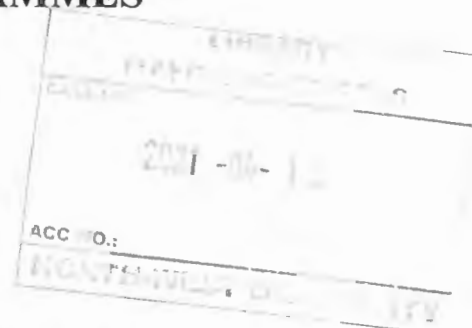


**PERCEPTIONS OF LECTURERS IN COLLEGES OF
EDUCATION IN THE NORTH-WEST PROVINCE
ON STAFF DEVELOPMENT PROGRAMMES**

BY

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FOREWORD

TO MY PARENTS, MY SON AND MY DAUGHTER

I know you, my parents that you become very happy and proud whenever I achieve. I promise that I will make you happy as long as you are still living. I am also quite aware that you my daughter and son, Boitumelo and Thabang, become delighted and appreciative whenever I pass my studies. The taunts you always subject me to, encourage me to strive against all odds.

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SUMMARY

The purpose of this study was to determine the perceptions of lecturers at colleges of education in the North-West Province concerning staff development programmes. It is clear from literature, that because of the many changes that regularly occur in education, staff members have to continually upgrade their practice, in order to be more effective and productive.

A questionnaire was sent to 210 respondents of which 152 responses were returned. The results of the indicated that very much needs to be done to provide staff development programmes as well as the resources if the college are to produce educators relevant to the present working conditions of the new South Africa. Programmes have to be instituted that ultimately will change the perceptions and so change the attitudes of educators towards teaching and learning at colleges in the North-West Province, in this post-apartheid era.

All the role players in education in South Africa are facing a challenge of having to help staff at colleges to improve their performance. Role players need to provide enough funding for resources and self-motivation, to make staff development initiated in colleges' programmes a success.

The study has shown that little is being done in colleges in a way of organising programmes for in-service training and development of lecturers. The colleges, the District Office and the Ministry of Education do not invest much in the upgrading of lecturers.

The study shows that lecturers are aware of their own shortcomings and so need assistance from all quarters to develop themselves. This concern is shown by the fact that lecturers are engaged in private study to become better lecturers.

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CHAPTER 1

ORIENTATION

INTRODUCTION

South Africa is experiencing unprecedented changes in economic, political, social, and educational spheres. The country, in the seventies saw the emergence of pseudo independent states (Transkei, Bophuthatswana, Venda and Ciskei).

During the existence of these 'states', many changes occurred which affected every sphere of life including education. The education systems of these states changed dramatically. Each of these states created its own system of education to shed itself of the old monstrous Bantu Education which later changed name to the Department of Education and Training based on racial inequality and segregation.

The switch from the old system of education to the envisaged new systems of education in the former homelands demanded upon the teacher to readjust to these changes. To readjust, it needed in servicing (RSA, 1996). Courses and workshops were conducted for teachers to upgrade them in the demands of these changes.

Bophuthatswana came up with its own system of education that changed the old system of lower, higher, junior secondary and senior secondary schools classification to its preferred primary, middle and high school set-up for the first twelve years of schooling. According to Popagano Report (1978) prepared by the Lekhela Commission, the aim of this structure was to improve the efficiency and effectiveness of the education system.

Intensive and extensive staff development programmes were conducted for teachers throughout Bophuthatswana. The Primary Education Programme incorporate in the former Bophuthatswana education system, compelled the education authorities to prepare staff development programmes for the teachers. In trying to make the programmes work, some schools were even designated the status of model schools which were in turn used to train teachers of other

With the new dispensation come yet more changes, which presently demand that working teachers adjust to. Programmes have to be planned and implemented to help teachers manage change before change manages them.

1.1 STATEMENT OF THE PROBLEM

Changes have been happening in the past, and changes will continue to take place even in the future. With the advent of the new democracy, things are not as used to be. Changes are happening in education in this country as well. As reported in the White Paper on Higher Education, this country requires a new national education system that will correct the imbalances of the past. A system that will provide education of high quality, second to none, for all irrespective of colour or creed. To meet the new challenges, the originally disadvantaged teachers in the country require an intensive training.

The changes in education over the years called upon teachers to make themselves conversant with the new challenges and expectations. Students and pupils today demand rapid and substantial reforms. The new education system must involve corrective reforms, modernisation reforms, structural reforms and systematic reforms, and the teacher plays a central role in all these reforms (Birzea, 1996:97).

It for this reason that teachers should be assisted, by being put through programmes that will empower them to readjust to the new changes of the new education system. According to Leclercq (1996:73, Europe, in an effort to respond to changes engulfing that part of the world, proposed what is called 'A Secondary Education for Europe'. Europe called for consideration of readjustments in the curricula and the policies needed to provide students with the type of education suited to a new political, social and economic order after the break of the Eastern Bloc. Leclercq (1996:73) argues further that, this break necessitated that contributions made by teachers to these changes to be effective, needed a reorganisation of teachers' initial training and in-service training. Teachers or lecturers at colleges of education, as educators of teachers for the new system, also needed to be retrained in order that they could produce

Feldman (1996:513) reports that because of the era of change, new standards for teaching, learning and assessment of science, are near completion and that many educational institutions in the United States are developing innovative frameworks for Science. For all these efforts to bear fruits, new science teachers, trained according to new standards for teacher education are required.

Feldman (1996:513) explains further that since it would take a long time to produce such teachers, then the education system has to go a way of improving and developing the abilities of the present crop of science teachers while they are still on duty. In South Africa the need for in-service training of employed teachers has never been so apparent. If the new system of education is to meet the needs of the people, as matter of urgency, programmes to upgrade the quality of teaching of our teachers and the quality of learning of our learners, need to be developed where they are non-existent, and upgraded where they already exist.

Feldman (1996:514) points further that in the past, out side experts were the ones who solely trained science teachers to improve their teaching. Nevertheless, more recently teachers who are working have been trained to be inside experts to train other teachers. This has some relevance to the new South Africa, with its limited resources and higher than normal population growth (2.8%). As Legotlo (1996:14) puts it, the need to train teachers to train others cannot be overemphasised. Schools and teachers should plan and establish their own in-service programmes that will help teachers develop in order to offset financial limitations (Bradley, 1994:1).

Ross and Regan (1995: 115) who carried out in-service programmes with professional practitioners, realised that well-designed in-service training programmes or practitioners do provide ample opportunity for participants to share their experiences with colleagues.

The project made two contributions to current understanding of collegial sharing. The first is that telling one about one's own experiences is effective in stimulating teachers' reflections about their own practice.

Secondly, it suggests how professionals might be assigned to group sharing. Prozesky (1995:41) reports that staff development and evaluation of all university teachers is critical. Teachers will most likely become most effective if they engage a degree of self-motivation. The university authorities must see to it that a favourable climate is created in the university that will support the teachers in fulfilling their needs.

This fulfilment will culminate in a working mood on the part of teachers (Prozesky, 1995:41-45). Universities in South Africa, according to Prozesky (1995), occasionally conduct development programmes for their own staff and colleges of education need to follow suite as are also the institutions of higher learning where most teachers are produced.

Reiman, Bostick, Lassiter, and Cooper (1995:27) report that the non-existence of administrative staff development programmes to support teachers during their induction into the profession has been one of the problems facing public education. Furthermore, the report goes, the 'best and the brightest' leave teaching during the first five years in the field. To counteract this practice, teachers entering the profession need to be taken through the development mill, for them to be able to clarify their roles in work settings, provide them with technical expertise, and socialise them in myriad of school or college environment (Legotlo, 1996:16).

McEneaney (1992:36-47), reports on the use of computer-assisted diagnosis programmes in reading. The report argues that these expert systems programmes contribute to improvement in reading research and practice. Educators need to be trained in these programmes in order to use them in their teaching. South Africa has introduced the use of computers in commerce and industry. The education system of this country should emulate these sectors if it is to supply the necessary labour to these sectors. Teachers in the service need to be trained in the effective use of computers to have the skills to teach effectively.

Questions to be answered by the study:

- **What are the perceptions of staff members with regard to adequacy of staff development programmes?**
- **Which staff development programmes are ever conducted for college staff?**
- **Which staff development programmes receive most attention in colleges?**
- **Who are major service providers of staff development programmes for colleges?**

1.2 PURPOSE OF STUDY

- **To determine the nature and scope of staff development programmes in colleges.**
- **To determine the types of staff development programmes in place in colleges.**
- **To determine the perceptions of lecturers on staff development.**

1.3 METHOD OF STUDY

1.3.1 LITERATURE REVIEW

A DIALOGUE-search was conducted using the following keyword indicators: Staff development, staff orientation, in-service training, and personnel development, teacher upgrading, support programmes and change. Use was made of primary and secondary sources.

1.3.2 EMPIRICAL INVESTIGATION

1.3.2.1 QUESTIONNAIRE SCHEDULE

A questionnaire was designed and sent to lecturers to give information on staff development programmes in their respective colleges. A questionnaire was given to gather information on perceptions of lecturers on staff development programmes administered in colleges.

Structured interviews were conducted with heads of departments in colleges to elicit views on the extent and use of staff development programmes in their respective departments.

1.3.2.3 POPULATION

A total of seven colleges exist in the North-West Province with a total of about 445 professional staff members.

1.3.2.4 SAMPLE

Three members from each department were randomly selected. N = 240

1.3.2.5 STATISTICAL TECHNIQUES

Computer-aided statistical analysis was employed.

1.4 DEFINITIONS OF TERMS

- **Staff refers to the academic workforce involved with teaching and the preparations for delivery of teaching in the college.**
- **Staff development refers to the process aimed at improving the efficiency and effectiveness of the to maximise productivity.**
- **Staff development programmes are those activities specifically designed to help members of staff during their practice to be more effective and efficient.**
- **College refers to that institution of higher learning entrusted with the responsibility of producing teachers for primary as well as secondary schools.**

CHAPTER 2

2. LITERATURE REVIEW

2.2 INTRODUCTION

South Africa has been undergoing unprecedented changes since 1948 (National Party coming to power) in economic, political, social and most importantly, in educational field. Politically, South Africa saw the emergence of pseudo-independent states of Transkei, Bophuthatswana, Venda and Ciskei, and the 'self-governing' states of Leboa, Qwaqwa, Ka-Ngwane, Kwa-Ndebele and Kwa-Zulu.

These states established and controlled their own affairs and education systems with major funding coming from South African government. The creation of these pseudo states and the self-governing homelands increased the number of educational departments in South Africa. The various departments of education were unequally funded and divided along racial lines. The Department of Bantu Education (for Blacks) was the most hated and despised of all the departments. The perceptions of the people, particularly Blacks, were that it was not properly funded and also was inferior to the other departments. The teachers had to adjust to the new changes.

Bophuthatswana, one of the four independent states, brought about extensive and significant changes in its education system with the introduction of Primary Education Upgrading Programme (PEUP) and formal Early Learning Programme. There was a need for competent teachers if the programmes were to succeed. If this, as it was, new to teachers, was intended to succeed, then those serving were to be assisted to become more competent to implement the new programmes. As these changes were new to teachers, they were to be trained to be competent.

In 1994, a new democratic government was elected into power, which culminated in the dissolution of the so-called independent states of Transkei, Bophuthatswana, Venda and Ciskei and all the other self-governing homelands. The new government comes with yet new changes and approaches concerning education.

Firstly, the old separate departments of education were merged into one national department of education. Secondly, the new government proposes the implementation of Curriculum 2005, commonly known as Outcome-Based Education (OBE) (DEAN, 1991:36).

School principals, and teachers as very important in the implementation of change, need to be provided with the necessary tools to carry out this enormous task. Little is mentioned about well-structured staff development programmes for serving educators, which would assist them, keep pace with developments in education during those apartheid days. It remains to be seen whether staff development programmes are pre-planned or will be planned for the implementation of the new changes in education today (Legotlo, 1996:14; Cawood, & Gibbon, 1981:17).

2.2 FURTHER DEFINITIONS OF CONCEPTS

Considerable amount of time will be used to explain the concepts below from different perspectives:

- Staff development
- Professional development;
- Induction
- INSET



2.2.1 Staff development

According to Jones et al. (1989:12), staff development refers to the fulfilment of the requirements of teachers as members of staff in the present school, which may be weighted more towards the needs of the school rather than of the individual teacher. This view is partly negated by other authors who maintain that both the school and the individual teacher do benefit from the exercise. Joyce and Showers (1988:1 see staff development as a system which includes the governance, design and implementation of specific programmes aimed at enhancing the academic knowledge and professional performance of teachers, administrators and supervisory personnel. If all become better performers, the needs of the school as a whole will be realised.

Caldwell (1989:9) whose postulate is in support of that of Joyce and Showers, views staff development as a system of processes that support and nurture the climate and conditions necessary for both individual and organizational growth. It involves and benefits everyone who influences students' learning. Wideen (in Widen & Andrews (1987:2) see staff development as any training activity that assists teachers in improving their teaching skills and was used in the 1980s in place of in-service education.

Castetter (1991:221) regards staff development as a systematic means for the continuous development of skills, knowledge, problem-solving abilities, and attitudes of staff. To Castetter staff development includes both formal and informal approaches to the development of personnel effectiveness. Beard (1988) looks at staff development as referring to assisting members of the institution to perform and improve all functions related to their professional academic life.

2.2.2. Induction

Bolan (1988:746) views induction as the first phase in in-service training or professional development of an employee. This is the phase in which individuals or teachers are socialised in the real experiences of the school. Bolan regards induction as the foundation of continuing professional education for educators. It is a well-planned programme/s intended to provide some systematic and sustained assistance specifically for beginning teachers for at least one school year.

Parkay, Smelch, & Rhodes, (1992:1-9) regard induction as a form of socialisation through which an individual acquires the knowledge, skills, and dispositions to perform a social role effectively. In the teaching profession, socialisation refers to processes, through which one becomes a member of a profession and, over time develops an identity with that profession. Anderson (1990:12); Augenstein, & Konnert (1991: 39) regard induction of rookie school leaders as a well-thought-out orientation by central office personnel for new principals on districts' goals, decision-making processes, expectations of principals, curricular programmes, budgeting procedures and district-specific procedures in all major task areas.

Wubbels et al. (1987:81-94) view induction as the guidance that experienced

schools to create a favourable working climate in the classroom during the first year of teaching. Wubbles et al. believe that beginning teachers go through a period of transitional shock, which is often, accomplished by feelings of depression which can be expressed through physical symptoms.

Schlechty (1985:37-41) also look at induction as processes to developing in new members of an occupation those skills, forms of knowledge, attitudes and values that are necessary to effectively carry out their occupational roles. In addition, induction aims at creating conditions that cause new members to internalise the norms of the occupation to the point that the primary means of social control (i.e control over performance) is self-control. Daresh, and Playko (1992:147-150) in support of Schlechty's definition, views induction in simple terms as a process which requires little more than providing general information needed by newcomers during their first few weeks in a new environment.

2.2.3. In-service training (INSET)

Jones et al, (1989:12) contend that INSET originally meant education and training of serving teachers, but that today it is merely defined as in-service training. Dean (1991:36) reports that in-service training is part of the process of change involving a series of activities (programmes) intended to change the style of instruction in the schools. Dean sees it as an attempt to see to it that, as far as possible, the staff of schools changes their styles to be able to cope with what is happening, in order to manage change rather than be managed by it.

McBride (1981:1) views INSET as a programme run under the auspices of LEA (Local Education Authority) Training Grant Scheme means among others to promote the professional development of teachers; promote more systematic and purposeful planning of in-service training; encourage more effective management of the teacher force; and encourage training in selected areas which are to be accorded national priority.

2.2.3.1 School-based INSET

According to Jones et al., (1989:12) school-based INSET is a programme of activities which are held or conducted on school premises to improve the performance of teachers or personnel of that school. These activities include meetings, conferences, symposia, seminars, workshops, short courses, further studies, extra lessons and so forth.

2.2.3.2 Schools-focussed INSET

School-focussed INSET is also a series of activities comprising further studies, short courses, conferences, workshops, symposia, seminars, meetings, symposia-related issues recently affecting the school but not necessarily held on school premises (Jones et al. 1989:12).

2.2.4 Summary on meaning of staff development

Having gone through literature on staff development or professional development, the following conclusions about the nature and scope of staff development are reached.

- Staff development includes a programme of planned activities that are meant to improve the quality of teaching in schools;
- Good quality of teaching goes hand-in-hand with students' performance;
- Schools can develop their own programmes to improve their staff's effectiveness;
- Teachers should take the initiative of improving their own skills and knowledge capacity;
- District Offices should organise personnel upgrading programmes to assist those involved in schools:

- **Developing staff can occur at the very onset when one arrives to work at a school as a beginner and through-out his/her teaching career;**
- **Developing staff is continuous process.**

2.3 STAFF DEVELOPMENT MODELS \ PROGRAMME IN SELECTED COUNTRIES

The efforts are directed at how different countries of the world are progressing concerning programmes aimed at improving the quality of teaching and learning in schools. Attention will be focussed on the types of programmes and models offered in these countries that have proved to be successful in making the teaching force and the schools effective.

2. 3.1. Staff development in Europe / Great Britain

2.3.1.1. Introduction

Great Britain has for some years experienced the emergence of useful research on staff development. Authors and researchers have been involved in work that has shown the need for staff development programmes to be designed and implemented for tutors at all levels of education (Boice, 1995:34).

2.3.1.2. Training for teachers for adults with learning difficulties

Boice (1995:34-35) conducted research, which was recognised to have had profound staff development implications for teachers and organisers, on tutors of FE (Further Education) colleges and Community colleges in East Sussex. The study revealed that there was an urgent need to provide some training for tutors in Community Education. It also suggested a programme which among others, have to secure quality, including supporting teachers' progress and progression, and developing staff through funding.

2.3.1.3. Introducing Investors in People into a college (I.P.)

In a report in Investors in People project (IP) at Kensington and Chelsea College, it became evident that investment in staff is rewarding. Though the project used a lot of money to train staff (1.5%) of the college budget was used for staff development; it had satisfactory yields. Better performance, and delivery, satisfied students and better insights into education including retention, valued added

progression and achievement flexibility are some of the benefits gained from this project (Hambley, & Howard, 1995:90)

2.3.1.4. Ninth International Seminar on staff and education development (ISSED)

Another valuable contribution on the staff development thinking is the Ninth International Seminar on Staff and Educational Development (ISSED) at Cambridge, where a workshop was held to prepare a position statement on the organisation of a successful Staff Development Unit (SDU). The workshop, it is reported, was attended by directors of departments of academic, staff and educational development units from universities in Czechoslovakia, India, Scotland, South Africa, former Transkei and Zimbabwe (Imrie, 1990:77).

The clients of the establishment of a SDU at institutions were identified as academic and academic-related staff, and the aim of SDU was to improve staff performance relating to teaching, learning and assessment of student performance. The attendants deliberated over various issues concerning staff development unit. Everybody realised the need for developing staff if students are to perform any better (Imrie, 1992:46).

2.3.1.5 The 1993 Porsgrunn Symposium: Teacher in a context of change

The 1993 Porsgrunn symposium reports Leclerq (1996:73) are another important contribution for understanding the need for staff development in institutions of learning. It has been observed in a project "A Secondary Education for Europe" that in order to provide young people with an education adapted to the new political, social and economic reality, the contribution of the teachers have

For teachers to contribute effectively, it would require a reorganisation of their initial as well as in-service training. This, the report goes, involves initiatives aimed at improving the initial and in-service training, which will give curriculum reform a chance to succeed.

2.3.2 Staff-development in North America

The United States of America is one country that can pride itself on the fact that quite a lot had been researched and written on staff development and its programmes. Universities, educational institutions, education departments and other people have taken great efforts in researching this very important educational issue of staff improvement.

2.3.2.1. Reiman's intervention model

Most writers recommend the establishment of programmes to improve teachers' skills and knowledge about their profession right from the moment they start work. Reiman et al (1995:27) report that one of the major concerns for public education in the United States is the continuing absence of effective programmes to support teachers during their induction into the profession. This observation is supported by Schlechty and Vance (1981,1983) report which reveals that there is an exodus of the "best and the brightest" from teaching during the first 5 years of their careers. Haberman (1987) noted further that the exodus is more pronounced in urban areas, in which 50% of new professionals leave after just three years.

Reiman et al., (1995) suggest that the school counsellors could be used more in shaping more effective support programmes for new teachers. They also report that in the past 10 to 15 years, most states in America have introduced mentor and support programmes for new teachers. These were aimed at improving teaching and learning for students, retaining and inducting novice teachers, rewarding and revitalising experienced educators in mentoring roles, to increase their professional efficacy.

In Veenman's (1994) study on challenges faced by beginning teachers, an obser-

psychological support programmes for beginning teachers. In another more recent study, which replicated Veenman's findings, Reiman and Parramore (1994) report that indications are that, new teachers are consistently placed in difficult instructional settings. Too little interaction between novice teachers and professionals within the school and in the broader school community is taking place.

New teachers are left to fend for themselves and learn the ropes of teaching all by themselves.

The study by Griffin (in Reiman et al., 1995:27-39) gives credibility to suggested innovative intervention induction programmes theory for beginning teachers, as it identifies the needs of these teachers as follows:

- That new teachers be helped to develop as competent persons;
- That mentor educators who are on-site and skilled as collegial supervisors be introduced in colleges;
- That an opportunity be created for the mentor and the novice educator to work together;
- Opportunities for new educators to talk with one another in a setting free of evaluation;
- That these teachers be inducted by introducing them to schools, the community as well as to the number of classes.

RATIONAL FOR DEVELOPMENTAL-INTERPROFESSIONAL APPROACHES TO TEACHER INDUCTION

Theorists have held that cognitive-developmental theory applied to children and adolescents only. However, recent studies of moral and ego development (Lee & Suarez, 1988) and conceptual development (King and Kitchener, 1994) have compelled people to think otherwise.

A meta-analysis by Miller (1981) of over 60 studies, using the Hunt Conceptual System Test came to the conclusion those individuals at higher stages exhibited behaviours such as the following:

- Reduction in prejudice;
- Greater empathic communication;
- Greater focus on internal control;
- Longer decision latencies;
- More flexible teaching methods;
- More autonomy and interdependence;
- Greater tolerance for ambiguity in problem solving;
- Superior communication and information processing.

This study by Miller (1981) and those of others (Sprinthall, Reiman, & Thies-Sprinthall, in press; Cummings & Murray 1989) indicates that various domains of cognitive development do predict behaviour in complex human-helping situation. The works with ego development have found that there's a strong relationship between ego level and the teachers' conceptions of the instructional role. For instance, at ego level 1-3, the role of the teacher was that of a presenter of information, at 1-4 it included demonstration teaching, concerns for students, and mastery of teaching skills. At the highest levels, 1-4 and 1-5, the role included challenge, concern for the whole child, and teaching and learning as search factors.

The new teacher, in order to grow has to participate in a new complex human-helping role rather than role-playing or simulation. In order to produce cognitive-structural growth in the learner, he/she has to interact with the other teachers as he/she is in need of group support. Sprinthall & Thies-Sprinthall (1983) in their model suggest five developmental instructional conditions that ensure adult growth. The conditions help in guiding action to assist the teachers in the following ways.

SPRINTHALL & THIES- SPRINTHALL MODEL

- **Role-talking:** Both the counsellor guides and teacher co-leaders selected a complex helping role when they volunteered to co-ordinate support groups for beginning teachers. Their new role entailed learning a new set

the beginning teachers were themselves involved in complex new role of teaching;

- **Guided reflection:** A sequence of readings, demonstrations, practice activities, case studies and keeping a bi-weekly journal were built into the support group meetings. Co-leaders were taught strategies for guiding reflection during in-service training before the initiation of the support group;
- **Balance between experience and reflection:** The intervention strived to achieve a balance between teaching, discussion and analysis of the teaching;
- **Continuity:** Although cognitive-structural growth is slow, the support group intervention was designed to occur over an 8-month period;
- **Support and challenges:** The two are needed if growth is to occur. The new teachers in the field would be under enormous stress because of the new role. Co-leaders as a result gave specialised attention to providing assistance with affective concerns as well as instructional concerns.

2.3.2.2 The Adult Learning Resource Centre Traditional Program of Adult Education Support Services.

Terdy, (1995:13) reports that the late 1980's saw publications highlighting the growing mismatch between worker skills and the needs of business. The then existing adult education programmes of did not have staff with experiences outside the realm of general literacy instruction. Adult education programmes felt indebted to try to serve the needs and requests of businesses.

In response to the growing requests of businesses for education to serve their needs the Adult Learning Resources Centre in Des Plaines in Illinois, through its state-funded adult education service centre, the Adult Education Service Centre of Northern Illinois, expanded its traditional programme of adult education support services to include workplace training and support.

The ALRC developed and implemented work force instructor training series based on a needs assessment of a variety of sources. These included contacts with businesses, prior ALRC private sector consulting, analysis of available research, and input from work force programme managers and instructors.

The implementation of these training activities, Terdy (1995:14) reports, brought a number of benefits listed below:

- Consistent and ongoing access of up-to-date work-force training approaches is available.
- An efficient mechanism is in place to identify and share common approaches. This mechanism allows for creation of a common database for the many varied aspects of work force programme development and implementation;
- The content of the training has proven effective in minimising duplication, reinventing the wheel, and expediting instructor access to much needed information;
- The training has assisted local programmes in making decisions about pursuing work force education training;
- Following strong staff development principles, the training design offers participants an efficiently designed theoretical framework, focused practical examples, and application opportunities in each staff development activity. Follow up opportunities are built into each activity;
- Extensive evaluation of each training activity is done to inform training designer of how well each activity is meeting the needs of participants as well as to provide feedback about the need for adapting activities; and
- Programmes have used the design and content of the sessions to provide local training.

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2.3.2.3. Enhancing the Practice of Physics Teachers

Staff development programmes do work and improve the art of teaching in practitioners irrespective of whether they are at an institution of higher learning or not, whether it is a particular subject or teaching in general.

In his article, Feldman (1996:513) reports on study of physics teachers engaged in collaboration activities with other teachers in inquiring on their own practise. The study aimed at examining and identifying ways that teacher' knowledge about teaching and their educational situations grow when they are engaged collaboratively with other teachers. According to Feldman individualist and social constructivist perspectives were used to design the study and to collect and analyse data. Interviews of teachers, class observations, transcripts of meetings, and teachers writing were conducted.

The study showed firstly that teachers generated and shared knowledge and understanding about their practices. Secondly, teachers' knowledge and understanding can grow through authentic being-in-the-world activities and through enhanced normal practice. Action research can be embedded in teachers' and can then play an important role in teacher education and the reform of science education.

Feldman is of the conviction that, to meet the demands of the new era of change and ferment in science education, experienced science teachers need to be offered in-service education. Large-scale reform efforts are underway at national level but it would take a long time, a biblical 40 years to produce from institutions of high learning. In-service education is the answer.

Shulman and his colleagues suggested a "model of pedagogical reasoning" for the way that teacher's knowledge grows through their professional experience (Wilson, Shulman, & Richert, 1987). They report that pedagogic reasoning proceeds through a process which begins with comprehension (see figure 1).

According to Feldman (1996:518) this method shows that teachers comprehend and transform their own knowledge by interacting with students through in

students. They then arrive at new comprehension as a result of reflection on their transformation.

A study in some way supportive of the model above is that carried out by Ross & Regan (1995:114). They based their study of professional growth on professional sharing. They assert that well-designed in-service programmes conducted for teachers should provide ample opportunity for teachers to share their experiences with colleagues thereby enhancing professional growth.

Their study used a series of investigations of professional development focussing on the district consultant, who was an educator helping teachers and other staff their achievement of job-related objectives. These consultants are assigned to specific schools and most of them are teachers seconded for that role for two to three years. The results of the study showed that story telling is an effective way to stimulate teachers' reflection about their practice. Teachers are able to assess their strengths and weaknesses and as a results work towards elimination of the weaknesses (Ross and Regan 1995:135).

2.3.2.4 In-Service Training of Staff Working with Individuals with Serious Behavioural Disorders.

The importance and need for in-service training is further highlighted by a study conducted for staff working with individuals who exhibited behaviour that is self-injurious, aggressive and disruptive. The study indicated that the staff needed some in-job training that will make them deal effectively with those behaviours. The training aimed at lessening the in-service deleterious effects of out-of-way behaviour on staff members' behaviour was implemented. After receiving in-service training on a new treatment procedure, improvements in direct-care staff behaviours and corresponding decrease in individuals' inappropriate behaviours were recorded (Shore et al., 1995:323).

The result of the study clearly shows that in-service training can dramatically improve the effectiveness of staff to deal positively even with individuals with the weirdest of behaviour (Parsons et al., 1995:317).

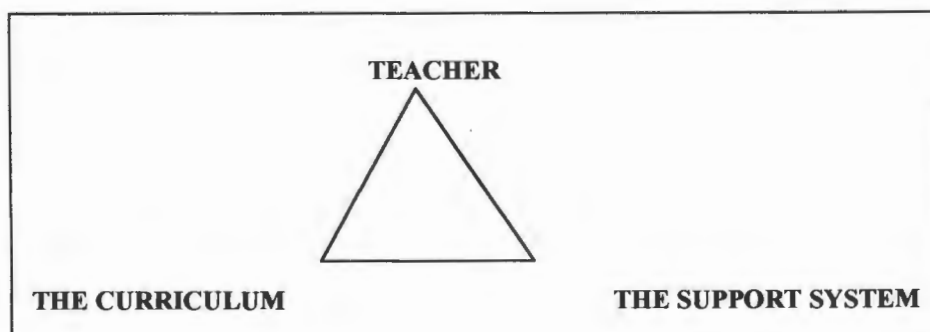
2.3.1.2.5 Gibbon and Norman Integrated Model for Sustained Staff Development

Literature reports that there are educational reforms occurring everywhere in the world. Schools and institutions of higher learning need to be reformed. For reform to take place, and teachers to assume new roles, the provision must be made for effective staff development. Wideen (in Wideen & Andrew, 1987:1) reports that early efforts on staff development during the 60's and 70's, relied almost entirely on short periods of in-service which concentrated on explaining curriculum materials to teachers and overlooked other aspects like teaching methods.

Wideen further argues that where in-service education went beyond mere explaining of curriculum, the programmes so designed proved to be ineffective, because people from outside who were not involved in the classroom activity carried out programmes. Wideen (1987:2) contends that teachers in institutions need to be actively involved in the process and need to gain control and power over the projects that are to be implemented.

Gibbons and Norman (in Wideen & Andrew, 1987:103) decided on a model for engaging individuals, staffs and schools in what they called an integrated model of staff development based on theory and practice of self-education. The model was based on assumption that, (1) the teacher is the central figure in curriculum and schools development, (2) that there can be no development without the development of the developer. The third assumption is that the developers must be created which encourage the development of new programmes by the developer. The central features of the integrated model are depicted in the figure below.

FIG 2:GIBBONS AND NORMAN MODEL (WEDEEN & ANDREWS, 1987



THE TEACHER

In this model the teacher plays a central role. The teacher in a school has to be prepared to design and deliver classroom programmes for school improvement. The teacher's responsibilities for improvement are made clear to him/her, and the responsibility to cultivate the teacher is made clear to the district related professional organisations.

The teacher should develop the attitudes and skills of the developer and accumulate the experience that leads to effective change. Just as openness, confidence, and initiative are essential so are experiences in using them to the teacher.

- **Supportive administrative system**

While the importance of teacher involvement in the development programmes and projects cannot be over emphasised, the need for adaptive and supportive management systems is essential for further development of the programmes. The administration needs to provide encouragement and support system for the programmes to be developed.

The model lists and explains the following features of the supportive administrative system as follows:

Establish a supportive, co-operative ethos in the schools and district.

Those in authority should acknowledge and reward those who succeed and make contributions Administrations serving the programmes should establish sound communication with those involved, and deal with them in positive, co-operative, and supportive ways. They must build hope, pride and commitment, encourage and support risk-taking, challenge, and experiment, operate on a participatory, consensus-seeking win-win model of decision-making, encourage change, teamwork and the pursuit of excellence. Finally they must cultivate relationships, joy and celebration (Wideen & Andrews, 1987:103).

The schools and teachers should be provided with funds, which they can use at their own discretion. They must be provided with materials and equipment for teaching and making of teaching materials.

The model proposes that leadership teams be established in schools with the power to make decisions about the schools programme. The teams so established are appointed and mandated by teachers to represent them and to provide instructional leadership. The teams, though mandated, make decisions that are ratified by the staff. Parents and other knowledgeable persons in the community could be included in the teams or be consulted on some important issues.

The model recommends further that flexible, responsive administrative support system be created. As programmes develop, appropriate administrative structures within the schools and the schools and the necessary support system from the district office should be put into place. Time, place, grouping, teaching assignments, and other structures should be well organised and adapted to the programme to meet the needs of both administration and education.

This model deviates from the notion that, authorities outside the schools are determining all decisions, plans and programmes. It proposes that teachers who in reality do decide what and how their students will learn should determine programmes.

2.3.2.6 Wood's RPTIM model for school-based staff development

Wood (Caldwell, 1989:26) reports that for more than two decades research has shown that the school is a unit in the whole education that should be the focus of

efforts to educational practice. Studies have confirmed that the school, and not the district, is the unit of change when increased student achievement is the goal.

Wood came up with a programme called RPTIM, for school-based staff and suggests five stages which will be briefly discussed hereunder, with each stage identifying specific issues that staff developers need to address as they plan and in-

Castetter's model of the personnel development process and Rebores's model for a staff development programme.

RPTIM MODE PRACTICES:

STAGE 1: READINESS

At this stage schoolteacher helped by staff developers from within the schools or from outside, and district office need to:

- **Examine the major problems of the district and their schools and become familiar with the newest and most promising ideas, practices, and trends in education looking at what is needed and what is possible (Woods et al., 1985);**
- **Develop a school climate in which faculty members know each other well, have clarified educational values, support open communication, have the skills for group decision-making and problems-solving, see the strengths in diversity among their peers, and support colleagues who are making changes in their professional practice (Berman & McLaughlin, 1978, Comer, 1980, Schienfield, 1979).**

STAGE II: PLANNING ACTIVITIES

Those responsible for staff development should start doing business by engaging the principal and teachers to:

- **Identify the specific practices that teachers, principals, parents, and students will need to demonstrate when the improvement goals and programmes are implemented (Charters & Jones. 1974);**
- **Conduct a needs assessment to determine the extent to which the desired practices are presented in their schools (Charters & Jones, 1974; Dillon-Peterson & Hammer, 1980, Oja, 1980; Rubin, 1978);**

- **Determine the resources available to support staff development programmes and personnel during the current budget year and during the next three to five years (Woods et al., 1981).**
- **Develop detailed, written plan for staff development that include:**
 - **Knowledge, skills, and attitude objectives that are required to achieve the three to five year school improvement goals.**
 - **Detailed first-year in-service training activities to achieve the shortage-range of the plan.**
 - **Strategies to get and keep support and approval of the written plan, including a budget agreed on by the school district office, and the board of education (Dillon-Peterson & Groenewald, 1980; Havelock, 1973; Rubin, 1978; Sarason, 1971; Sergiovanni, 1979).**

STAGE III: TRAINING ACTIVITIES

At this stage, staff development plans are implemented to help staff members acquire new skills and knowledge and to develop attitudes needed to achieve improvement goals. Workshops should reflect what is known about adult learning. This is the stage traditionally called in-service education (Cadwell, 1989:33).

Research suggests that in-service activities should:

- **Present a rationale based on both theory and research in addition to the “nuts and bolts” of what is to be learned (Sparks, 1983);**
- **Use small-group or team learning when higher – order thinking and a secure learning environment are desired (Institute for the Development of Educational activities, 1971; Johnson & Johnson, 1980, Tough, 1967);**
- **Provide choice in objectives and activities so that participants have some control over their own learning (Dillon-Peterson & Hammer, 1990; Day**

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- **Involve participants in directed practice so that they can try out new behaviours, techniques, and ideas and get helpful feedback (Arends et al., 1980, Joyce & Showers, 1980; Lawrence, 1974; Wood & Neil, 1976);**
- **Use teachers and administrators with appropriate expertise as in-service leaders (Rubin, 1978);**
- **Have the principal and the superintendent participate with teachers and principals respectively (Berman & McLaughlin, 1978; Hall et al., 1982).**
- **Complete, share and critique action plans for using what is learned once the participant is back on the job (Wood et al., 1982)**

STAGE IV: IMPLEMENTATION

It is at this stage that, what teachers and principals in-service have learnt is put into practice in schools and classrooms. What is learned in the controlled setting of in-service training must be adjusted and adapted to make it part of teachers' daily work activities. Teachers who took part in in-service should be provided with follow-up assistance including:

- **Planned visits to work site by staff development trainer (Joyce & Showers, 1982);**
- **On-call or scheduled per observations and meeting to provide feedback, share experiences, and solve problem (Buckley, 1975; Goldsberry, 1980; Joyce and Showers, 1982; Lawrence, 1974; Little 1981);**
- **Access to resources supporting implementation, such as materials, release time to plan or modify plans and personnel to provide on-site coaching (Berman & McLaughlin, 1978, Little, 1981);**
- **Recognition, rewards, and assistance for those implementing their new learning from administrators, especially from immediate supervisors**

STAGE V: MAINTENANCE ACTIVITIES

At this stage, professional activities being used in daily classroom and school practices are monitored to ensure continuation. Everyone in the school works towards maintaining the quality of practices and programmes learned during in service training.

Maintenance activities should include:

- **Systematic supervision by school and district administrators (Berman and McLaughlin, 1978);**
- **Systematic consultation with colleagues so that teachers and administrators can provide feedback to their peers (Goldsberry, 1980);**
- **Collection of feedback related to practice used or not used from students and parents (Wood et al, 1981).**

Quite a number of models have been developed which more or less are similar to the one above. The models of Houston and Pankrate (1980:1981), Rogus (1980:92), Feldman (1996:517) and others are indications of the need for staff at different institutions and organisations to be assisted in whatever way to improve their effectiveness. The models discussed can be very effective if they are carefully executed with elaborated commitment.

2.3.3. Staff Development in South Africa

South Africa has for about two decades seen a surge in the publications of staff development undertaken by various institutions of learning, particularly the universities. Writers have published our what they perceive as staff develop

ment, and suggest ways in which staff development programmes could be developed to enhance institution renewal as Cowell (1988:1) put it

In an article published in Cape Technikon TDU Newsletter, Cowell (1988:1) writes about institutional renewal. By this, it is implied that institutions tend to move through a cycle of birth, maturation and decline unless that decline is averted by positive staff development. Staff development is essentially a basic managerial responsibility although the individual is also responsible for his/her own development. Cowell also assumes that staff development must aim at developing all staff in the institution.

2.3.3.1 Analysing the needs of newly appointed staff at Wits University

Pinto (1988:83), in a report on a study of the training needs of newly appointed staff Development Centre (ASDEC) of the university of Witwatersrand cautions that the formulation of relevant staff development programmes should be preceded by a thorough needs analysis of academic staff members. This assumption Pinto made on the basis of perceptions of new staff, confirmed lectures and heads of departments.

The study on the needs of newly appointed staff was conducted by using a questionnaire designed to collect data which would assist in determining staff training priorities. The questionnaire was also to collect data, which would indicate how staff members' needs changed with time and experience.

The study brought to the surface a number of the following recommendations either directly or by implication:

- **Staff development centres of programmes should concern themselves not only with promoting the acquisition of direct pedagogic skills, but also with the broader aspects of career and personal development;**
- **Academic staff needs assistance in becoming integrated into broader support initiative within the university;**

- **There is a real need to facilitate communication between those who are involved in academic staff development endeavours in the various universities;**
- **An effective way to enhance the credibility and relevance of academic staff development centres is to introduce at post-graduate level a curriculum which would offer an opportunity to educate students, for instance, to study both the theoretical and the practical aspects of academic staff development at tertiary level;**
- **In order for academic staff development endeavours to be both effective and relevant, it is necessary that the decision-makers of the university or institutions concerned give full support to such endeavours. They must also to recognise that they can and should be the most important forum for the full actualisation of the institutions' human resources.**

2.3.3.2 Beard's strategies for staff development: Part I & II

Beard (1988:28) like many before him contends that an organisation's effectiveness depends heavily on an ongoing, self-renewing programmes of human resource development and argues further that a Head of Department's most important function is to foster the growth and development of staff members.

Beard is however mindful though of the vital problem that may emerge. To what extent should a Head of Department help members to acquire the requisite knowledge, skills and attitudes for maintaining their effectiveness, improving their approach to fulfilling responsibilities, and making adjustments to change?

SPECIFIC DEVELOPMENT

Things or changes are happening in South Africa in tertiary education that may well prompt staff members, as individuals and as departmental members, to re-examine their professional careers. These changes or trends Boards lists as including:

- **The decline in the economic situation resulted in greater rationalisation of resources and these affect students.**
- **An emerging awareness of new requirements, skills and**
- **Understandings that will be required for effective functioning in a changing society.**
- **The growing decrease in mobility.**
- **The high percentage of tenured staff members.**
- **The increasing numbers of students who question course content.**
- **The increasing demand for accountability by controlling bodies legislators and students.**
- **Increasing academic boycotts.**

DEMAND FOR NEW SKILLS AND ATTITUDES

Beard, quoting Illich reports that present education is inadequate because it is oriented towards the past rather than the future. Beard after looking into views of Postman and Wiengartner (1975:12) and Sunter (1987), argues that curriculum is required that effectively helps students learn, how to relate to others, and how to clarify their values in order that they can effectively choose among competing alternatives.

Giroux (in Beard 1988:32) an elite approach to higher education must change to accommodate the ever-increasing number of students from deprived backgrounds for acquisition of survival skills, some of which are listed below:

- **Codify and apply theoretical knowledge for the purpose of solving human problems and co-ordinating human action,**
- **Engage in participatory decision-making.**
- **Regulate individual and group behaviour, and**
- **Resolve conflict.**

A CASE FOR DEVELOPMENT

Beard's programme puts emphasis on the Head of Department as the one responsible to develop departmental staff. The Head's ability to lead within the

is vital to the department' capacity to survive and grow. Beard suggests that provision is made and ground is laid to build a departmental developmental programme.

Beard's model, like those of other writers also suggests that in planning a developmental programme for members, a need assessment must be conducted. The Head of Department must send lists of activities to colleagues so that they can indicate their preferences, which on return could be collated, and action is taken (Beard, 1988; Sinclair, 1989).

Boughey (1989:41), in support of staff development reports that staff development at the University of the Western Cape is operated in three forms. The programme starts with new staff orientation and then followed by departmental consultation. In the induction of new staff members, a series of seminars is designed including different activities. The individual consultation stage is characterised by a small number of lecturers "dropping in" on their own initiative to discuss teaching matters.

The final departmental consultation stage is characterised by seminars, individual consultation and classroom observation, which are conducted for different departments (e.g. anthropology). Through these individual programmes, staff members are assisted to see the need for some kind of innovation.

2.3.3.3 An emerging approach to teacher development: who drive the bus?

Raubenheimer (1992) produced a paper, which describes an emerging approach to teacher development. The paper is a reflection of the Natal Primary Science Project (PSP) and emphasises the development of teachers more than any other aspect of the project. Teacher training is regarded as a key component of this project but other components also received attention. The PSP encouraged teachers to form committees to be responsible for planning, fundraising, financial accounting and implementation of the project.

Teachers were taught to produce their own materials, which they could use in their teaching. What emerged from some significant period of this project is still

involved in much of the bus driving, teachers are able to do some driving, or at least are active passengers in this bus.

2.3.3.4 Staff development and evaluation at Natal University

Prozesky (1995) reports that staff development is one area that universities and institutions of higher learning in South Africa cannot avoid. Further more, Prozesky articulates that for staff development to succeed, a high degree of self-motivation on the part of teachers, together with certain important provisions that university leadership structures are to make, is needed.

Prozesky's paper informs that post apartheid South Africa apartheid badly needs autonomous graduates whose high quality is manifest in a life-long capacity for self-education, critically competent and capable of contributing solutions to the problems they will encounter. The country is to produce inclusive well being as fully and quickly as possible.

To accomplish this, the paper reports, the university must, through their leadership structures namely executives, deans and departmental heads accept responsibility for initiating changes in their institutions aimed at creating a developed rich environment.

Prozesky (1995:44) advises further that in addition to university accepting responsibility for taking initiatives to develop staff, the members of staff should of their own accord engage in programmes that will help them achieve the best standards.

2.4.CONCLUSION

In South Africa, like in other developing countries of the world, staff development is regarded highly, although one is to concede, fewer models have been developed to be useable in South African conditions. The country will however, for the time being borrow models from other more developed countries.

If South Africa is to compete internationally, our institutions of higher learning with all the brains and expertise in their possession should put lots of efforts in

planning and designing staff development programmes than never before, if South Africa is to compete internationally.

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

The method of research that was employed in gathering information on this study is outlined in chapter 3. An attempt is made to bring to the fore reasons for applying this type of methodology in conducting the study as well as the necessary methods used to ensure the validity and reliability of the study.

In view of the changes occurring in South African education and in black education in particular, it is overly important that a study be conducted which will determine the availability and adequacy of programs aimed at bringing the effectiveness of educators to the level that would meet the new challenges, and also elicit from educators their perceptions concerning the various developmental programs that are or could be made available to them.

3.2 THE QUESTIONNAIRE AS A RESEARCH TOOL.

According to Gall et al., (1996:288), questionnaires are used extensively in educational research to collect information that is not directly observable. These researchers report further that these data-collection methods usually ask about the feeling, motivations, attitudes, accomplishments and experiences of individuals.

In this study a questionnaire is used as it is dictated to by the purpose of the study, which is to find out, about which programmes meant for developing staff, are carried out in colleges, and which programmes, could be made available to the colleges. Secondly, the purpose of the study is to find out to what extent are educators involved in staff development programmes within or without their college precinct. It is through the questionnaire that the researcher is linked to the respondents (Legotlo, 1994:162)

3.2.1 Advantages of the Questionnaire

The researcher chose to use the questionnaire for the collection of data in this study because of the following obvious advantages (Gall et al.1996: 289; Tuckman, 1994:226):

- **Monetary cost:** the cost of sampling respondents of over a wide geographic area, which is the North West Province, is much lower using a questionnaire;
- **Time cost:** It costs much less time using a questionnaire to collect data from as widely dispersed the colleges of education are in the Northwest Province;
- **Degree of anonymity:** the questionnaire to some degree ensures some validity of responses as names of respondents and their colleges are not revealed;
- **Homogenous stimuli:** the research in no way influences the responses because the respondents complete the questionnaire at their own places at their own time when the researcher is not there;
- **Processing:** The questionnaire well structured and readily coded, with little or no open-ended questions can be easily processed for easy and correct analysis.

3.2.2 Disadvantages of a Questionnaire

The questionnaire has also its own disadvantages as is highlighted by Gall et al (1996:289). In this study the researcher is mindful of the following disadvantages:

- A questionnaire does not find more about the respondents' opinions and feelings.
- Once the questionnaire has been distributed, one cannot possibly alter some items, which might not be clear to some of the respondents.

- If the questionnaire is to be posted to respondents, the problem may arise when the address of the sample population is to be compiled.

3.2.3 Construction of a Questionnaire

An instrument that will be used for any study has the greatest influence on the reliability of the data collected. So great care was taken in the construction of the questionnaire to ensure reliability and validity of the data (Legotlo 1994:163)

3.2.3.1 Steps in Constructing a Questionnaire

Gall et al., (1996; 293) report that many questionnaires in educational research look as though very little time was afforded their preparation and because of this educators who are consistently given these questionnaires to complete, develop negative attitudes about the questionnaire and consequently react by throwing it in the thrash bin. In trying to overcome this anomaly, great care was taken in the construction of this questionnaire.

In preparing the questionnaire the researcher was careful and time and again looked back at the following criteria as espoused by Tuckman (1994:216)

- How far might a question force the respondent to want to be in a good light?
- To what extent might a questionnaire influence respondents to attempt to anticipate what the researcher wants to hear or find out; and
- To what extent might a question ask for information about what they might know about themselves?

In addition to the criteria suggested above, only the following few steps were carefully considered to boost the questionnaire return rate (Gall et al. 1996:293):

- To keep the questionnaire as short as possible;
- To use simple and straight forward language;

- To organise the items so they are easy to read and complete;
- To number the questionnaire pages and items;
- To organise the questionnaire in logical sequence;
- To begin with a few interesting and non-threatening items; and
- To avoid biased or leading questions.

The items of the questionnaire were prepared to permit only pre-specified responses. They were closed questions and not open-ended, and this made quantification and analysis of results much easier.

3.2.3.2 Preparing Questionnaire Items

Gall et al. (1996:295) warn that writing items for a questionnaire is no easy matter, as one needs to be able to write succinctly and clearly. Again one has to have a clear understanding of his/her respondents so that he/she can use language they understand in order to get all information needed without boring them; the items used should also engage their willingness to respond honestly. For this study the researcher heeded this caution (Legotlo, 1994:34)

Appropriate language was used in preparing items that would solicit the responses indicating the awareness of educators in colleges of education about the need for the existence of staff development programmes in their respective colleges organised internally and/or externally. The questionnaire also was used successfully to determine the status of development programmes in colleges of education and the perceptions of educators towards these programs and their value to learning enhancement. The instrument also helped in determining the perceptions of educators about whose responsibility it is to plan and provide for these staff development programmes, and whose responsibility it is to finance the educators who individually and voluntarily participate in such programs conducted outside their colleges.

3.2.4 Format and Content of the Questionnaire

The questionnaire for this study is divided into four sections (see Appendix A) according to their focus:



Section A (question 1 – 6). With these questions the study aims at eliciting biographical information concerning the respondents.

Section B (7 B 14). The purpose of these questions is to gather data about the perceptions of respondents concerning the various activities one can engage in as a way of developing oneself.

It is important to know how lecturers feel about the importance of various activities of staff development programmes. The questions used were meant to elicit information on the importance of each activity: the frequency with which each activity occurs to benefit the lecturers; the extent to which everyone, from lecturer to Ministry of Education is to be involved in managing these activities.

Finally, questions in Section B were aimed at gathering information on the extent to which the individual lecturer gets involved in self-developments on the one hand and the extent to which the Ministry of Education (provincial or national) gets involved in supporting these staff development activities financially and otherwise on the other hand.

Section C (15-16). The purpose of these questions is to determine the frequency with which lecturers participate in these activities when conducted and also whether they think these activities are important. They also are to indicate to what extent they feel they ought to be involved in their planning and implementation.

Section D (17). The purpose of these questions is to determine the staff development needs of lecturers that could be met through staff development programs intervention.

3.2.5 Pre-testing the Questionnaire

A thorough pre-testing of the questionnaire was carried out through a number of phone calls to respondents drawn from the intended population for the study. According to Gall et al., (1996:298) the pre-test form of questionnaire should make it possible respondents to make criticisms and recommendations in order

to shape the questionnaire. On this score ten (n=10) respondents were pre-tested and their responses were used to great effect for improving the questionnaire.

3.2.6 Final Questionnaire

Having assessed the pre-test questionnaire responses, a final questionnaire was administered to 210 lecturers and head of departments who have different lengths of stay at the various colleges.

3.2.7 Covering Letter

According to Gall et al., (1996:299) a covering letter is necessary and should be carefully designed. It must be brief and also convey certain information and impressions. The main objective of this letter is to influence strongly the return rate of the questionnaire (Legotlo, 1994:168)

In this study a short and clearly written letter was administered with the questionnaire. The letter gave hints on the purpose of the study and how the questionnaire should be handled and returned to the co-ordinator. The covering letter also assured the respondents that whatever information they provided would be treated with the greatest of confidentiality (Wietsma, 1985:152; Treece & Treece, 1986:294; Gall, et al, 1996; Legotlo, 1994:168).

3.3 ADMINISTRATION OF THE QUESTIONNAIRE

The Department of Education of the North West Province was consulted to obtain figures on staffing in the colleges. The rectors, vice-rectors or registrars of colleges were contacted to furnish further information on figures on departments and departmental members in each of the colleges in the province. The department of education did not keep a list of this kind of data. Those contacted obliged by providing the necessary information, which helped a great deal in identifying the population and the sample.

Next was the identification of contact persons in all these colleges who would help in collecting the responses from the respondents and sent them to the re-

The researcher took it upon to deliver the questionnaires to the colleges and requested the Heads of Departments to issue the questionnaires to their respective respondents. He also requested them to retrieving them from the respondents and hand them over to the contact person so assigned.

3.4 FOLLOW-UPS

According to Legotlo (1994:170) a major disadvantage of the questionnaire is non-response. This could be attributed to the respondents simply deciding not to respond to the questionnaire or forgetting all about it because a longer period of completing the questionnaire was given or other reason not foreseen by the researcher.

In the case of this research, response rate was influenced by the fact that the questionnaire was administered during the time when colleges were undergoing a period of uncertainty concerning the date in which examinations were to start. There were some disruptions reported in the college timetable with postponements of examinations and discussions between the Institute of Education, at the University of the Northwest, to which the colleges are affiliated.

To ensure an acceptable degree of response, the researcher requested each and every contact person to make follow-up on non-returnees and this improved the situation a lot (Legotlo 1994:170;Borg & Gall, 1989:440).

3.5 POPULATION AND SAMPLING

The population of the study is all lecturing staff and administration staff presently employed at the seven colleges of education in the Northwest Province. From the records of the education department, 445 persons are employed at the seven colleges of education. A random sample of three lecturers per department was selected. This gave the sample size as 210, which represents 47.2 percent of the population.

3.6 RESPONSE RATE

Questionnaires were mailed to 210 lecturers and heads of departments. 152 (72.4%) questionnaires were returned which, according to Seymour Sudman (in Gall et al, 1996:229) is acceptable. This good response rate can be attributed to the use of contact persons who generally are familiar with their colleagues and should know better.

3.7 STATISTICAL TECHNIQUES

3.7.1 Descriptive Data

A computer – aided statistical analysis was used. The Statistical Package for Social Sciences (SPSS) program was used to compute the results of the study.

3.8 SUMMARY

In conclusion, the questionnaire distributed personally by the researcher was employed as the main instrument in the collection of data because of its obvious advantages. With the help of statistical consultants at the University of the North West computation of statistics was done.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter reports on the results of the empirical investigation conducted to determine the adequacy of staff development programmes in colleges of education in the North-West Province, as well as lecturers' perceptions concerning these programmes. The chapter also reports on the lecturers' needs that could be gained through effective staff development programmes. The data collected are summarised and discussed.

4.2 REVIEW OF THE SUBJECT

The response rate for this study was more than satisfactory. From a total number of 210 subjects, 152 (72,4%) respondents returned the questionnaires, which could be used.

From the responses received it emerged that the period of service of lecturers at the colleges vary from as short period as eight months to as long period as twenty-seven years. It also emerged that some, some had a shorter period at that particular college during the data collection, but not new to college as they have for some time been working at one or the other college of education in South Africa.

4.3 BIOGRAPHICAL DATA OF THE RESPONDENTS

Table 4.1 was drawn to give an idea of the biographic characteristic of the respondents. This information is useful in identifying novice lecturers and veteran lecturers because their perceptions on staff development programmes may differ.

Table 4.1 Biographic data

	Frequency	%
AGE		
Below 30yrs	7	5
31-35	21	14
36-40	14	9
41-45	45	30
46-50	23	15
51 & above	42	28
SEX		
Male	87	57
Female	65	43
HOW LONG AT THE COLLEGE		
0-3yrs	44	29
4-6	31	20
7-9	15	10
10 & above	62	41
WHAT WERE YOU DOING PRIOR TO COLLEGE		
Student	13	9
Teacher	83	55
Head of department	30	20
Deputy Principal	1	1
Principal	11	7
Other (Please specify)	14	9
ACADEMIC QUALIFICATIONS		
Below Std 10	4	3
Std 10 & teacher certificate	2	1
Std 10 and diploma	2	1
Degree	54	36
Honours	52	34
Masters degree	18	12
Doctorate	20	13
PROFESSIONAL QUALIFICATIONS		
LPTC	1	1
PTC/HPTC	12	8
JSTC	15	10
STD	5	3
UDE/UED (DIP ED)	62	41
OTHER	57	38

The information about these two groups' perceptions and needs with regard to staff development is likely to be affected by the exposure of one of them to some of staff development programmes. The likelihood exists that the older and longer serving lecturers may perceive one programme as being of little importance while the new lecturer might see it differently.

A summary of the information provided in Table 4.1 is discussed hereunder.

4.3.1 Age of the Respondents

The respondents selected one of the six age groups. It is observed from Table 4.1 that 80 (53%) of the respondents were in the (31-45) age group, and only 7 (5%) were below the age of 31.

Another important observation is those respondents over 50 years of age who accounted for 42 (28%) of the respondents. This implies that in about a decade all these veterans shall have retired, while a great number of lecturers will still be in the field for a decade and more.

4.3.2 Sex of the Respondents



From Table 4.1 has emerged that 85 (57%) of all the respondents are male and 65 (43%) were females.

For the implementation of staff development programmes, the two figures say a lot. If staff development programmes are to be developed, the majority of these should take place in the colleges themselves to offset the problem of cost and of females attending programmes outside which might require that they sleep out for one or more days. This may cause hardships in the family. Although no mention is made here about their marital status, their sheer number suggests that there might be some problems if, far away and longer sessions that could require one to sleeps out, are to be conducted.

4.3.3 Length of Service at Present College

Table 4.1 shows that 62 (41%) of the total respondents had been at a college of education for 10 years and over, and 44 (29%) had 0-3 years experience as lecturers. This calls upon the authorities at the colleges and the department of education to institute programmes that could refresh longer-serving lecturers and socialize the novice lecturers in the methods of teaching.

4.3.4 Prior Occupation

Table 4.1 shows that 83 (55%) of the respondents were schoolteachers before being employed at a college, and 25 (16%) were either principals of schools or were doing work which may have or have not been related to teaching. Only 13 (9%) of the respondents were either heads of departments or deputy principals. Looking at these results, it is evident that the majority of lecturers need to be equipped with the latest skills and methods of grooming future teachers. Teaching in a college of education is supposed to be quite different from teaching in a school. At the college one needs to develop a different approach altogether because one is developing people for schools.

4.3.5 Academic Qualifications

Table 4.1 shows that 106 (70%) of the respondents had either a degree or an honours (B.Ed) degree. Interestingly, 8 (5%0 of the respondents have STD 10 + diploma or less. This simply means that some form of in-service training should be institute to upgrade those whose qualifications do not fit college work.

4.3.6 Professional Qualifications

Table 4.1 shows that 124 (82%) had a 3 or more years professional qualification, and only 28 had 1-2 years professional qualification which is relatively much older than the other professional qualifications mentioned earlier. Only 19% are a reasonable number, which points the way for internal staff upgrading.

4.4 PERCEPTIONS ON THE IMPORTANCE OF STAFF DEVELOPMENT PROGRAMMES: INDUCTION OF NEW LECTURERS (QUESTION B-7)

New lecturers entering a college for the first time need some form of initial in-service training (cf.2.2.2) to enable them to learn the new environment of the college. Several programmes, including staff meetings, workshops, seminars, and symposia are the right tools in starting to develop a new lecturer into a more effective entity in the life of a college.

The purpose of table 4.2 is therefore determining the perceptions of lecturers the importance of these staff development programmes necessary for the induction of new lecturers.

ITEM 7.1 STAFF MEETINGS

Table 4.2 shows that more than half the respondents 81 (53%) felt that staff meetings are very important and only 13 (9%) felt meetings are less important. This suggests that good and informative staff meetings can be made instruments for dissemination of information that would have a bearing on the improvement of lecturers' professional practice.

Table 4.2 Perceptions on the importance induction programmes of new lecturer's percentage responses.

Induction Programmes	Less Important	important	very important
7.1 Staff meetings	9	38	53
7.2 Dept/Sub meetings	3	24	73
7.3 Workshops	1	37	63
7.4 Symposia	9	51	40
7.5 Seminars	8	51	41
7.6 Mentoring	14	48	38

Colleges and other human resource management structures with interest in colleges should go to great pains to hold meetings where the lecturers will be provided with useful information to help them keep pace with developments.

ITEM 7.2 DEPARTMENTAL/SUBJECT MEETING

In the case of departmental or subject meetings, Table 4.2 shows an overwhelming 111 (73%) of all respondents felt that the departmental or subject meetings are very crucial to lecturers' work at a college. Add to this the figure 37 (24%) of those who felt departmental meetings are important, it is without doubt that lecturers feel that such meetings have the capacity to develop lecturers' practice

The majority of lecturers believed that subject meetings are both informative and guiding. The occasional holding of these meetings goes far in the upliftment of lecturers' knowledge and understanding of educational issues.

ITEM 7.3 WORKSHOPS

Table 4.2 shows that 95 (63%) of the respondents felt very strongly that workshops are important as opposed to only 1 (1%) who felt that workshops are less important. Workshops are activities where attendants are directly given the information about issues in which they participate actively which leave them more enlightened than before.

ITEM 7.4 SYMPOSIUM

Table 4.2 shows that 77 (51%) of respondents' felt that symposia are important, while 14 (9%) felt that symposia are not that important. This is attributable to the fact that some lecturers have less than three years experience at a college of education. They rarely attended symposia at school. Symposia have the ability to grapple with current information, which might turn out to be invaluable to lecturers.

ITEM 7.5 SEMINAR

With regard to seminars, Table 4.2 shows that 78 (51%) of the respondents regarded them as important and only 12 (8%) regarded seminars as of less importance. As seminars offer lecturers the chance to socialize freely with others, new lecturers benefit directly by sharing with others, sometimes with more experienced colleagues.

ITEM 7.6 MENTOR

Table 4.2 shows that 73 (48%) regarded the work of a mentor as being important, 57 (38%) as being very important, compared to 22 (14%), which felt that a mentor is less important. Older lecturers could well account for this group with does not see mentor as being important. They might not have been assigned one

Table 4.2, at a glance, shows that the majority of respondents felt either positive or very positive about each of the programmes mentioned above and very few felt otherwise. This suggests that these activities should be stepped up if the lecturers are to become better.

4.5 PERCEPTIONS ABOUT THE FREQUENCY OF STAFF DEVELOPMENT ACTIVITIES (QUESTION B-8)

The purpose was to gain a picture of the lecturer's perception concerning the rate at which different staff development programmes are held for them at the college. Some of the programmes may be held quite too often at the college

while others may not be held at all of them are important vehicles in transforming and informing the lecturer.

ITEM 8.1 STAFF MEETINGS

Table 4.3 shows that 113 (74%) of the respondents felt staff meetings are held frequently enough while 14 (9%) reported that staff meetings are held less frequently. This discrepancy might be as a result of some colleges not holding enough meetings. Frequent staff meetings help in passing over information to lecturers by people or person who might have attended an important meeting or workshops somewhere and has important information for his/her colleagues. The staff meeting is an ideal platform.

ITEM 8.2 DEPARTMENTAL/SUBJECT MEETINGS

Table 4.3 shows that the greater proportion of the respondents 89 (59%) who said that departmental or subject meetings are held frequently and 59 (39%) who say that they are held very frequently, are of the feeling that enough of departmental/subject meetings are catered for, 4 (3%) of the respondents feel that departmental or subject meetings held at respective colleges are not held frequently.

Table 4.3 Perception on frequency of holding staff development activities.

<u>STAFF DEVELOPMENT</u>	<u>Lo</u>	<u>F</u>	<u>Vf</u>
<u>ACTIVITIES</u>	<u>%</u>	<u>%</u>	<u>%</u>
8.1. STAFF MEETING	9.2	74.3	16.4
8.2. DEPT/SUBJECT MEETINGS	2.6	58.6	38.8
8.3. WORKSHOPS	15.8	45.4	38.8
8.4. SYMPOSIUM	21.1	56.6	22.4
8.5. SEMINARS	17.1	58.6	24.3
8.6. SUBJECT GROUP DISCUSSIONS	4.6	34.2	61.2
8.7. INAUGURAL LECTURERS	29.6	53.9	16.4
8.8. SUBJECT PANEL MEETINGS	8.6	48.7	42.8
8.9. CONFERENCES	23.7	59.9	16.4

Lo =Less Often

F=Frequent

Vf= Very Frequent

ITEM 8.3 WORKSHOPS

The same Table 4.3 shows a marked difference with regard to workshops. The table shows that 24 (16%) of the respondents were of the idea that very few workshops are held for teachers as opposed to 128 (84%) who felt that workshops are held either frequently or very frequently.


 A blue ink stamp that reads "NWU LIBRARY" in a stylized, blocky font. The stamp is oriented vertically and partially overlaps the bottom right corner of the table.

ITEM 8.4 SYMPOSIUM

It is evident from Table 4.3 that many respondents, 86 (57%) were of the feeling that symposia are held frequently. Only 34 (22%) are of the opinion that too many symposia are held for/or by the colleges. These figures have some implications for those in authority. Staff members should be encouraged to attend symposia whenever they are held in or outside of the college; and more of symposia be organised for staff members. Lecturers gain the latest information on educational issues at seminars and their attitudes towards teaching may be changed for the better.

ITEM 8.5 SEMINAR

Table 4.3 shows that 89 (59%) respondents were of the feeling that seminars are conducted frequently whereas 26 (17%) felt that seminars are held less frequently at colleges to organise seminars for the staff members, 37 (24%) of the respondents are of the opinion that seminars are very frequently held at their colleges. This could be attributed to the high success rate of some colleges at organising seminars. The majority of lecturers benefit from seminars while quite a good number is not benefiting. Those colleges who are lagging behind should do something about it.

ITEM 8.6 SUBJECT GROUP DISCUSSIONS

Table 4.3 indicates that 93 (61%) felt that these discussions are very adequately catered for, while 7 (5%) were of the opinion that subject group discussions are held less frequently.

ITEM 8.7 INAUGURAL LECTURES

Table 4.3 shows that 45 (30%) of respondents maintained that inaugural lectures are held less frequently, and 25 (16%) feel that these lectures are held very frequently. It calls upon the colleges to reorganise themselves and conduct more of the lectures as Table 4.3 shows their needs.

ITEM 8.8 SUBJECT PANEL MEETINGS

Table 4.3 has helped in looking at subject panel meetings. The indications are that most respondents' felt that panel meetings are held very frequently with another 74 (49%) feel that panel meeting are held frequently. 13 (9%) feel that subject panel meeting are less frequently held.

ITEM 8.9 CONFERENCES

Table 4.3 finally looks at perceptions of lecturers concerning the frequency with which conferences are attended. The overwhelming majority, 91 (60%) of respondents felt that conferences are held frequently and 36 (24%) felt that conferences are less frequently held for staff. The latter figure is an indication of how desperate the situation is in colleges that more informative conferences are missing.

4.6 PERCEPTIONS CONCERNING DEGREE OF INVOLVEMENT OF STAKEHOLDER IN IN-SERVICE PROGRAMMES (QUESTION B-9)

The purpose of this question was to determine the feelings of lecturers concerning the involvement of the ministry of education, the district office, the college staff development unit or committee, head of department, departmental members and individual staff members.

ITEM 9.1 MINISTRY OF EDUCATION (MOE)

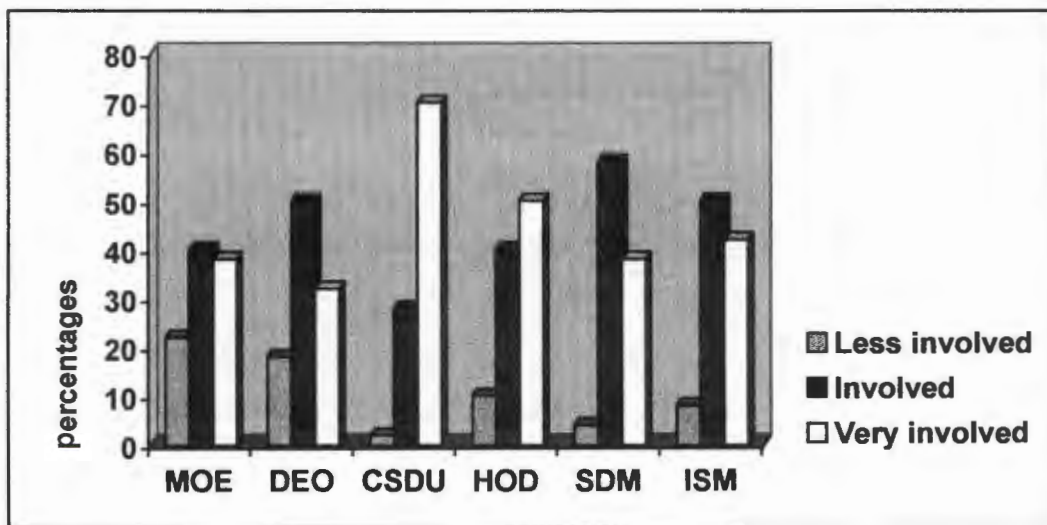
Fig 4.1 shows that 40% of the respondents felt that the ministry of education is somewhat involved in co-ordinating and managing resources and in-service programmes for colleges, and close to 38% felt that the ministry of education is greatly involved. To a larger extent the ministry of education is in involved in staff development.

ITEM 9.2 DISTRICT EDUCATION OFFICE (DEO)

From figure 4.1, it is evident the involvement of district office is commendable with regard to involvement in planning and organising staff development pro

grammes in colleges, as close on 50% of the respondents felt that the district office is very much involved. This could be attributable to the existence of subject advisers at district office.

Figure 4.1 Involvement in co-ordinating and managing resources and in service programmes



ITEM 9.3 COLLEGE STAFF DEVELOPMENT UNIT/COMMITTEE (CSDU)

Figure 4.1 shows that about 70% of the respondents reckoned that the staff development unit or committee in the colleges is very much involved with staff development activities meant to uplift the quality of teaching of staff members. Very few respondents, about 2% however feel that the college unit or committee is less involved in staff development. The results show that in some colleges these committees are not established and must be established if the effectiveness of lecturers is to be improved

ITEM 9.4 HEAD OF DEPARTMENT (HOD)

Figure 4.1 indicates that about 50% of the respondents were of the opinion that heads of departments are very involved with staff development programmes.

Approximately 10% of all the respondents felt that heads of departments are not doing enough. The latter percentage is a clear suggestion that H.O.D's pull up their socks to remedy the situation.

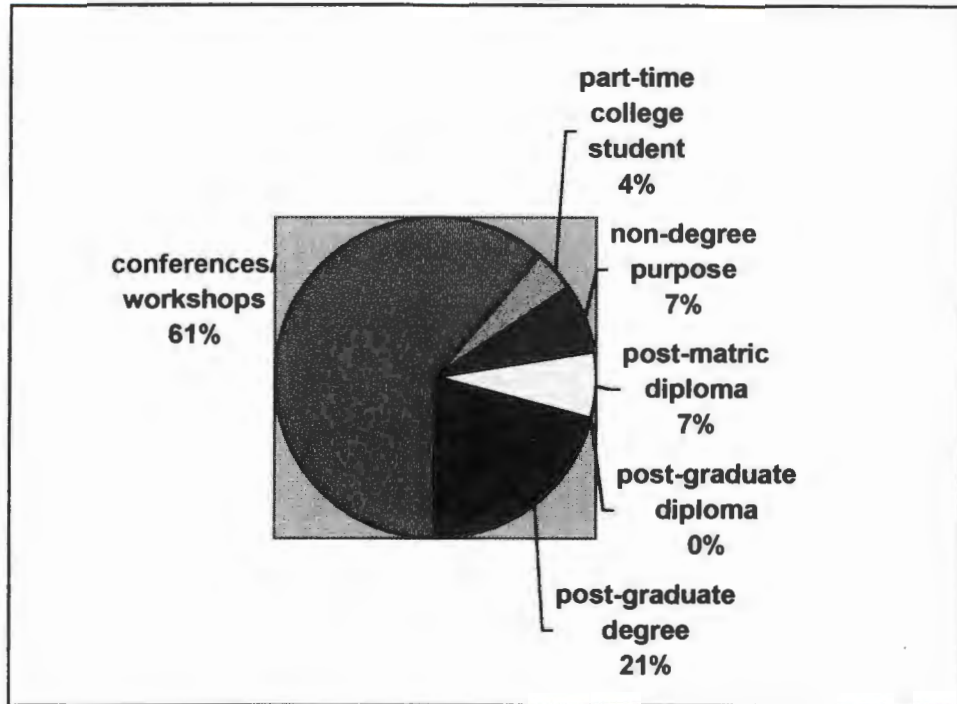
ITEM 9.5 INDIVIDUAL STAFF MEMBERS (ISM)

Figure 4.1 shows that about 50% of all respondents had a feeling that they must be involved in the co-ordination and management of resources and in-service programmes designed to improve their efficiency. Of all the remaining respondents, between 40 – 50% feel that they must be very involved in co-ordinating and managing the resources and programmes available for them to grow professionally. This suggests that programmes meant to upgrade the staff members could succeed if members are given more responsibility to run them.

4.7 SELF-DEVELOPMENT PROGRAMMES

Figure 4.2 below shows that 63,8% of all the respondents reported that they attend staff development programme such as workshops, seminars organised internally or externally on their own initiative, and 21.7% of total respondents were involved in post graduate studies.

These results are indicative of the positive attitudes that staff members in colleges have towards staff development activities. From figure 4.2, it is noted that 14,5% of the respondents reported to be involved in both diplomas and certificates or in courses that could improve the lecturers efficiency. The number explains the fact that some staff members with lowly regarded professional qualifications such as P.T.C and J.S.T.C, which were obtained many years ago, are embarking on self-improvement.



4.8 EXISTENCE OF A SYSTEMATIC STAFF DEVELOPMENT PLAN (QUESTION B-11)

Through this question the study tries to find out whether colleges of education have laid down a plan aimed at taking care of continuous provision of in-service training for lecturers.

Table 4.4. Shows that 95(36%) believed that no written systematic plan existed which is aimed at the development of staff members in colleges. This suggests that if indeed staff development activities are carried out in colleges, then this is done in a haphazard way.

57 (37%) believe that their colleges have a plan that they follow in their endeavours to improve the lecturers practice.

Table 4.4 Existence of a written plan of staff development

Yes	57	37%
No	95	63%

4.9 INVENTORY OF RESOURCES FOR STAFF DEVELOPMENT (QUESTION B-12)

The purpose of the question was to find out whether the colleges are well resourced to embark on staff development programmes on their own or not.

Table 4.5 brings to light the thinking of respondents concerning the availability of resources, which could be utilised to assist staff members to attend or get involved in staff development programmes on offer. The majority, 91 (60%) of the respondents reported that no such things as resources are present in their colleges, whereas 61 (40%) felt that there are resources available to be utilised for the benefit of good teaching. The difference in the figures mentioned could be attributed to the unequal funding of colleges and also to lack of transparency within the colleges' administrations. It could be that some colleges hide the facts about funding or are reluctant to assist the staff members to develop their professional practice.

Table 4.5 Inventory of resources for staff development

Yes	61	40%
No	91	60%

4.10 PERCEPTION OF STAFF ON COLLEGE SUPPORT (QUESTION B-13)

Through this question the respondents were to indicate to what extent the colleges are involved in giving support to staff members who engage in staff development programmes.

ITEM 13.1 Funding to attend development programmes

Table 4.6 shows that 20% of respondents felt those colleges are less supportive financially to members who would want to attend to developmental activities. 41% felt colleges are assisting the members with funds to take part in various

activities and 39% felt that colleges are very supportive financially to their own staff. In the whole colleges are generally supportive to staff members concerning staff development programmes.

ITEM 13.2 Funding to conduct development programmes

From Table 4.6 is evident that those who feel the colleges are supportive in making funds available for activities such as workshops, seminars, etc. are almost equal in number. When just about 75 percent of respondents feel that colleges are supportive, as close to a quarter believe that colleges are not giving enough support in terms of money for the participation of staff members.

Table 4.6 Perceptions concerning support by college.

	Less Supportive	Supportive	Very Supportive
13.1 Funding for work shops, seminars etc.	20	41	39
13.2 Funding to conduct workshops, seminars etc.	23	39	38
13.3 Funding to attend at other institutions	34	31	35
13.4 Transport to attend workshops, seminars etc.	13	43	44

ITEM 13.3 Provision of transport to attend programmes

Table 4.6 Shows that 44% of respondents reported that the colleges provide transport to attend development activities outside the colleges. Only 13% reported that very little is done by college to ease the staffers' problem of transport to and from places where staff development programmes are conducted. This may suggest that colleges do not have enough vehicles to offer to lecturers or that they are reluctant to use college budget for this purpose.

ITEM 13.4 Funding to attend at other institutions

From Table 4.6 it is clear that in general colleges are not that supportive financially to their staff members who would like to attend other institutions. 35%

claiming colleges are very supportive and 31%, who feel they are supportive, are

very small figure indeed. Add to this the 34% of respondents who feel that the colleges are less supportive, and picture is even bleaker.

4.11 EDUCATION DEPARTMENT'S INVOLVEMENT IN STAFF DEVELOPMENT (QUESTION B-14)

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Table 4.7 shows that the Department of Education is doing very little in having in place programmes, which could improve the effectiveness and efficiency of staff members in colleges of education.

ITEM 14.1 Organising meetings for lecturers

From Table 4.7 it can be deduced that very little effort is coming from the department of education if the figures are anything to go by. A whopping 61% of respondents feel that the department is less involved in organising meetings as compared to 17% who feel that the department is very involved. An inference can be drawn here. The department, even on important policy issues, does not meet with college personnel to discuss these issues. This suggests that the department is practising the dreadful top-down type of governance.

ITEM 14.2 Organising workshops

Table 4.7 Shows that 64% of respondents feel that the department is not helping matters in any way. The department is less involved in organising workshops, the very essence of dissemination of information. About 35% however, feel that

Table 4.7 Involvement of Education departments in staff development.

	Less Involved	Involved	Greatly Involved
4.1 Organising Meetings	61%	22%	17%
4.2 Organising Workshops	64%	20%	15%
4.3 Providing Funding For Attending	68%	18%	14%
4.4 Organising Conferences	66%	23%	11%
4.5 Provide Funding For Attending	68%	19%	13%
4.6 Provide Funding On Part-Time Studying	84%	8%	8%
4.7 Provide Incentives	83%	12%	5%
4.8 Provide Opportunities To Improve	65%	19%	16%

ITEM 14.3 Organising seminars

Table 4.7 again shows that 64% of respondents feel that the department is less involved in organising seminars for lecturers in order to bring to their attention certain valuable information, as compared to 14% who feel that the department is greatly involved. It shows that for the majority of staff the department does very little to invite them to seminars.

ITEM 14.4 Organising conferences

From the table one reads that 66% of the respondents feel that the department is less involved in organising conferences, and 11% feel it does greatly get involved. Another 23% feel it relatively does. This is also an indication that the department is selective in organising conferences for college staff.

ITEM 14.5 Funding for attending developmental activities

Table 4.7 shows that the majority of respondents (68%) feel that the department does not encourage people to attend developmental activities by providing funding. 32% of the respondents feel either that the department is moderately involved or greatly involved in making such activities available to staff. This does

ITEM 14.6 Funding for part-time studies

It is noted from table 4.7 that the department is not funding those who go on private study, as indicated by 84% of the respondents. 16% feel that support of some kind does come from the department. The department therefore does not obliged to assist lecturers to further their studies to improve their efficiency.

ITEM 14.7 Provision of incentives

From Table 4.7 it is noted that 83% of respondents feel that the department does not give incentive to pursue their studies. It is left to individuals to fend for themselves. A mere 5% feels that the department is greatly involved in providing incentives for those developing themselves.

ITEM 14.8 Provision of opportunities to improve-16.3 table 4.9

Table 4.7 shows that 65% of the respondents do not believe that the department is doing enough to open up opportunities for lecturers to improve their qualifications and practice. 16% feels that the department is doing a lot to provide opportunities for lecturers to improve themselves. This highlights the problems faced by lecturers who have to improve their practice without abandoning their work. The department needs to look into this issue if it is to rid itself of stale lecturers, as is indicate by the professional qualifications of the respondents (cf. 4,3,5).

4.12 FREQUENCY OF INVOLVEMENT OF LECTURERS IN PROGRAMMES (QUESTION C-15)

Table 4.8 was drawn to gain a picture of how often the individual lecturers get themselves engaged in some of staff development programmes.

ITEM 15.1 staff meetings

Table 4.8 Shows that 53% of total respondents; felt that they attend meetings very frequently at the colleges. 10% report that they attend staff meetings, an anomaly that needs urgent attention. This implies that the contributions of some

miss out on the deliberations of the meetings. Only 10% could not be attending staff meetings because fewer such meetings are ever held at the colleges.

Table 4.8 Lecturer attendances of staff development programmes

	Rarely	Often	Very Frequently
15.1 Staff Meetings	10%	37%	53%
15.2 Departmental Meetings,	12%	29%	59%
15.3 Departmental Workshops, Seminars, Conferences	33%	30%	37%
15.4 College Workshops, Seminars, Conferences	34%	39%	26%
15.5 Institute Of Education (UNW) Workshops, Seminars, Conferences	59%	25%	16%
15.6 Ministry Of Education Workshops, Seminars, Conferences	80%	9%	11%
15.7 External Organisations Workshops, Seminars, Conferences	59%	18%	23%

ITEM 15.2 Departmental meetings

From table 4.8 it is found that 59% represents all those respondents who were always present at departmental meetings. The 12% non-attendance might imply

that some college departments do not hold their meetings quite regularly, which might suggest that information from outside does not reach the lecturers adequately. Frequent meetings are a necessary and their frequency must be increased.

ITEM 15.3 Departmental/subject workshops, seminars, and conferences

Table shows a situation where 33% of respondents reported that they rarely attend workshops, seminars or conferences organised by subject department. Ironically 37% report high attendance. The rare attendance by lecturers be reflecting the inability or reluctance of departments to organise developmental activities for members either as a result of under-funding or non-funding of the departments by the college management or perhaps members regard these activities as being of little to their course.

ITEM 15.4 College-organised activities

Table 4.8 shows clearly that 34% of respondents rarely attend staff development programmes planned and run by the college. The reason for this could be that the colleges are not organising enough of these programmes to help the staff members. 39% and 26% of the respondents who reported that they often attend and attend very frequently respectively, could be an indication that other colleges do organise workshops, seminars and other staff development programmes for their staff.

ITEM 15.5 Institute of Education (UNW)-organised activities

Reading from table 4.8 one notes that 59% of the total respondents reported that they rarely attend staff development programmes organised by the Institute of Education at the University of North-West to which colleges are affiliated. A conclusion could be drawn that very few of these programmes are ever organised by the Institute. The respondents (25%) who reported that they often attend such programmes would be the chosen few who would have been invited. This is a situation which needs to be rectified, as it the Institute which sets examination papers and employs examiners who need to communicate with college lecturers concerning examinations. Syllabi for colleges are drawn and prepared at the

Institute. The Institute should be organising for their continuous evaluation of the programmes offered to college learners.

ITEM 15.6 Ministry of education organised staff development programmes

Table 4.8 shows that 80% of the total respondents rarely attend staff develop-

that the Ministry of Education does very little to organise staff development programmes for the total college population. 20%, which often or very frequently attend would represent those selected to represent the colleges or the facilitators so depended upon by the ministry. Many of the staff members at colleges miss on the important intentions of the Ministry of Education. A very small number (19) of all the respondents could be the ones that are well equipped to tackle the job assigned to them.

ITEM 15.7 External organisations' staff development programmes

From Table 4.8 it is noticeable that 59% of the respondents rarely attended activities organised by external organisations. The demotivating factor, could be that the colleges, the Institute, or the Ministry of Education are not supporting the lecturers to attend these activities. Little motivation is forthcoming from these quarters. An implication is that the majority of the teaching corps is not informed on the latest methods and skills to improve their instructions and carrying out of duties assigned to them. 41% of the respondents report that they either often attend or very frequently attend. This means that quite a few benefit from activities organised from outside.

4.13 PERCEPTIONS ON THE VALUE OF STAFF DEVELOPMENT PROGRAMMES (QUESTION C-16)

The purpose of this question was to get the perceptions of lecturers concerning the value of in-service training programmes as a way of improving lecturers' performance during their teaching.

ITEM 16.1 Workshops, seminars, and conferences to improve performance

Table 4.9 Shows that 90% of the respondents felt that attending staff development activities such as workshops, seminars, and conferences help them improve their performances in assigned duties, and 10% felt that they do not.

The latter figure may suggest that this, is the group which attended arranged activities irregularly or did not attend them at all.

ITEM 16.2 Increasing the number of activities

From Table 4.9, 69% of the respondents believed that the number of staff development programmes be increased as compared to those who wish that the activities should not be increased. It is evident that the majority of college staff members regard these activities as useful and greatly beneficial to them.

ITEM 16.3 Participation in planning and implementation of staff development programmes

It is noted from Table 4.9 that 84% of the total respondents felt that every lecturer be involved in the planning and implementation of these programmes if they are to achieve the desired effects. 16% is opposed to participation. It can be concluded that those who do not want to participate felt that way because they think they do not have the expertise to plan these activities. A fear that needs to be dispelled.

Table 4.9 Value of the programmes to teaching

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		Yes	No
16.1	Workshops, Seminars, Conferences Improve your Performance	90	10
16.2	Number Of Workshops, Seminars, Conferences Increases	69	31
16.3	Participate In Planning And The Implementation Of These Programmes	84	16

4.14 STAFF DEVELOPMENT NEEDS ASSESSMENT OF LECTURERS (QUESTION D-17)

Table 4.10 was drawn to gain a picture of staff members' needs concerning staff development programmes. Respondents were to indicate which of the activities

ITEM 17.1 Communication concepts and skills

From Table 4.10 it is noted that 60% of respondents wished to obtain greater competency in communication concepts and skills, and as little as 5% of the respondents however felt they do not consider communication concepts and skills important aspects to be included in staff development programmes. This is not surprising because colleges have lecturers whose duty it is to instruct on this important aspect. To many, however, this is an important aspect indeed. Teaching means one being able to pass on information to the student.

Communication is that process of imparting knowledge to someone else in an effective way. A good communicator therefore, will deliver effectively.

ITEM 17.2 Problem-solving strategy

It is indicated in table 4.10 that 66% of all the respondents felt that they needed to be helped to master the art of problem-solving and only 1% felt that the aspect is worth considering with regard to staff development. From this study it appears that many people need to be assisted in improving their problem-solving strategies.

ITEM 17.3 the technique of brainstorming

The purpose of the study was to determine whether the technique of brainstorming was one aspect that college staff would need as an instruction tool or not, and whether it should be included in staff development programmes. Table 4.10 then shows that 46% of the respondents felt that they needed to be provided with information on the use of brainstorming as compared to 32% who felt that

they know enough of brainstorming and 4% who felt that it should not even be considered for staff development programmes.

Table 4.10: Staff development needs at colleges (percentages)

		Key1	Key2	Key3	Key4
17.1	Communication Concepts and Skills	5	22	14	60
17.2	Problem-Solving Strategy	1	20	14	66
17.3	Technique Of Brainstorming	4	32	18	46
17.4	Managing Conflict Within A Group	1	24	13	63
17.5	Pros And Cons Of Group Work	8	16	18	57
17.6	Change And Creativity	8	14	24	53
17.7	Orientation Of Beginning Lecturers	3	41	20	37
17.8	How I Know Myself	30	34	11	26
17.9	Competency And Delivering	20	35	15	30
17.10	Class Visitation By Rector/Subject Head	48	15	9	28
17.11	Formulating College Aims And Objectives And a year planner	17	16	23	43
17.12	Principles Of Effective Teaching and Planning In Preparation	3	27	17	53
17.13	Principles Of Effective Teaching, Planning And Preparation	4	36	18	43
17.14	Motivating Students	1	41	11	47
17.15	The Classroom As A Learning And Research Centre.	2	37	16	44
17.16	Lecture Methods	7	40	14	39
17.17	Group Work As A teaching Method	4	35	21	40
17.18	Symposium, Panel, Forums And Fishbowl Activity	12	22	22	43
17.19	Self Activity Method	10	34	19	38
17.20	Teaching Gifted Students	6	24	18	51
17.21	Applying Remedial Teaching In Class	3	25	24	48
17.22	Use Of Questions In Teaching	5	14	14	38
17.23	Utilisation Of Educational Media	5	16	16	40
17.24	Preparing Transparencies And Slides	6	12	12	40
17.25	Student Leadership In Subject And Class Activities	14	18	18	41

ITEM 17.4 Managing conflict within a group

Table 4.10 shows that the majority of respondents showed a need to be able to manage conflict among group members effectively. 63%, as compared to 25% who felt either that they are fully competent in this respect or consider it unimportant, require staff development that make them more competent at resolving misunderstandings that time and again crop up at colleges among students and staff; and among students themselves. This great demand for competence in conflict management is necessitated by the fact that there are among the staff members with very few years as lecturers, and who need this expertise dearly.

ITEM 17.5 Pros and cons of group work

With regard to the desire to gain more understanding of how group work functions, 57% of the respondents felt that they lack the competency and would want to be assisted in this respect. 24% felt they are fully competent and do not need to be taught in this aspect. This shows that quite significant number of staff members cannot effectively use group work as a tool in classroom, but regard it as very important.

ITEM 17.6 Change and creativity

Table 4.10 reveals that 53% of the respondents, felt that they needed more competency in managing change and being creative. This is not surprising because colleges have staff members who have been at the colleges for more than ten years and require new inventions and discoveries that could be used to improve performance. Colleges also have newer lecturers who have less than three years in college experience and need to be creative and manage their new environments well. Some of these new lecturers come straight from university while others come from schools and therefore need the capacity to manage that change from school situation to college situation. About 22% of the respondents however felt they could manage change and are creative enough.

ITEM 17.7 Orientation of beginning lecturers

Table 4.10 indicates that 41% of all respondents felt that they could handle the problem of induction of new lecturers well. Colleges have older and long-serving personnel who might look at orientating beginning lecturers as a minor job. But, there are (37) those who felt that they needed greater competency in knowing how to orientate beginning lecturers. The latter figure may represent those new lecturers who, at entering the college from school, are thrown at the deep end without having been taken through the ropes.

ITEM 17.8 How I know myself

The majority of respondents (64%) felt that they knew themselves well as individuals and as lecturers that they do not need any help whatsoever to understand themselves better. 26% felt they needed to understand themselves better, and only 1% is uncertain. Similarly, the majority of the respondents (55%) felt they understood what a good lecturer looks like. They do not need any more information on the characteristics of a good lecturer. 30% of respondents felt that they should be assisted in one way or the other to know how well they should work in order to be effective lecturers.

A possible explanation for these results could be ascribed to the composition of the staff at college. There are more experienced staff members who might be very competent and also those who are may feel less competent because they are less experienced.

ITEM 17.9 Competency in delivering

50% of respondents felt that they are well competent in delivering matter and this aspect should not even be considered for staff development. 45% felt either uncertain or certain that they should be helped in delivering in the classroom.

ITEM 17.10 Class visitations by rector/subject head

Table 4.10 shows that the majority of respondents (63%) felt that they didn't think it necessary for the rector of the college or subject head to occasionally visit

them in the classroom. 28% felt that the rector or subject head is welcome. These results could be attributed to the fact some of the lecturers have long been in the classroom and know better than the rector who is always in the office and not the classroom. The percentage that welcomes the visitations may be saying so because they feel they wanted to be assisted to be complete lecturers.

ITEM 17.11 Formulating college aims, objectives and year plan

It is observed from Table 4.10 that 43% of the respondents felt that they are not competent enough in formulating college aims, objectives and drawing a year plan. This could be ascribed to the fact that the administration does not give lecturers the opportunity to be involved in crucial college tasks or their prior training as teachers did not include such aspects as drawing up a year plan and designing plans for institutions of learning. However, a significant figure of 33% felt that, given a chance, they would formulate aims, objectives and draw a whole year plan for the college. This could be the number of lecturers who have been at the college for a considerable amount of time.

ITEM 17.12 & 17.13 Principles of effective teaching and planning and preparation

Table 4.10 shows that the majority of respondents (70%) felt that they needed to know more about principles of effective teaching or are not certain whether they want to know more. 30% of the respondents felt that they know quite much about the principles of effective teaching. Similarly, the majority of the respondents (61%) felt they needed more competency in being able to plan and prepare their work or are uncertain about it.

A possible explanation to these results could be ascribed to the number of lecturers with less than three years at a college of education who may feel not equipped enough to tackle college work. On the same note, 40% of respondents felt that when it comes to planning and preparing for tasks, they would not want to be shown more of the art of planning and preparing for tasks. There are lecturers who have been at the college for more than four years and could be well versed

with the techniques of planning and preparing for whatever task assigned to them.

ITEM 17.14 Motivating students

Table 4.10 shows that 58% of the respondents felt that they needed to gain greater competency in motivational strategies or are uncertain. 42% felt that they are competent enough to be able to motivate learners to perform optimally. This could be ascribable to the composition of staff at colleges where, it is found a mixture of experienced as well as inexperienced lecturers. Those with greater experience would feel they can motivate their students, and the inexperienced would feel not confident.

ITEM 17.15 the classroom as a learning and research centre

The majority of the respondents (47%) felt they could use the classroom more effectively as a learning and research centre, but 60% felt they either need to gain greater competency or are uncertain. The demographic characteristics of the respondents could be responsible for status of affair. Those with long service as college lecturers could feel this aspect is of little importance while the novice lecturers could still feel wet-behind-the-ears when it comes to actual delivery in the classroom.

ITEM 17.16 Lecture methods

The majority of respondents (47%) felt that they effectively could use lecture methods in the classroom, while (39%) felt they needed to be taught more about classroom instruction. The new lecturers in the college and those with more than ten years teaching experience at college could be feeling that they need some renewal.

ITEM 17.17 Group-work as a teaching method

Table 4.10 shows that 40% of the respondents felt they needed to be enlightened on how to employ group-work in the classroom and 425 felt that using group-

development programmes. Those opposed to the inclusion of group-work could well be the experienced lecturers who have for years been using it. But for quite a good number of lecturers, this method needs to be elaborated upon.

ITEM 17.18 Symposium, panel, meetings, forum and fish bowl activities

Through this aspect the study aimed at determining whether the lecturers could arrange symposia, panel meetings, forum, fish-bowl activities etc. To upgrade themselves in order to be effective and for their learners to perform better.

The majority of the respondents (43%) felt they do not possess the necessary know-how to plan and prepare such activities for their own benefit and the benefit of their students. Of the respondents 34% however, felt that they have the ability to organise and arrange for these activities if given the resources. This points to the lack of necessary skills by some of the lecturers, particularly those new in the colleges. Bringing together those who feel they do not possess the necessary skills and those who are uncertain (22%), a big number needs to be skilled in these aspects.

ITEM 17.19 Self-activity methods



With regard to competency in developing the practice of self-activity among students, the majority of respondents felt they are lacking in this respect, and needed thorough coaching. It is shown in Table 4.10 that 57% of the respondents felt that they be skilled in the use of self-activity methods or were uncertain. 44% reported that the self-activity method is one of the tools they apply with ease in the classroom. The underlying factor is that more than half the respondents however, wished they could be taught the tricks of this method.

ITEM 17.20 Teaching gifted students

From Table 4.10 can be noted that 51% of the respondents felt that they desire to be more competent in handling gifted students, and only 30% of the respondents felt that they did not need any training on teaching gifted students. 19% did not know if they wanted to be work-shopped on ways of teaching gifted students.

in their mist a host of experienced lecturers who may have the ability and knowledge to deal with the gifted students and also a good number of the newcomers who would feel they are not equipped enough to tackle such enormous a task.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives a brief summary of this study. In addition it will touch on some major findings as well as some recommendations for the improvement of the effectiveness of staff members at colleges of education.

5.2 SUMMARY

The rationale for the study and a statement of the problem are outlined. Because of the major changes occurring today, doubts and uncertainties are creeping fast in the minds of the people. Uncertainties concern an array of aspects including education and teaching. In trying to improve the effectiveness of teachers, the efficiency of college staff has to be attended first because they are the ones who train teachers-to-be.

In chapter 2 a concise outline is given of the nature and scope of staff development. A good number of researchers and authors attempt to explain this concept but from their different explanations, it is clear that they look at it from different perspectives.

The view that staff development is mainly concerned with fulfilment of the requirements of teachers as members of staff of a particular school and weighted more towards the needs of the school rather than of the individual teacher (cf.2.2.1) helps to clarify the concept of staff development. This view emphasizes that staff development commences with induction programmes.

Chapter 2 has also shown that administration of institutions of higher learning

Institute of Education, The Ministry of Education, District and the individual members in the college, mentors and external agencies or organizations have a role to play in staff development from the time an individual enters an institution (cf2.3.1.1). Each of these role players could give a hand at different stages of staff development.

The literature consulted indicates firstly that the new lecturers coming into an institution (cf2.2.2) require that they be taken through well-planned programmes of training, which will socialize them in the real experiences of the institutions. Secondly, from literature consulted, it emerged that staff members at a college need constant in-service training in order to change their instructional styles to cope with change and manage change (cf2.2.3).

Chapter 2 provides an overall picture of staff development programmes undertaken in different countries of the world. It is evident from literature that much is still to be done in the planning and conduction of staff development programmes that would be applicable to all situations in different parts of the world. Many countries still lag behind with regard to staff development programmes. The United States of America is steaming nonchalantly ahead although she too, still has a long way to go.

In chapter 3 an empirical investigation was carried out firstly to determine intensity and extent of staff development programmes available in colleges of education provided by the colleges, or the district, or the Institute of education (UNW), Ministry of Education, outside organizations.

Secondly, the investigation tried to determine the support the role players give to those willing to engage in staff development programmes. Thirdly, the study was to determine how the lecturers feel about these programmes, how they benefit. Finally the investigation was conducted to determine the needs of staff members concerning improvements. From the empirical investigation it emerged that most lecturers feel that staff development programmes are very important in introducing the new lecturers to the conditions and demands of college life, and that these programmes should be intensified and made extensive.

From the empirical investigation, it emerged that among the members of staff at colleges, there are those who come directly from universities and have less than 3 years of teaching at college level. There are also lectures in colleges who come directly from high schools and have less than 3 years of teaching at colleges of education. These groups, more than anything else needs to be helped through training-on-the-job, to fit well into college setting.

Besides the groups mentioned above, staff at the college has amongst them people who have long left university and have long been teaching at the college. It is evident that the same group needs some measure of upgrading.

5.3 RESEARCH FINDINGS

The findings of the study are discussed as follows:

5.3.1 Findings on Aim 1: Intensity and extent of staff development programmes

For aim 1 it emerged that the new lecturers coming into college have to be taken through intense and extensive socializing programmes that will help them to adjust quickly to the demands of the new environment. The activities are regarded as very important to improve the effectiveness of individuals. These activities need to be increased.

5.3.2 Findings Aim 2: Support from role players

With regard to Aim 2, namely to determine to what extent each of the role players should be involved in the co-ordination and management of resources and in-service programmes for colleges, it emerged that these role players should involve themselves on a large scale if participants are to become effective and productive. With greater involvement by the role players, effective co-ordination and management of resources and programmes could be achieved, for the benefit of all.

5.3.3 Findings on Aim 3: Value of programmes to staff and instruction

With regard to Aim 3, that is to determine how lecturers value staff development programmes, it is discovered that they feel that these programmes improve their

effectiveness and so benefit the learners. They also feel that these need to be conducted frequently for staff members to improve themselves.

5.3.4 Findings on Aim 4: Staff development programmes need assessment

With regard to Aim 4, which is to determine what the development needs of lecturers, are, it follows that staff development programmes should include as many aspects as possible which include a variety of skills and strategies that would

assist the staff members fathom the intricacies of the assigned tasks. Lecturers felt that they lack competency in a number of very crucial aspects of teaching such as brainstorming, handling group work, managing conflict and so on.

5.4 RECOMMENDATIONS

Recommendation 1

Colleges should establish staff development units (SDU) or staff development committees.

Motivation

Lecturers should given the chance to develop through attending workshops and other activities. The lecturers should be assisted to acquire new skills, strategies and knowledge about the various aspects of teaching at a college of education.

Recommendation 2

Lecturers should be assisted to engage in staff development programmes organized from within and/or from without.

Motivation

It is no doubt that persons attending and getting involved in effective staff development programmes come out better people at the end of the activities. They then perform their duties with some measure of excellence, which benefit the students enormously. The knowledge lecturer's gain is passed on to the students.

Recommendation 3

Intensive and extensive staff development programmes should be planned and implemented for all staff members.

Motivation

South Africa has entered a new era with many changes taking place. The education system has changed and the whole environment of work has changed. The new South Africa is in the mist of the world that is deep in technology. It has to prepare the future adults who are to work in this country to make it a better place for all its inhabitants. Lecturers are key people in this development. They prepare teachers who in turn will prepare students in the school to fit and contribute to the development of South Africa.

5.5 CONCLUSION

The staff development programmes for college personnel are far from adequate especially within black colleges. Funding for exclusively black colleges has over the years been unsatisfactory. As a result they have for long been under-resourced and the standards of education has fallen to disturbing levels. The quality of resources for mere high schools for whites far outstrips those at colleges of education for blacks. This state of affairs has to be changed completely.

Lecturers in the college have to be grilled on various issues, which could well help them improve performance and attitudes. Staff development programmes must be designed and enough funding be provided to help them raise the quality

The morale of lecturers needs to be raised in order that productivity could be increased, and well-organized, well co-ordinated and well-funded programmes could raise this for lecturers.

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APPENDIX 1

A SURVEY OF STAFF DEVELOPMENT PROGRAMMES IN COLLEGES OF EDUCATION IN THE NORTH-WEST PROVINCE

SECTION A

BIOGRAPHICAL DATA

Kindly answer the following questions by making a cross X in the appropriate block.

1. Your age category in years

1.1 Below 30.....	1	
1.2 31 – 35.....	2	
1.3 36 – 40.....	3	
1.4 41 – 45.....	4	
1.5 46 – 50.....	5	
1.6 51 and over	6	

2. Sex

2.1 Male.....	1	
2.2 Female.....	2	

3. How long have you been in your present employment? In years.

3.1 0 – 3 years.....	1	
3.2 4 – 6.....	2	
3.3 7 – 9.....	3	
3.4 10 and over.....	4	

4. What were you doing prior to coming to this college?

4.1 Student.....	1	
4.2 Teacher.....	2	
4.3 Head of department.....	3	
4.4 Deputy principal.....	4	
4.5 Principal.....	5	
4.6 Other (Please specify).....	6	

5. Highest academic qualifications

5.1 Below standard 10.....	1	
5.2 Below std 10 + diploma/certificate.....	2	
5.3 Standard 10.....	3	
5.4 Std 10 +post-matric diploma.....	4	
5.5 A degree e.g. B,Sc(1st degree).....	5	
5.6 Honours degree or B. Ed.....	6	
5.7 Masters degree.....	7	
5.8 Doctorate.....	8	
5.9 Other specify.....	9	

6. Highest professional qualifications

6.1 L. P. T. C.....	1	
6.2 P. T. C/ H. P. T. C.....	2	
6.3 J. S. T. C.....	3	
6.4 P. T. D.....	4	
6.5 S. T. D.....	5	
6.6 U. D. E/ U. E. D (Dip Ed).....	6	
6.7 Others specify	7	

SECTION B

7. How important are the following activities in familiarising a new lecturer to the conditions and demands of college?

- 1. Less important
- 2. Important
- 3. Very Important

	1	2	3
7.1 Staff meetings.....			
7.2 Departmental/ Subject meetings.....			
7.3 Symposium.....			
7.4 Seminars.....			
7.5 Mentoring.....			

8. To what degree would you have liked the following activities conducted, to assist you socialise to the new work environment during the first 3 years?

1. Less often 2. Frequently 3. Very Frequently

	1	2	3
8.1 Staff meetings.....			
8.2 Departmental / Subject meetings.....			
8.3 Workshops.....			
8.4 Symposia.....			
8.5 Seminars.....			
8.6 Subject group discussions.....			
8.7 Inaugural lectures.....			
8.8 Subject panel meetings.....			
8.9 Conferences.....			

9. To what extent do you think each of the following people should be involved in co-ordinating and managing resources and in-service programmes for colleges?

3. Very involved 2. Involved 1 Less involved

	1	2	3
9.1 Ministry of education.....			
9.2 District Education Office.....			
9.3 College staff development unit.....			
9.4 Head of Department.....			
9.5 Subject departmental members.....			
9.6 Individual staff members.....			

10. In which of the programmes are you involved in as a way of developing yourself? Make a cross (X) in the appropriate block.

10.1 Part-time college studies	1	
10.2 Non-degree purpose courses.....	2	
10.3 Post-matric diploma.....	3	
10.4 Post-graduate diploma.....	4	
10.5 Post-graduate degree.....	5	
10.6 First degree.....	6	

11. Does a written plan exist for ongoing systematic staff development in the college?

Yes	
No	

12. Does the college have an inventory of resources needed to assist staff to Accomplish performance goals?

Yes	
no	

13. To what extent is the college supportive to staff members who engage in staff development programmes?

3. Very supportive 2. Supportive 1. Less supportive

	1	2	3
13.1 Funding to attend workshops, seminars etc.....			
13.2 Funding for conducting workshops, seminars etc.....			
13.3 Transport for attending workshops, seminars etc.....			
13.4 Funding for staff attending at other institutions.....			

14. How far is the education department involved in the following staff development programmes?

Key: 3. Greatly involved 2. Involved 1. Less involved

	1	2	3
14.1 Organising meetings for college lecturers.....			
14.2 Organising workshops for college lecturers.....			
14.3 Organising seminars for college lecturers.....			
14.4 Organising conferences for staff at college.....			
14.5 Provide funding for lecturers to attend the above.....			
14.6 Provide finding for part-time studies.....			
14.7 Provide incentives for lecturers to study further.....			
14.8 Provide opportunities for staff to improve itself			

SECTION C

**15. Listed are a number of staff development programmes that sometimes take place in a college. Please read through the list and for each item, use the rating scale to the right of each to indicate the frequency at which you get engaged in some or all of the items. Refer to the scale below when responding:
How often have you been engaged in the following?**

3. Very frequently 2. often 1. Rarely

	3	2	1
15.1 Staff meetings.....			
15.2 Departmental meetings.....			
15.3 Workshops, seminars and conferences Organised by your department.....			
15.4 Workshops, seminars and conferences Organised by the college.....			
15.5 Workshops, seminars and conferences organised by the Institute (UNW)			
15.6 Workshops, seminars and conferences organised by the Education Dept.....			
15.7 Workshops, seminars and conferences organised by NGO.....			

16. Answer Yes or No for the following questions

16.1 Do you think that the workshops, seminars and conferences help you improve your performance?	Yes	
	no	
16.2 Should the number of workshops, seminars and conferences you attend be increased?	Yes	
	no	
16.3 Do you think that you should participate in the planning and Implementation of these programmes?	Yes	
	no	

SECTION D

STAFF DEVELOPMENT PROGRAMME NEEDS ASSESSMENT

17. Read all items, and the four column headings, before making any responses. Respond by making a cross (X) in the appropriate column to indicate to what extent you wish to discuss or improve your competency in this respect.

The key:

- 2. I wish to obtain greater competency
- 2. I am uncertain whether I want more information or greater competency
- 1. I am fully competent, no further discussions

1 2 3

	1	2	3
17.1 Communication concepts and skills.....			
17.2 Problem-solving strategy.....			
17.3 The technique of brainstorming.....			
17.4 Managing conflict within a group.....			
17.5 Pros and cons of group work.....			
17.6 Managing change and being creative.....			
17.7 Orientation of beginning lecturers.....			
17.8 How I know myself.....			
17.9 Characteristics of a good lecturer.....			
17.10 Class visitation by rector/subject head.....			
17.11 Formulating college aims, objectives and a year theme.....			
17.12 Principles of effective teaching.....			
17.13 Planning and preparation.....			
17.14 Motivating students.....			
17.15 The classroom as a learning and research centre.....			
17.16 Lecture methods.....			
17.17 Group work as a teaching method.....			
17.18 Symposia, panel meetings, forum, fish-bowl activities.....			
17.19 Self-activity method.....			
17.20 Teaching gifted students.....			