social Sciences and the strongest interest is among those lecturers in the Natural Sciences. Conversely, literature review of INSET needs of university lecturers is also conclusive that the strongest interest in the improvement of teaching performance is in the Social or Human Sciences and that the weakest interest is in the Natural Sciences. It appears that INSET of university lecturers emphasise the development of knowledge and the value of scholarship and research.

Most university lecturers, as reported by Sheehan and Welsh (1996:72-77) believe that government interference in policies governing academic work was extremely excessive and that they had little influence on how their institutions were managed. In addition, a perceived interest in the demands of administrative competences by governments is perceived by university lecturers as an interference with their research and teaching activities.

Most INSET organisers hold the view that INSET activities should not be linked to the formative evaluation of their teaching, research and community-service performance. Given the deficit model which was previously described in Chapter Two, it is

understandable that linking formative evaluation of university lecturers with their INSET activities inevitably would lead to resistance, scepticism and outright rejection by university lecturers in the developed countries.

In formulating policies for INSET of university lecturers, management structures that are put in place as a result of external environmental factors continue to be a critical area in terms of implementing these policies. Quality assurance mechanisms within the management structures are used as some of the main devices for changing the mind sets of university lecturers with regard to the demands of governments to improve their performance or competences in the fields of teaching, research and community development. INSET of lecturers, therefore, plays a key role in the achievement of goals and missions of governments and societies .

Lecturers are not necessarily forced to participate in INSET activities but some of these activities are very critical to the advancement of their academic careers. In this sense, they 'voluntarily', without much choice, actively become involved in INSET activities.

3.6 CONCLUSION

In developed and developing countries, Higher Education is provided by universities, colleges and technikons or polytechnics. It is noteworthy that there has always been a need for especially universities in these countries to ruminate on the challenging changes emanating from their external environments. This has led these institutions to design

programmes and projects which would enable their key agents of change, namely, lecturers to effectively respond to these difficulties.

The increase or decline in student enrolments, knowledge explosion, technological advances, the dynamic nature of professions, the socio-economic factors and the expectations of governments have significantly affected the teaching, research and community-service functions of universities in the countries discussed above. The nature of the academic careers in developed and developing countries is not immune to these changes. Accordingly, the turbulent pressures for change impact on the role-functions of university lecturers in these countries.

Developed countries also appear to be kilometres ahead of the developing countries in terms of establishing appropriate infrastructures for INSET of university lectures. Most universities have established units or centres for INSET, professional development, professional growth, lifelong learning, continuing education and training, staff development or any other infrastructure aimed at ensuring that academics improve their key tasks of teaching, research and community-service.

Nevertheless, there is evidence that in both developed and developing countries the improvement of teaching and learning by lecturers, their development of research capacity, curriculum development, audio-visual services, educational administration, dissemination of research data and other endeavours whose goals and objectives are to

improve their performance within the ever-dynamic tertiary education institutions are pivotal in enabling their institutions to meet the pressing historical, social and economic needs of their countries.

From the above exposition, it can also be safely stated that promotion requirements underscore the importance of teaching and research. This is evident from the fact that INSET programmes are planned, implemented, monitored and evaluated to ensure that the needs of lecturers with regard to these expected functions of universities are addressed.

However, the legacy of European colonialism appears to be one of the most serious challenges which have engulfed universities in Africa. As previously stated, this provides the context in which INSET activities for lecturers in most of the South African universities are planned, organised, implemented and evaluated.

In the next chapter, an overview of INSET provision for South African university lecturers is provided. This should help to further develop the theoretical and conceptual framework of INSET for university lecturers in South Africa as well as to throw light on the nature of INSET practice.

CHAPTER FOUR

AN OVERVIEW OF INSET FOR UNIVERSITY LECTURERS IN SOUTH AFRICA

4.1 INTRODUCTION

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

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

4.2 BACKGROUND

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

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

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

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

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

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

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

“ ... what apartheid education has done - not as incident effect but as a deliberate policy - is criminal.”

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

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

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

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

“The world has never witnessed anything quite like the effect of apartheid.”

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

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

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

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

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

(Mahomed, 1996(a):1).

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

4.3 THE NATURE OF THE ACADEMIC CAREER IN SOUTH AFRICA

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

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

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

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

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

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

“ ... the ‘new’ South Africa has had a traumatic birth and it will bear the scars of this painful past genesis for a long time.”

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

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

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

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

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

“ ... develop quality indicators that make sense, that provide the basis for accurate analysis, and that can ensure institutions funded by taxpayer’s money are publicly accountable.”

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

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

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

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

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

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

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

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

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

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

“ ... a massive, sustained national effort requiring our best intellectuals, professional experience and imagination, unflagging discipline, capacity for negotiation, partnership and cooperation, and willingness to learn both from our mistakes and from the success of others, whether in our region or internationally.”

(African National Congress, 1995:5).

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

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

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

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

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

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

“ ... staff development, including academic development, that is, improved qualifications, professional development and career pathing, instructional

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

(Republic of South Africa, 1997:23).

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

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

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

4.4 IMPROVING THE TEACHING FUNCTIONS OF UNIVERSITY LECTURERS IN SOUTH AFRICA

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

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

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

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

(Ruth, 1996:129)

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

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

“ ... to ripen (or to go rotten) on the vine... ”

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

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

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

(Hartshorne, 1992:219).

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

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

“ Teaching divorced from research soon becomes esoteric and unreal.”

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

4.5 IMPROVING THE RESEARCH FUNCTIONS OF UNIVERSITY LECTURERS IN SOUTH AFRICA

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

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

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

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

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

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

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

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

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

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

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

(NCHE, 1996:81)

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

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

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

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

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

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

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

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

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

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

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

“ The universities as a specific sphere of societal relationships have reciprocal functions and maintain numerous relations with each other. There is harmonious equilibrium between the university and the interested and broader spheres of societal relationships.”

(Department of National Education, 1974:75).

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

“Universities throughout the world have to adapt themselves to the community which they serve and they have to comply with the needs of the community to the best of their ability.”

(Van der Merwe and Welsh, 1977:2).

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

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

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

“ ... in many parts of the Higher Education system teaching, learning and research practices and policies favour academic insularity and inhibit the contribution that Higher Education can make to local, regional and national development needs in South Africa.”

(RSA, 1997:85).

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

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

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

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

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

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

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

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

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

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

4.7 THE DEVELOPMENT OF HUMAN RESOURCES AT UNIVERSITIES IN SOUTH AFRICA

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

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

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

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

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

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

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

consequently be expected to be exposed to quality INSET.

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

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

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

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

Consequently, the provision of INSET programmes for university lecturers as key strategy for human resource development can go a long way in sustaining the reconstruction and development of South Africa. This is crucial when one considers that the country's projected requirements regarding resources would rise by 3,3% to an expected shortage of 228 000 skilled people at the beginning of the new millennium

(Barker, 1995:140). Within the context of rapid changes in the workplace, great demands are being made for the provision of relevant education and training. In educational organisations, lifelong education and continuing training of human resources are of the utmost importance in order to keep abreast with new knowledge and technologies (Pretorius, 1998:3; see also, Genis, 1997:7). This is true for universities as it is for commerce and industry.

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

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

cultural and intellectual life of society ”

(African National Congress, 1995:127).

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

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

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

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

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

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

4.8 QUALITY ASSURANCE AND INSET OF LECTURERS IN SOUTH AFRICAN UNIVERSITIES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1995:10) contends that:

“ A course of education will only be good as the quality of teachers contributing to it.”

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

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

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

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

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

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

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

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

“... to articulate theories and principles without a strong base in practice is largely an exercise in wishful thinking.”

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

4.9 THE CURRENT PRACTICE OF INSET IN SOUTH AFRICAN UNIVERSITIES

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

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

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

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

faculties

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

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

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

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

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

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

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

institutions in Western Australia and the Free State province.

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

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

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

Another example of INSET efforts directed at lecturers can be found at the Qwa-Qwa campus of the University of the North (UNIQWA). Details of INSET activities are listed in the following website: [http://www.uniqwa.ac.za/educational advancement](http://www.uniqwa.ac.za/educational%20advancement). The CEA is the main unit of the university to direct the implementation of the university policies relating to the INSET of lecturers. The main function of the centre is to initiate and implement teaching

development activities for the benefit of lecturers.

The following are the specific objectives of the centre:

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

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

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

- Presentations at conferences.

4.6 CONCLUSION

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

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

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

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

Welsh and Savage (1977:143) conclude that:

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

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

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

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

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

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

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

CHAPTER FIVE

DATA GATHERING PROCEDURES FOR THE EMPIRICAL INVESTIGATION

5.1 INTRODUCTION AND RESEARCH DESIGN EMPLOYED

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

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

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

5.2 SAMPLING

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

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

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

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

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

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

5.2.1 CHOICE OF LOCALES

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

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

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

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

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

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

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

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

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

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

5.3 INSTRUMENTS USED

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

5.3.1 THE QUESTIONNAIRES

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

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

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

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

state that the questionnaire is important because:

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

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

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

5.3.1.1 CONSTRUCTION OF THE QUESTIONNAIRE

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

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

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

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

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

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

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

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

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

“ ... any revealing document that intentionally or unintentionally yields

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

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

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

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

5.3.1.2 THE PILOT STUDY

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

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

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

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

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

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

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

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

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

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

5.3.1.3 THE ADMINISTRATION OF THE QUESTIONNAIRES

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

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

5.3.1.4 THE CONTROL OF QUESTIONNAIRES DESPATCH AND RETURN

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

5.3.1.5 MAILED QUESTIONNAIRES

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

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

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

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

5.3.2 THE INTERVIEWS

5.3.2.1 INTRODUCTION

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

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

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

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

However, the researcher acknowledges that interviews may:

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

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

5.3.2.2 CONSTRUCTING AND ADMINISTERING THE INTERVIEW SCHEDULES

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

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

5.3.2.2.1 STRUCTURED INTERVIEW SCHEDULE ADMINISTERED TO UNIVERSITY LECTURERS IN SOUTH AFRICA

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

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

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

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

“ ... the finding and systematizing of forms of thoughts in terms of which people interpret significant aspects of reality.”

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

5.3.2.2.2 INTERVIEWS CONDUCTED AT CURTIN UNIVERSITY OF TECHNOLOGY IN WESTERN AUSTRALIA

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

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

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

“The Context in which Professional Development for Academics are provided in South African Universities.”

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

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

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

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

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

Huysamen (1994:144) states that:

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

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

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

5.3.2.3 RECORDING INTERVIEWS

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

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

5.3.3 PARTICIPANT OBSERVATION

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

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

5.3.4 CONCLUSION

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

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

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

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

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

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.

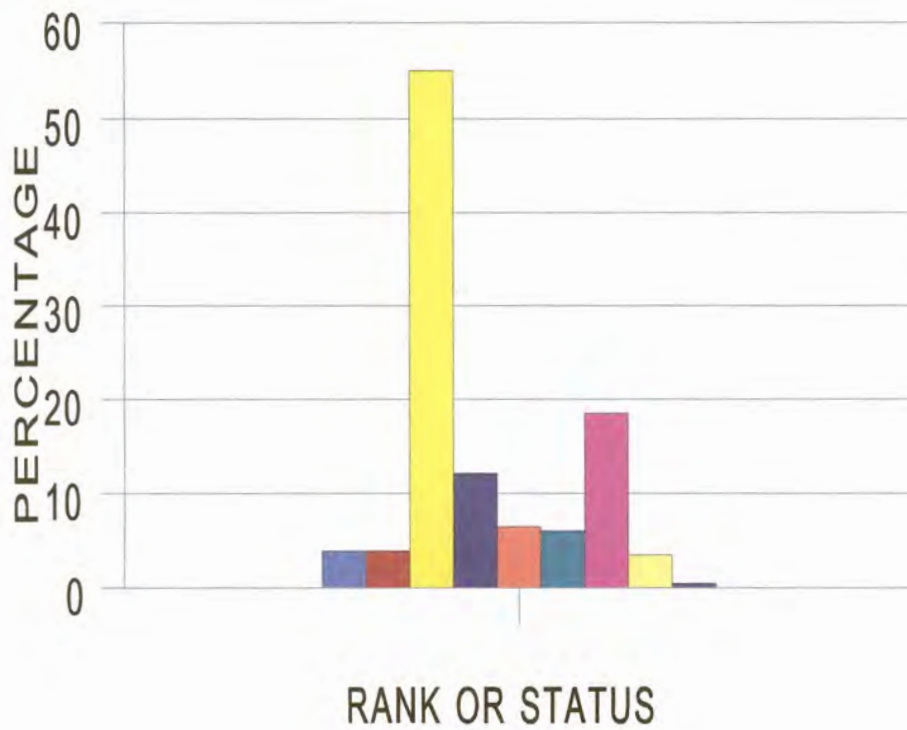
6.2 BIOGRAPHICAL INFORMATION

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

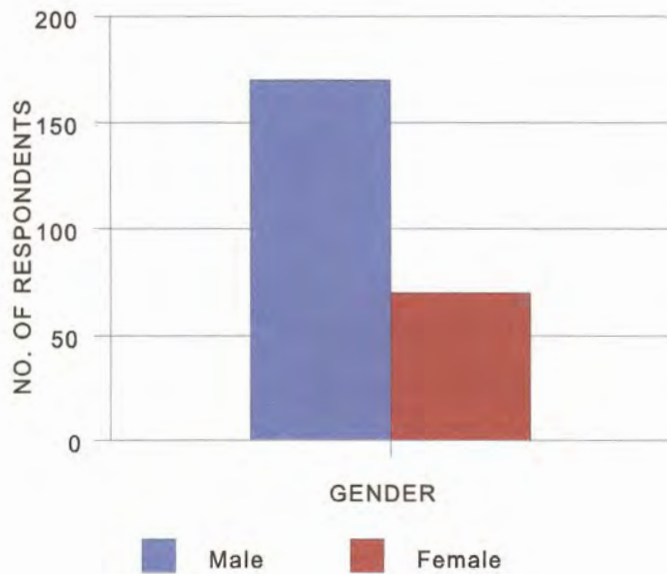
Frequency missing = 148

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:

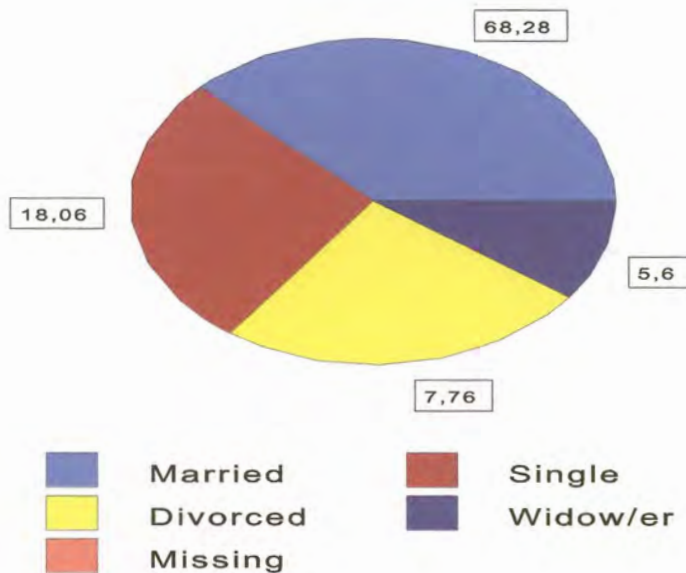
“... the multiplier effect of women education is high, as educated women (through their actions within the family and the improved skills and status that Education confers) are better able to complement the work of the school in the task of educating and in raising the quality of family and societal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



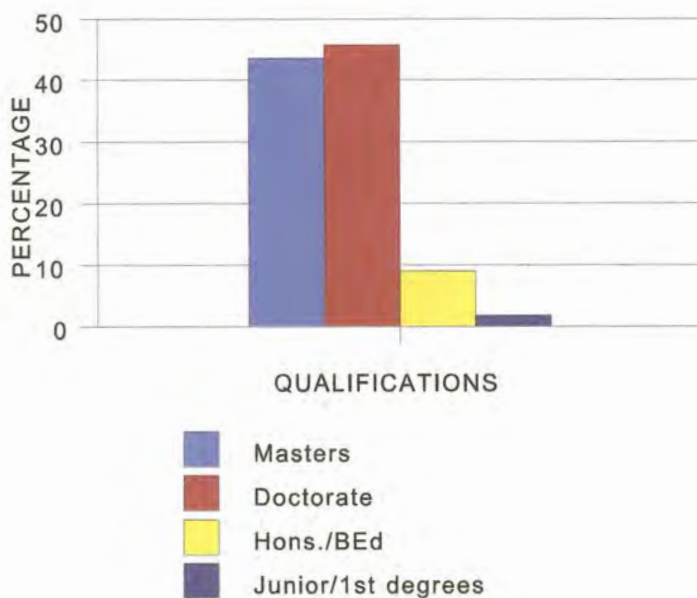
Two-thirds of the respondents are married. This suggests that INSET organisers have to schedule programmes at times which are convenient for lecturers who have family responsibilities. Facilitators of INSET also need to structure the learning activities in such a way that the lecturers' valuable time 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

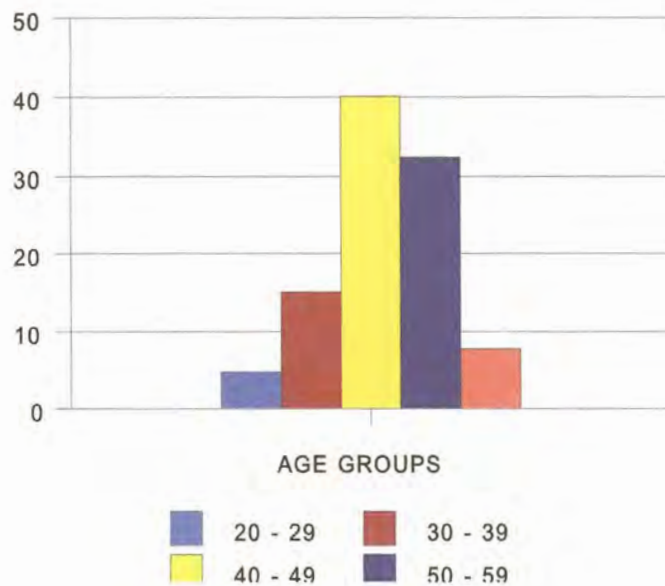
1.	African Languages
2.	Architecture, Planning and Housing
3.	Astronomy
4.	Curriculum Studies
5.	Dentistry
6.	Economic Sciences - Economic Section
7.	Educational Management and Leadership
8.	European Languages
9.	Geography
10.	Human Anatomy
11.	Language Methodology
12.	Law
13.	Marketing
14.	Mathematics, 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

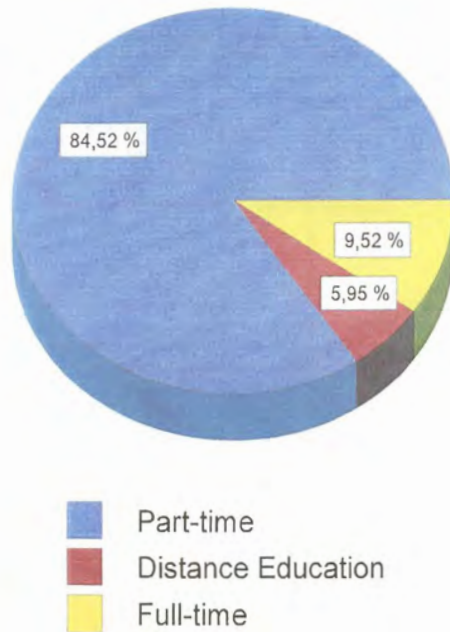
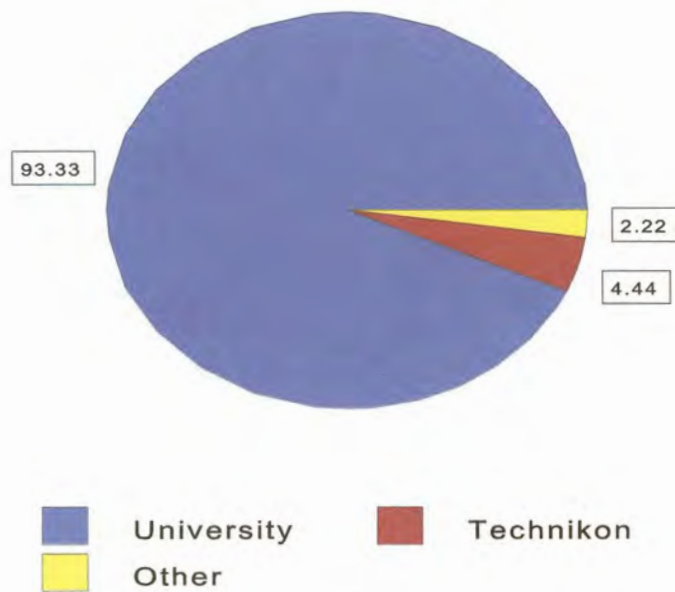


FIGURE 6.8 SHOWING INSTITUTIONS IN WHICH RESPONDENTS ARE IMPROVING THEIR QUALIFICATIONS



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.

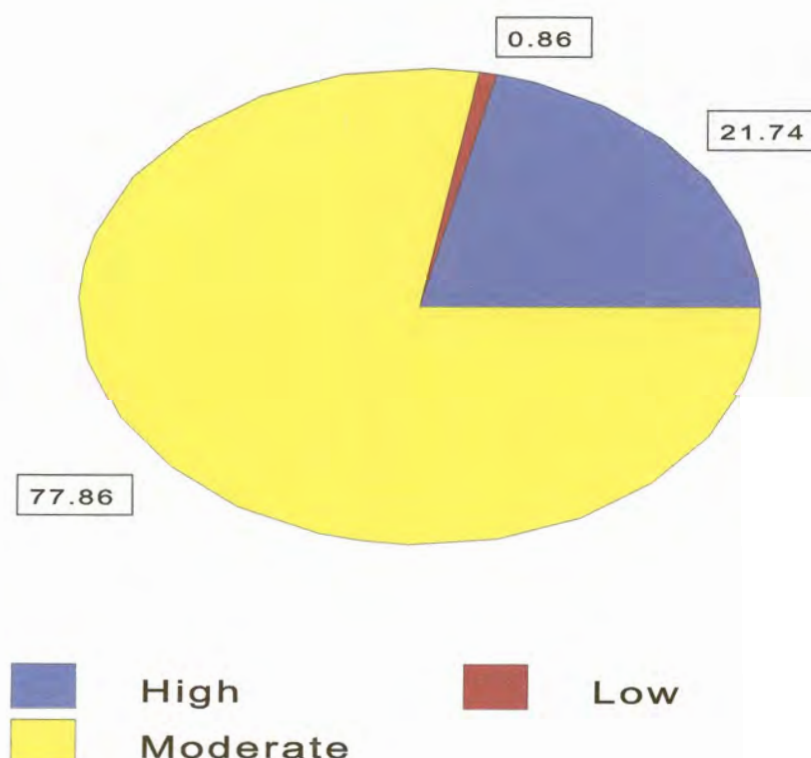
According to Startup (1979:52), the lecturer-student relationship is such that interests can be aligned. For example, it is in the interest of both that the student acquires knowledge. In addition, interests may be divergent. For example, it is in the interest of the student to obtain a good degree,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

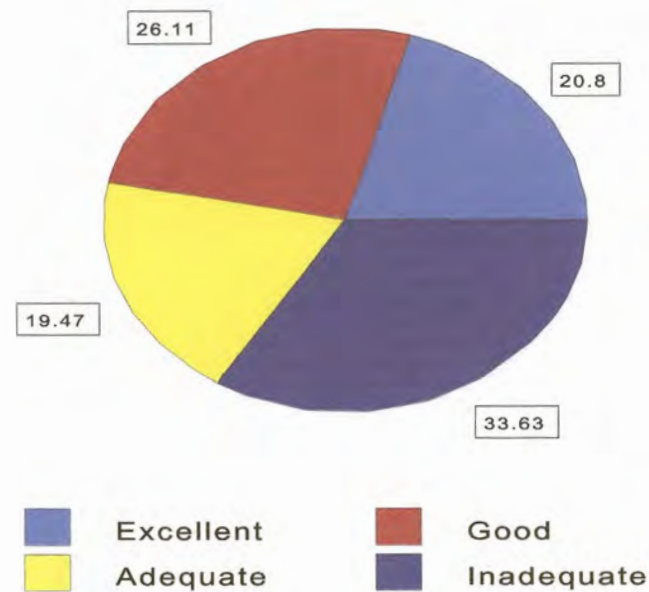
As Henschke (1998:12) aptly states:

“... 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.

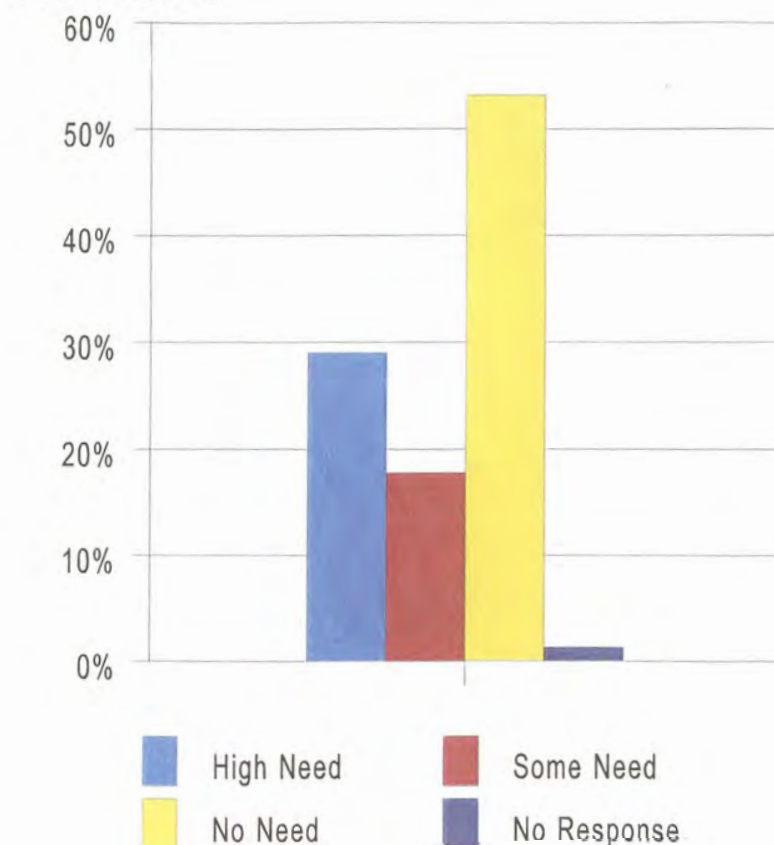
6.4.2.5 TEACHING AND LEARNING TECHNIQUES

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

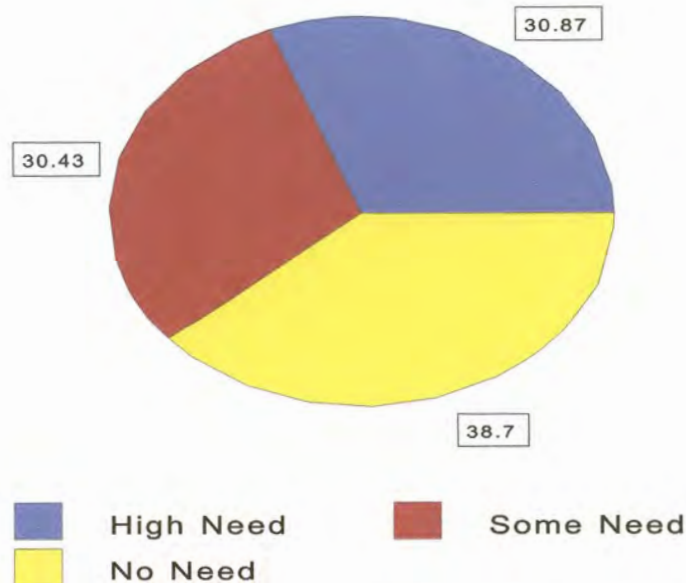
The fourth, fifth and sixth identified needs are closely related to the need for multi-cultural teaching methods. In addition, in terms of priority, the percentage between them is so insignificant that they will be analysed and interpreted together. Just as it is the case with the need for guidance about 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).

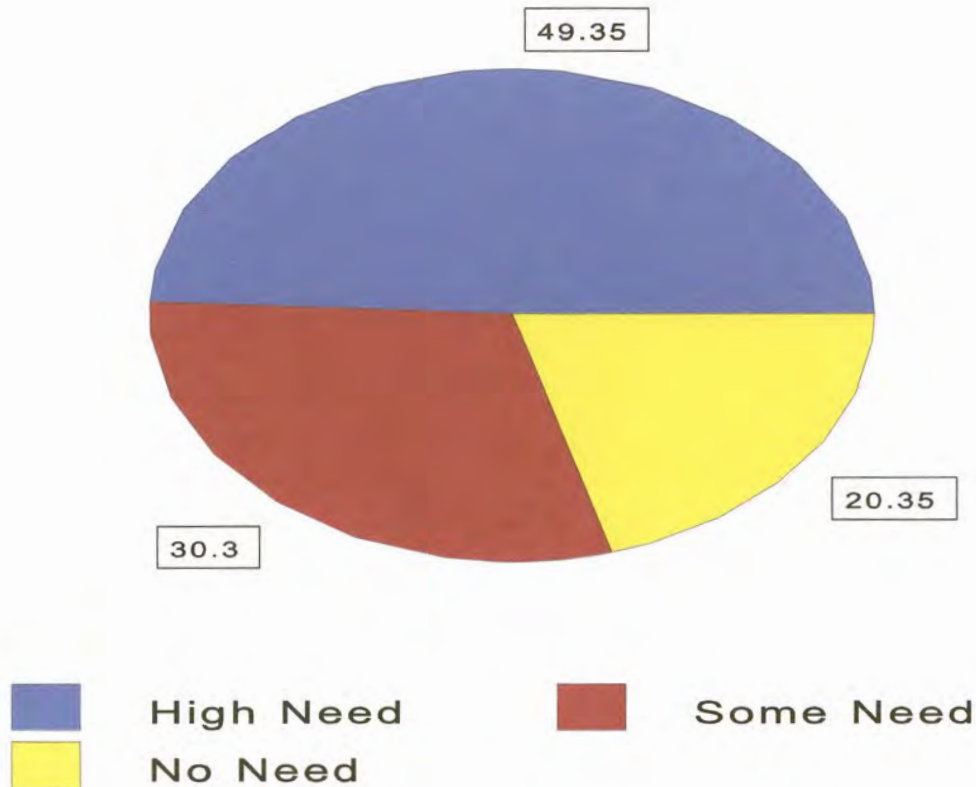
It is clear that lecturers can assist and enhance motivated learning if they in turn are supported. INSET can lend this much needed guidance by including appropriate teaching strategies, methods and techniques. The andragogical model predicates that the more potent motivators are internal. Therefore, 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 harzadous 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

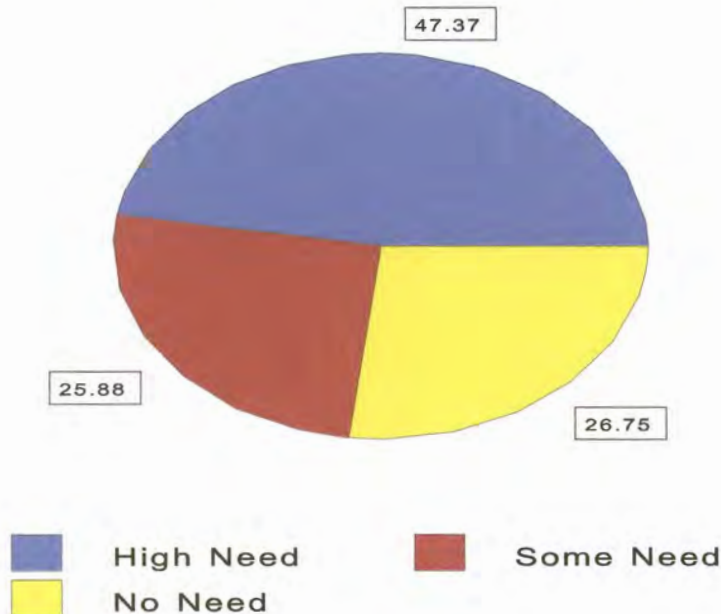
Lecturers were urged to allocate a rating for themselves with regard to the level of guidance they need in research. How they rated themselves on the level of guidance they needed is depicted in the pie-graphs, Figures 6.14, 6.15 and 6.16 as well as Table 6.18. The results of the needs were rank-ordered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



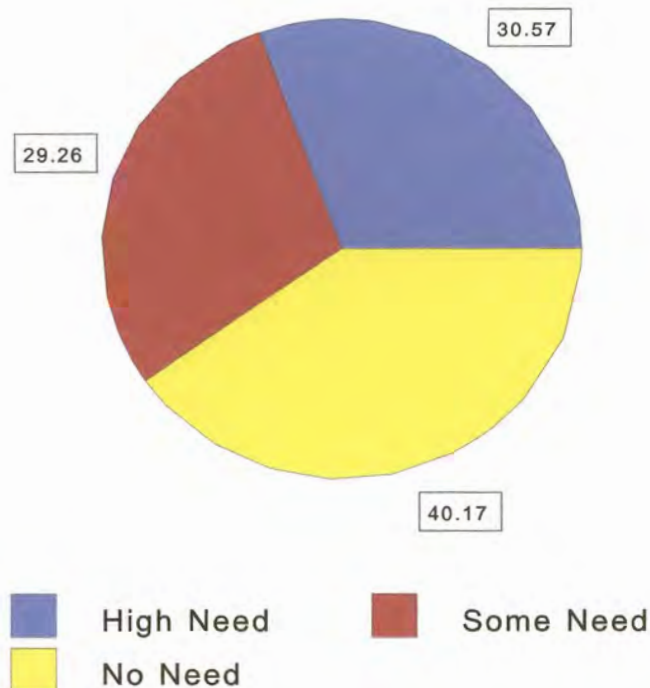
The above information is rather surprising when one considers that most lecturers who participated in the study have acquired academic qualifications which are above Honours degree level. It was not within the scope of this study to find out whether a dissertation or thesis were pre-requisites for the 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

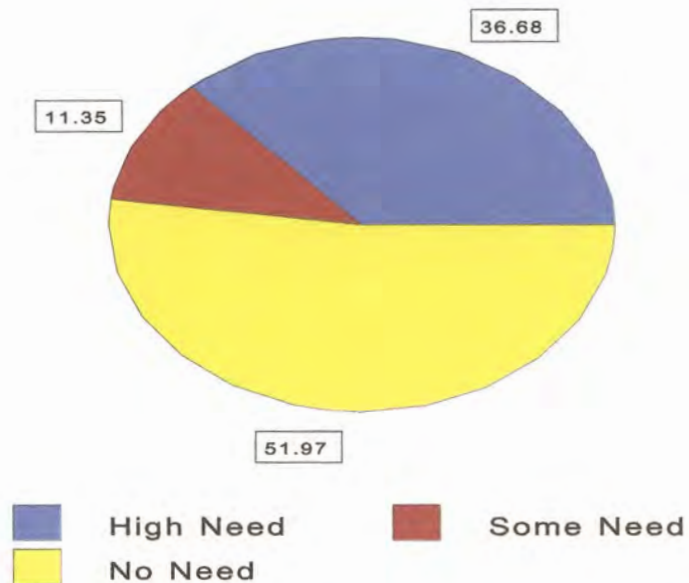


59,83% of the respondents felt a need for being helped in connection with upgrading their technical skills such as computer literacy. Almost half of these lecturers expressed a high need for support concerning the upgrading of the skills.

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.

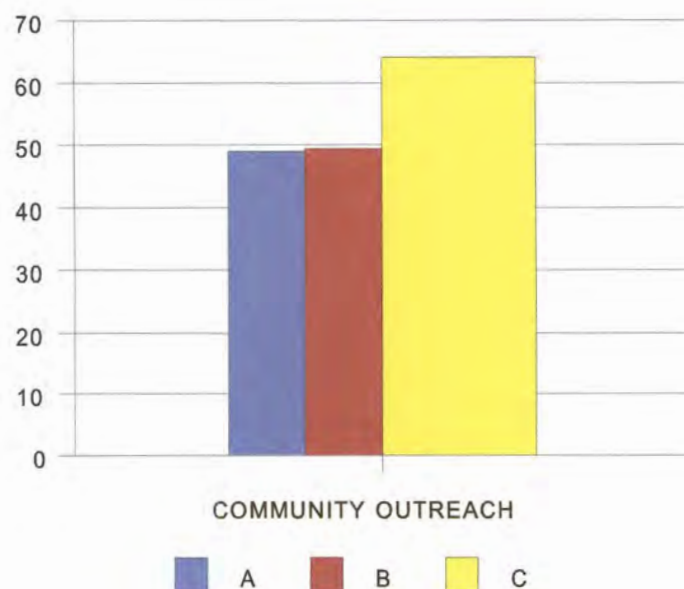
6.4.3.5.2 SUMMARY OF THE RESEARCH NEEDS EXPRESSED BY HEADS OF DEPARTMENTS OR SCHOOLS IN THE OPEN-ENDED QUESTIONS AND INTERVIEWS

- 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.

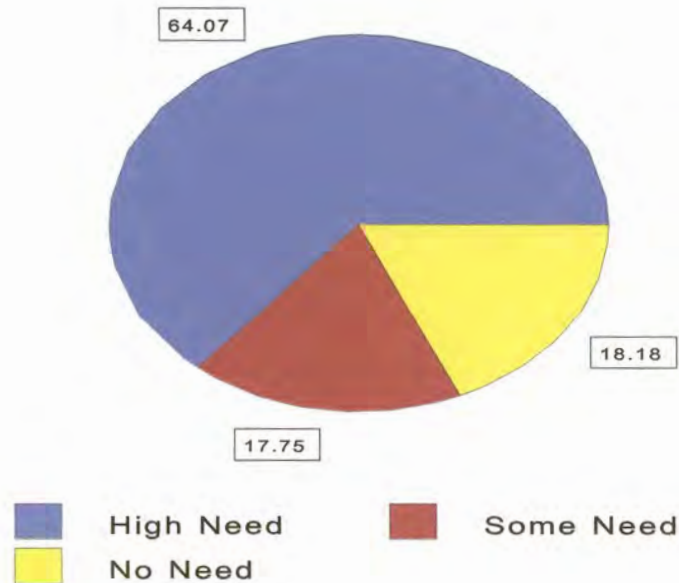
6.4.4.1 CONDUCTING NEEDS ANALYSES TO DETERMINE COMMUNITY NEEDS

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



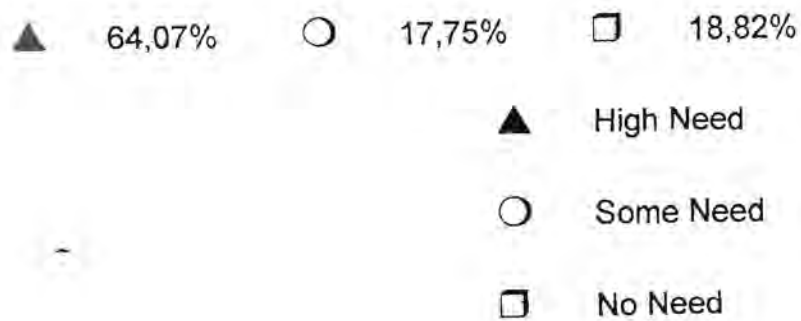
Given the fact lecturers expressed a need for being guided on how to conduct community needs assessment, it is understandable that they would be expected to be supported on the development, implementation and evaluation of such programmes. According to Mc Laughlin (1991:87), the success of developing 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

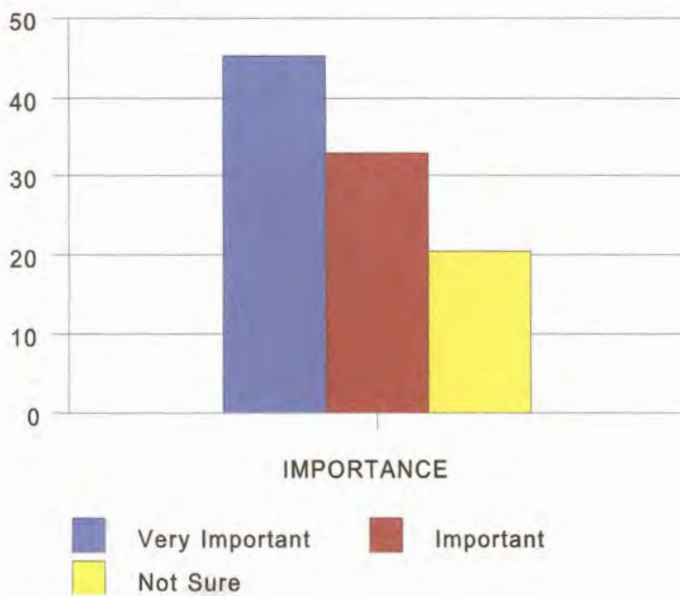
6.4.5.1 INTRODUCTION

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

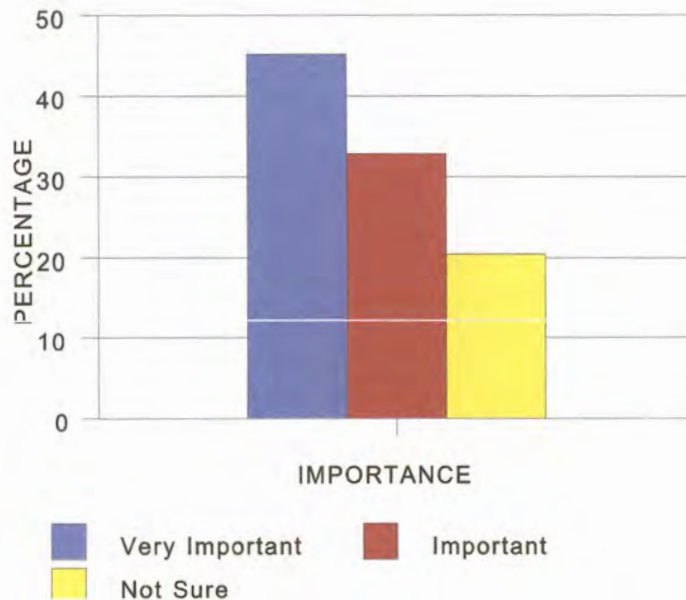


The bar-graph shows that the vast majority of academics consider formal, award bearing INSET to be important.

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.

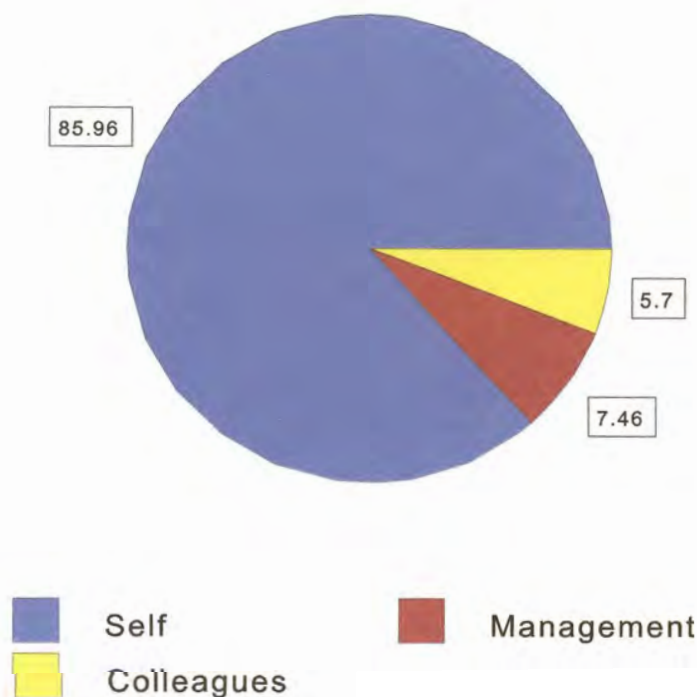
It is very difficult to make a meaningful conclusion about this finding. One of the contributing reasons for this difficulty is the fact that consultations among lecturers are confidential and personal (Foster and Roe, 1979:26). The other reason is that lecturers do not warmly attend one another=s lectures. 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

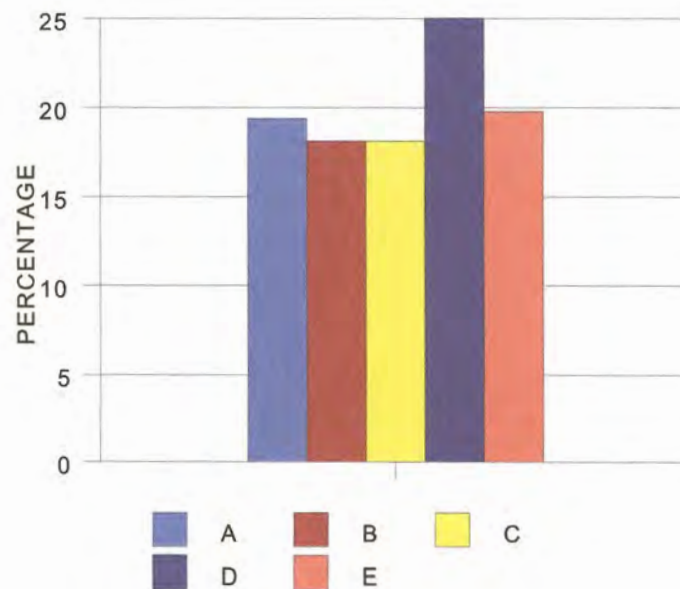
6.4.5.6 RELEASE TIME FOR INSET

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)

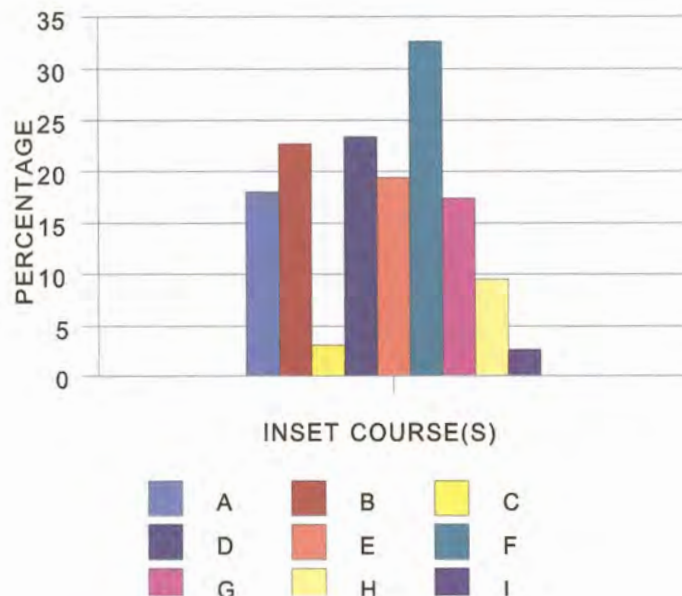
Lecturers were asked to rank in order of preference the kind of INSET course(s) they would like to attend. The ranking order is reflected in Table 6.24:

- 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:

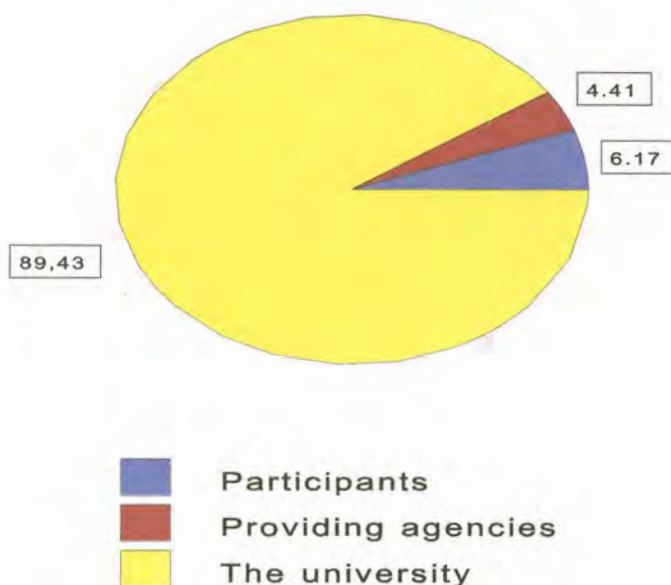
” ... monitor growth in the intellectual capital of the firm. In an uncanny way, leaders become keepers of the flame of the organizational equivalent of lifelong learning”.

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.

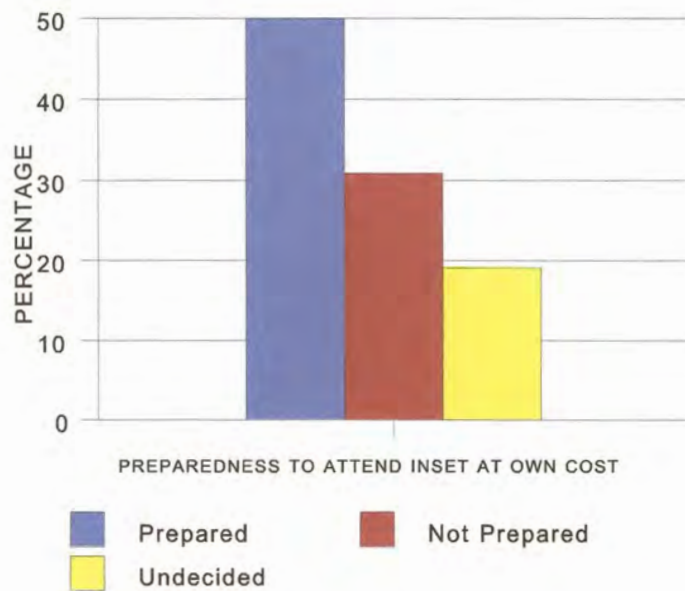
It is interesting to note that only 50% of the lecturers surveyed would be prepared to attend INSET activities at their own costs. In this connection, Bagwandeem (1991:518) concludes that the provision of INSET is the distinct responsibility of the employer body. University authorities should pay special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

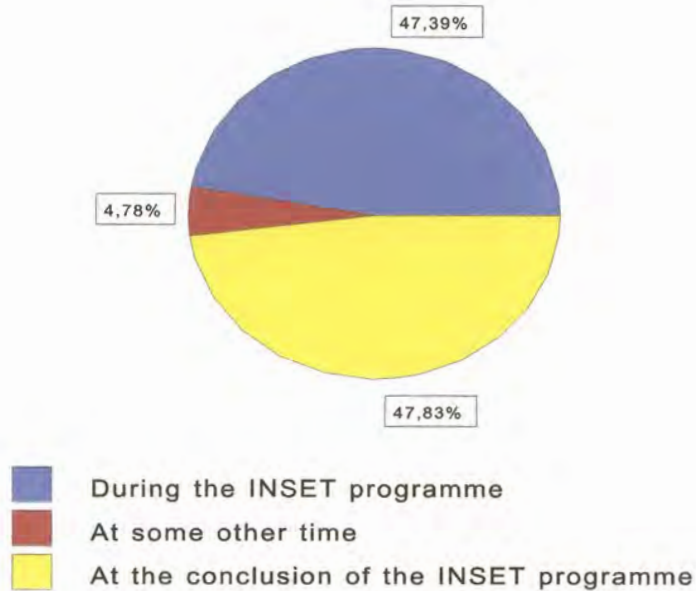
FIGURE 6.26 THE RESPONSES TO LECTURERS' PREPAREDNESS TO ATTENDING INSET ACTIVITIES AT THEIR OWN COSTS



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.

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IN-SERVICE EDUCATION AND TRAINING (INSET) OF UNIVERSITY LECTURERS

Questionnaire number

VI 1-3

Please answer all questions

Supply your answer by **circling** an appropriate number in a shaded area or by writing on shaded block

SECTION A: PERSONAL PARTICULARS

1. Please describe your position, rank or status.

1. Tutor	1
2. Junior Lecturer	2
3. Lecturer	3
4. Senior Lecturer	4
5. Associate Professor	5
6. Head of Department / School / Unit	6
7. Professor	7
8. Vice / Deputy Dean	8
9. Dean	9
10. Other (Specify)	

V2 4
 V3 5
 V4 6
 V5 7
 V6 8
 V7 9
 V8 10
 V9 11
 V10 12
 V11 13-14

2. What is your age in completed years ?

--

V12 15-16

3. What is your gender ?

Male 1 Female 2

V13 17

4. What is your marital status ? (Choose one answer only)

Single	Married	Widow / er	Divorced
1	2	3	4

V14 18



IN-SERVICE EDUCATION AND TRAINING (INSET) OF UNIVERSITY LECTURERS

Questionnaire number

V1 1-3

Please answer all questions

Supply your answer by **circling** an appropriate number in a **shaded** area or by writing on **shaded** block

SECTION A: PERSONAL PARTICULARS

1. Please describe your position, rank or status.

1. Tutor	1
2. Junior Lecturer	2
3. Lecturer	3
4. Senior Lecturer	4
5. Associate Professor	5
6. Head of Department / School / Unit	6
7. Professor	7
8. Vice / Deputy Dean	8
9. Dean	9
10. Other (Specify)	

V2 4
 V3 5
 V4 6
 V5 7
 V6 8
 V7 9
 V8 10
 V9 11
 V10 12
 V11 13-14

2. What is your age in completed years ?

--

V12 15-16

3. What is your gender ?

Male **1** Female **2**

V13 17

4. What is your marital status ? (Choose **one** answer only)

Single	Married	Widow / er	Divorced
1	2	3	4

V14 18

5. What is your actual teaching experience at university in years ?

0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	25 +
1	2	3	4	5	6



6. What is the name of your University ?

V16 20-21

7. What is the name of your Faculty ?

V17 22-23

8. What is the name of your Department / School ?

V18 24-25

9. What is the nature of appointment ?

Permanent	Temporary	Part - time	Contractual
1	2	3	4

V19 26

10. Qualifications

10.1. What is your highest Academic Qualification ?

V20 27-28

10.2. What is your Highest Professional Qualification ?

V21 29-30

11. Are you currently studying to improve your academic / professional qualifications ?

Yes 1 No 2

V22 31

11.1 If your answer is **yes** to *Question 11*, please indicate below :

11.1.1 Degree / Diploma / Certificate / Course / etc.

V23 32-33

11.1.2 Duration of Degree / Diploma / Certificate / Course

--



V24 34-35

11.1.3 Institution at which you are studying

University	Technicon	Other (State)
1	2	

V25 36

12. Are you studying?

Full-time	Part-time	Distance Education
1	2	3

V26 37

13. Indicate the course(s) / subject(s) / module(s) you are responsible for :

1	
2	
3	
4	
5	

V27 38-39

V28 40-41

V29 42-43

V30 44-45

V31 46-47

14. If you are continuing your formal qualifications...

14.1. Is(Are) the course(s) / subject(s) / module(s) which you lecture related to what you are studying?

Yes	1	No	2
-----	---	----	---

V32 48

14.2. If you are continuing your formal qualifications and the course(s) / subject(s) / module(s) which you lecture is (are) not related to the course which you are studying explain briefly your choice of study:

--

V33 49-50

15. With respect to your university...



15.1 Indicate the total number of lecturing staff.

0-100	101-500	501-1000	1001-1100	1101-2000	2000+
1	2	3	4	5	6

V34 51

15.2 Indicate the total number of lecturing staff in your faculty

Less than 10	10 - 15	16 - 20	More than 20

V35 52

15. How would you rate yourself at present on a scale of 1 to 5 on the following items ?
Note that the rating scale is provided

16.1. Professional competencies

Rating scale
Low Moderate High
1 2 3 4 5

1. Knowledge and understanding of subject matter.	1	2	3	4	5	V36	<input type="checkbox"/>	53
2. Understanding the major objectives and outcome of the teaching field of my subject.	1	2	3	4	5	V37	<input type="checkbox"/>	54
3. Possess a broad grasp of my subject and related fields.	1	2	3	4	5	V38	<input type="checkbox"/>	55
4. Have a good knowledge of the programme or course goals.	1	2	3	4	5	V39	<input type="checkbox"/>	56
5. Possess ability to organise the lecture room for learning and priorities of my role function.	1	2	3	4	5	V40	<input type="checkbox"/>	57
6. Seek to enrich the learning environment of my students by supplementing materials and experiences whenever needed or appropriate.	1	2	3	4	5	V41	<input type="checkbox"/>	58

16.2. Effectiveness of interaction between lecturer and student

1. I have made a conscious effort to learn more about each of my students	1	2	3	4	5	V42	<input type="checkbox"/>	59
2. I have given students a range of experiences to help them to learn	1	2	3	4	5	V43	<input type="checkbox"/>	60
3. I make an effort to involve students in planning when appropriate	1	2	3	4	5	V44	<input type="checkbox"/>	61
4. I treat each of my students in terms of his / her uniqueness	1	2	3	4	5	V45	<input type="checkbox"/>	62
5. I am positive in my attitude and approach when interacting with students	1	2	3	4	5	V46	<input type="checkbox"/>	63

16.3. In-service Education and Training (INSET)

1. I am committed to the advancement of education	1	2	3	4	5	V47	<input type="checkbox"/>	64
2. I am always making an effort to improve my teaching performance	1	2	3	4	5	V48	<input type="checkbox"/>	65
3. I am always making an effort to improve my research performance	1	2	3	4	5	V49	<input type="checkbox"/>	66
4. I am always making an effort to improve my community outreach service	1	2	3	4	5	V50	<input type="checkbox"/>	67
5. I participate in independent professional reading	1	2	3	4	5	V51	<input type="checkbox"/>	68



SECTION B: INSET NEEDS FOR LECTURERS

1. In your role as lecturer, how important do you consider formal, award bearing INSET?

Very important	Important	Not important	Not sure
1	2	3	4

V52 69

2. In your role as lecturer, how important do you consider non-formal, non-award bearing INSET?

Very important	Important	Not important	Not sure
1	2	3	4

V53 70

3. Do you discuss INSET needs with colleagues?

Never	Rarely	Sometimes	Often	Very frequently
1	2	3	4	5

V54 71

4. How are your INSET needs mainly determined in your university?

Self	Colleagues	Management	Other (specify)
1	2	3	

V55 72

5. Does your university provide INSET programmes for university lecturers ?

Yes	1	No	2
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V56 73

6. If yes, how would you describe the provision of the programmes ?

More than adequate	Adequate	Less than adequate
1	2	3

V57 74

7. Do you think the university authorities should allow for release time for INSET?

Yes	1	No	2
-----	---	----	---

V58 75

8. If release time for INSET was available, which of the following would you prefer ?

1. A single block of one term or longer?	1
2. A series of one month block?	2
3. One day release?	3
4. One day release and short blocks?	4
5. Full time study leave with pay?	5

V59 76

V60 77

V61 78

V62 79

V63 80



9. Rank your reasons for INSET from 1 - 5 where 1 is the lowest and 5 is the high

1. Career promotion	
2. Keep abreast with developments in your subject	
3. Improve competency in research	
4. Improve competency in teaching	
5. Improve competency in community outreach activities	

V64	<input type="text"/>	81
V65	<input type="text"/>	82
V66	<input type="text"/>	83
V67	<input type="text"/>	84
V68	<input type="text"/>	85

10. How would you rate the pass rate of the students you teach?

Excellent	Good	Adequate	Inadequate	Grossly inadequate
1	2	3	4	5

V69	<input type="text"/>	86
-----	----------------------	----

11. What kind of INSET course(s) would you prefer? Rank your preference from 1 - 9 where 1 is the lowest and 9 is the highest.

1. A prescribed course of study over a period of time, say one term, full time.	
2. A one day course with an outside facilitator	
3. Courses of more than one day up to a week or so	
4. The pursuit by your own study research of a topic of your own choice- self directed for personal development	
5. Distance Education courses for Improved Qualifications	
6. Work within a group of lectures / seminars / workshops on a problem of professional interest. e.g. writing research articles for the purpose of publication.	
7. INSET course(s) facilitated by an outside facilitator.	
8. INSET courses that are mainly offered during working hours.	
9. INSET courses that are mainly offered after working hours.	

V70	<input type="text"/>	87
V71	<input type="text"/>	88
V72	<input type="text"/>	89
V73	<input type="text"/>	90
V74	<input type="text"/>	91
V75	<input type="text"/>	92
V76	<input type="text"/>	93
V77	<input type="text"/>	94
V78	<input type="text"/>	95

12. Which of the following providing agencies would you prefer to conduct INSET programmes? Rank your preference from 1 - 5 where 1 is the lowest and 5 the highest

1. Personnel from your own university	
2. Personnel from other universities	
3. Consultants from outside your university	
4. Personnel from government departments.	
5. Personnel from Non-Governmental Organisations (NGO's)	

V79	<input type="text"/>	96
V80	<input type="text"/>	97
V81	<input type="text"/>	98
V82	<input type="text"/>	99
V83	<input type="text"/>	100

13. In your own view, Should INSET be

Voluntary ?	Mandatory ?
1	2

V84	<input type="text"/>	101
-----	----------------------	-----

14. Do you attend conferences, seminars or workshops voluntarily?

Never	Rarely	Sometimes	Often	Very frequently
1	2	3	4	5

V85	<input type="text"/>	102
-----	----------------------	-----



15. Do you attend conferences, seminars or workshops by instruction?

Never	Rarely	Sometimes	Often	Very frequently
1	2	3	4	5

V86 103

16. When do you think INSET should be mainly offered?

During working hours	After working hours
1	2

V87 104

17. If after working hours, should it be offered

Over weekends?	Afternoons/evenings?	During vacations?
1	2	3

V88 105

18. Does your university have

18.1 A clearly articulated policy document for INSET?

Yes	1	No	2
-----	---	----	---

V89 106

18.2 A person(s) designated for INSET of lecturing staff?

Yes	1	No	2
-----	---	----	---

V90 107

18.3 Suitable accommodation and facilities for INSET?

Yes	1	No	2
-----	---	----	---

V91 108

18.4 Procedure(s) for regular evaluation of INSET programmes?

Yes	1	No	2
-----	---	----	---

V92 109

18.5 Access to outside consultants

Yes	1	No	2
-----	---	----	---

V93 110

18.6 Do you participate in decision making with respect to INSET in your university?

Yes	1	No	2
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V94 111

19. How supportive is your university management staff for INSET programmes?

Very supportive	Occasionally supportive	Never supportive
1	2	3

V95 112



20. Who should pay for INSET activities?

The university	Participants	Providing agencies
1	2	3

V96 113

21. Would you be prepared to attend INSET activities at your own costs?

Yes	No	Undecided
1	2	3

V97 114

22. When should INSET programmes be evaluated?

During the INSET programme	At the conclusion of the programme	At some other time
1	2	3

V98 115

23. Who should evaluate the INSET programmes?

Lecturers	Consultants from outside the university	University staff development unit
1	2	3

V99 116

24. For each item below, circle an appropriate number in a shaded area which best describes the level of guidance you need in your task as lecturer, using the following scale:

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

24.1 RESEARCH

1. Ability to search for and locate literature in your subject area	1	2	3
2. Upgrading your technical skills. Eg. computer literacy	1	2	3
3. Writing proposals for research grants / funding	1	2	3
4. Writing a dissertation / thesis	1	2	3

V100 117

V101 118

V102 119

V103 120

24.2 TEACHING AND LEARNING TECHNIQUES

1. Developing learning / teaching techniques	1	2	3
2. Multi-cultural teaching and training	1	2	3
3. Teaching for transfer of training— ensuring that classroom teaching is appropriate for implementation in the work environment	1	2	3
4. Implementation of theories for teaching and learning in the classroom	1	2	3
5. Use of multiple (integrated) teaching / training methods and techniques	1	2	3
6. Guidance and Counseling techniques for students in need of assistance	1	2	3
7. Motivational techniques for learning	1	2	3
8. Assessment of students' performance	1	2	3
9. Constructing relevant test items	1	2	3
10. Developing opinion, interest and / or attitude questionnaires	1	2	3

V104 121

V105 122

V106 123

V107 124

V108 125

V109 126

V110 127

V111 128

V112 129

V113 130



25.3 COMMUNITY-OUTREACH PROGRAMMES

1. Conducting needs analyses to determine community needs	1	2	3
2. developing, implementing and evaluating relevant community - based programmes	1	2	3
3. Establishing self-help programmes for the community	1	2	3

V114	<input type="text"/>	131
V115	<input type="text"/>	132
V116	<input type="text"/>	133

26. Mention any other needs not previously addressed in this questionnaire regarding :

26.1. Research

1
2
3

V117 134-135

V118 136-137

V119 138-139

26.2 Teaching and Training techniques

1
2
3

V120 140-141

V121 142-143

V122 144-145

26.3 Community service and outreach programmes

1
2
3

V123 146-147

V124 148-149

V125 150-151

Thank you for your co-operation

Please return your completed questionnaire to:

Mr L. E. Mofokeng
P.O. Box 5102
THERONVILLE
9702



Tel. 058 - 3038914

Fax. 058 - 7130180

University of the North (Qwa - Qwa Campus)

Faculty of Education

Department of Educational Management and
Leadership

Private Bag x13

PHUTHADITJHABA

9866

20 March 2000

The Head of Academic Division / Staff Development Unit

University of

Private Bag.....

.....

.....

Dear sir / Madam

**Ph. D research questionnaire on “ In-service Education and Training (INSET) for
university lecturers.**

I am engaged in investigating the In - service education and training (INSET) of university lecturers in South Africa. In order to ensure that the research is representative of a broad spectrum of lecturers, universities have been selected in terms of the random sampling procedure so that all universities had a chance to be included.

Your institution has been selected for inclusion in the study. You are therefore humbly requested to distribute the enclosed questionnaires to all tutors, junior lecturers, lecturers, senior lecturers, associate professors, professors, teaching heads of departments / schools and teaching vice or deputy deans and deans. You are also requested to provide any policy document that may throw some light on INSET activities in your institution.

The responses of the above mentioned academic staff as well as the requested policy documents will enable me to

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

As I am fully aware of your crowded programme, I make a special appeal to you to distribute the enclosed questionnaires and provide me with a copy of INSET policy document(s). The questionnaire responses will be treated with utmost confidentiality and no reference by name will be made to your institution when the research results are reported.

Thanking you in advance for your cooperation

Yours sincerely



L. E. Mofokeng

Tel. 058 - 3038914

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University of the North(Qwa-Qwa Campus)

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Department of Educational Management and

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PHUTHADITJHABA

9866

25 March 2000

Dear colleague

Ph. D research questionnaire on " In-service Education and Training (INSET) for university lecturers."

The head of Academic Division or Staff Development Unit in your institution is aware that I am involved with investigating the In- service Education and Training (INSET) of university lecturers. This investigation forms part of my study for Ph. D degree at the University of Pretoria.

Currently there is an increasing awareness for improved INSET programmes for university lecturers all over the world. University lecturers are faced with the challenge of renewing, expanding and consolidating their professional knowledge and skills. This becomes patently clear when it is realised that rapid and continuing change is taking place as a consequence of innovations from outside the university system and the demands imposed by national interests as well as those emanating from educational research and development.

Consequently, I would like to research the possible INSET needs of lecturers in our universities. To this end, I am sending a questionnaire to selected universities. The opinions of lecturers (that is, tutors, junior lecturers, lecturers, senior lecturers, associate professors, professors, teaching

heads of departments / schools as well as teaching deans / vice deans) will be critical in informing this research. Your responses will enable me to

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

INSET has been defined in various ways. However, in this particular research, INSET is regarded as everything that happens to the lecturers from the day they are appointed until they retire which contributes directly or indirectly to the way in which they execute their professional duties (Henderson, 1977 : 163).

As I am fully aware of your tight schedule, I make a special appeal to you to fill in the attached questionnaire fully. The questionnaire is completely anonymous. Personal details required are integral to the research and affect the special circumstances of lecturers such as the following categories:

- women lecturers because they have special requirements in terms of the course timing and attendance.
- young or beginning lecturers because they differ from experienced lecturers with regard to needs.

Thank you for your cooperation

Sincerely yours



LE Mofokeng (Mr)

GLOSSARY OF TERMS USED IN THE QUESTIONNAIRE

- Release time** : The time during which a lecturer is deemed to be on duty and on full pay.
- Job-related** : Relevant to but not necessarily involved with your role function.
- Consultant** : Person with expertise in a specified body of knowledge outside of your institution generally.
- INSET** : In-service Education and Training-activities that include courses and programmes for continuing education and professional development of lecturers.
- Lecturer** : Tutors / junior lecturers / senior lecturers / associate professors / professors / teaching heads of departments or schools / teaching vice or deputy deans and deans.
- Award-bearing course:** A course or programme of studies which results in a formal certificated qualification. e.g. certificate, diploma or degree.
- Management team** : those personnel involved in administration. E.g. head of department or school, executive director, registrar, head of staff development unit, rector.
- Community-service** : Programmes linked to higher education which involve participants in activities designed to deliver social benefit to a particular community and which teach the participants to work jointly towards the achievement of the common goal. Participation in community-service usually involves a degree of personal sacrifice in terms of time, remuneration and convenience.

QUESTIONNAIRE FOR CURTIN UNIVERSITY OF TECHNOLOGY ACADEMICS

The context in which Professional Development Programmes (PDPs) in a developing country (South Africa) has been outlined for you in this seminar. The aim of the presentation was to :

- Outline the current provision and delivery systems of PDP for academics in South Africa.
- Provide information on the management or supervision of Professional Development courses and related activities in South African universities.

Given the background concerning the provision of PDPs in the developing country as well as tapping from your expertise and experience as an academic in the developed country, what would you regard as the priority needs of South African academics if they were to perform their tasks more effectively and efficiently in the following categories?

Teaching tasks

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Research tasks

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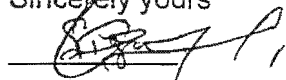
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Please note that this questionnaire is completely anonymous and that all responses will be treated with utmost confidentiality. Thank you for your time and co-operation.

Sincerely yours



LE Mofokeng

T&L@C Seminar Series - Semester 2, 2000

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72	Siti	Zuhro	SOLIE			postgrad	colleague



INTERVIEW SCHEDULE FOR UNIVERSITY LECTURERS IN SOUTH AFRICA

I am investigating the In-Service education and Training (INSET) of university lecturers in South Africa. This research forms part of study for Ph.D degree at the university of Pretoria. I would like to have your honest views about INSET and commit myself to treating the information which you will provide with utmost confidentiality. Could you please respond to the following questions:

1. How is INSET provided in your university, that is, is it formal or informal or both?
2. How would you like to be assisted with your teaching functions?
3. How would you like to be assisted with your research functions?
4. How would you like to be assisted with your community-service functions?
5. In general, what would you like the university management to do in order to facilitate your professional development?
6. Analysing the current design, planning, implementation and evaluation of INSET activities in your university, which things would you like to be done differently in future?
7. Would you like to comment on anything regarding your own professional development?



From: Mr L E Letsie <letsie@uniquwa.ac.za>
To: murray@muresk.curtin.edu.au <murray@muresk.curtin.edu.au>
Date: 29 June 2000 10:55
Subject: STUDY VISIT

Telephone : (058) 3038914 P.O. Box 5102

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BETHLEHEM

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SOUTH AFRICA

19 June 2000

Prof. Murray Mc Gregor

Director Muresk Institute of Agriculture

Professor of Agribusiness

Northam 6401

Western Australia

Fax (08) 96901500

Mobile

Dear sir,

REQUEST FOR SUPPORT DURING STUDY VISIT IN AUSTRALIA

I am a lecturer at the University of the North (Qwa-Qwa Campus) employed in the School of Educational Management and Leadership. Our university is situated in the North Eastern part of the Free State province, South Africa. Our Campus Principal, Professor O.O. Dipeolu provided me with your particulars and assured me that you could assist me.

I would like to visit Australia at any time which will be convenient for you in July 2000 for a period of a week. Currently there is an increasing awareness for improved In-service Education and Training (INSET) of university lecturers in South Africa. The rapid and continuing change which is taking place as a consequence of innovations from outside our



university system and the demands imposed by national interests as well as those emanating from educational research and development have particular challenges for academic staff. As a result of these changes, university lecturers are faced with the challenge of renewing, expanding and consolidating their professional knowledge and skills.

As part of my studies for Ph D degree with the University of Pretoria, I am investigating INSET needs of South African university lecturers. Australia is one of the developed countries which have been selected for inclusion in this study as it is hoped that the programmes that are offered there can significantly enhance the quality of my research. When in Australia, I would like to

- • study the current provision and delivery systems of professional development for academics
- have an idea of the professional needs of academics with regard to teaching, research and community-outreach activities.
- investigate the management or supervision of professional development courses or related activities.

The above information will enable me to make appropriate recommendations for the future design and planning of professional development courses and related activities for both academics and personnel charged with the management or supervisory responsibility these activities.

I have never had an opportunity to visit Australia before. Consequently, I do not have any contacts except you and a few others that our principal has mentioned to me. Being fully thoughtful of your tight schedule, I appeal to you to assist me with the following arrangements :

- organizing and coordinating a one week programme which can assist me to attain the above objectives,
- arranging transport and accommodation facilities for me during my stay in Australia.

If it is possible, I would also like, within this one week, spend a day or two at Griffith University. If it fits your schedule, I would liaise with professor George E. Kearney of the School of Human sciences to make the necessary arrangements.

I have been granted a research grant of about R 20 000, 00 (Twenty thousand rand) by our University Research Grant Senate Committee).

I hope to hear from you very soon so that I can make the necessary traveling arrangements.

I thank you for your time and support

Sincerely yours

Lenka Mofokeng (Mr)



From: Will Christensen <w.christensen@curtin.edu.au>
To: Letsie@uniquwa.ac.za <Letsie@uniquwa.ac.za>
Date: Friday, July 21, 2000 10:02 AM
Subject: Proposed visit

Dear Mr Mofokeng, I have referred your letter to one of my colleagues for her response. I would certainly like to facilitate the project that you have expressed an interest in, but that might not be possible because of staffing movements that will impact upon the Centre for Educational Advancement from August. I will get back to you again shortly in that regard.

I note that you also want to squeeze a visit to Griffith U into your program. Griffith is a very long way from Curtin. You would need to allow a full day's travel time to get from Perth to Brisbane. If your total time in Australia is restricted to a single week, you could find yourself with very little time to get more than a superficial impression of the matters you wish to explore.

I expect to write to you again early next week. In the meantime, all best wishes.

Will Christensen
Deputy Director
Centre for Educational Advancement



From: Jennifer Weir <j.weir@info.curtin.edu.au>
To: Letsie@uniqwa.ac.za <Letsie@uniqwa.ac.za>
Date: Monday, July 24, 2000 10:13 AM
Subject: Visit to Australia

Dear Mr Mofokeng

Dr Will Christensen is very supportive of your visit and asked me to respond to your fax.

I have had a meeting with my colleague A/Prof Alex Radloff to discuss how we could assist you. We feel that your time frame does not really allow a visit to Queensland. It is a full days' trip away from Perth. The second issue is that air travel between Australian cities is very expensive given how huge our country is. We note that you have R15,000 to support your trip. R15,000 is about \$3,700 Australian dollars. Once Rand is converted to dollars things become quite expensive. I am not sure if you know Prof Bojuwoye from your institution. He undertook a similar trip last year and can give you an idea of what is involved in travelling to Queensland, as well as general costs in Australia.

We suggest a program in Western Australia along the following lines:
(3 days)

Curtin (Centre for Educational Advancement) - Meetings with Alex Radloff, Barbara de la Harpe, Tina Kulski, Bob Fox, & Des Thornton to provide general information about their various areas in professional development. In addition you would have access to relevant Uni policy relating to Professional development. You could also attend any professional development workshops that are on offer during the time you are here.

Curtin (Office of Teaching and Learning) - Meetings with Library and Information Staff, Anne Butorac (especially regarding accreditation issues) and Jennifer Weir co-ordinator of the Africa Teaching and Research Group

Curtin (Vice-Chancellory) - Barbara Groombridge (Leadership program) and Colleen Liston, (Director, Quality Office)

Learning Effectiveness Alliance Program project co-ordinators eg. Rob Baker, Ian Lee, and Linda Portsmouth

Office of Research & Development

1 day

Outside visits (University of Western Australia, Murdoch & Edith Cowan University) Visits to their respective staff development units.

1 day

7/24/00

From: Mr L E Letsie <letsie@uniqwa.ac.za>
To: Will Christensen <W.Christensen@curtin.edu.au>
Date: 15 August 2000 12:13
Subject: Re: Visiting fellowship, Centre for Educational Advancement, Curtin University of Technology

Dear prof. Christensen,

Thank you for all the plans that you have already put in place for my visit. I am confirming the following:

1. I will depart from South Africa on the 19 August (Saturday) at 19h15 and arrive in Perth on 20 August (Sunday) at 10h10.
2. I will depart from Perth for South africa on 03 September (Sunday)
3. Please book me at Windsor Lodge where I will do my own cooking.

I apologise for the delay in confirming the dates and times. Since I have already purchased the air ticket, I am now looking forward to meeting you.

Once more, thank you so much for your incredible support.

Lenka Mofokeng

-----Original Message-----

From: Will Christensen <W.Christensen@curtin.edu.au>
To: Letsie@uniqwa.ac.za <Letsie@uniqwa.ac.za>
Cc: Bev Priest <rpriestb@cc.curtin.edu.au>
Date: Thursday, August 10, 2000 5:24 AM
Subject: Visiting fellowship, Centre for Educational Advancement, Curtin University of Technology

>Dear Mr Mofokeng, I am pleased to invite you to Curtin for a two week period
 >in connection with your planned project. The Centre for Educational
 >Advancement will be delighted to have you associated with us as an visiting
 >fellow. We will provide you with an office, telephone, computer facilities
 >and library access during this period, and will assist with your travel to
 >and from the campus. I will ask my secretary to write to you directly with
 >estimated accommodation costs at a place readily accessible to the campus.
 >
 >My staff are looking forward to your visit and have put together a
 >provisional itinerary to help ensure that you derive maximum benefit from
 >the short time you will spend with us.
 >
 >All best wishes
 >
 >Will Christensen



From: Mr L E Letsie <letsie@uniquwa.ac.za>
To: Will Christensen <w.christensen@curtin.edu.au>
Date: 27 July 2000 10:08
Subject: Re: Proposed visit

Dear Dr Christensen

Thank you for the message regarding my visit to Australia. I appreciate your understanding of my request and the efforts you have already made. In the light of Griffith University being quite far away from your institution, I would not mind spending the rest of my stay in and around your place. I also understand your concern that one week will not be enough to accomplish the purpose of the resarch project. I would like to suggest that my schedule can go up to two weeks if it is convenient for the people coordinating my visit.

Once more thank you very much. I am looking forward to hearing from you next week. In the mean time, I have already communicated with Jennifer Weir, the Research Associate to the Deputy Chancellor.

Sincerely yours,

Lenka.

-----Original Message-----

From: Will Christensen <w.christensen@curtin.edu.au>
To: Letsie@uniquwa.ac.za <Letsie@uniquwa.ac.za>
Date: Friday, July 21, 2000 10:02 AM
Subject: Proposed visit

>Dear Mr Mofokeng, I have referred your letter to one of my colleagues for
>her response. I would certainly like to facilitate the project that you
>have expressed an interest in, but that might not be possible because of
>staffing movements that will impact upon the Centre for Educational
>Advancement from August. I will get back to you again shortly in that
>regard:

>
>I note that you also want to squeeze a visit to Griffith U into your
>program. Griffith is a very long way from Curtin. You would need to allow a
>full day's travel time to get from Perth to Brisbane. If your total time in
>Australia is restricted to a single week, you could find yourself with very
>little time to get more than a superficial impression of the matters you
>wish to explore.

>
>I expect to write to you again early next week. In the meantime, all best
>>wishes.

>
>Will Christensen
>Deputy Director

Telephone : (058) 3038914
Fax : (058) 7130156)
Email address : Letsie @ uniqwa. Ac. za

P.O. Box 5102
THERONVILLE
BETHLEHEM
9702
FREE STATE PROVINCE
SOUTH AFRICA
29 May 2000

Prof. Robert Fox
Centre for educational technology
Curtin University of technology
Western Australia
GPO Box u 1987
Fax (08) 92662777
Perth 6845

Dear sir,

REQUEST FOR LOGISTICAL SUPPORT

I am a lecturer at the University of the North (Qwa-Qwa Campus) employed in the School of Educational Management and Leadership. Our university is situated in the North Eastern part of the Free State province, South Africa. Our Campus Principal, Professor O.O. Dipeolu provided me with your particulars and assured me that you could assist me.

I would like to visit Australia and especially your Centre for Educational Advancement any time which will be convenient for you from around 12 June 2000 to around 30 June 2000, that is for a period of about two weeks. Currently there is an increasing awareness for improved In-service Education and Training (INSET) of university lecturers in South Africa. The rapid and continuing change which is taking place as a consequence of innovations from outside our university system and the demands imposed by national interests as well as those emanating from educational research and

development have particular challenges for academic staff. As a result of these changes, university lecturers are faced with the challenge of renewing, expanding and consolidating their professional knowledge and skills.

As part of my studies for a Ph D degree with the University of Pretoria, I am investigating INSET needs of South African university lecturers. Australia is one of the developed countries which have been selected for inclusion in this study as it is hoped that the programmes that are offered there can significantly enhance the quality of my research. When in Australia, I would like to

- study the current provision and delivery systems of formal, non-formal and informal professional development for academics
- have an idea of the professional needs of academics with regard to teaching, research and community-outreach activities.
- investigate the management or supervision of professional development courses or related activities.
- know how quality of professional development programmes is assured.

The above information will enable me to make appropriate recommendations for the future design and planning of professional development courses and related activities for both academics and the personnel charged with the responsibility of managing or supervising these activities.

I have never had an opportunity to visit Australia before. Consequently, I do not have any contacts except you and a few others that our principal has mentioned to me. Being fully thoughtful of your tight schedule, I appeal to you to assist me with the following arrangements :

- organizing and coordinating a two- week programme which can assist me to attain the above objectives,
- arranging transport and accommodation facilities for me during my stay in Australia.

If it is possible, I would also like, within these two weeks to spend a day or two at Griffith University. If it fits your schedule, I would liaise with professor George E. Kearney of the School of Human sciences to make the necessary arrangements.



I have been granted a research grant of about R 25 000, 00 (Twenty five thousand rand) by our University Research Grant Senate Committee).

I hope to hear from you very soon so that I can make the necessary traveling arrangements. Unfortunately, I do not have any e-mail facilities at home because I am presently on study leave and quite a distance from the university campus.

I thank you for your time and support

Sincerely yours

A handwritten signature in black ink, appearing to be 'Lenka Mofokeng', written over a horizontal line.

Lenka Mofokeng (Mr)



UNIVERSITY OF THE NORTH (QWA-QWA)

Research Office
Private Bag X13
9866 Phuthaditjhaba
SOUTH AFRICA

Tel : +27-(0)58-713-0152
Fax : +27-(0)58-713-0152
Mobile tel : +27-(0)83-306-8419
E-mail : luyt@uniqwa.ac.za

18 April 2000

Mr BE Mofokeng
School of Education Research and Methodology

Dear Mr Mofokeng

APPLICATION FOR SENATE RESEARCH GRANT

Your application for a Senate Research Grant has been approved by the Research Executive. The amount of R30 000,00 will be made available to you. The money will be transferred to your account no. (to be allocated).

Please submit (i) all claims against this award, and (ii) a six-monthly progress report to my office.

Yours sincerely

Prof AS Luyt
Director of Research

cc.: Mr N Masulubele

TOPIC	PRESENTER(S)	FORMAT	DATE/TIME VENUE
STRATEGIC PLANNING			
Strategic Plan and Process: Update on implementation of Curtin's new Strategic Plan	Director: Planning Framework Project: Ms Robyn Adams	Lunch information session	October 19 12-2pm OTL meeting room
RESOURCE MANAGEMENT			
Financial Management in a University Environment Modules 5/6 Budgets & Monthly Reports	Ms Piek Oo, Mr John Neilson	Workshops 3 hours each module In collaboration with Curtin Leadership Program	August 17 9-12 noon Sch of Acc Bldg 407:312
Costing	Ms Jocelyn Gan	Workshop	August 31 12-1pm OTL meeting room?
Financial Management in a University Environment Module 8 Overseas Programs.	A/P Jeanette Hacker, Mr Richard Nowak Ms Piek Oo		Sept 21 9-12 noon Sch of Acc Bldg 407:312
Time Management		Workshop	November?
CAREER PLANNING			
Women's career development: Using career stories as a process for examining and developing career moves.	Dr Margaret Ross & Ms Barbara Groombridge	Presentation on themes from project	October
Snakes and ladders, planning your work and career	Ms Vicki Ward	Workshop Curtin Women's Program	Curtin University Club Meeting Room 1
Being taken seriously: Communication skills for women.	Ms Rachel Green	Workshop	August 10 9-4pm Curtin Club
The art of chat	Ms Rachel Green	Workshop	September 14 9-4 Curtin Club



From: Mr L E Letsie <letsie@uniquwa.ac.za>
To: Jennifer Weir <j.weir@info.curtin.edu.au>
Date: Thursday, August 17, 2000 11:41 AM
Subject: Re: program for Mr Mofokeng

Dear Jennifer

Thank you for your e mail. Unfortunately it was not possible for my computer to open the attached programme. I will see the programme on my arrival on Monday. I do not think I will have any problems with the way it has been arranged. I would however appreciate it very much if you could give me an opportunity to make a presentation on "The context of professional development of academics in South Africa."

Thank you so much for your trouble. I am looking forward to meeting you on Monday.

Lenka Mofokeng

-----Original Message-----

From: Jennifer Weir <j.weir@info.curtin.edu.au>
To: letsie@uniquwa.ac.za <letsie@uniquwa.ac.za>
Date: Thursday, August 17, 2000 10:49 AM
Subject: program for Mr Mofokeng

>Dear Lenka

>We have arranged a program for the first week of your visit. You will
>notice that along with meetings with various staff members, it also
>includes some seminars that we thought you may find useful. I hope the
>program is in line with what you would like from your visit. Please let me
>know as soon as possible if you would like to make any changes.

>

>I understand that Will Christensen will be collecting you from the airport.
>I will collect you from the Windsor Lodge in Como on Monday morning at
>about 8.20 am and bring you to the CEA. As I am often very rushed on Monday
>mornings it would probably be a good idea to give me a call at about 8am to
>remind me. My telephone number is
>9368 2768.

>

>I look forward to meeting you on Monday. I hope you have an enjoyable
flight.

>

>Regards

>Jennifer

>

8/17/00



Kirsty Lee,24/8/00 3:19 PM +0800,Module 4B Attendance

Date: Thu, 24 Aug 2000 15:19:53 +0800
From: "Kirsty Lee" <leek@vc.curtin.edu.au>
To: "Kirsty Lee" <LeeK.VCH.VC@vc.curtin.edu.au>
Subject: Module 4B Attendance
Mime-Version: 1.0

Thanks for your attendance at this morning's Module.

If you have not returned your feedback sheets, could you endeavour to get them back as soon as possible, if you do not want to send the hardcopy you can always fill them out via our website here:

<http://www.curtin.edu.au/corporate/leadership/form.html>

and of course all the modules and conversations are listed there as well if you need to look them up at any stage.

Also I would like to sincerely thank Lenka Mofokeng from University of Qwa Qwa, Africa for his attendance at the Module this morning and especially for his valuable feedback.

Kirsty

Kirsty Lee
Program Coordinator
Curtin Leadership and Performance Program
Curtin University of Technology
Box U1987, Perth, 6845
Tel +61 8 9266 3980
Fax +61 8 9266 3952
Email leek@vc.curtin.edu.au
Web <http://www.curtin.edu.au/corporate/leadership>
Networking is both a feminist practice
and a multinational corporate strategy -
weaving is for oppositional cyborgs.
Donna Haraway 1991

Lenka Mofokeng Visit to Curtin University



21 August - 1 September

Time Table

Welcoming Morning Tea	Monday 21 August	10.30am	B105 Level 1 Atrium
Teaching & Learning at Curtin Seminar	Monday 21 August	12 noon to 2.00pm	B105 Level 1 CEA Seminar Room 153
Assoc Prof Alex Radloff	Monday 21 August	2.30pm to 3.30pm	B105 Level.1
Barbara Groombridge	Tuesday 22 August	11.00am to 12 noon	B100 Level 4
Bob Fox	Wednesday 23 August	2.00pm to 3.00pm	B105 Level 1
Des Thornton	Thursday 24 August	9.00am to 10.00am	B105 Level 5
Curtin Leadership Seminar	Thursday 24 August	10.00am to 3.00pm	Curtin Club, Meeting Rm 1
Leith Sly Research Seminar	Friday 25 August	12 noon	B105 Level 1 CEA Seminar Rm 153
Barney Glover, R& D	Monday 28 August	3.30pm to 4.00pm	B100, Level 1 R& D Office
Second Week to be arranged including other Universities in Perth			