

19

*H. Kapenda*

**NEEDS ASSESSMENT FOR COLLEGES OF EDUCATION IN NAMIBIA**

**Executive Summary**

**BY**

**C. D. KASANDA, H.M. KAPENDA AND R. E. NICOL-WILSON**

**March 2009**

# NEEDS ASSESSMENT FOR COLLEGES OF EDUCATION IN NAMIBIA

## Introduction

There is a need to enable the four Colleges of education in Namibia to carry out their stated mandate to prepare effective teachers for the primary and junior secondary phases in our education system. Quality teacher training can only take place in an environment where management, academic and non-academic staff work together as a team and cooperate in all aspects related to their mandates.

Educational institutions need to be managed as a business venture if stated goals are to be achieved. Management may be defined as, "... the process of setting objectives and coordinating the efforts of personnel in order to attain them" (Hodgetts, 1985, 4). Accordingly educational managers should ensure that "...individuals can work together towards the achievement of stated goals" (Kroon, 1998, 3) in their institutions. Therefore, a conducive environment must exist, if individuals have to give of their best. Such an environment requires that management cadres display a variety of skills in several areas related to making their institutions effective and efficient. In carrying out these management tasks, managers may use one or a combination of the following management styles; autocratic, democratic and laissez faire. It should be indicated that often the management style adopted by an institutional manager may depend on the type of workers s/he has.

## Methods

In this study triangulation was used to collect data from the participants. The main data collection procedures included the use of structured questionnaires, focus group discussions and semi-structured interviews. The semi-structured interviews for focus group discussions and individual interviews were tape recorded and later transcribed verbatim. The interviews and focus group discussions lasted in most cases over 60 minutes. During the interviews and focus group discussions, the researchers posed questions and let the discussions flow and only intervened to direct the flow of the discussions.

## Sample and sampling procedure

The sample for this study comprised several groups and individuals. The Regional directors in the four education Regions, the College Rectors and Vice Rector were interviewed individually. They were purposefully selected to take part in the study by virtue of their positions and because of the rich sources of information they possessed on the management of the Colleges.

The CPD Committee members, Head of Departments, Non-Academic members who were in the majority in supervisory positions, SRC, students in general and academic staff members were conveniently sampled depending on their availability. For student teachers an equal number of both second and third year students were chosen using the stratified sampling method. The 40 students were selected conveniently (20 second year and 20 third year students). A total of 161 students completed the questionnaire as indicated in Table 1. The first year students were not included in the sample because they had not even started classes at the four Colleges during the time of the study.

**Table 1.** Categories and number of participants (N = 319)

Category	Area				Total
	Caprivi	Rundu	Ongwediva	Windhoek	
Regional Directors	1	1	1	1	4
Rector	1	1	1	1	4
Vice Rector	1	1	1	1	4
Heads of Department	2	3	4	3	12
Academic staff	16	16	16	17	65
CPD Committee	8	4	3	2	17
SRC	7	6	6	12	31
Students	40	40	41	40	161
Non - academic staff	5	5	4	8	22
<b>Totals</b>	<b>81</b>	<b>77</b>	<b>77</b>	<b>85</b>	<b>320</b>

## RESULTS

The data are presented according to the four main areas of the study.

### SECTION 1: DEVELOPING AND MANAGING THE INSTITUTION

Developing and managing the institution is a management function and deals with achieving the vision and mission of the College and making others buy in this vision of the institution. This function includes the governance of the Colleges of Education and their entire environment. Without a shared vision of the institution, little will be achieved as far as the mandate of the Colleges is concerned (Kroon, 1998).

One of the roles of the management is to ensure the growth and development of their institutions. Kruger (1998), notes that managers should be able to manage the technological, social, physical,

political and institutional environment. This is necessary because all these aspects impinge on the growth, development and smooth running of the institution, in which the contributions of each individual are greatly recognized for the benefit of the institution. Accordingly, the teacher educators were asked to indicate the extent to which they thought the College management managed their institutions and how they aided its growth and development. The responses of the teacher educators are given in Table 2.

**Table 2.** The extent to which the institutions were managed as perceived by the teacher educators

Statement	Responses (%)				Totals
	Strongly Agree	Agree	Disagree	Strongly Disagree	
<b>Developing and managing the institution</b>					
College managers are appointed to their positions because of their knowledge of running the institution	6 (10)	20(33.3)	22(36.7)	12(20)	60
No formal training in running institutions of learning is given to College managers	15 (24.6)	25(41.0)	15(24.6)	6(9.8)	61
Resources are equitably allocated among the different departments in the College (textbooks, computers, money for excursions)	5 (8.1)	19 (30.6)	23 (37.1)	15 (24.2)	62
College managers do not plan for the meetings resulting in a waste of time	5 (7.9)	19 (30.2)	25 (39.7)	14 (22.2)	63
College managers express frustration over the lecturers' reluctance to change	5 (8.5)	17 (28.8)	25 (42.4)	12 (20.3)	59
College managers find it difficult to delegate tasks to other capable staff members in the College	11 (17.0)	19 (29.2)	27 (41.5)	8 (12.3)	65
There is a positive working relationship between management and staff in the College	8 (12.3)	27 (41.5)	17 (26.2)	13 (20.0)	65
Lecturers feel that their ideas are not heard by management	15 (24.6)	24 (39.3)	18 (29.5)	4 (6.6)	61
College management is able to run the College autonomously	7 (11.5)	13 (21.3)	27 (44.3)	14 (23.0)	61

Table 2 provides the results of the teacher educators' view with respect to the College managements' capacity to run develop and manage the institutions. Their responses range from a low of 53.8% of teacher educators disagreeing with the statement that "College management finds it difficult to delegate tasks to other capable staff members" to a high of 67.3% disagreeing with the statement that "College management is able to run the College autonomously".

The results in this Table appear to support the view that College management do need some training of some kind to ensure the development of their institutions. Indeed 65.6% of the teacher educators were of the view that no formal training was given to managers on how to run the Colleges. This also came out through the focus group discussions and interviews held with Rectors, the Vice Rectors and HODs who indicated that there was no formal training given to College personnel on assumption of their management duties. Indeed it was left at the discretion of the individual to seek for some kind of training or learn through trial and error as shown below:

*Researcher: What professional training did you receive either prior to or after your assumption of duties as Vice Rector?*

*Vice Rector: None, none, short and sweet, none.*

*Researcher: Would you have liked to have had one and who would have provided it?*

*Vice Rector: Umm, I think it is necessary...(one) should see how other Colleges operate ..So it takes some friction for the first week...*

The above interaction with the Vice Rector seems to point to a need for such training so as to make the individuals in the management positions better equipped for the office they are to run. Some managers made their own arrangements to stay at one of the Colleges to learn the ropes of their offices. If the training was formalized, it is most likely that the situation referred to above would not occur and time would not be wasted in trying to know what one was expected to do as a College manager. Further, areas of “friction” would be lessened, resulting in a collegial relationship among staff.

Table 3 provides the responses of the students on the management of the colleges.

**Table 3:** Students’ responses to developing and managing the institution

Statement	Responses (%)				Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
<b>Developing and managing the institution</b>					
College managers are appointed to their positions because of their knowledge of running the institution	32 (20.4)	72 (45.9)	32 (20.4)	21 (13.4)	157
Rectors should be trained in how to deal with others people	81 (54.0)	54 (36.0)	12 (8.0)	3 (2.0)	150
Some departments get more resources than others in the College	87 (55.4)	34 (21.7)	28 (17.8)	8 (5.1)	157
College managers do not plan for the meetings resulting in a waste of time	20 (13.1)	50 (32.7)	72 (47.1)	11 (7.2)	153
College managers express frustration over the student teachers’ reluctance to change	45 (29.6)	49 (32.2)	39 (25.7)	19 (12.5)	152
An atmosphere of “management” versus “student teachers” exists in the College	31 (20.4)	62 (40.8)	35 (23.0)	24 (15.8)	152
Student teachers feel that their ideas are not heard by management	94 (59.5)	44 (27.8)	17 (10.8)	3 (1.9)	158

A number of important observations emerge from Table 3. The majority of the students (90%) agreed that the College Rectors should be trained in how to deal with other people. From the students’ point of view, the College Rectors lacked appropriate training in human relations. This view is supported by the students’ comments during the focus group discussions as quoted “*Management thinks that students are empty vessels...*”.

Another area of concern by the students was indicated by (87.3%) that their ideas were not considered by management in making decisions. The non-consultative nature of decision making in the College might be a potential source of conflict between the management and students who felt ignored and sidelined in decision making. During focus group discussions with the Student Representative Council in the Colleges indicated that "...decisions were made without consultations..." and that in some cases management even "refused to provide us with the telephone numbers of the caterers..." the students accused the caterers of providing poor and in some cases rotten food, but were denied the opportunity to interrogate the caterers.

*RESEARCHER: But the contract is not with you, why should the caterers even talk to you?*

*SRC : It is written in our constitution that we could talk to the caterers..., but this is ignored by College management.*

The results in Table 3 further indicate that there is no equal distribution of resources in the Colleges as shown by the large number of students (77.1%), who agreed with the statement that "some departments get more resources than others in the College." The above findings seem to suggest that College management lacked skills in resource management both financial and materials. It is important that College managers are provided with skills in managing their institutions, especially with regard to finances and human resources management. This should also include aspects related to budgeting, in order to provide equitable and transparency in allocation of resources so that all departments are taken into consideration and their needs catered for.

It is interesting to note that both teacher educators and student teachers agreed that the managers in the Colleges were not really doing much to improve the situation in as far as maintaining the infrastructure and resources were concerned. As a result it is difficult to see how the College management could develop their institutions if they do not take into account other peoples' views in the affairs of the College.

As indicated earlier an effective manager "works with and through other people in the organization" (Kroon, 1998, 8). Without support from the subordinates', little can be achieved in terms of developing and managing a learning institution with its diversity in terms of staff and students. It is instructive to end this section by quoting Bondesio and de Witt(1991, p.296), who indicated that "To fulfill his function effectively the educational leader should have extensive knowledge about human needs and how to satisfy them". This is what our managers in the colleges need to run their institutions on a sound basis.

## **SECTION 2: MANAGING THE CURRICULUM**

Managing the curriculum is one of the functions of an institutional manager, in this case the Rector and the Vice Rector of the Colleges of Education. It also involves the supervision and management of the core business of the College, i.e., the management of teaching and learning for which tasks the Colleges were created in the first instance. The responses of the teacher educators as to whether the College management do manage the College curriculum are given in Table 4.

**Table 4: Teacher educators' responses regarding managing of the Colleges**

Managing the curriculum	Frequency (%)				Total
	Strongly Agree	Agree	Disagree	Strongly disagree	
College managers should be instructional leaders	21 (35.6)	27 (45.8)	7 (11.9)	4 (6.8)	59
College managers should be involved in curriculum development activities	26 (42.6)	31 (50.8)	1 (1.6)	3 (4.9)	61
The schools and regional education offices should provide feedback to the College on the effectiveness of the trained teachers	43 (70.5)	17 (27.9)	0 (0.0)	1 (1.6)	61
It is difficult to manage the College curriculum because of the constant revisions	12 (21.8)	23 (41.8)	16 (29.1)	4 (7.2)	55
Lengthy SBS reduces the time to cover the syllabus	11 (18.3)	15 (25.0)	22 (36.7)	12 (20.0)	60
The host schools should play an active role in inducting student teachers in the teaching profession	33 (56.9)	23 (39.7)	2 (3.3)	0	58
An induction programme should be included within the scope of ETP subject	32 (52.4)	27 (44.3)	2 (3.3)	0	61
Peer evaluation should be encouraged among academic staff	25 (43.9)	27 (47.4)	3 (5.3)	2 (3.5)	57

The results in Table 4 refer to the teacher educators' views regarding the managing of the curriculum in the Colleges. Generally the results show the respondent agreed with most of the statements, except statement 5 which referred to the length of the School Based Studies (SBS). For this statement, slightly over 56% of the respondents indicated that the duration of the SBS did not adversely affect the time needed to cover the College syllabus for any subject area.

In addition, 91.3% of the 57 teacher educators indicated that evaluation of their performance in the classroom by peers should be encouraged. This is important in the sense that the evaluation by peers would be viewed as non-threatening and would be beneficial since a colleague at the same level was the one giving feedback to the observed colleague rather than a superior whose motives even though genuine would be misconstrued by a subordinate and viewed with suspicion.

The need for student teachers to be thorough prepared for their SBS was strongly supported by 96.7% of the teacher educators. This seems to indicate recognition by the teacher educators of the deficiencies inherent in the Educational Theory and Practice (ETP) subject and that it did not adequately prepare student teachers for SBS.

Close to 64% of the teacher educators agreed that "it is difficult to manage the College curriculum because of the constant revisions" that occurs now and then. Further, 98.4% of the teacher educators agreed that "the schools and regional education offices should provide feedback to the College on the effectiveness of the trained teachers." However, some of the Regional Directors indicated during the interview sessions that Colleges have distanced themselves from the region offices who are the main employers of their graduates. One of the Colleges has started a consultative forum with the Director of Education in their region. This relationship is commendable because it helps the College to address the educational needs of the region.

Further, close to 93.4% of teacher educators agreed that “College managers should be involved in curriculum development activities.” This is essential because College managers are instructional leaders in their own rights. Therefore their participation will enable them to become aware of the problems that are likely to occur during the implementation process and the resources needed to successfully implement the new curricula.

### SECTION 3: DEVELOPING AND MANAGING THE HUMAN RESOURCES

One of the functions of managers of any institution is to the development and management of the human resources and material resources that might be in short supply to the many competing demands in the College. Further the need for transparency and fairness in the distribution of scarce material resources results are hallmarks of an effective manager. The responses to items addressing this aspect are given in Table 5.

**Table 5.** Teachers responses regarding developing and managing the human resources at the Colleges of education

Developing and managing the human resources	Frequency (%)				Totals
	Strongly Agree	Agree	Disagree	Strongly disagree	
New academic staff are expected to learn on the job with little guidance from management	13 (21.7)	20 (33.3)	14 (23.3)	13 (21.7)	60
Management does not inform academic staff what is expected of them	10 (16.9)	18 (30.5)	25 (42.4)	6 (10.2)	59
Employees leave the Colleges for greener pastures	40 (71.4)	14 (25.0)	2 (3.6)	0	56
College management tends to favour those members of staff who obey them without questioning	30 (50.0)	14 (23.3)	13 (21.7)	3 (5.0)	60
College management tends to focus on current problems rather than seeking long term solutions	20 (35.1)	25 (43.9)	11 (19.3)	1 (1.8)	57
Team work is not encouraged at the College	14 (25)	17 (30.4)	20 (35.7)	5 (8.9)	56
College managers do not give constructive feedback on teaching	17 (29.3)	22 (38)	18 (31)	1 (1.7)	58
Little communication takes place between management and staff	16 (28.6)	25 (44.6)	13 (23.2)	2 (3.8)	56
Staff development plan exists in the College to encourage staff members to improve academically and professionally	14 (25.0)	27 (48.2)	12 (21.4)	3 (5.4)	56

Table 5 provides results from the academic staff on the management of human resources in the Colleges. One of the main important question sought to find out the extent team work was encouraged in the Colleges. One of the statements referred to the existence of a staff development plan in the Colleges. About 73% of the academic staff indicated that such a plan existed in Colleges, but during interviews with CPD Committees, Rectors and other groups of academic staff indicated that funds were a problem. One Rector indicated, “.. I will be going to Windhoek to attend a meeting of...at which selection for staff development sponsorship will be carried out...to put the case of my staff across...”.

Such a situation where only “three” bursaries are to be given to several applicants for staff development does not address the problem of quality staff in the Colleges of education.

A total of 55.4% of the academic staff agreed that team work was not encouraged at the Colleges. Nonetheless the Rectors, the Vice Rectors, the CPD committee and the HODs all indicated the interviews and the individual interviews agreed that team work was important in running the Colleges and achieving the mission and vision of their individual Colleges. The importance of team work as indicated by the different groups as captured in the quotations below from selected groups in the Colleges:

*RESEARCHER: ... Um, to what extent do you think teamwork is essential in...College of Education?*

*CPD Member: Um, teamwork in what sense? The whole um, College, or the management group or..*

*RESEARCHER: Both*

*CPD Member: Both*

*RESEARCHER: In all aspects, whether it is management or whether it is within the whole community of the College*

*CPD Member: Yeah its, Yeah its very essential, people cannot work as individuals, if you have 55 people together each one cannot work as an individual, you have to work as big teams, ah, academic teams under smaller management teams, um, you have to work according to aims, um to objectives, uh so, so yes it is essential.*

*RESEARCHER: May I follow by asking then, what is the situation in...College? You have to, are you working as a team?*

..... ..

*CPD Member: Um, we have been in committees, ah, and ah the committees address certain aspects and in other words, you work together as a team, you have a management group you have people organizing everything around the computers um, you have um, the College board, so there are many committees or bodies where we work together as team..*

... ..

*CPD Member:... It is not good working in isolation, we have to work together, but we have to admit also, that there are times, when languages for instances has an ...project, and they will work with their project, although at a stage they will give feedback and they will try, or see how it can be integrated to other subject areas, but there are times when different subject areas are working in isolation. But it is definitely essential to work as a team.*

From the above quotations it is clear that teamwork was viewed as indispensable in the Colleges for harmonious working relationships that would enable the Colleges to attain the stated goals and objectives in providing instruction to the student teachers.

#### SECTION 4: INSTRUCTIONAL MANAGEMENT (TEACHING AND LEARNING)

Instructional management (teaching and learning) in this study referred to all aspects related to the teaching and learning process in the Colleges including the acquisition of teaching and learning equipment and materials that enhance the provision of quality instruction. Table 6 gives the teacher educators' responses to a number of statements relating to College managements' ability to function as instructional managers.

**Table 6.** Teacher educators' perception of the management's function of maintaining instructional environment at Colleges

Instructional management (teaching and learning)	Frequency (%)				Total
	Strongly agree	Agree	Disagree	Strongly disagree	
Problems encountered by lecturers during the teaching and learning process are ignored by the management	13 (23.6)	25 (45.5)	15 (27.3)	2 (3.6)	55
Meetings take too long	18 (32.7)	24 (43.6)	12 (21.8)	1 (1.8)	55
Some of the academic staff are overloaded with administrative and teaching responsibilities	32 (50.8)	24 (30.1)	5 (7.9)	2 (3.2)	63
More teaching and learning resources must be acquired to enable academic staff to teach effectively	45 (76.3)	12 (20.3)	2 (3.4)	0	59
Academic staff should display both creativity and initiative during their teaching	41 (67.2)	18 (29.5)	1 (1.6)	1 (1.6)	61
Both computer hardware and soft ware should be enhanced in the Colleges to promote use of technology in teaching	48 (80.0)	11 (18.3)	1 (1.7)	0	60
There is need to enhance subject content of some lecturers at the College	27 (45.0)	30 (50.0)	3 (5.0)	0	60
Academic staff should be given the time to attend professional development seminars/workshops and conferences	35 (59.3)	24 (40.7)	0	0	59
Staff members are given opportunities to carry out research	6 (9.8)	17 (27.9)	20 (32.8)	18 (29.5)	61
Student teachers have access to study materials	5 (10.0)	26 (52.0)	14 (28.0)	5 (10.0)	50
Teacher educators model professional teaching standards	7 (12.1)	30 (51.7)	19 (32.8)	2 (3.4)	58

Table 6 gives the responses of the teacher educators on the College managements' ability to provide instructional leadership to their staff vis-à-vis teaching and learning. In general they agreed with the statements that the College management did not in essence provide the required leadership in this area. Close to 97% of the staff agreed that management should be able to provide teaching and learning resources, while 98.3% indicated that there was need to provide both computer hardware and software for use by staff. These responses are important in the sense that College management has the responsibility of providing material resources to their staff, if staff members are to perform effectively and efficiently. Indeed resource management and acquisition is a management function and should be

performed adequately to provide a better working environment for the staff in the Colleges (Kroon, 1998). Further, 100% of the teacher educators agreed that teacher educators should be given time to attend professional development seminars/workshops and conferences. This is necessary if the teacher educators are to keep abreast of new developments in their areas of expertise. This requires effective planning in consultation with the Heads of teaching Units in the College to ensure that their students are catered for during their absence from the College.

Close to 69% of the 55 teacher educators agreed with the statement that “the problems encountered by lecturers during the teaching and learning process are ignored by the management”. Nonetheless it should be pointed out that the extent of this as a problem varied from College to College and on the management styles of the individual Rectors. In some Colleges staff were of the view that they obtained more help from their management while in others the situation was totally different and the teacher educators felt ignored.

In Table 7 we present the student teachers’ views regarding the question of managements’ ability to provide instructional leadership in the Colleges.

**Table 7:** Students’ responses to Instructional management (teaching and learning)

Statement	Responses (%)				Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
<b>Instructional management (teaching and learning)</b>					
Problems encountered by student teachers are ignored by the management	81 (51.9)	40 (25.6)	28 (17.9)	7 (4.5)	156
Some of the academic staff are ill-prepared for classes	58 (37.4)	57 (36.8)	36 (23.2)	4 (2.6)	155
More teaching and learning resources must be provided to enable student teachers to teach effectively	130 (80.7)	24 (14.9)	6 (3.7)	1 (0.6)	161
College management should encourage academic staff to display both creativity and initiative during their teaching	113 (71.1)	38 (23.9)	7 (4.4)	1 (0.6)	159
Both computer hardware and soft ware should be provided for student teachers’ use in the Colleges to promote use of technology	143 (89.4)	10 (6.2)	6 (3.8)	1 (0.6)	160
There is need to enhance subject content of some lecturers at the College	72 (46.5)	67 (43.2)	12 (7.7)	4 (2.6)	155
Academic staff should be given the time to attend professional development seminars/workshops to keep abreast of new developments in their subject areas	102 (63.4)	46 (28.6)	7 (4.3)	6 (3.7)	161
Students have access to relevant prescribed course materials.	17 (11.0)	34 (22.1)	59 (38.3)	44 (28.6)	154
The library should acquire more teaching and learning materials.	130 (83.3)	21 (13.5)	4 (2.6)	1 (0.6)	156

Table 7 presents the views of the student teachers regarding the availability and access to the teaching and learning resources in the Colleges. The picture that emerges is a lack of teaching and learning materials in the Colleges for effective preparation of future teachers. Almost all statements in Table 4 have been answered in the affirmative by the student teachers in this study. Of interest are the students' views regarding the lack of materials in the library, which was affirmed by 96.8% of the student teachers. Since a library plays an important role in academic preparation of teachers, it is an area that needs beefing up. In this way student teachers will be afforded the opportunity to carry out their own further research instead of depending on the teacher educators' notes. This observation is due to the fact that student teachers at the Colleges are required to carry out a 'child study', 'critical inquiry' and an 'action research' as part of their qualification requirement.

In addition, if learner-centred teaching is to be encouraged in our schools, the student teachers need to be involved in knowledge seeking and creation, which they could only do with the aid of library sources and indeed with the new technology including the internet. The student teachers awareness of the importance of teaching and learning materials is emphasized by again a large number (95.6%) of the student teachers who were of the view that "more teaching and learning materials needed to be available to student teachers".

Technology is an important and indispensable teaching and learning tool in this technological era. The majority of the student teachers (95.6%) in this study indicated that there was need to provide student teachers with computers and the necessary soft ware that they could use during their training.

Another area that needs emphasis as indicated by the student teachers is the lack of creativity and initiative on the part of the teacher educators during their teaching. Many of the respondents (95%) agreed with the statement that College management should encourage academic staff to display both creativity and initiative during their teaching. Unfortunately it is not easy to indicate exactly how management could do this apart from management according the teaching staff with the needed resources including the internet connections and resources that could be used to search for information.

For harmony to prevail in the Colleges of education it is important that management listens to the student teachers' concerns and address them. It was found from the questionnaire that 77.5% of the 156 student teachers were of the view that their problems were often ignored by the management. This in itself would be a possible area of future conflict if not dealt with immediately. Indeed this view was encored strongly by the student teachers during the focus group discussions in all Colleges that management ignored to address their concerns. Areas in which they felt management paid little attention included transport concerns, hostel areas which were in three Colleges in need of major rehabilitation and painting and in some Colleges the ablution areas needed attention and often nothing was done. The student teachers blamed the dean of Student Affairs as not paying attention to their plight and in some Colleges these links to management and student teachers had not visited the hostels for months on end.

**Table 4: Teacher educators' responses regarding managing of the Colleges**

Managing the curriculum	Frequency (%)				Total
	Strongly Agree	Agree	Disagree	Strongly disagree	
College managers should be instructional leaders	21 (35.6)	27 (45.8)	7 (11.9)	4 (6.8)	59
College managers should be involved in curriculum development activities	26 (42.6)	31 (50.8)	1 (1.6)	3 (4.9)	61
The schools and regional education offices should provide feedback to the College on the effectiveness of the trained teachers	43 (70.5)	17 (27.9)	0 (0.0)	1 (1.6)	61
It is difficult to manage the College curriculum because of the constant revisions	12 (21.8)	23 (41.8)	16 (29.1)	4 (7.2)	55
Lengthy SBS reduces the time to cover the syllabus	11 (18.3)	15 (25.0)	22 (36.7)	12 (20.0)	60
The host schools should play an active role in inducting student teachers in the teaching profession	33 (56.9)	23 (39.7)	2 (3.3)	0	58
An induction programme should be included within the scope of ETP subject	32 (52.4)	27 (44.3)	2 (3.3)	0	61
Peer evaluation should be encouraged among academic staff	25 (43.9)	27 (47.4)	3 (5.3)	2 (3.5)	57

The results in Table 4 refer to the teacher educators' views regarding the managing of the curriculum in the Colleges. Generally the results show the respondent agreed with most of the statements, except statement 5 which referred to the length of the School Based Studies (SBS). For this statement, slightly over 56% of the respondents indicated that the duration of the SBS did not adversely affect the time needed to cover the College syllabus for any subject area.

In addition, 91.3% of the 57 teacher educators indicated that evaluation of their performance in the classroom by peers should be encouraged. This is important in the sense that the evaluation by peers would be viewed as non-threatening and would be beneficial since a colleague at the same level was the one giving feedback to the observed colleague rather than a superior whose motives even though genuine would be misconstrued by a subordinate and viewed with suspicion.

The need for student teachers to be thorough prepared for their SBS was strongly supported by 96.7% of the teacher educators. This seems to indicate recognition by the teacher educators of the deficiencies inherent in the Educational Theory and Practice (ETP) subject and that it did not adequately prepare student teachers for SBS.

Close to 64% of the teacher educators agreed that "it is difficult to manage the College curriculum because of the constant revisions" that occurs now and then. Further, 98.4% of the teacher educators agreed that "the schools and regional education offices should provide feedback to the College on the effectiveness of the trained teachers." However, some of the Regional Directors indicated during the interview sessions that Colleges have distanced themselves from the region offices who are the main employers of their graduates. One of the Colleges has started a consultative forum with the Director of Education in their region. This relationship is commendable because it helps the College to address the educational needs of the region.

Further, close to 93.4% of teacher educators agreed that “College managers should be involved in curriculum development activities.” This is essential because College managers are instructional leaders in their own rights. Therefore their participation will enable them to become aware of the problems that are likely to occur during the implementation process and the resources needed to successfully implement the new curricula.

### SECTION 3: DEVELOPING AND MANAGING THE HUMAN RESOURCES

One of the functions of managers of any institution is to the development and management of the human resources and material resources that might be in short supply to the many competing demands in the College. Further the need for transparency and fairness in the distribution of scarce material resources results are hallmarks of an effective manager. The responses to items addressing this aspect are given in Table 5.

**Table 5.** Teachers responses regarding developing and managing the human resources at the Colleges of education

Developing and managing the human resources	Frequency (%)				Totals
	Strongly Agree	Agree	Disagree	Strongly disagree	
New academic staff are expected to learn on the job with little guidance from management	13 (21.7)	20 (33.3)	14 (23.3)	13 (21.7)	60
Management does not inform academic staff what is expected of them	10 (16.9)	18 (30.5)	25 (42.4)	6 (10.2)	59
Employees leave the Colleges for greener pastures	40 (71.4)	14 (25.0)	2 (3.6)	0	56
College management tends to favour those members of staff who obey them without questioning	30 (50.0)	14 (23.3)	13 (21.7)	3 (5.0)	60
College management tends to focus on current problems rather than seeking long term solutions	20 (35.1)	25 (43.9)	11 (19.3)	1 (1.8)	57
Team work is not encouraged at the College	14 (25)	17 (30.4)	20 (35.7)	5 (8.9)	56
College managers do not give constructive feedback on teaching	17 (29.3)	22 (38)	18 (31)	1 (1.7)	58
Little communication takes place between management and staff	16 (28.6)	25 (44.6)	13 (23.2)	2 (3.8)	56
Staff development plan exists in the College to encourage staff members to improve academically and professionally	14 (25.0)	27 (48.2)	12 (21.4)	3 (5.4)	56

Table 5 provides results from the academic staff on the management of human resources in the Colleges. One of the main important question sought to find out the extent team work was encouraged in the Colleges. One of the statements referred to the existence of a staff development plan in the Colleges. About 73% of the academic staff indicated that such a plan existed in Colleges, but during interviews with CPD Committees, Rectors and other groups of academic staff indicated that funds were a problem. One Rector indicated, “.. I will be going to Windhoek to attend a meeting of...at which selection for staff development sponsorship will be carried out...to put the case of my staff across...”.

Such a situation where only “three” bursaries are to be given to several applicants for staff development does not address the problem of quality staff in the Colleges of education.

A total of 55.4% of the academic staff agreed that team work was not encouraged at the Colleges. Nonetheless the Rectors, the Vice Rectors, the CPD committee and the HODs all indicated the interviews and the individual interviews agreed that team work was important in running the Colleges and achieving the mission and vision of their individual Colleges. The importance of team work as indicated by the different groups as captured in the quotations below from selected groups in the Colleges:

*RESEARCHER: ... Um, to what extent do you think teamwork is essential in...College of Education?*

*CPD Member: Um, teamwork in what sense? The whole um, College, or the management group or..*

*RESEARCHER: Both*

*CPD Member: Both*

*RESEARCHER: In all aspects, whether it is management or whether it is within the whole community of the College*

*CPD Member: Yeah its, Yeah its very essential, people cannot work as individuals, if you have 55 people together each one cannot work as an individual, you have to work as big teams, ah, academic teams under smaller management teams, um, you have to work according to aims, um to objectives, uh so, so yes it is essential.*

*RESEARCHER: May I follow by asking then, what is the situation in...College? You have to, are you working as a team?*

..... ..

*CPD Member: Um, we have been in committees, ah, and ah the committees address certain aspects and in other words, you work together as a team, you have a management group you have people organizing everything around the computers um, you have um, the College board, so there are many committees or bodies where we work together as team..*

... ..

*CPD Member:... It is not good working in isolation, we have to work together, but we have to admit also, that there are times, when languages for instances has an ...project, and they will work with their project, although at a stage they will give feedback and they will try, or see how it can be integrated to other subject areas, but there are times when different subject areas are working in isolation. But it is definitely essential to work as a team.*

From the above quotations it is clear that teamwork was viewed as indispensable in the Colleges for harmonious working relationships that would enable the Colleges to attain the stated goals and objectives in providing instruction to the student teachers.

#### SECTION 4: INSTRUCTIONAL MANAGEMENT (TEACHING AND LEARNING)

Instructional management (teaching and learning) in this study referred to all aspects related to the teaching and learning process in the Colleges including the acquisition of teaching and learning equipment and materials that enhance the provision of quality instruction. Table 6 gives the teacher educators' responses to a number of statements relating to College managements' ability to function as instructional managers.

**Table 6.** Teacher educators' perception of the management's function of maintaining instructional environment at Colleges

Instructional management (teaching and learning)	Frequency (%)				Total
	Strongly agree	Agree	Disagree	Strongly disagree	
Problems encountered by lecturers during the teaching and learning process are ignored by the management	13 (23.6)	25 (45.5)	15 (27.3)	2 (3.6)	55
Meetings take too long	18 (32.7)	24 (43.6)	12 (21.8)	1 (1.8)	55
Some of the academic staff are overloaded with administrative and teaching responsibilities	32 (50.8)	24 (30.1)	5 (7.9)	2 (3.2)	63
More teaching and learning resources must be acquired to enable academic staff to teach effectively	45 (76.3)	12 (20.3)	2 (3.4)	0	59
Academic staff should display both creativity and initiative during their teaching	41 (67.2)	18 (29.5)	1 (1.6)	1 (1.6)	61
Both computer hardware and soft ware should be enhanced in the Colleges to promote use of technology in teaching	48 (80.0)	11 (18.3)	1 (1.7)	0	60
There is need to enhance subject content of some lecturers at the College	27 (45.0)	30 (50.0)	3 (5.0)	0	60
Academic staff should be given the time to attend professional development seminars/workshops and conferences	35 (59.3)	24 (40.7)	0	0	59
Staff members are given opportunities to carry out research	6 (9.8)	17 (27.9)	20 (32.8)	18 (29.5)	61
Student teachers have access to study materials	5 (10.0)	26 (52.0)	14 (28.0)	5 (10.0)	50
Teacher educators model professional teaching standards	7 (12.1)	30 (51.7)	19 (32.8)	2 (3.4)	58

Table 6 gives the responses of the teacher educators on the College managements' ability to provide instructional leadership to their staff vis-à-vis teaching and learning. In general they agreed with the statements that the College management did not in essence provide the required leadership in this area. Close to 97% of the staff agreed that management should be able to provide teaching and learning resources, while 98.3% indicated that there was need to provide both computer hardware and software for use by staff. These responses are important in the sense that College management has the responsibility of providing material resources to their staff, if staff members are to perform effectively and efficiently. Indeed resource management and acquisition is a management function and should be

In general both the teacher educators and student teachers appear to agree that instructional leadership was not to the required level and that management did not satisfy their teaching and learning requirements completely (see levels of agreement in Tables 6 and 7).

### **CONTINUOUS PROFESSIONAL DEVELOPMENT COMMITTEE (CPD) AND RESEARCH ACTIVITIES IN THE COLLEGES OF EDUCATION**

It was heartening to find that all four Colleges of Education had established Continuous Professional Development Committees (CPDs) and all had Action Plans catering mostly for the academic staff. Nonetheless, these Committees appear to be at different levels and as such experienced different problems in the running of their activities. In almost all Colleges one of the major problems, was insufficient time to hold meetings and/or run activities. In three Colleges only one day was set aside for College meetings including CPD. As such this insufficient time available adversely affected the activities of the Committee. Another major problem was lack of "cooperation" from the other staff members. Most staff members did not seem to take the activities of the CPD Committee seriously. With respect to the non academic staff (NAS) in the Colleges, most of them complained during the focus group discussions that they were usually not considered for further training.

One of the questions asked during the needs research was to find out the extent to which the academic staff at the Colleges carried out research. The importance of research to an academic institution, especially one that is preparing teachers for the education system is imperative. It was found that in the majority of cases in all Colleges of Education there was very little research activities going on. Indeed, we were informed that "it was not one of the requirements" for teacher educators teaching at the Colleges of Education. Table 6 shows that 60.7% of the teacher educators disagreed with the statement that "Staff members are given opportunities to carry out research". Maybe the fact that "Some of the academic staff are overloaded with administrative and teaching responsibilities" indicated by 80.9% of the academic staff (Table 6) accounted for the lack of research activities in the Colleges. Nonetheless, it should be pointed out that research is very important for academic staff in the sense that research informs our teaching and we need to constantly be engaged in research that informs our practice. The College teacher educators' core function is to prepare future teachers who will have to be involved in some kind of research in the schools upon graduation to improve their practice, and as such their lecturers should set the example and be models to them.

Nonetheless, we were also informed that the only research that was taking place at the Colleges were being done by academic members who were pursuing postgraduate studies as a requirement for their higher qualifications, otherwise nothing really took place that indicated that staff were involved in research activities. It is important though to point out that research requires money. Accordingly, Colleges will have to be provided with a budget line that will be for research purposes only. Otherwise the skills gained will be of little value to them.

For the Colleges to function effectively all staff regardless of whether they are academic or non-academic should be catered for within the CPD so as to contribute to the development of the Colleges.

The impressions created from the focus group discussions were that little is done for the professional development of non-academic staff. In some Colleges the non-academic staff felt as being "looked" down upon by the academic staff and were viewed as having "little of substance" to contribute in academic matters. This attitude probably contributed to their non-inclusive in the CPD activities in general and for further training in particular.

### **RELATIONSHIPS BETWEEN ACADEMIC AND NON-ACADEMIC STAFF IN THE COLLEGES**

The staff in the Colleges are classified under academic and non-academic. This distinction tends to create an atmosphere of superiority and inferiority which does not augur well for cooperation among the staff members. Focus group discussions were held with the non-academic staff in the Colleges. Further hindrance to making the marriage between academic and non-academic workers last is made more explicit by the quotation from one HOD during the focus group discussion at one of the Colleges.

*RESEARCHER: What suggestions are you proposing to improve the situation that your administrative staff should be able to help, to make your work more efficient? Any suggestions?*

*HOD: You know Drs, it is a very difficult answer, question to answer because we operate in two paradigms of...the academic people and administrative staff. It is like ah, though we are working in the same institution but we are administered quite differently, that is why we are saying maybe if the rector could've been here or the ...could have answered more because we don't know whether they have done a needs analysis of that particular thing to exactly answer that question, so we wouldn't be very aware.*

The above quotations appear to suggest that there is a large gulf between the academic and non-academic staff in the Colleges. The cooperation is probably skin deep which may in long run result in friction which will reduce the smooth running of the Colleges. It should once again be pointed out that an effective manager should ensure that collaboration is of the highest order to achieve institutional objectives. As de Bruyn (1996, p.302) notes "An organization cannot afford to have people in different directions. Collaboration among work groups, not competition, is the key to the success." College management or academic staff cannot do without the cooperation of the non-academic staff and vice versa.

### **INVOLVEMENT OF OTHER STAKEHOLDERS IN THE TRAINING OF TEACHERS**

Teacher education is not an individual activity. Several players are involved in shaping the student teacher in becoming a proficient and effective teacher. Accordingly, several groups in the community are involved in this process. The College management was asked to indicate whether they involved the community in which they leave the regional Offices and other relevant stakeholders in the preparation of teachers. In general it was found that the participation of other stakeholders varied from college to college. In some regions there was a complete involvement of outsiders in the preparation of teachers at the college, in some there was a token of involvement and in others active sharing of ideas was found. Nonetheless there was very little involvement in curriculum development and/or actual preparing of teachers per se as shown by the interactions between the researchers and HODs.

RESEARCHER: *To what extent do you involve outside communities, such as college board, parents, regional offices, schools in the preparation of student teachers?*

HOD: *In the preparation of..?*

RESEARCHER: *Of Student teachers*

HOD: *Um, the college board is very different from the school board. The college board basically have only people from the college except for two, we have two outside people. And they are not really parents, one is from the business community and the one is from Unam.*

HOD: *So um, the college board, is except for those two people is an internal, so we cannot use them too often, um if we use for instance the one member of the college board, Mr Jansen, it is more in giving us assistance or advice on financial issues, but it is not really about teaching and preparation of students, we seldom utilize them for that.*

RESEARCHER: *And the other one?*

RESEARCHER: *The other one? I said um, parents, regional offices, schools*

HOD: *Ah, in the case of schools, we have the school based system, the school based studies system, where we send out our students to schools for a period and that is when we involve the school community, ah especially the principals as well as the teachers, first for preparation of the SBS to just discuss what will be going on during SBS with them and during when we go out for evaluation of our students then we have this communication with teachers and principals, especially those who are involved in students, students who are in their different classes. So i think that is a way how we involve our schools. We also have during our day 4 and 5 we have teaching practice at the college which is more college based where we also have this communication with schools.*

RESEARCHER: *Now in all these activities have you involved the regional office?*

HOD: *Yeah, we're, this is, I think partially, we, because we, you cannot run an activity at a school without asking for permission from the regional offices, and I also can even expand, what ... College of Education has done, which we have involved the regional office and other regional office, there are 4, 6 people from ... College of Education who are training principals on school management in collaboration with the University of Johannesburg in South Africa we are running a project in Keetmanshoop and another project in Erongo and that has been sanctioned by the government and sponsored by Rossing Foundation, Scorpion and... , so we are actually working with...*

One of the Regional Directors in responding to the same question responded thus:

RESEARCHER: *We're just wondering, to what extent in your view should the college interact with the community around, because, we, well, we seem to see that very little comes through in*

*terms of interaction with whoever is around. And in what areas should that interaction be if it is necessary to have the interaction.*

*DE: Thank you ... for that. You see at times the colleges, were they are, they are calling themselves "were are a national institution", and as such, some of them might think they don't need, you know, the local people, the interaction with the communities. Um, there are programmes at the college where we can say they can interact, for example they also have these cultural activities, cultural day or what have you, whereby communities can be called in and to teach the students, teachers, how to prepare food, how to dance this particular dance, etc, etc, that is one area, another area is ah, I think it is high time for our colleges to enlighten the communities at large as to what is happening in the college. We need to know, what programs and progress is being made, maybe through radio programs etc, etc, and also for the colleges to arrange platforms, for example a conference once per year whereby they outline the challenges of the college and where do we head to? These are some of the, this I mean areas where the colleges can come up and involve the stakeholders as such.*

From the Director's observations it is important for Colleges of education to ensure that they include the community to enrich their programmes and to benefit from the input of the community in the preparation of teachers, after all these teachers will be serving in these areas. de Bruyn (1996, p.301) holds the view that "Educational leaders must ensure cooperation between learners, teachers, parents, administrators, taxpayers and other role-players..." Colleges of Education cannot and should not work in isolation. It is therefore essential to work with the community and other stakeholders in order to find out what their needs are and how best these could be addressed. This is only possible if they actively involved in the process.

## **CONCLUSIONS**

From the findings of this study the following conclusions are made.

- a) There is dire need for college managers to be exposed to management functions and skills through formal training.
- b) Lack of proper acquisition and utilization of resources results in waste of resources and efforts. Accordingly, college management should be trained to become resource, human and financial managers if colleges are to achieve their core function of preparing effective teachers.
- c) There is need to foster harmonious relationships between management and the students in general and the SRC in particular. The SRC contributions should be taken into consideration when making decisions affecting their study and life in the college.

- d) Most academic staff in the colleges appears to lack research skills. There is a need to provide them with research skills including how to have their research papers published for wider dissemination.
- e) The communication channels in the colleges should be clear to all staff. This is essential to have the management activities known to other staff. Further, in this the goals and vision of the college will be known to all staff to ensure their achievement. In addition this will encourage in team building.

## **RECOMMENDATIONS**

The following recommendations emanate from the findings of this research:

1. College Rectors and management should be trained in how to budget. It was found that in some Colleges Rectors lacked this skill and as a result the money often returned to central government, while the college infrastructure went to pieces.
2. There is need to foster a spirit of team work in the Colleges. It is possible to achieve this by a workshop on involving both academic and non-academic staff on working as a team and valuing each others' work and contribution to the wellbeing of the students.
3. There is need to foster communication skills. This appeared to be a problem. An expertise on the communication process, when to listen and speak may solve the communication problem among the different groups.
4. An induction programme should be put in place for new staff whether academic or non-academic to ensure they perform their duties effectively rather than being left to swim or sink on their own.
5. A budget line should be created specifically for the purchase of resources.
6. A monitoring and evaluation instrument should be developed for objective evaluation of staff members.

## REFERENCES

- Bondesio, M. J. & de Witt, J. T. (1991). Personnel management. In P. C. van der Westhuizen (Ed.) *Effective educational management*. (pp. 239 - 343), Cape Town: Kagiso Tertiary.
- De Bruyn, P.P. (1996). Organisational development in schools through quality management. In P. C. van der Westhuizen (Ed.) *Schools as organizations* (2<sup>nd</sup> ed.). (pp.283 - 329), Pretoria: Van Schaik Publishers.
- Hodgetts, R. M. (1985). *Management*. London: Academic Press, Inc.
- Kroon, J. (1998). Management and managers. In J. Kroon (Ed.), *General management*. (pp. 1 -26), Pretoria. Kagiso Tertiary.
- Kruger, S. (1998). The management environment. In J. Kroon (Ed.), *General management*. (pp. 51 -71) Pretoria. Kagiso Tertiary.