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.

Cornesky *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 Experince 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 sub-section, 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

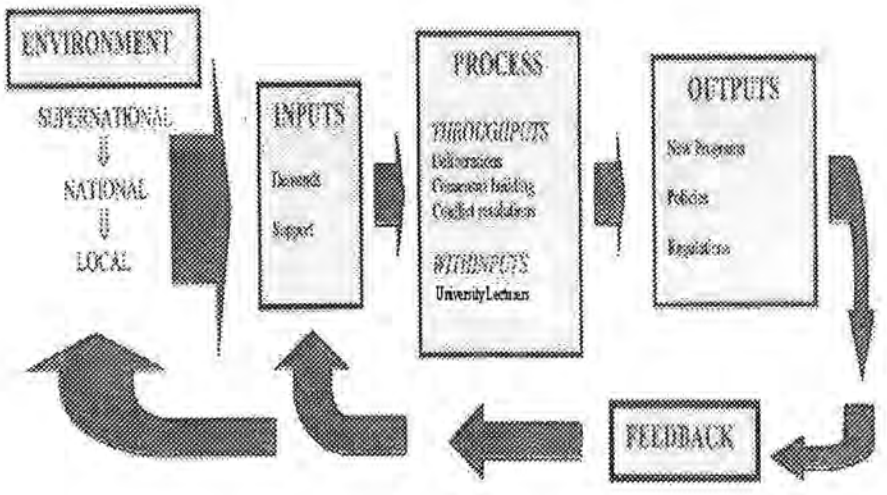
As alluded to earlier, this framework assumes that improvements or development in the continuing education and training of university lecturers take place in an organisational context. Although theorists from a variety of disciplines conceptualise organisational theory differently, there seems to be 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. Bagwandeen (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."**

Bagwandeen (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 Bagwandeen (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 (Bagwandeen, 1991:51; see also, Bagwandeen 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

Bagwandeen (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 n 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 (Bagwandeen, 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."**

Bagwandeen 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 quicky 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)

Bagwandeen 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 (Bagwandeen, 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. Bagwandeen (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 (Bagwandeen, 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 Bagwandeen (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 *Hochschuldidaktiches 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; Bagwandeen, 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**

education but rather as a part of the INSET framework."

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.

Bagwandeen (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 (Bagwandeen, 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.