ACADEMIC SUPPORT AND DEVELOPMENT
AT
TECHNICAL AND VOCATIONAL COLLEGES
IN THE
WESTERN-CAPE

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Declaration

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

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SUMMARY

The general aims of the study were to assess the current status of academic support and development at technical and vocational colleges and to determine perceived medium-term and long-term needs. A literature study encompassing the context, approaches and applications of academic support in higher education was conducted. Two questionnaires, for principals and lecturers respectively, were designed to assess the institutional and didactic status of academic support and development.

These questionnaires were used in an empirical survey in 18 technical and vocational colleges which fall under the Western Cape Education Department. Thirteen (13) principals and 60 lecturers from 13 colleges responded.

The data indicates that there is general consensus among principals and lecturers on the medium-term and long-term needs related to academic support and development.

Half the respondent colleges (50%) indicated that they present some form of bridging. This is, however, limited in scope, range of skills addressed and time allotted. Pass rates of first-year students in the examinations were indicated by the majority of the principals to be between 70% and 79%. Half the lecturers (50%) indicated that they do not know what academic support and development entail.

Principals rated the attitudes of lecturers to the improvement of their skills highly. Although lecturers generally rated their didactic strategies highly and demonstrated commitment, principals indicated that there is room for improvement in the education, training and skills of lecturers. Lecturers allow students to evaluate them infrequently.

The most urgent medium-term needs identified by principals and lecturers are the acquisition of appropriate knowledge and training, the identification of students in need and the consequent support of such students. Colleges also need to formulate a shared and accepted vision to motivate lecturers, since present academic support and development efforts are on an individual, rather than collective basis.

Areas that need to be addressed in the long term are involvement in curriculum development, curriculum improvement and the extension of information services.

OPSOMMING

Die algemene doelstellings van hierdie studie was om die stand van akademiese ondersteuning en ontwikkeling aan tegniese en beroepskolleges te evalueer en om medium- en langtermynbehoeftes te bepaal. 'n Literatuurstudie wat die konteks, benaderings en toepassings van akademiese ondersteuning in hoër onderwys dek, is uitgevoer. Twee vraelyste, vir prinsipale en dosente onderskeidelik, is ontwerp om die institusionele en didaktiese status van akademiese ondersteuning en ontwikkeling te bepaal.

Hierdie vraelyste is aangewend in 'n empiriese opname by 18 tegniese en beroepskolleges wat onder die Wes-Kaapse Onderwysdepartement ressorteer. Dertien (13) prinsipale en 60 dosente van 13 kolleges het hierop gereageer.

Die data dui op algemene konsensus tussen prinsipale en dosente oor die medium- en langtermynbehoeftes rakende akademiese ondersteuning en ontwikkeling.

Die helfte van die respondentekolleges (50%) het aangedui dat hulle 'n vorm van oorbrugging aanbied. Dit is egter beperk in omvang, vaardighede wat aangespreek word en tyd. Die slaagsyfer van eerstejaarstudente in die eksamens is deur die meerderheid van die prinsipale aangedui as tussen 70% en 79%. Die helfte van die dosente (50%) het aangedui dat hulle nie weet wat akademiese ondersteuning en ontwikkeling is nie.

Die prinsipale het die houdings van dosente tot die verbetering van hulle vaardighede hoog aangeslaan. Alhoewel respondentedosente oor die algemeen hul didaktiese vaardighede en toewyding hoog aangeslaan het, het die prinsipale aangedui dat daar ruimte vir verbetering in die opvoeding, opleiding en vaardighede van dosente is. Dosente laat studente nie dikwels toe om hulle te evalueer nie.

Die dringendste mediumtermynbehoeftes wat deur die prinsipale en dosente geïdentifiseer is, is die verwerwing van toepaslike kennis en opleiding, die identifikasie van studente wat ondersteuning benodig en die gevolglike ondersteuning van sulke studente. Kolleges het ook nodig om 'n gedeelde en aanvaarde visie te formuleer, aangesien akademiese ondersteunings- en ontwikkelingspogings eerder op 'n individuele, as kollektiewe basis, plaasvind.

Langtermynbehoeftes is betrokkenheid by kurrikulumontwikkeling, kurrikulumverbetering en die uitbreiding van inligtingsdienste.

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CHAPTER 1

ORIENTATION, PROBLEM STATEMENT AND CLARIFICATION OF CONCEPTS

1.1 INTRODUCTION AND ORIENTATION

Against the backdrop of imminent changes in the governance and funding of higher education in South Africa, the shift to the creation of a learning society is advocated by the National Commission on Higher Education (NCHE). This implies that completion of a secondary or tertiary stage of education is not the end of the road, but rather a stage in a lifelong process. Higher education institutions will not only have to assess what students know, but also encourage students to become managers of their continued learning. The monopoly held by higher education institutions as centres of learning will have to be shared with other organisations, both public and private, which are also becoming learning organisations. This implies the development of partnerships between higher education institutions and public or private organisations. Higher education institutions also need to survey how to become learning organisations (NCHE, 1996:39).

Tertiary and post-secondary education (PSE) face many daunting challenges, many of which are rooted in the socio-economic structure of South Africa. These challenges are numerous, varying between those which are superficial and which can be met more readily, and those which are less obvious and will require determined and enduring efforts to overcome. The educational crisis is really a national crisis and "education has become the focus of the struggle for a new society" (Agar, Hofmeyr & Moulder, 1991:4) Institutional change, appropriate funding, paradigm shifts and changes in attitude and values underlie those which are at the very heart of challenges facing the leadership in tertiary and post-secondary education.

Universities, technikons and colleges need to provide skilled labour, leaders and professionals to best serve the interests of the South African economy and communities. Tertiary education is costly and it is important that the transition of students from secondary to tertiary education is successful and effective. In South Africa there are many students who are in need of support and development to ensure successful completion of their studies to enable them to become productive

participants in the workplace and in their respective communities. The disparity between the abilities of students from different educational backgrounds poses a serious threat to the provision of leadership and a skilled labour force, specifically among African students. It is this disparity which, in the short and medium term, needs to be addressed by tertiary and post-secondary educational institutions. The relevance of this study can be regarded against the backdrop of the following information.

At present, the picture looks bleak at South African tertiary institutions. Student protest, which has escalated into violence, vandalism and an unrelenting attitude of no change, no learning, is now prevalent at tertiary institutions, particularly those with high numbers of educationally disadvantaged students. Student bodies, such as the South African Students' Congress, the Azanian Students' Congress and the Student Transformation Forum, are demanding immediate change, not only on an academic level but also non-academically. This includes replacement of institution management and leaders, whom they perceive as being insensitive to their cause. The fact that staff compositions at tertiary institutions do not reflect the composition of the population, leads to demands related to immediate changes in governance and appointment of black lecturers (**Rapport**, 7 May 1995).

The causes of campus unrest are deeply rooted. Student bodies do not have to look very far to find disgruntled students to demonstrate and protest their cause. Factors which are cited as possible reasons are adaptation problems to tertiary studies and the academic culture, language-related issues, poverty and the scarcity of bursaries (**Die Volksblad**, 24 February 1995). Expectations created by the 1994 elections have also contributed to dissatisfaction with the perceived slow pace of change.

In commentary in **The City Press** (7 May 1995) on student violence on the Vaal Triangle Technikon Campus during May 1995, the government is urged to make sure that transformation on tertiary campuses transpires speedily, while *troublemakers*, who prevent students from continuing their studies, should be dealt with firmly. The undemocratic nature of halting activities on campuses to ensure that demands are met, is criticised strongly. In this particular case, racial tension was also exploited by peripheral agents.

The politicised nature of education in South Africa also leads to demonstrations before demands for change can be studied and considered, thus disrupting regular academic activities. In **The Star** (5 May 1995) the behaviour of protesting students is described as immature. In the same vein, **Die Beeld** (5 May 1995) states that the reasons for

unrest on campuses can by no means legitimise the violence and anarchistic behaviour. It is conceded that where there are legitimate grievances, they should be addressed urgently. The challenge is issued that each tertiary institution should ask itself whether it is keeping pace with the imminent change and whether students are prepared for the challenges which face them ahead. A call for greater tolerance from all role-players is also made. Violence can only contribute to greater tension and adversely affect the country's economic welfare in the long run.

On 24 May 1995, Prof Bengu, Minister of Education, informed a press conference of measures taken to alleviate tension and make provision for medium-term and long-term redress of the educational system (**The Citizen**, 25 May 1995). Although the government had foreseen that there would be some problems in the transformation of higher education, it had not envisaged the scale of problems experienced then, with specific reference to the bloodshed, destruction of property, hostage taking and in some instances, temporary closure of institutions.

At that stage, Prof Bengu announced an official inquiry into the higher education sector in South Africa. Such an inquiry was necessary, since the quality of tertiary education affected the country's cultural, social, scientific, technological and professional life. The National Commission on Higher Education (NCHE), under the chairmanship of Dr J. Reddy, Vice-Chancellor and Principal of the University of Durban-Westville, had to advise government within two years on how to achieve tertiary education based on *high quality, life-long learning, equity, democracy and efficiency* (**The Citizen**, 25 May 1995).

It seems that May is the month of mayhem on campuses, because after the 1995 unrest had abated, May 1996 came with renewed demands and unrest, and in certain instances, racial clashes. Prof Bengu, was called upon to *put his foot down as this (Pretoria Technikon) institution is refusing to transform* (**The Citizen**, May 1996 & **Rapport**, 19 May 1996). At the helm of unrest at this institution was the Pan Africanist Student Organisation and the Azanian Students' Congress, who wanted the mainly white staff and rector to be replaced with black staff and management. Among demands made were the following: that the predicate system (40% minimum for admission to examinations) be scrapped; that English be the only medium of instruction, replacing Afrikaans; that interest be waived on outstanding fees. Student unrest also occurred at the University of Durban-Westville, the University of Zululand and Technikon Natal (Pietermarizburg) during this month.

The Government of National Unity had contributed R300 million to relieve student debts in an effort to supply non-academic support to disadvantaged students (**Die Volksblad**, 21 May 1996). The ANC encouraged negotiations between all role-players, while condemning conflict which undermines the very existence of tertiary institutions.

The unrest of the previous few years is not going to disappear overnight. The transformation issue is too pressing and the gap between student organisations and management of tertiary institutions too wide. One of the major issues is the pace of transformation (**Die Volksblad**, 20 May 1996).

The following issues need to be clarified urgently so that they can be addressed speedily:

- a commonly accepted definition of transformation;
- alternative management structures, while transformation is taking place;
- non-racist language and admission policies;
- access and academic support to educationally disadvantaged students;
- financing (**Die Volksblad**, 20 May 1996).

The potential of technical and vocational colleges in providing bridging or adaptation possibilities to students struggling to make the transition from secondary to tertiary education should be considered seriously . This is, however, not a short-term solution, but should rather be deemed as medium-term, constituting a period of perhaps one to two years.

1.2   PROBLEM STATEMENT

It is clear from the previous information supplied that the issues at stake are of great relevance to tertiary education in South Africa. Education in South Africa is in a transitional phase. The disparities of the past need to be addressed urgently. Part of the long-term solution for the equalisation of education for all the children in South Africa is the accessibility of education for all and the proper training of teachers for early childhood, primary and secondary education.

One of the current issues which needs to be addressed is the difference in skills of students from different educational backgrounds.   The needs of educationally

disadvantaged students have to be addressed through appropriate modes of support and development, depending on the post-secondary or tertiary context. There is no way of correcting the deficiencies of their secondary education, therefore tertiary institutions ought to ensure that the transition and adaptation to study on tertiary level are aimed at improving and developing cognitive skills. The provision of non-academic support is also indicated in many instances.

Tertiary educational institutions are accessible for all matriculants, regardless of race, since restrictions are no longer placed on admission policies on the basis of race or quotas. These institutions have increasing heterogeneous student populations and this makes the situation even more problematic. Educationally disadvantaged students may now have access to these institutions, but this does not imply that they are proficient in critical thinking, problem-solving and the effective organisation of ideas and facts. To a certain degree, this also applies to students from more privileged educational backgrounds, since independent and creative thinking have not always been regarded as important. The legacy of teachers who fill pupils like empty vessels is very obvious in the inability of many white students to think independently and critically. Academic support can therefore also contribute to correcting deficiencies identified in such students.

Educational or academic support and development should not only address the needs of students, but should also be addressed in staff development sessions. Lecturers need to be supported and developed by means of such session to enable them to become active participants in this process.

On tertiary level, specifically at historically white English universities, and more recently at certain technikons in South Africa, research has been done on aspects related to academic support and development. Depending on the context and the time frame, the focus has shifted from isolated faculties at a handful of tertiary institutions to an increasing number of institutions adopting such programmes. These have then been adapted to meet the needs of these institutions and the students they serve.

This study is aimed specifically at the post-secondary level of technical and vocational colleges in the Western Cape. Very little is known about academic support programmes at technical colleges and according to Agar, Hofmeyr and Moulder (1991:8), if such programmes exist, they are probably ad hoc and in the initial stages of development. Integration of the student body at technical colleges is, however very slow (**Agar, Hofmeyr & Moulder**, 1991:3).

The problem that is addressed in this study, is the above in terms of technical and vocational colleges.

1.3 MOTIVATION FOR STUDY

With the role of colleges becoming more important as a possible entry level for students on the road to tertiary institutions, academic support and development of educationally disadvantaged students, are essential. Technical and vocational colleges should provide students with personal and academic skills to ensure that they are also able to face future educational challenges and to enhance the notion of life-long learning. Higher institutions should transform students from mere imitators of ideas and regurgitators of facts, to innovators and creators of new insights (**Smit**, 1990:90). The college lecturer, as other colleagues in higher education, should strive towards generating new ideas, methods and movements to improve their teaching.

1.4 OBJECTIVES

- To provide the **context**, approaches and application of academic support and development and bridging programmes, both locally and internationally.
- To assess the **status** of academic support and development of lecturers and students at government and government-funded technical and vocational colleges in the Western Cape.
- To determine directions which **training** of college lecturers need to take in future.
- To provide a basis for possible future **research** in this respect.

1.5 TERMINOLOGY

1.5.1 Technical and Vocational Colleges

Colleges are called either technical or vocational, but for the purpose of this study the definition supplied incorporates the activities of both.

According to **Fourie** in the SAAVSE Newsletter (1996:4) the mission of technical colleges is *to offer convenient, high-quality, relevant, affordable and accessible education and training to a broad spectrum of the community.*

This type of education and training is aimed at developing human resources up to middle management level. It could potentially contribute to the success of the Reconstruction and Development Programme (RDP). Through the provision of skilled and motivated employees, economic growth can be improved. Entrepreneurial skills are essential for self-employment, while they also improve students' career opportunities, achievements and enhance their personal development.

Against the backdrop of its mission and aims, the technical college milieu provides:

- Structured vocational education and training programmes, based on prescribed national or provincial syllabi. Courses are offered on a full-time, part-time or distance education basis. Upon completion, students acquire nationally accredited qualifications, such as certificates or diplomas.

- Specialised education and training programmes in accordance with the needs of business and industries.

- Education and development programmes with life-long learning as focal point. Adult Basic Education and Training (ABET), bridging and support programmes resort under this provision.

- Development and enrichment programmes to empower individuals and their community (**Fourie** in SAAVSE News, 1996:4).

1.5.2 Education, training, development and integration

These concepts are often interchangeable and overlap. For the purpose of this study a distinction is necessary.

- **Education**

The National Training Board (1992:2) defines education *as the planned transfer of knowledge, insights, codes of conduct and values.* This action generally occurs within educational institutions. Regardless of whether its aim is general or vocational, it is

mainly directed at developing the student as an independent, intellectual being. This ultimately also benefits the intellectual and cultural levels of the community.

- **Training**

In the Manpower Training Act of 1981 this concept is defined as *any training which has as its special aim the improvement of the proficiency of any person for any work performed in or in connection with any industry, and includes training in labour relations* (**National Training Board**, 1993:2).

Also incorporated is the transfer or acquisition of technical knowledge, related skills, values and attitudes to enable the student to develop proficiency and enhance natural aptitudes to improve that of which he is capable. Training normally takes place outside formal educational institutions.

Knowledge, transferred through education and training, forms the basis of the development of technical, human and conceptual skills. The student in education and training at technical and vocational colleges should be given the opportunity to fully develop the required skills, as illustrated in the following schematic representation (**National Training Board**, 1993:3):

Figure 1.1
Training and Skills
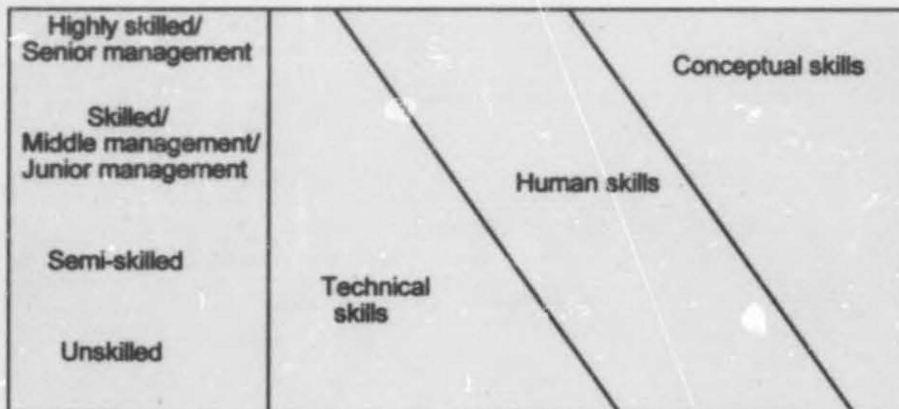
- **Development**

Development is a total process of which training is only a part. Experience is regarded as an important prerequisite for development to take place. Unlike training, which can be relatively short, development takes place over a longer period of time, often years. Another distinctive aspect of development is that it is normally unstructured. It should be seen as a process, covering a wide range of knowledge, skills and attitudes.

- **Integration**

According to the Ministry of Education in the White Paper on Education and Training released in March 1995, education and training are closely related. For the sake of the development of a national human resource strategy, education and training should be integrated. This implies an approach to learning which is not based on a division between academic knowledge and practical skills, and enhances the notion of the learner who can ultimately face individual career challenges and work co-operatively. This approach needs to affect qualification structures, such as addressed in the new National Qualification Framework (NQF). (**White Paper on Education and Training**, 1995:15).

1.5.3 Academic or Educational Support and Development

Tertiary institutions need to increase the diversity of their student populations while providing relevant quality education in their specific contexts, especially with regard to limitations on human and financial resources. Educational development is aimed at increasing the recruitment, retention and graduation of black South Africans. Academic support programmes are defined as *efforts directed to student needs to help them bridge the gap between school and university* (**Pavlich & Orkin**, 1993:iii). According to **Agar, Hofmeyr & Moulder** (1991:3) educational support programmes compensate for educational disadvantage and offer enrichment education to underprepared students.

Academic development programmes are part of the longer-term initiatives. Staff development, curriculum reform and relevant research in this field are essential to sustain academic support.

1.6 RESEARCH METHOD

A literature study will be undertaken to gauge the context, approaches and application of academic support and development in higher education surroundings, ranging from colleges, technikons to universities. On the basis of criteria for effective academic support and development gathered from the literature, two questionnaires will be designed:

- a questionnaire for the Principals assessing the status and needs related to academic support and development at their colleges;
- a questionnaire for Lecturers assessing the status and needs related to academic support and development in their classroom practice.

Once the concept questionnaires have been designed, they will be subjected to scrutiny by a college principal, the study leader and an academic support and development practitioner. Editorial and conceptual adjustments deemed necessary, will be made to ensure that the questionnaires are valid and reliable to effectively assess the issues at stake.

The adjusted questionnaires for Principals and Lecturers will be prepared for distribution and application, once permission for the study has been obtained from the Director of Colleges in the Western Cape. Questionnaires will be accompanied by Afrikaans and English covering letters.

The survey is to be undertaken at the 18 technical and vocational colleges under the jurisdiction of the Western Cape Education Department. These colleges have been selected because of their varied profiles. The differences in instructional programmes, setting, language of instruction and racial compositions of students at these colleges will contribute to the broad assessment of the status and needs related to academic support and development at technical and vocational colleges.

A pilot letter informing prospective respondents of the imminent research and delineating the area of research, will be handed to the Principals prior to the distribution of the questionnaires.

Colleges participating in the survey, will be given three weeks to return the questionnaires by post to the researcher.

1.7   RESEARCH STRATEGY

The research will be approached as follows:

- Chapter 2: a compilation of the literature study related to academic support and development and bridging programmes. This will serve as a frame of reference for the design of the questionnaire.

- Chapter 3: the aims and method of the empirical research and implementation thereof will be described.

- Chapter 4: results which have been obtained from the respective questionnaires, will be processed statistically to develop a database. The results will be recorded in tabular form, graphically and qualitatively.

- Chapter 5: discussion and interpretation of results. Conclusions and suggestions applicable to the technical and vocational college milieu, with regard to academic support and development of both staff and students, will be drawn from results integrated with the insight gained from the literature study.

CHAPTER 2

THE CONTEXT, APPROACHES AND APPLICATIONS OF ACADEMIC SUPPORT AND DEVELOPMENT

2.1   INTRODUCTION

Higher education in South Africa is faced with the dual challenge of increasing access to large numbers of matriculants now and in the foreseeable future, while maintaining quality (**Saunders**, 1992:67). This has necessitated programmes, interventions and ventures which can encourage, facilitate and enhance entry and adaptation of educationally disadvantaged and underprepared students who enter tertiary education.

The purpose of this study is to describe the context of academic support programmes. These programmes are also referred to as educational support and development programmes, depending on the institutions where they are in operation.

Academic support and development have gone through evolutionary processes during the past two decades, influenced by social and political change in the South African context. From the literature study many different approaches have been identified. An institution, wanting to replicate a model, would want to be ensured that it will best serve the needs of its students. The effectiveness of academic support and development depends on numerous factors, which are discussed briefly in this chapter.

Academic support and development also imply change, institutional, educational and attitudinal. A short international perspective will show that problems related to underprepared students are not unique to South Africa.

2.2   CONTEXT

2.2.1   Description of the field

From the literature study it is clear that there is not one common definition for academic support and development. It is therefore necessary to view different exponents' views to create a frame of reference.

Underprepared students receive compensatory and enrichment education through educational support programmes (**Agar, Hofmeyr & Moulder**, 1991:3). These programmes are not only applied in tertiary education, but also in secondary and non-formal sectors of education and are regarded as a response to South Africa's education crisis.

According to **Agar** et al. (1991:5), students who have received inadequate secondary schooling and who are not properly prepared for tertiary studies need skills, concepts and knowledge. This can be promoted through educational support programmes. Another side or aspect of these support programmes is that they can give lecturers the opportunity to improve their lecturing or tutorial skills to enable them to teach underprepared students. **Imenda** (1995:178) accentuates the enhancement of academic and professional potential of lecturing staff and students in tertiary institutions. This empowers them to perform at their maximum potential. It is clear that the support of students and the development of lecturers are inextricably connected in the terminology, planning and purpose of this field. They should be regarded as an intertwined unit.

Hunter (1989:68) defines academic support as structured teaching arrangements, supplementary to the regular activities, such as provision of lectures and tutorials, of the university. This special provision is in reaction to perceived inadequacies of a section of the student population's secondary education background. If academic development is dealt with properly, it *avoids a deficit perception of students, and liberates them to contribute to the transformation of their own education, that of our universities and that of our society* (**Hunter**, 1989:77).

Ragaven (1994:3) emphasises the fact that advancement and educational development need to develop skills within a total system of education of reconstruction and transformation.

Ferreira (1995:154) defines academic support as *interim strategies to bridge the gap between inadequate schooling and tertiary education*. Bridging programmes and remedial courses also fall under the protection of academic support programmes.

Academic support programmes are always aimed at specific target groups and therefore it is essential to note that programmes are not always completely transferable. Programmes cater for the needs identified within the context of the institution. The differences between needs of institutions can either be subtle or obvious, therefore academic support and research in this field should be inextricably linked (**Scholtz**, 1991:33).

Educational support programmes generally have three aims:

- the facilitation and enrichment of learning or teaching;
- increasing the number of black graduates, for professional and leadership involvement, and
- contributing to institutional and structural change in the context of South African educational and political policies (**Agar** et al.,1991:5).

These aims vary from short, medium to long term and are qualitative and quantitative. The quality of students' learning and the number of black students who subscribe to tertiary institutions are of the essence. Educational development initiatives also include financial support, access to accommodation, special admission procedures, co-ordinated outreach to secondary institutions and regional articulations with colleges or training centres (**Pavlich, Orkin & Richardson**, 1995:69).

Cericla (1991, in **Walker & Badsha**, 1993:59) states that academic support and development imply *quality and relevance of learning and the equity with which it is distributed among the population.*

It is clear that academic support and development have many facets. A distinction is made between the support of students to develop their skills, and the individual and collective development of lecturers, who are instrumental in facilitating support and development of students, according to **Walker and Badsha** (1993:62). Academic support and development do not occur within a vacuum and therefore cognisance of educational and social change is important. Research of support and development in practice can contribute to the improvement of a tertiary institution. This in turn can lead to improvement and upliftment of the community served by the institution.

2.2.2 Factors leading to Academic Support Programmes

Most tertiary institutions want to admit more black students to reflect the composition of the national population. Unfortunately they are confronted with the legacy of apartheid education. These institutions want to diversify and grow, but are challenged with maintaining quality at the same time (**Pavlich & Orkin**, 1993:1-9). To many who are opposed to integration, this is the ideal opportunity for an outcry against the possible lowering of standards to accommodate underprepared students.

Each institution will probably be able to cite its own specific reasons for introducing academic support programmes, as shown by research done for the Ford Foundation (**Pavlich & Orkin,** 1993). It is normally when institutions realise that their students are not succeeding, especially with regard to language or study skills, which in turn results in learning problems, that assistance is sought from experts in the field (**Starfield,** 1990:142).

The following factors are mentioned or referred to by most of the researchers involved in academic support and development programmes:

- Very few black matriculants succeed in passing Maths and Science. This drastically reduces their eligibility for Science, Commerce and Engineering courses. Those that do have these subjects, mostly have a symbol of less than a D and very few pass the subject on the higher grade. Despite the democratisation of education in South Africa, these problems still exist. The pool of black professionals to enter the business sector is still very limited (**Agar** et al., 1991:3). According to a recent survey by **Nyamapfene and Letseka** (1995:159) problems experienced by students are particularly acute during the first year. The reason for the these problems in the first year is the underpreparedness of students, reflecting on their secondary schooling.

- Black students have rejected the education system within which they find themselves and regard it as irrelevant to their contexts and experiences, specifically from a cultural point of view. The ideology of Christian National Education (CNE) formed the basis of the school culture and curricula, contributing to problems of relevance and credibility for black pupils (**Pavlich & Orkin,** 1993:1-3).

- Matriculation results from former Department of Education and Training (DET)schools cannot be considered as *reliable predictors of competence at university* (**Pavlich & Orkin,** 1993:1-4). In many of the ex-DET schools, learning is based on *memorisation and regurgitation* and critical thinking is not encouraged (**Pavlich & Orkin,** 1993:1-3). In ex-DET schools, black teachers are often very young, inexperienced and this causes them to resort to *survival teaching*: this kind of teaching does not encourage problem-solving, critical thinking and discussions from pupils (**Hofmeyr** 1989, in **Nyamapfene & Letseka,** 1995:159). Thus black students often have problems coping with the learning and thinking skills required in tertiary education.

- To many African students, English and Afrikaans are only their second languages and this limits their ability to cope with material on tertiary level, which is often very demanding (**Pavlich & Orkin,** 1993:1-4).

- Through the segregation of education, white pupils have also been disadvantaged. Working towards a non-racial society, reflected in tertiary education and the world of work, white pupils in turn have in certain instances, been exposed to *closed cultural circuits and authoritarian teaching methods* (**Agar** et al., 1991:4). This has left them underprepared for the society and world of work in which they will find themselves after completing school. **Starfield** (1990:143) claims that it has been the experience at the University of the Witwatersrand (Wits) that some English first-language speakers from a white education background also do not cope with the demands of academic study, which for some, necessitates academic support.

- The recorded high failure rate in especially the faculties of Commerce and Engineering, contributes to the problem of the shortage of skilled manpower, especially among blacks (**Agar** et al., 1991:5).

- Through the relaxation of admission policies of universities, black student numbers have rapidly increased at some traditionally white universities. Integration on other levels of the tertiary spectrum is still relatively slow, especially with regard to technikons and technical colleges. The tendency to prefer university education to technical and vocational education perpetuates the problem of a shortage of skilled manpower (**Agar** et al.1991:5).

- The growing diversity of student populations has brought the disparities of the inequality of education to the fore. The separate education department for black education has left these students with a serious disadvantage in terms of coping with study at tertiary level (**Pavlich & Orkin**, 1993:1-3). Unequal funding, underqualified teachers, pupil-teacher ratios and ideological restraints have contributed to the backlog in black education. The years of student revolt, school boycotts and protests have paralysed black schooling and led to even further discrepancies between white and black education in South Africa.

- If, as the consensus in literature indicates, the goal of tertiary education is for students to think independently and to increase their capacity to learn, the question can be asked whether tertiary institutions succeed in bringing this about (**Schaap & Buys**, 1995:128). Skilled and professional workers entering the workplace need analytical skills and the capacity to deal with new information. Tertiary institutions need to foster these skills in order to make a contribution to the improvement of the South African economy, which is in dire straits.

2.2.3 The gap between school and university

In a survey conducted to evaluate Academic Support Programmes (ASP) at the University of the Witwatersrand (WiTS), student perceptions of the problems they were experiencing were centred on the gap between school and university. **Agar** (1990:439) indicates three broad areas:

- students' academic backgrounds;
- students' past and present socio-economic and political backgrounds;
- the university environment and structure.

The following table, as recorded by **Agar** (1990:439) breaks down the above interrelated areas into specific items:

Table 2.1

Students' Perception of the Gap between School and University

Students' perception of the gap between school and university can be expressed in terms of differences in:
1. Size of the institution
2. Teaching styles
3. Individualised attention
4. Teacher expectations of learning styles
5. Educational resources
6. Language
7. Standards (content - size and complexity)
8. Socio-economic necessities and expectations
9. Peer group support

The findings of this survey were used as a basis for a follow-up survey which was conducted on a much larger scale. The primary aim of the research was to *unravel the complexity of factors which might explain the high drop-out rate* of black second-language speakers at white universities in South Africa (**Agar**, 1990:451).

The adjustment problems of students in a South African context could be related to a variety of factors, namely:

- set of problems within the student;
- prior educational experiences;
- separate and unequal system of education;
- institution geared towards homogenous student intake, and
- policies and practices of the institution (Agar, 1990:453).

2.3   APPROACHES

2.3.1   Types and functions

Figure 1, as recorded by **Agar, Hofmeyr and Moulder** (1991:5) indicates a classification of the kinds of programmes which exist in tertiary institutions.

Figure 2.1
Classification of Programmes
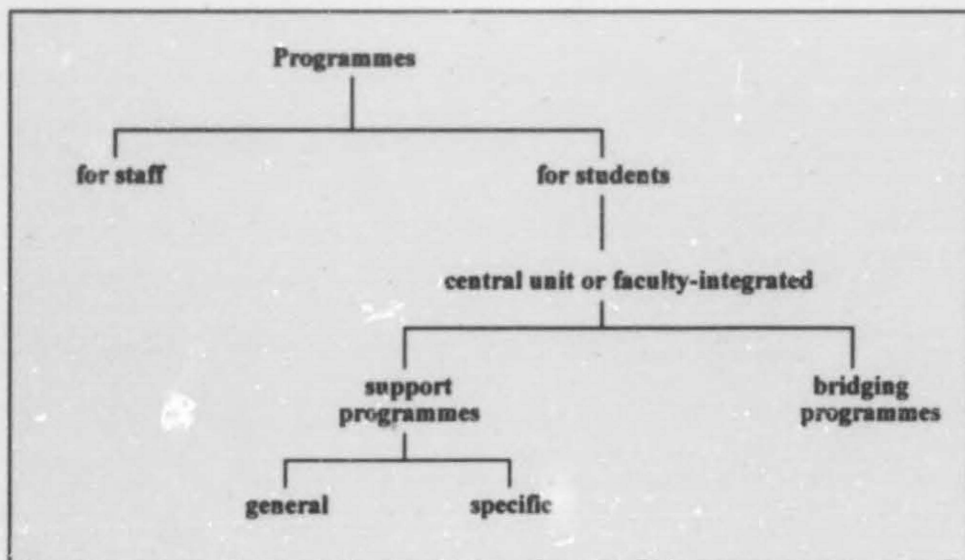
Concepts applied in this diagram need clarification.

- A **central unit** is a bureau or service offered by the tertiary institution. It co-ordinates staff development, curriculum planning and innovation in teaching and learning strategies. Where assistance is needed in different departments , the central unit will facilitate by lending its knowledge and expertise to lecturers and students in need of such support. In units on the campuses of large tertiary institutions, the unit could delegate some of its responsibilities to departments, while keeping a watchful eye on matters. In certain cases, a central unit is under the control of a director, co-ordinator or other specialist.

- **Faculty-integrated** programmes are based in faculties. This approach is more specific to subjects or disciplines within such faculties. **Walker and Badsha** (1993:59) state that UWC employs an *infusion* model, which puts the problems of students into the hands of tutors. The onus is thus upon lecturers to provide for all their students, not only those who have the relevant skills.

- Support programmes can be **general** or **specific**. General support programmes are for the acquisition of skills and knowledge which can be applied across the curriculum, such as English language skills, study skills and problem-solving techniques. Specific support programmes give students the skills, processes and knowledge required for study in a specific department of a specific faculty. The tendency is towards specific, rather than general programmes (**Agar** et al., 1991:6).

- **Bridging programmes** are exclusive. Students who are underprepared for a course or level of study are exposed to a preparatory post-secondary year to prepare them for tertiary study. Although a distinction is made here, the terms bridging and support are often interchanged (**Agar** et al., 1991:6).

2.3.2 Models

A comparative study of academic development at South African tertiary institutions conducted by **Pavlich** and **Orkin** (1993) for the Ford Foundation leads to a theoretical model of academic support and development, which at its very best can only be a broad framework. The institutions involved in the comparative study are the following:

- the University of Cape Town ;
- the University of Natal ;

- the University of the North;
- the University of the Orange Free State;
- Peninsula Technikon and
- the University of the Western Cape.

The tertiary institutions which were studied, differ ideologically, demographically and historically. Table 2.2 summarises this model, which demonstrates trends in the field of educational development interventions as deduced from the cross-case analysis of the tertiary institutions (**Pavlich & Orkin**, 1993:10-3).

It was found that the programmes at the tertiary institutions involved in this study are moderately effective in terms of access, retention and completion of students involved in the programmes (**Fehnel** in **Pavlich & Orkin**, 1993:i).

The Academic Development Programmes (ADP's) of the University of Stellenbosch are relatively new and have been instituted to maintain academic standards in a politically stable environment. The Director of the ADP's, regards these programmes as essential for the upliftment of educationally disadvantaged students. They also contribute to the viability of the US in a changing South African context. The role of the bureau is described as co-ordinating and enabling the twelve faculties to develop and present programmes to historically disadvantaged students. The following are some of the functioning ADP's:

- recruitment of students in historically disadvantaged communities;
- the Gencor bridging programme upon admission;
- supportive programmes across faculties and disciplines;
- study leader programme (senior students aiding disadvantaged first-year students);
- refresher courses for Maths and Science teachers;
- a bursary-aid programme, and
- language programmes, both independent and institution-wide (Die Burger, 15 June 1995).

One of the main objectives of the ADP's at the University of Stellenbosch, is to achieve a more balanced composition of the student body. In 1995 12,9% of the students were black, compared 6,1% in 1991. The US is still far from being able to claim that its student body reflects the national population, but the Director believes that the ADP's will enable the university to achieve this objective (**Die Burger**, 15 June 1996).

Table 2.2
The Integrated Theoretical Model
A Summary of Findings

INTERVENTIONS TO INCREASE ACCESS	INTERVENTIONS TO ENHANCE EFFECTIVENESS	THE EFFICIENT USE OF RESOURCES
Institutions take advantage of relaxed state apartheid practices (e.g. admission through discretionary categories).	*Academic Support* Alternative student selection procedures are employed.	The scope of resources allocated to educational development are prioritised.
Financial aid and public verbal support place access firmly on an institution's agenda.	Programme legitimacy is sought.	
Alternative admission programmes are instituted.	Improved staffing structures and more diverse profiles are secured.	
Extra-academic support is rendered integral to increasing access.	Teaching and learning strategies appropriate to given contexts and numbers are employed.	
	Inter- and intraprogramme management is streamlined.	
	Extra-academic support is integrated into ASP activities e.g. residence programmes.	The efficiency with which resources are used is considered and evaluated on an ongoing basis.
Diversity is planned through special admissions.	*Academic Development* Staff development programmes are formalised and expanded.	
Refined admission procedures are applied to all incoming students.	Attempts are made to diversify academic staff profiles.	
Centrally coordinated outreach programmes are developed.	Greater emphasis is placed on resources to further curriculum development.	
Regional and national articulation (both entry and exit) is developed across tertiary institutions.	Relevant academic research is encouraged.	

The Education Development unit of the M.L. Sultan Technikon has identified skills which are relevant to the disadvantaged student in the technikon milieu. Tutors clinically isolated major skills that need to be *taught, monitored and evaluated so that some minimal standards are guaranteed for the student to adequately cope and succeed in his academic studies* (**Ragaven,** 1994a:3). These skills are of particular relevance, since the student in the technikon milieu, due

to the nature of technological courses, finds himself severely limited in the area of understanding of the environment and social forces relevant to educational structures.

The following basic skills are presented and evaluated by tutors:

- reading;
- writing and comprehension;
- sensory skills related to language;
- computer technology;
- technical theory and practice;
- numeracy;
- critical cognition;
- application of knowledge;
- analytical and critical thinking;
- journalistic skills;
- supplementary resource files; and
- tutorials (**Ragaven**, 1994a:3 - 7).

Proficiency in these skills is evaluated and reported by tutors. The main aim is to provide role-players in the technikon milieu with a comprehensive view of what students should be able to do in their respective disciplines. In this approach, skills are initially isolated, but ultimately integrated into the broader scheme of activities. Research conducted at the M.L. Sultan Technikon indicated that the educational development programmes have produced positive results across different faculties (**Ragaven**, 1994b:10).

The Academic Development (NEED) Programme initiated by the University of the Orange Free State, succeeds in involving different educational institutions. The interaction takes place between the university, technikon, technical colleges, nursing colleges, a college of education, an agricultural college and a regional training centre in the Free State and Northern Cape regions (**Strydom**, 1993:6).

This initiative stems from seven *points of departure and pillars of strength* as indicated by **Strydom** (1993:4). Of specific relevance to this study are the aspects of **social justice**, based on access, redress, affirmative action and a multi-cultural stance; **quality assurance**, based on accountability and the **promotion and linking of education, training and development** in the interest of the new South Africa.

The infrastructure to serve the NEED programme is based on technical colleges offering bridging courses (one post-secondary year) during which personal and academic development is addressed. Upon succeeding, the student advances to the N5 and N6 levels of technical college training, or to the technikon or university, where academic support continues, or to the vocational college (nursing, teaching or agriculture). Lecturers are exposed to in-service training to enhance their abilities to deal with academic support (**Strydom**, 1993:5,.

2.3.3 Relevant Research

In a study conducted at the University of the Witwatersrand (WITS), problematic components of student learning were identified. 500 disadvantaged students volunteered to complete the Learning and Study Strategies Inventory (LASSI). The Academic Support Programmes (ASP) at WITS are based on an integrative approach. The LASSI was developed and tested in America in response to the rising number of underprepared students (**Agar & Knopfmacher**, 1995:115-116).

The purpose of the study was to gather information with regard to aspects of learning of the sample, as well to compile a group learning profile. The influence of language, gender and faculty variables was also explored (**Agar & Knopfmacher**, 1995:117). This research is particularly relevant, since it was the first of its kind in the South African context.

LASSI is a scale that measures three broad fields which influence learning and studying:

- the affective (emotional states);
- the cognitive (thinking skills and abilities) and
- the behavioural (study strategies or styles) (**Agar & Knopfmacher**, 1995:122).

The analysis revealed that students indicated the most problematic area of learning to be in the *affective areas of motivation and anxiety* (**Agar & Knopfmacher**, 1995:115). This could result in weak performances and ultimately, failure. Practitioners in the field of academic support and development should therefore place more emphasis on the affective component. The question, however, is how to integrate this aspect into tutorials, which already display the cognitive, behavioural and language skills (**Agar & Knopfmacher**, 1995:125).

The educational background of most black students can be cited as a possible reason for the fact that the LASSI results also showed *high levels of extrinsic motivation and little personal responsibility for learning* (**Agar & Knopfmacher**, 1995:124).

The disadvantaged or underprepared student needs guidance and support which spans a vast array of skills, challenging the lecturing or tutorial skills of the support practitioner.

2.3.4 Paradigms for Support Programmes

Paradigms identified by **Eraut** (1985b, in **Agar** et al., 1991:22) are relevant to academic support programmes. Practitioners need to evaluate the circumstances in their specific educational institution and measure them against these paradigms to assess the needs to be addressed in their programmes.

- The defect / deficit paradigm is aimed at compensation for inadequate or inefficient skills.
- The growth paradigm regards the learning process and the individual's movement towards self-actualisation as central foci.
- The change paradigm visualises the programmes as instruments of social improvement.
- The problem-solving paradigm is geared towards self-evaluation, reflection and research.

2.4 EFFECTIVENESS

Hunter (1989:76), **Hunter and Scott** (1990:138), **Agar, Hofmeyr and Moulder** (1991:13), **Pavlich and Orkin** (1993:10-10) and **Imenda** (1995: 179-181) have identified criteria against which effectiveness can be measured. Elements of effective programmes identified through experience and research are a combination of factors, namely socio-political, institutional, programmatic and educational (**Agar** et al., 1991:13).

Below is a summary of criteria as identified by the researchers. These elements need not all be adhered to simultaneously in order for a programme to be successful. In a study conducted by **Pavlich and Orkin** (1993), some of the tertiary institutions studied were found to be deficient in aspects of their academic development and support programmes, yet they were succeeding in changing the status quo and working towards an improved educational milieu.

2.4.1 Legitimacy.

Programmes need to be regarded as legitimate by students, staff and donors (**Agar** et al., 991:13). To avoid marginalisation of academic support staff and students, active participation and support should be sought from peripheral participants (**Pavlich & Orkin** 1993:10-14).

Extensive discussions between lecturers, students and sponsors, as employed by participants at the University of Transkei, can go a long way towards ensuring full involvement of students and staff in participating departments (**Imenda**, 1995:181).

2.4.2   Power and influence as related to management

A person who has decision-making powers within the broader structure of the institution, needs to be appointed in a key position. Bureaucratic and structural problems can then be best addressed (**Agar** et al., 1991:13).

Pavlich and Orkin (1993:10-17) suggest that there are paradoxes in terms of effective management of academic support and development programmes. On the one hand, they should be integrated into faculties, and on the other, they should be co-ordinated and monitored by a central bureau.

Agar et al. (1991:17) accentuate the importance of research and ongoing evaluation once a programme is in place. For academic support and development programmes to be effective, successes and failures need to be recorded and rectified. Policy-making and strategic planning can be strengthened by research findings.

2.4.3   Staff

Experienced staff, who are knowledgeable in the field of academic support and development, are essential (**Agar** et al., 1991:13). **Pavlich and Orkin** (1993:10-14) elaborate on staffing arrangements. Academic support and development staff should be dedicated and committed and secure in the knowledge that their posts are permanent, and not only contractual. An incentive structure associated with effective teaching can reward staff members who excel (**Imenda** 1995:181).

Other issues at stake are induction and training of newly-appointed and existing staff, and as proposed by UCT and UWC, the introduction of post-graduate studies with educational development as focal point. Staff profiles also need to be diversified in terms of gender and race, since the success of development programmes can be affected by the profiles of staff.

2.4.4   Language and numeracy skills

These skills need specific attention in academic support programmes. English is the dominant language in tertiary education and, in addition, the language in which most of the knowledge in the world is stored. Language competence and conceptual development are closely linked. Most young adults also lack skills in numeracy, essential to the proper understanding of the sciences and most of the humanities (**Agar** et al.,1991:14).

2.4.5   Time for acquisition of skills and knowledge

Continuity and regular attendance are important for students to acquire new skills and to practise them. **Berliner** (1985 in **Agar** et al., 1991:14) refers to the strong correlation between time spent on and the success achieved in subjects.

2.4.6   Subject-based support

Material should be regarded as relevant to a given subject context. The challenge lies in changing students from *surface-level processing to deep-level processing, and in stimulating them to become more active, self-directed and critical learners* (**Agar** et al.,1991:15). This can then facilitate changes in learning style.

2.4.7   Non-academic / Extra-academic support

Students from disadvantaged economic and educational backgrounds need support in terms of financial aid, accommodation and counselling (**Pavlich & Orkin**, 1993:10-18). According to **Agar** et al. (1991:15) research has shown that non-academic factors can influence academic performance negatively. Peer group support from fellow students, such as the *buddy system* in the Engineering Faculty at WITS, can contribute to success. To counteract the emotional and psychological *trauma* of entering a tertiary institution, a warm and inviting atmosphere in faculties can be helpful to the transition from secondary to tertiary education. **Hunter** (1989:76) concurs that the programme should assist students in feeling at home and be sensitive to their particular problems, especially on a one-to-one basis. Mediation on the part of the disadvantaged student is therefore also important.

2.4.8   Relevant teaching and learning strategies

Major adjustments are required in this respect. All students need to be exposed to innovative and relevant didactic strategies. As **Mehl** (1988:19) states: *Learning is simply not a matter of*

the transference of knowledge from the mind of the lecturer to the mind of the learner. In practice, this requires of lecturers to become tutors or coaches to help students develop their own knowledge systems.

The application of appropriate technology, self-instructional material and mastery learning are useful tools in teaching in an academic support frame (**Agar** et al., 1991:15). With regard to learning strategies, archaic methods need to be discarded in favour of methods which are more effective, such as small group tutorials and computer-aided instruction. At the University of Transkei, academic support initiatives also include seminar presentations, practicals and individual consultation (**Imenda**, 1995:180).

Selecting an appropriate model would, however, depend on the context as indicated by **Pavlich and Orkin** (1993:10-17). Factors to be considered are types of knowledge and the number of students involved. To maximise learning, appropriate selection of strategies is crucial.

2.4.9   Selection procedures

The disadvantaged educational background of many black students needs to be addressed by alternate selection procedures (**Pavlich & Orkin**, 1993:10-13). Instead of assessing a student's possible future by basing it on his educational background, **Agar** et al. (1991:16) argue in favour of predicting academic potential to enable a student to be accepted for tertiary study.

2.4.10 Attendance and credits

Experience has shown that for students to benefit, courses need to be compulsory. To further enhance success, the credit-bearing option is advocated, since this directly influences the motivation of students. If the students conscientiously attend the course(s), they will be given credit for it, thereby rewarding their involvement (**Agar** et al., 1991:16-17).

2.4.11 Expectations

Imenda (1995:181) found that student and staff expectations about academic support differed, and that the difference in expectations needed to be addressed for academic support and development to be effective. Students at this particular university felt that the onus was upon

lecturers to give them notes, because they found it difficult to listen and write. Lecturers, in turn, felt that they were not going to spoon-feed students.

When there are such conflicting role expectations, effort should be put into improving lines of communication to align expectations. According to **Imenda** (1995:181) student and staff development programmes are *just two sides of the same coin.*

Resistance to involvement can hamper programmes, since many lecturers feel that they are already burdened and do not have the relevant skills to become involved. Student organisations, who are hostile towards these initiatives, also need to be informed of the facilitative role academic support plays towards a more *egalitarian* university (**Agar** et al., 1991:31).

2.5   CHANGE

2.5.1   The Future of Higher Education in South Africa

Access and quantity are major challenges for higher education in South Africa. This is not unlike challenges facing educational institutions internationally. This should be viewed against the backdrop of an already burdened economy, with great restraints placed on the educational budget.

- Access implies the recruitment and accommodation of an increasingly diverse student population to produce a mixture of graduates and diplomates which properly reflects the population and ensures that economic needs are met. Students who cannot cope with the demands of the specific institution should be directed to other institutions. An emphasis shift from university education to technikon and technical college is also envisaged. According to **Pavlich and Orkin** (1993:v) regional articulations between universities, technikons, vocational and technical colleges should be developed to enhance access.

- Primary and secondary schools needs to equip students to enter and succeed in higher education and vocational training. In the meantime, academic support programmes need to bridge or compensate for deficiencies generated by the educational system of the past. The curriculum of education should be based on *an open, critical educational philosophy which encourages enquiry, discussion, debate and lifelong learning* (**Saunders**, 1992:76).

- Quality needs to be maintained and developed in order for a country to be successful. It should be kept in mind that there is tension between access and quality. Therefore the system should allow reasonable access with the resources that are available. Once *exit* quality decreases, the institution(s) can no longer be effective (**Saunders**, 1992: 78). A system similar to the California Master Plan, which allows students to move from one institution to the next once the necessary educational qualification has been received, is strongly advocated by **Saunders** (1992:77).

- The role of technical colleges needs to be reviewed. More post-secondary education should be supplied in these institutions and they, or others, could become bridging agents between secondary and tertiary education (**Saunders**, 1992:79).

- Financial shortfalls constitute a considerable burden, since large numbers of economically disadvantaged students are seeking to acquire higher education. Every effort, whether it be state funded or private, should be made to ensure that everybody who has the ability and motivation is given access to higher education. With regard to financing academic support and development programmes, **Fehnel** (in **Pavlich & Orkin**, 1993:i) states that, despite the limits in available funds, there is much that can be done to create ... *an institutional climate of support, encouragement and commitment ... that does not require financial support as the catalyst.*

2.5.2 Institutional

The notion that it is the students who have to change to suit the institution and its requirements, is debilitating and stands in the way of appropriate and meaningful instruction. Institutions have to change by way of modifications and adjustments to their programmes and perceptions of academic staff, to accommodate their students (**Imenda**, 1995:181).

Hunter and Scott (1990:138) categorised the contribution of the Academic Support Programmes at WITS as follows:

- The **micro**-level. Enrichment for underprepared students in small groups.
- The **meso**-level. Consulting for the development of mainstream teaching and curricular change to suit the diversity of student intake.
- The **macro**-level. Participating in the total restructuring of university policy and practice.

The envisaged final phase of academic support and development, beyond the bridging and compensatory courses offered at present, is the consultancy or advisory role to be played by central bureaus at tertiary institutions. The appropriate training of tutors to facilitate support and development is a matter of great urgency, and will supplement the consultancy role. The concept of a *preparatory* two-year college is mentioned by **Starfield** (1990:147-148). Skills and content should be taught in an integrative fashion. Major structural and curricular reform are of paramount importance and faculties will have to take responsibility in this respect, by scrutinising content and skills required for specific courses. Academic support programmes have to a large extent initiated the reform; now is the time for leadership and management to respond! **Hunter** (1991:6) concurs that this change requires sensitive and strong institutional leadership to influence other stakeholders.

The call for ultimate mainstream change of the institution must be heard and responded to. In this regard, **Hunter** (1991:6) advocates that it should be required of all academic staff to improve and develop skills related to academic support, regardless of whether they are actively involved in tutorials or other support-related activities.

By supporting and developing disadvantaged students, the institution must and can still strive towards excellence. Excellence in higher education, as conceptualised by **Faatini** (1986, in **Smit**, 1990:92), contains five key ingredients. It is depicted in the form of an equation:

EXCELLENCE = QUALITY + EQUALITY + EFFECTIVENESS + EFFICIENCY + PARTICIPATION

Excellence involves providing quality instruction and learning experiences to most students within a democratic society thus ensuring equality. Quality also reflects on the development and support of the individual student. Effectiveness entails the attainment of competence and the relevance or nature of the curriculum, coupled with financial efficiency. Accountability is thus of importance. Participation of stakeholders completes the equation.

The talent development approach of **Astin** (1987, in Strydom, Bitzer & Venter 1990:119) is worthy of mention here. This approach *emphasizes the educational impact of the institution on its students. Its premise is that excellence lies in the institution's ability to affect its students favorably, to enhance their intellectual and scholarly development, and to make a positive difference in their lives.*

The institution should ask itself whether it is *add(ing) value* to the student's knowledge and personal development. Based on this premise, the institution regards the intellectual and academic development of its students as a fundamental aim and criterium. This also pertains to

the development of staff. The role of the institution lies in developing potential, and not only in supplying resources and producing results. This approach also encourages the student to take joint responsibility for his learning.

2.5.3 Attitudes to Change

If institutional change is to be managed appropriately, it is essential for leadership to understand change, not only in an educational sense, but also in a wider social context. This will contribute to devising realistic strategies for envisaged change (**Agar** et al., 1991:23).

Institutional change does not only imply changes in policy and practice, but also in attitudes. **Fullan** (1982, in **Walker & Badsha**, 1993:60) states that there are three consequential dimensions to individual change: the application of new materials; innovative teaching methods and adaptation in views on instruction and learning, the latter being the most difficult to change. This order is, however, regarded as preferential for permanent change to be effected. The old adage of starting at the beginning is applicable in this case. Start by changing the materials and methods and hope that this will prove inspirational to the lecturer, moving him beyond his old paradigms. Pace and balance of change need to be considered if one does not want to alienate stakeholders (**Agar** et al., 1991:24).

The context in which change is about to occur, needs to be taken into account. The issue at stake is one of an *organisational development* , relating to the following factors:

- consultation and participation;
- collaboration;
- skilled leadership institution-wide, and
- supportive organisational environment (**Walker & Badsha**, 1993:60).

Academic development, according to **Walker and Badsha** (1993:61) is an institutional change, building capacity and developing students and lecturers. It aims to *bring together student learning, staff development, and organisational development in an integrated process at departmental and faculty level*. It exceeds isolated individual efforts and is rather concerned with a *learning organisation* which has the ability to bring about long-term improvement. Its central focus is involvement with the student and learning. For reform to be successful, all role-players need to develop shared meaning. This can be achieved by gradually incorporating as many lecturers as possible into the process of change. The implication for leadership, is best expressed by **Lieberman** (1989, in **Walker & Badsha** 1993:61): *The developer must find ways to locate talent quickly, and develop expertise among teachers in an environment that*

supports colleagueship over isolation, working together over working alone, group struggle over individual frustration. Staff developers like others in the educational establishment, must define their success not by becoming yet another group of specialists, but rather by engaging in the building of a culture of enquiry and engagement and improved learning environment for students and teachers.

2.5.4 NCHE Proposals

The NCHE discussion document which appeared in April 1996 has come in for harsh criticism - the main point of dispute being *inadequate consultation.* According to Prof Bengu this is a *catch 22 situation* as this commission was appointed to address pressing issues, while those who had asked for it in the first place, are now demanding an extension of its investigation (**Die Volksblad**, 20 May 1996).

NCHE proposals (**NCHE Discussion Document**, 1996: 137 - 145) , that are of particular relevance to academic support and development and related issues, are the following:

- Proposal S 1: **A single co-ordinated system**. Higher Education in South Africa should, after conceptualisation and planning, be governed and funded as a single co-ordinated system.
- Proposal S 5: **A new 'Further Education' sector**. Urgent attention should be given to the creation of a community college sector for post-secondary provision. Technical colleges and technikons should be granted appropriate levels of autonomy to provide in this respect.
- Proposal S 6: **The role of colleges in Higher Education provision**. Colleges should expand their programmes to include access courses for entry to higher educational institutions.
- Proposal S 8: **Increased participation in Higher Education**. Within the parameters of capacity, the availability of resources, the enhancement of quality and the general human resource needs, participation rates in higher education should steadily increase. This entails the massification of the higher education system and stakeholders should negotiate in order to eventually accommodate the tensions between social and economic demands and the maintenance of quality in education.
- Proposal S 12: **Entry level courses**. Entry level courses of up to one academic year below traditional first-year courses should either be presented at higher education institutions or at colleges in the further education sector. Close collaboration between such institutions would be of necessity. This would then provide differential entry points.

- Proposal S 14: **A single qualification framework for Higher Education**. This should be developed as part of the National Qualifications Framework, allowing intermediate exit qualifications within multiple-year qualifications. It should consist of a laddered set of qualifications from basic certificates to doctoral degrees.
- Proposal S 22: **Academic development**. This incorporates academic staff development programmes, the establishment and maintenance of higher education development structures to co-ordinate services, both intra-institutionally and inter-institutionally on regional and national levels and the establishment of a national curriculum and academic development agency.
- Proposal S 24: **Student support services**. Funding should be made available for services and programmes to support students personally and academically.
- Proposal F 4: **Student financial aid**. Based on the interim report on National Student Financial Aid Scheme of 1996, a more comprehensive and long-term policy should be developed to aid students financially. The Department of Education should collaborate with other interest groups on this matter.

2.5.5 Community College Option

Taking the issues of access and quality into consideration, the question arises of how post-secondary institutions are going to deal with increasing numbers of underprepared students. Inequalities need to be eliminated, while development of growth takes place. **Strydom, Bitzer and Lategan** (1995:1) see the college subsector as making a positive contribution. In this way academic transfer problems and academic development programmes can be addressed by community or comprehensive colleges.

The community college concept has definite advantages for academic support and development in the South African context. The financial cost for such support can be lower than is currently the case at universities and technikons. If the issue of standards is raised, then tertiary institutions can primarily concentrate on research and tuition, leaving the task of rectifying shortfalls to community colleges. Higher standards and increased success rates of such programmes may be advanced if they are offered by a single institution (**AUT** 1992, in **Strydom** et al.,199 :14).

The American Association of Community Colleges (1993a, in **Strydom** et al., 1995:7) supplies reasons for the success of community colleges in the USA:

- career preparation is part of the core mission and the supply of skilled manpower to satisfy the demands of the local economies;

- lifelong learning for adults is dealt with successfully;
- investment in support services for students;
- the implementation of distance learning to sustain independent learning.

One of the main functions the community college could perform in SA could be the preparation of students for university study (TESA 1992, in Strydom et al., 1995:9). One of the proposed aspects of a mission for such colleges would be diminishing the gap between secondary and post-secondary institutions, thus playing a preparatory role (AUT 1992, in Strydom et al., 1995 :15).

2.6   INTERNATIONAL PERSPECTIVE

2.6.1   Introduction

Saunders (1992:6), in a comparative study of higher education internationally, found that all institutions share the same goals. The emphasis might differ between universities, four-year and second-year colleges as in the USA, polytechnical colleges (UK), technikons as in SA, technical colleges and teacher training colleges. A goal particularly relevant to this study is the *meeting of the needs of society through the education of its citizens in many fields*. In a survey of systems of higher education, Eurich (1981, in Saunders, 1992:6) found that there were three motives behind national educational goals: *higher education systems are asked to contribute to economic progress, equality and democratisation, and social betterment*.

The academic underpreparedness of students entering tertiary institutions is an international phenomenon and in America such students are increasing (Weinstein, Zimmermann & Palmer, 1988, in Agar & Knopfmacher, 1995:115).

The underpreparedness relates to the lack of skills and dispositions to engage independently in autonomous study (Thomas, Bol & Warkenstin 1991, in Agar & Knopfmacher 1995:123). The impersonal methods of teaching cause many students to *lose their nerve, confidence and ability to persevere*. The student who could previously depend on supervision in the school context, finds himself isolated academically.

In a comparative study of adjustment to tertiary study of Zambian students and students at WITS, Agar (1990:451) found the problems of adjustment from teaching and learning methods most dominant at school to those dominant at university, as being a universal trend.

2.7.2 American context

Payne (1989:22) states that America's educational system is also plagued by serious problems, necessitating panels, committees and commissions calling for excellence in education. The problem of the *underprepared freshman* is of particular significance for the community college environment. The underpreparedness is related to deficiency in basic skill areas: maths, writing and/or reading and being ill-prepared for college work.

The dilemma is perpetuated in the community and junior college arena where academic standards have been eroded and academic expectations of teachers, students and institutions have declined collaterally. According to **De Bard** (1987, in **Payne**, 1989:23) the lack of preparation prevents students from ultimately achieving their academic and career potential. The major issue at stake here is the gap between high school and college programmes. **Payne** (1989:25) advocates strategies for coping with the *lack of articulation*. The following recommendations could be adapted to a variety of institutional contexts:

- Enhancement of communication between high school and college in terms of what is expected of freshmen on cognitive and affective levels;
- Establishing co-operative efforts between high schools and colleges in the shape of remedial or developmental programmes to correct deficiencies;
- Researching the gap between school and college to identify skills that can be reinforced. Critical thinking skills are of particular importance.

Generally, community colleges are open institutions, denying no prospective student access. **Jacobson** (1993:15) stresses, however, that community colleges, which are plagued by persistent financial problems, are under *enormous pressure to reassess everything they do*, which includes remedial education, the latter being the most difficult and expensive part of their mission. Scepticism is growing towards *developmental education*, as the numbers of underprepared students are increasing. Open access, while maintaining quality, is an elusive goal. **Losak, Schwartz and Morris** (1982:21) accentuate the importance of curriculum interventions at community college level as a tool in maintaining the levels of proficiency demanded by external role-players. Colleges need to address educational mediocrity and the needs of minority students and should supply access in the *truest sense of the word* (**Bailey**, 1985:24). Access implies not only opening the doors of the institution and thereby providing equal opportunity, but also helping students to *get out*.

Budget and time restrictions tax institutions to the limit. Faculty members feel that remedial education is *taking away resources from other parts of the curriculum that they value*

(**Jacobson**, 1993:16). According to **Losak and Morris** (1986:3) perceptions of declines in academic quality and lack of financial resources have led to *increased scrutiny of the relatively high-cost programs for the underprepared.*

Developmental programmes are medium-term to long-term in the sense that the success of the course(s) and outcomes in terms of success rate need to be evaluated constantly. Effectiveness of courses needs to be monitored. These programmes are, however, often perceived as *non-traditional and perhaps even peripheral to the primary community college mission* (**Losak & Morris**, 1986:4). Values, attitudes and lack of resources are therefore underlying issues.

Black students in the American educational context, constitute a minority and are often marginalised. Socio-economic factors, such as single-parent households and unemployment, contribute to academic failure. **Bailey** (1985:23) comments on the fact that black pupils are underrepresented in academic educational courses, compared with their white counterparts. Vocational courses, which require fewer language and numeracy skills, show an overrepresentation of black pupils. The vocational courses are for low-paying jobs, which do not allow for transfer to other sectors of the workplace. **Bailey** (1985:26) calls for equality in post-secondary education, and aggressive efforts to:

- increase public awareness of appropriate academic preparation;
- improve curricula, and
- ensure equality, quality and appropriate allocation of resources.

Students who want to enter community college for vocational and technical training programmes are also often deficient in basic skills or are generally underprepared. The vocational preparation (Voc Prep) programme was instituted at Hawaii Community College to provide students with *competencies and functions* that would prepare them for succeeding in college and society. This programme is based on a collaborative learning model between instructors from different disciplines, integrating the curriculum into relevant experiences for students (**Naughton**, 1993:309).

Naughton (1993:312) argues that collaborative learning is very appropriate to vocational and technical training, since it responds to the need for *establishing relationships or coherence in academic and vocational subjects, along with assisting in the understanding of complexity and interdependence.* Assistance is subject-specific, context-related and applied on a problem-solving basis. Synthesis and integration of knowledge and skills are considered essential to the development of students. **Smith and Hunter** (1988, in **Naughton**, 1993:313) found that the

learning community model also improved retention of students dramatically. The motivational advantage of learning communities is therefore beneficial to underprepared students.

Bridging programmes to facilitate transition and adjustment of low-income and minority groups at the University of California, Los Angeles (UCLA), have proved to be successful as demonstrated in the results of research carried out at this institution (**Ackermann**, 1991:211). Academic performance and persistence rates are also improved by this kind of intervention. Preparation involves addressing learning skills and introducing students to campus facilities and encouraging utilisation of services offered.

The Summer bridging programme is aimed at both freshmen and students transferring from two-year colleges. The goals and objectives of the programmes are:

- to facilitate entering students' transition from high school and community college to UCLA;
- to increase persistence, retention and graduation by introducing the social, political and cultural demands of university life;
- to facilitate the development of critical thinking and personal and social responsibility;
- to introduce Academic Advancement services, such as counselling, learning skills and tutoring to eligible students;
- to foster appreciation of racial, cultural and socio-economic diversity at UCLA;
- to improve the ability to function in the university environment, and
- to build and enhance the positive self-image, confidence and self-direction of students involved in the programme (**Ackermann**, 1991:213-214).

From the literature studied, bridging programmes appear to be popular, allowing students to be prepared for university entry, prior to the academic year. These programmes are basically extensive orientation programmes and are not necessarily subject-specific or credit-bearing. They essentially target disadvantaged, underprepared and minority groups.

Richardson and Skinner (1991, in **Saunders**, 1992:71) urge that the quest for quality in education should be accompanied by a change of the university environment to cope with a changing student body. Their study of various institutions indicates that it is feasible. Increased collaboration with high schools, additional support, time and learning for first-year and marginal students, ensuring maintenance of *exit* standards and the acceptance of cultural differences are prerequisites.

2.7.3 An Australian perspective

The increase in the numbers of students entering tertiary institutions has led to concern about the level of preparedness of commencing students. Equality, workforce restructuring and transferability between institutions have necessitated bridging courses to enhance eligibility and to enable students to graduate in the minimum time. Such a course has been offered at the University of Newcastle, NSW since 1990.

Collins (1993:101) sees bridging as a term broadly denoting courses and programmes which are aimed at English second-language speakers, and are also *remedial, compensatory, redirectional, preparatory, coaching, salvage, introductory, revision or even counselling.*

The following essential factors should be taken into consideration when instituting a bridging course (**Collins**, 1993:102-104):

- the motives for offering such courses, such as the role of the institution, financial cost and failure of students;
- the duration required to rectify shortfalls;
- when bridging should take place, i.e. point of entry, on recommendation of lecturers or when students recognise a lack in their knowledge or skill base;
- the targeting or selection of students based upon prior educational performance, diagnostic testing, counselling interviews or socio-economic criteria;
- the subjects / skills / attitudes which require attention;
- whether such courses should be credit-bearing or not.

2.7 CONCLUSION

Although academic support as it exists at present is necessary for the improvement of underprepared students' skills, **Hunter** (1991:6) criticises the slow pace at which institutions are accepting the challenge of structural change. Ultimately academic support and development should be an institution-wide activity, with all departments and lecturers proficient in these skills. Every student, regardless of his level of preparedness, should benefit from the lecturers skills in the long term, academic support and development should lead to mainstream change. The focus should move from the student at risk and certain courses to the reconstruction of the process of learning. This will empower the whole institution to contribute to the community it serves.

In the light of recent developments such as the National Qualifications Framework (NQF) which implies a new approach to teaching and learning, i.e. an outcomes-based approach, lecturers in further and higher education will need to change their paradigms. In such an approach curriculum developers work backwards from mutually accepted outcomes within a particular context. These specify what the learner should be able to understand and apply after completion of a course. Outcomes are the products of a process of learning. Among such outcomes would be problem-solving, critical thinking and communicative skills (**Lifelong Learning through a National Qualifications Framework**, 1996:25). College lecturers can be important participants in this process, since colleges fall within the further education and training band from which possible entry to higher education can be attained.

Fehnel (1994, in **Strydom** et al., 1995:33) advocates that academic support and development programmes should move beyond responding to present crises or needs. It should also exceed the individual tutor or department catering for the needs of individual students. The ideal would be for programmes where the *emphasis is on **proactive** thinking, not **reactive** thinking*.

To truly understand what will be required, one needs to understand the difference between academic support and academic development programmes. Institutions need to change and to accept and recognise diversity. Only then will excellence be sustainable.

CHAPTER 3

AIMS AND METHOD OF EMPIRICAL RESEARCH

3.1 PROBLEM STATEMENT AND AIMS

3.1.1 Problem Statement

Academic support and development have become focal points in tertiary education in a changing South Africa over the past two decades. Student populations are more heterogeneous and students from disadvantaged educational backgrounds are often less successful than those who have directly benefited from the previous education system. As the literature study has shown, research and studies have been undertaken by some tertiary education institutions in South Africa. Very little, if any, research has been conducted in the field of technical and vocational colleges.

This research is aimed at determining present and future needs of principals and lecturers at technical and vocational colleges with regard to the academic support of students and the development of skills of both students and lecturers. An assessment of the present situation and medium-term and long-term needs can serve as guidelines for the development of programmes to assist practitioners in these institutions in implementing change.

3.1.2 General Aims

The general aims of this empirical survey are to:

- describe aspects of the **current status** of academic support and development, and
- determine perceived **medium-term and long-term needs** of government and government-subsidised technical and vocational colleges falling under the Western Cape Education Board.

3.1.3 Specific Objectives

The objectives of the empirical survey are to determine:

- the nature of staff development;
- the level of support and development of students;
- teaching strategies implemented by the lecturers;
- lecturer attitude, skills and training;
- support programmes for the improvement of students' skills;
- medium-term and long-term needs related to academic support of students and development of staff and students.

3.2   DEFINING THE TARGET GROUP

3.2.1 Selection of Target Group

In order to gather data on the current status of academic support and development in this sector, all the government and government-subsidised technical and vocational colleges in the Western Cape were targeted to participate in this study. Under the present system there are eighteen (18) such colleges. They serve all the sectors of the population in the Western Cape. These colleges offer instructional programmes across the spectrum of courses, which could give the researcher a representative picture of the current status of academic support and development in such institutions. It is important to gather information from different colleges, since some are more technically orientated and others more theoretical. The different locations of these colleges are also important. Some are located in urban and others in rural areas.

After a conversation with the Director of Community Colleges in the Western Cape, it was agreed that such a study would be feasible and could contribute to the activities of technical and vocational colleges.

Individuals who were asked to participate in this study were the principals and five lecturers from each of these colleges. The five lecturers were ideally to be selected at random by the principal himself, from five different departments or different subjects, to reflect as broad a picture as possible.

The result is that 13 principals and 60 lecturers from 13 colleges participated. Potentially there were 18 principals and 90 lecturers who could respond to the survey.

3.2.2 Description of Target Group

Technical and vocational colleges under the auspices of the Western Cape Education Department (WCED) offer a variety of Instructional Programmes, which is the encompassing term for subjects or courses falling under a department at a college. A full-time technical college student registers for a series of subjects, related to a specific course and any other extra subjects which he wishes to add to his education and training. This registration enables the student to attend lectures in specific subjects and to be prepared for national or provincial examinations in June and November of each year. For the purpose of this study, the following classification was made to categorise instructional programmes:

- **Bridging and Orientation**
  Although these colleges do not officially have such departments with full-time practitioners, the category was included to determine whether any such developmental programmes existed.

- **Business, Commerce and / or Management Studies**
  This is an umbrella term for a wide variety of courses and most of the colleges that participated in this study, offer programmes related to these studies. Courses that fall under this category are:

  Business and Entrepreneurial courses
  Marketing
  Management
  Financial Management
  Personnel Management
  Accounting
  Secretarial
  Computer Practice

- **Engineering**
  Courses that fall in this category are:

  Building

Electrical
Mechanical
Electrical Installation
Drawing Practice
Workshops

- **Utility Industry and Social Services**
  Courses that fall this category are:

  Accommodation
  Clothing Production
  Food Service
  Haircare
  Interior Decorating
  Educare
  Care of the Handicapped
  Tourism

- **Other**
  Courses that fall in this category are:

  Art
  Agriculture
  Music
  Maritime Related

These broad descriptions do not incorporate the actual subjects followed by students when registering for courses, since it would be impractical to state each. What needs to be clarified is the fact that instructional programmes are offered on different levels, i.e. entry levels, for students. These levels are:

NIC: National Intermediate Certificate which is on the level of Std 8.
NSC: National Senior Certificate which is on the level of Std. 9 and 10.
N1 - N3: Std. 8 to 10 (recently replaced by NIC and NSC).
N4 - N6: Post-secondary level, the N4, N5 and N6 each normally representing a semester course which is then examined during June and November. Upon successful completion of the N6 certificate, students in courses such as Tourism and Educare can, by completing a further concurrent 18 months in practice, apply for a National Diploma in that particular field.

Since the focus of this study is on the school-leaver at post-secondary level, the levels of N4 to N6 are where the focus of the researcher will be. Most of the colleges that participated in this study offer courses on most of these levels.

Admission requirements for students wishing to enter technical college are very basic and generally consist of recognised/accepted school-standard certificates in the case of NIC and NSC, and matric certificates in the case of N4. In certain instances, colleges apply selection procedures for courses in which they can only accommodate a certain number of students. In terms of most of the courses, all students are accepted, provided they meet the basic requirements.

The general aim of subjects, especially those with a more theoretical nature, such as Communication- and Management-related subjects, is to provide students with a theoretical framework related to the specific field. The student should, however, be able to apply this knowledge in the actual field once he has completed his studies. Skills, attitudes, social and ethical development, and ability to think independently are important underlying issues which need to be addressed by lecturers in conjunction with subject material.

It is obvious in the college sector that subjects such as Computer Practice, need less of the above, but that it is still relevant. Whether the student finds himself in front of the drawing-board designing a cabinet, in the pre-school classroom or in the kitchen of a busy restaurant, he needs to make decisions and apply knowledge.

3.3   DESIGNING THE QUESTIONNAIRES

After considering several options, it was felt the most appropriate method of gathering information for this purpose would be the application of questionnaires. As the literature study has shown, very little is known about the current status of academic support and development in technical and vocational colleges.

The questionnaires were developed from information gathered during the literature study of academic support and development in tertiary educational institutions, such as universities and technikons in South Africa. Key issues were conceptualised to assess, evaluate and determine needs of academic support and development in the college

sector. The questionnaires were based on a design used in organisation management to determine the current status and future needs of an organisation.

During the design and development of the questionnaire, the Study Leader, a college principal and an academic support and development practitioner were asked to evaluate the questionnaires. The feedback received from these persons was taken into account.

After several discussions with the Study Leader, questions were refined editorially and semantically to ensure validity and reliability of responses. A letter requesting permission to conduct the survey (appendix A) and copies of the questionnaires were then sent to Mr Dave Shepherd, the Director of Community Colleges in the Western Cape, and subsequent permission was granted by telephone for the study to proceed.

3.4   PROCEDURE

Pilot letters (appendix B), asking the 18 principals to participate in the study, were handed out to them at a committee meeting on 8 June 1996. These letters explained the nature of the study and the relevance thereof to the college sector. An indication was also given of when they could expect these questionnaires, i.e. during the first week of the second semester. Only one college did not attend this committee meeting and was therefore not informed of the imminent study.

The questionnaires were then printed and copied for distribution to the colleges. The questionnaires were only available in English, but the covering letter was also translated into Afrikaans. These letters (appendix C) contained:

- the field and relevance of the study;
- the instructions for the principals to distribute and collect the questionnaires;
- the relevant date of return of the questionnaires;
- the assurance of confidentiality of information gathered, and
- the permission granted by the Director of Community Colleges in the Western Cape.

To achieve the general aim of this study, two questionnaires were to be administered:

- a questionnaire to the principals of technical and vocational colleges, and

- a questionnaire each to five lecturers from different departments in each of these colleges.

The questionnaires are included as Appendices:
Appendix D: Questionnaire to Principals
Appendix E: Questionnaire to Lecturers

The questionnaire for the principals was copied on blue paper and that for the lecturers on green paper. Separate envelopes for the lecturers' questionnaires were enclosed to ensure frank and open responses. All questionnaires from a specific college had to be placed in an addressed envelope and returned by post to the researcher.

3.5   DISTRIBUTION AND RESPONSE

Eighteen questionnaires were distributed to principals for completion and ninety questionnaires to lecturers from different departments at each of the 18 colleges. The number of questionnaires returned in the self-addressed envelopes were thirteen from principals and sixty from lecturers. The response can be tabulated as follows:

Table 3.1: Questionnaires distributed and returned

	PRINCIPALS		LECTURERS	
	N	%	N	%
Distributed	18	100	90	100
Returned	13	72	60	66

Responses obtained from these questionnaires were processed statistically to create a database. Results are depicted in tabular form and graphically, where applicable, in Chapter 4.

CHAPTER 4

RESULTS

4.1 INTRODUCTION

The results of the two questionnaires are provided separately. The results of all the sections of the questionnaires for Principals are depicted first and are then followed by the results of the questionnaires for Lecturers. In all the cases, where empirical results are supplied, the relevant question is cited. Results are depicted in tabular form and in certain instances also graphically for greater clarification.

4.2 DEPICTION OF RESULTS

ACADEMIC SUPPORT AND DEVELOPMENT

QUESTIONNAIRE FOR PRINCIPALS

4.2.1 Section A: Demographic Data

4.2.1.(i) [Cf. Appendix D: Section A, Question 1]
What is the classification of your college?

Table 4.1
Classification

	N	%
Government subsidised	9	69
Completely dependent on government for funding	4	31
No response	0	0
TOTAL	13	100

4.2.1(ii)   [Cf. Appendix D: Section A, Question 2]
Indicate which instructional programme(s) or course(s) are offered at your college.

Table 4.2
Programmes

	N	%
Bridging / Orientation	6	50
Business, Commerce and / or Management Studies	9	75
Engineering	6	50
Utility Industry and Social Services	8	67
Other	5	42
No response	1	8

The total does not amount to 100% of the respondents, since each college can present courses in more than one instructional programme.

Graphically, the data is depicted as follows:

Figure 4.1
Programmes
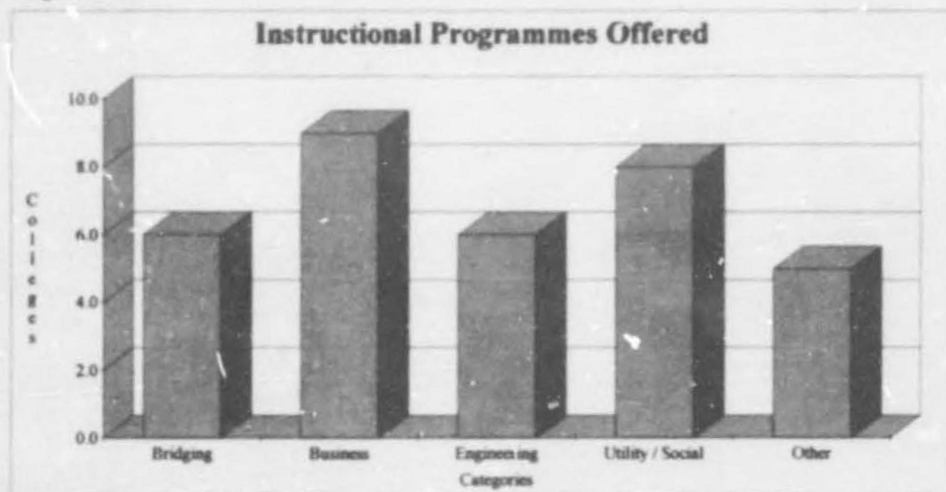
4.2.1(iii)   [Cf. Appendix D: Section A, Question 3]
               Indicate the levels of courses offered at your college.

Table 4.3
Levels

	N	%
NIC (National Intermediate Certificate)	7	54
NSC (National Senior Certificate)	7	54
N1 to N3	9	69
N4 to N6	12	92
Other	7	54
No response	0	0

The total does not amount to 100% of the respondents, since each college can present courses on more than one level.

Graphically, the data is depicted as follows:

Figure 4.2
Levels
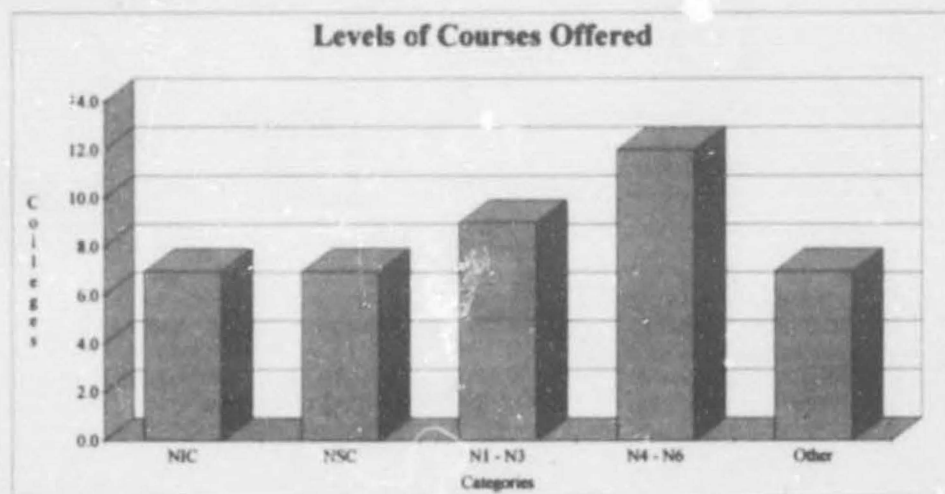
4.2.1(iv)   [Cf. Appendix D: Section A, Question 4]
              How many full-time students are enrolled at your college?

Table 4.4
Number of Students

	N	%
< 500	4	31
501 - 1000	4	31
1001 - 1500	1	8
1501 - 2000	0	0
2001 - 2500	0	0
2501 - 3500	2	15
> 3500	1	8
No response	1	8
TOTAL	13	100

Graphically, the data is depicted as follows:

Figure 4.3
Enrolments

Number of Students Enrolled
Full-time
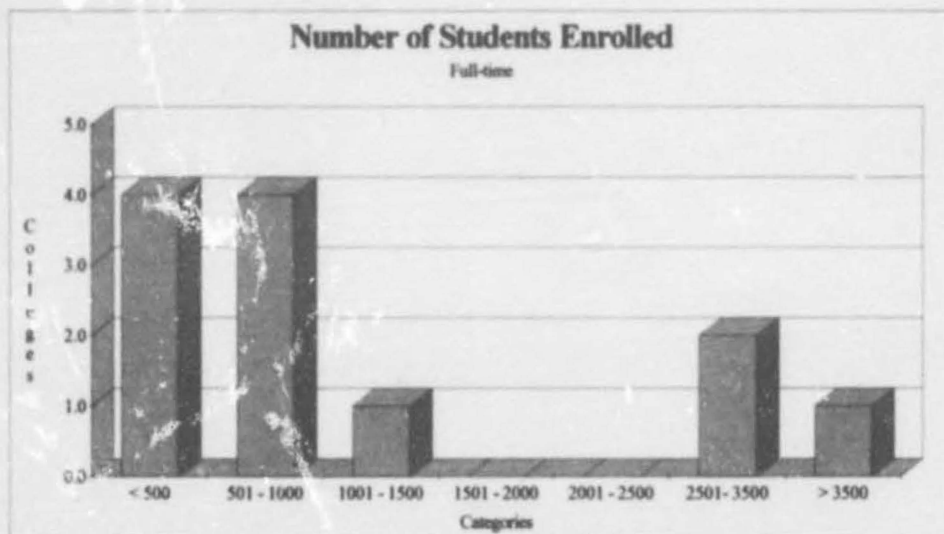
4.2.1(v)   [Cf. Appendix D: Section A, Question 5]
What percentage of your students are African Black?

Table 4.5
Black Enrolments

	N	%
0 - 19%	6	46
20 - 39%	3	23
40 - 59%	0	0
60 - 79%	0	0
80 - 100%	1	8
No response	3	23
TOTAL	13	100

Graphically, the data is depicted as follows:

Figure 4.4
Black Enrolments

African Black Enrolments
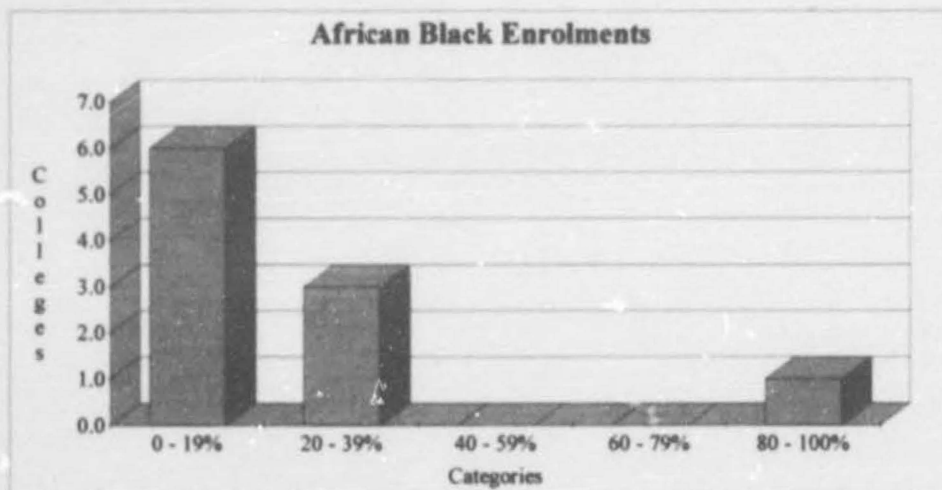
4.2.1(vi)   [Cf. Appendix D: Section A, Question 5]

What percentage of your students are so-called Coloured?

Table 4.6
Coloured Enrolments

	N	%
0 - 19%	1	8
20 - 39%	3	23
40 - 59%	1	8
60 - 79%	3	23
80 - 100%	1	25
No response	4	30
TOTAL	13	87

Graphically, the data is depicted as follows:

Figure 4.5
Coloured Enrolments
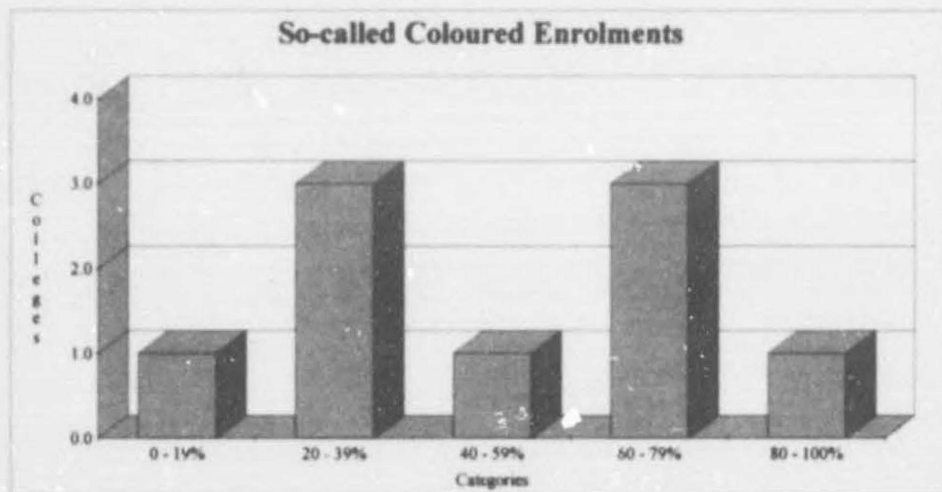
4.2.1(vii)   [Cf. Appendix D: Section A, Question 5]
             What percentage of your students are Indian?

Table 4.7
Indian Enrolments

	N	%
0 - 19%	3	23
20 - 39%	0	0
40 - 59%	0	0
60 - 79%	0	0
80 - 100%	0	0
No response	10	77
TOTAL	13	100

Graphically, the data is depicted as follows:

Figure 4.6
Indian Enrolments
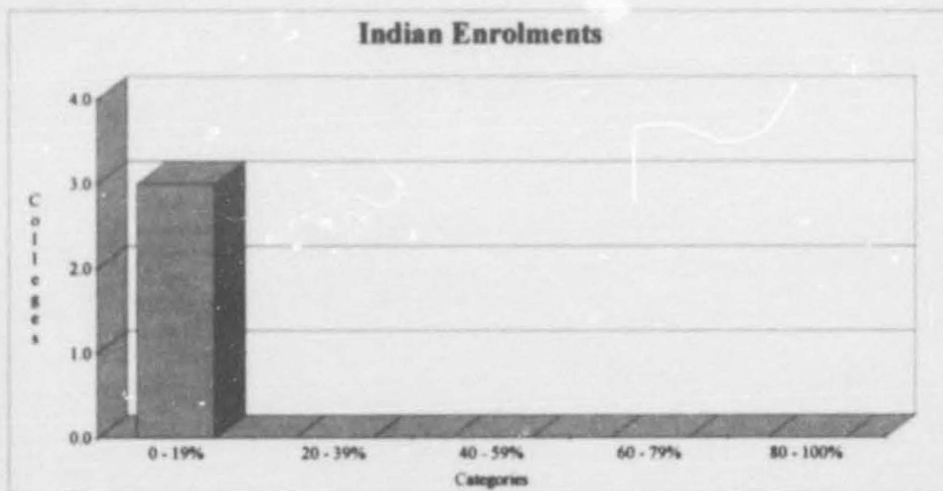
4.2.1(viii)   [Cf. Appendix D: Section A, Question 5]

What percentage of your students are White?

Table 4.8

White Enrolments

	N	%
0 - 19%	2	15
20 - 39%	1	8
40 - 59%	4	31
60 - 79%	0	0
80 - 100%	1	8
No response	5	38
TOTAL	13	100

Graphically, the data is depicted as follows:

Figure 4.7

White Enrolments
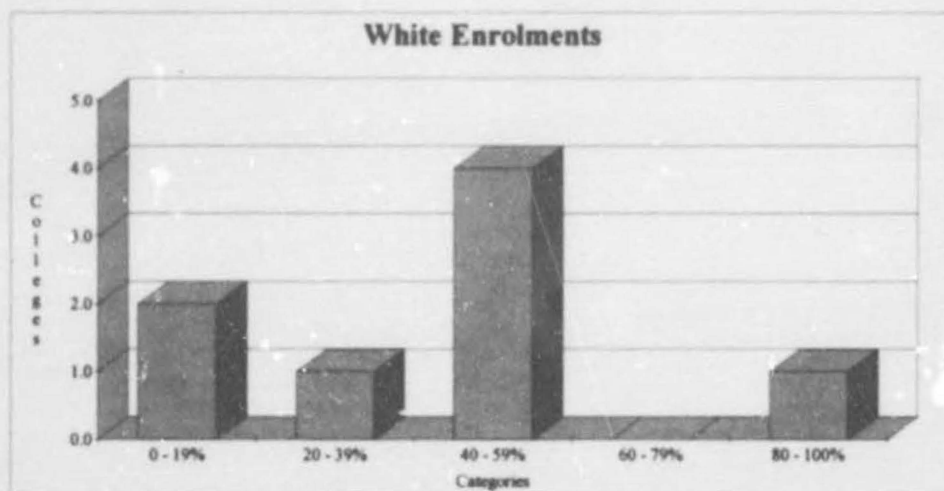
4.2.1(ix)   [Cf. Appendix D: Section A, Question 6]
             How many permanent lecturers are employed at your college?

Table 4.9
Permanent Lecturers

	N	%
< 20	6	46
20 - 29	3	23
30 - 39	0	0
40 - 49	0	0
50 - 79	3	23
> 80	1	8
No response	0	0
TOTAL	13	100

Graphically, the data is depicted as follows:

Figure 4.8
Permanent Lecturers

Number of Permanent Lecturers
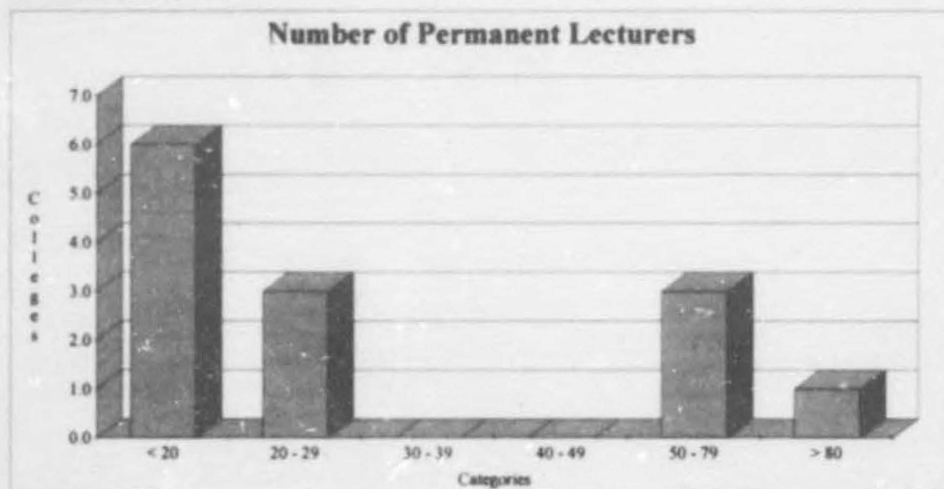
4.2.1(x)   [Cf. Appendix D: Section A, Question 7]
             Does the racial composition of your permanent lecturing staff, reflect the
             composition of your student body?

Table 4.10
Staff Composition

	N	%
Reflects composition of student body	1	8
Does not reflect composition of student body	12	92
No response	0	0
TOTAL	13	100

56

4.2.1(xi)   [Cf. Appendix D: Section A, Question 8]
Please indicate the approximate pass rate of *first time first year* students
collectively for all the *post secondary instructional programmes* you
offer. (Only applicable for N4 and N5 students.)

Table 4.11
Pass Rate N4: June 1995

	N	%
Less than 40%	0	0
40 - 49%	0	0
50 - 59%	0	0
60 - 69%	3	23
70 - 79%	5	38
80 - 89%	2	15
90 - 100%	2	15
No response	1	8
TOTAL	13	100

Graphically, the data is depicted as follows:

Figure 4.9
Pass Rate N4: June 1995

Colleges' Pass Rate N4 June 1995
First Time First Year Students
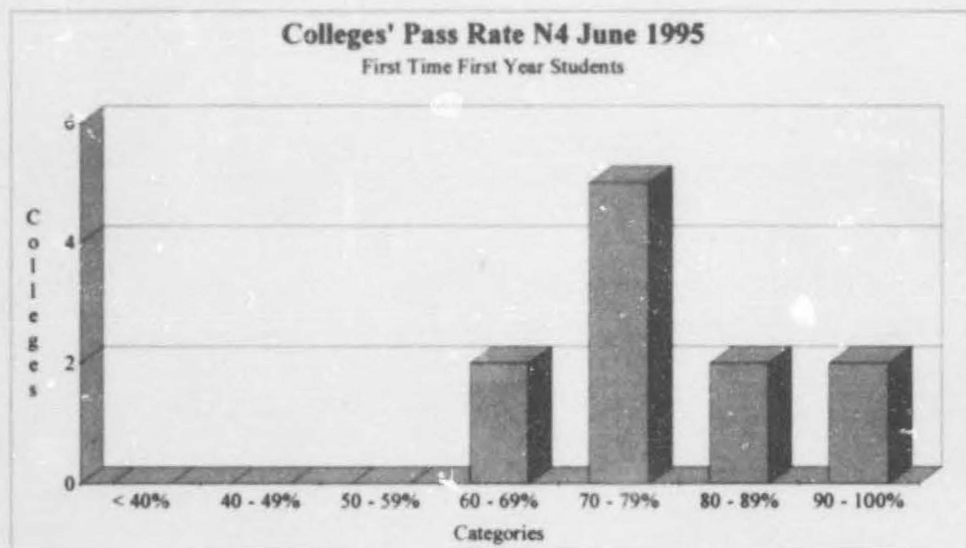
4.2.1(xii)   [Cf. Appendix D: Section A, Question 8]
Please indicate the approximate pass rate of *first time first year* students
collectively for all the *post secondary instructional programmes* you
offer. (Only applicable for N4 and N5 students.)

Table 4.12

Pass Rate N5: November 1995

	N	%
Less than 40%	0	0
40 - 49%	0	0
50 - 59%	3	23
60 - 69%	0	0
70 - 79%	4	31
80 - 89%	3	23
90 - 100%	2	15
No response	1	8
TOTAL	13	100

Graphically, the data is depicted as follows:

Figure 4.10

Pass Rate N5: November 1995

Colleges' Pass Rate N5 November 1995
First Time First Year Students
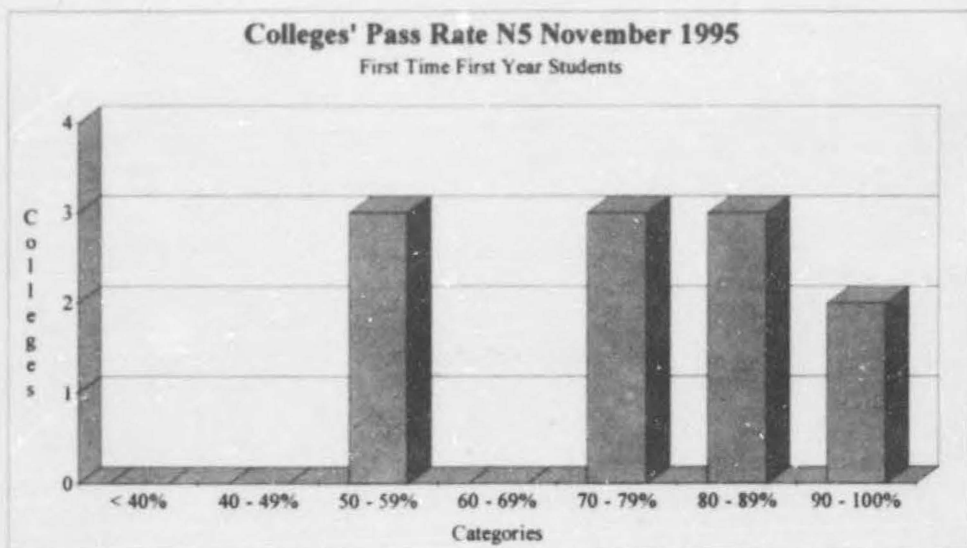
4.2.1(xiii)   [Cf. Appendix D: Section A, Question 9]
                Please indicate the main medium of instruction at your college.

Table 4.13
Language of Instruction

	N	%
Afrikaans	11	85
English	9	69
Xhosa	0	0
Other	0	0
No response	0	0

The total does not amount to 100% as colleges might use more than one medium of instruction.

Graphically, the data is depicted as follows:

Figure 4.11
Language of Instruction

Language of Instruction
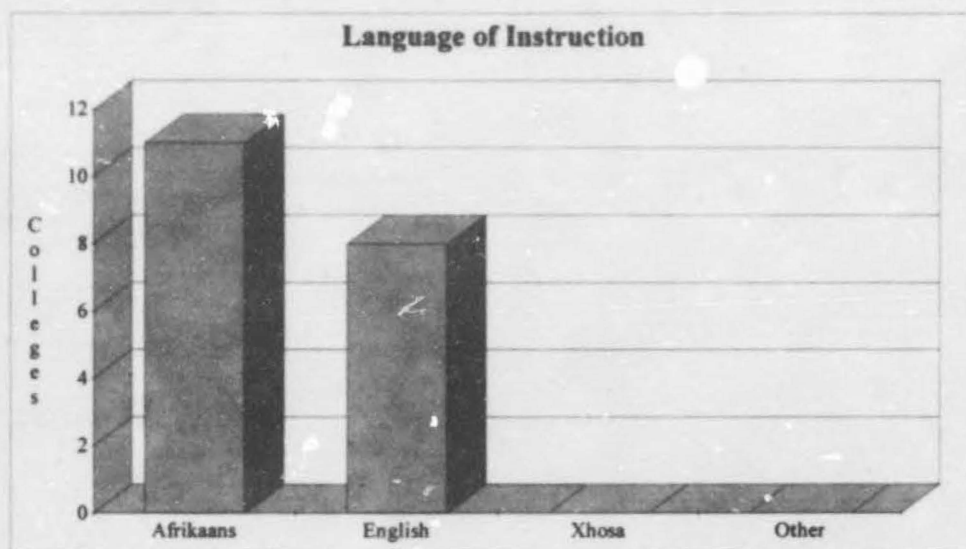
4.2.1(xiv)   [Cf. Appendix D: Section A, Question 10]
What is the lecturer : student ratio of your college?

Table 4.14
Lecturer : Student Ratio

	N	%
< 1 : 10	1	8
1 : 10 - 1 : 15	1	8
1 : 16 - 1 : 20	2	15
> 1 : 20	9	69
No response	0	0
TOTAL	13	100

Graphically, the data is depicted as follows:

Figure 4.12

Lecturer : Student Ratio
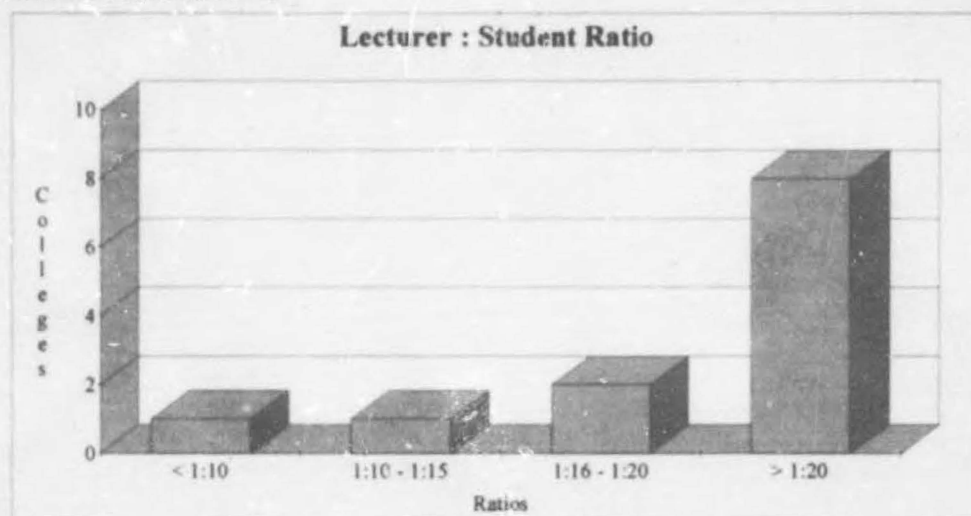
4.2.1(xv)   [Cf. Appendix D: Section A, Question 11]
Do you have a well-equipped library/media centre at your college?

Table 4.15
Library/Media Centre

	N	%
Yes	3	23
No	10	77
No response	0	0
TOTAL	13	100

4.2.1(xvi)   [Cf. Appendix D: Section A, Question 12]
              Do your students share in decision-making?

Table 4.16
Participation in Decision-making

	N	%
Yes	11	85
No	2	15
No response	0	0
TOTAL	13	100

If yes, name the levels of involvement:

- *Academic Board matters, staff appointments and sports, buildings, etc.*
- *College Council*
- *Academic Board, SRC*
- *Studenteraad, Akademiese Raad en Kollege Raad*
- *Student Representative Council and Hostel Committees*
- *On social level only*
- *Studenteraad, Koshuiskomitee*
- *SRC and Residence Committees*
- *Input to council*
- *Student Council, Sport and Recreation*
- *Representation on SRC*
- *Regular meetings with management*

4.2.1(xvii)   [Cf. Appendix D: Section A, Question 13]
              Do you offer an *organised orientation programme* for first time first
              year students?

Table 4.17
Orientation Programme

	N	%
Yes	7	54
No	6	46
No response	0	0
TOTAL	13	100

If yes, please specify shortly what it entails:

- *If the student lacks N1 qualifications, he or she follows an orientation course that lays the foundation for N1 and its called NCOR.*
- *Orientation courses N4, Art, Business; Orientation course Pre-NIC, Utilities*
- *Oriënteringsprogram o.l.v. 'n komitee gedurende eerste week. Behels kursus voorligting; bekendstelling aan buitemuurse program, bekendstelling aan die dorp en die omgewing.*

- *Course orientation, e.g. what each subject entails; Study programme*
- *We offer guidance in study methods, proper note taking, etc.*
- *Inleidende kursus (voor N1)*
- *Slegs oriëntering van alle aktiwiteite wat kollege aanbied, gebruike, reëls, ens.*
- *For engineering students in preparation for N1 (National Programme)*

4.2.1(xviii) [Cf. Appendix D: Section A, Question 14]
Do you collaborate/co-operate with the following institutions in your region?

Table 4.18
Collaboration: Schools

	N	%
Yes	9	69
No	4	31
No response	0	0
TOTAL	13	100

Table 4.19
Collaboration: Colleges

	N	%
Yes	8	62
No	5	38
No response	0	0
TOTAL	13	100

Table 4.20
Collaboration: Technikons / Universities

	N	%
Yes	8	62
No	5	38
No response	0	0
TOTAL	13	100

If yes in any of the three cases, please specify shortly what this co-operation / collaboration entails:

- *With schools we organise and run exhibitions. We refer students to technikons/universities for further studies and we upgrade the studies of Maths in particular.*
- *Offering NSC Entrepreneurship as seventh Std 10 subject*
- *Second lecturers to Cape Technikon to conduct practical classes. Assist Simonstown High School in maritime related industries.*
- *Committee for Technical College Principals, sport facilities, competitions and specified courses.*
- *Visit schools - promote courses offered at college / discussions of common interests, such as college activities, courses offered, functions, etc.*
- *Skole - oorskakeling van kursusse, inligting aan skoolverlaters. Kolleges - kursusse, studentesake, personeelsake, bemarking, administrasie. Technikons/Universiteite - oorskakeling van kursusse, bemarking.*
- *Nie met aanbieding van kursusse nie, maar skakeling om dienste bekend te stel.*
- *"Sharing" of students between colleges; bridging programmes with technikons.*
- *Computer literacy, advertisements at other colleges.*
- *Accreditation with technikons. Use universities and technikons for teacher training and development, conflict resolution. Investigating joint ventures with other colleges.*

Graphically, the data is depicted as follows:

Figure 4.13

Collaboration with Secondary and Tertiary Institutions
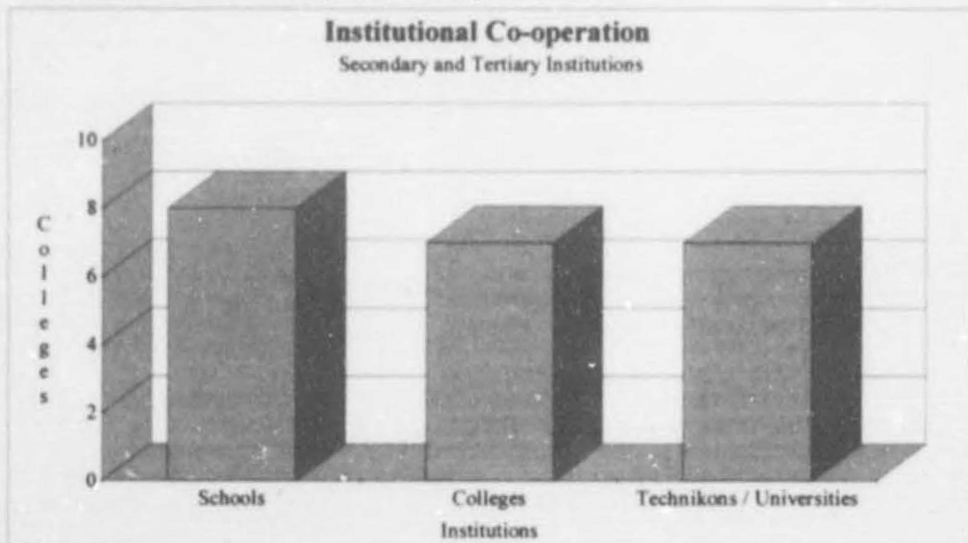
4.2.2   **Section B 1: Evaluation of Academic Support and Development Staff Development**

4.2.2(i)   **[Cf. Appendix D: Section B, Question 1.1]**
Staff Meetings

Staff meetings are administrative or grievance sessions, devoid of personal development				Staff meetings are developmental and incorporate improvement of instruction
1	2	3	4	5

Table 4.21
Staff Meetings

VALUES	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	2	15
3 = average, still needs more work, planning, commitment	6	46
4 = very good, coherent, purposeful, though some room for improvement	5	38
5 = consistent, excellent, the very best it could possibly be	0	0
No response	0	0
TOTAL	13	100

Comments:

- *Many staff members have obtained post-school teaching diplomas. Some have left for greener pastures.*

4.2.2(ii)   **[Cf. Appendix D: Section B, Question 1.2]**
Curriculum Development and Improvement

Lecturers show no interest in curriculum development and improvement at all				Lecturers are involved on micro and meso levels with regard to curriculum development and improvement
1	2	3	4	5

Table 4.22
Curriculum Development and Improvement

VALUES	N	%
1 = very weak, superficial, virtually non-existent	1	8
2 = weak, does exist, yet not efficient	0	0
3 = average, still needs more work, planning, commitment	4	31
4 = very good, coherent, purposeful, though some room for improvement	5	38
5 = consistent, excellent, the very best it could possibly be	3	23
No response	0	0
TOTAL	13	100

Comments:
- *Many staff members serve as moderators, examiners and are part of national committees, such as framework committees at national level.*
- *All 75 of our courses have been developed by our team.*

4.2.2(iii)   [Cf. Appendix D: Section B, Question 1.3]
           Training of Subject Heads and Heads of Department

They are not trained or equipped to support junior lecturers in providing academic support to students			They are highly trained to lend support to junior lecturers with regard to academic support to students	
1	2	3	4	5

Table 4.23
Training of Subject Heads and Heads of Departments

VALUES	N	%
1 = very weak, superficial, virtually non-existent	1	8
2 = weak, does exist, yet not efficient	1	8
3 = average, still needs more work, planning, commitment	2	15
4 = very good, coherent, purposeful, though some room for improvement	4	31
5 = consistent, excellent, the very best it could possibly be	4	31
No response	1	8
TOTAL	13	100

Comments: *None*

4.2.2(iv)   [Cf. Appendix D: Section B, Question 1.4]
           Knowledge of Academic Support and Development

Lecturers are ill-informed about issues related to academic support and development			Lecturers are well-informed about issues related to academic support and development	
1	2	3	4	5

Table 4.24
Knowledge of Academic Support and Development

VALUES	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	3	23
3 = average, still needs more work, planning, commitment	3	23
4 = very good, coherent, purposeful, though some room for improvement	5	38
5 = consistent, excellent, the very best it could possibly be	1	8
No response	1	8
TOTAL	13	100

Comments:

- *Our Dept sponsors lecturer on a full year studyleave to obtain a teaching diploma. Some staff do not have Std 10 so cannot enroll. Many of the staff we developed academically, have left and gone back into industry - for better pay and prospects. To date we have lost 6 being a one-of-a-kind school and the lack of promotions.*

4.2.2(v)   **[Cf. Appendix D: Section B, Question 1.5]**
                     Improvement of Education and Training

Lecturers are not interested in improving their expertise				Lecturers are constantly involved in improvement of their expertise by attending seminars, enrichment courses, etc.
1	2	3	4	5

Table 4.25
Improvement of Education and Training

	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	0	0
3 = average, still needs more work, planning, commitment	3	23
4 = very good, coherent, purposeful, though some room for improvement	5	38
5 = consistent, excellent, the very best it could possibly be	5	38
No response	0	0
TOTAL	13	100

Comments:

- *Some lecturers do not qualify for post matric courses. Staff have a full 32 hours a week commitment teaching and are reluctant to give of their time for meetings, etc.*
- *Lecturers attend seminars offered in the private sector or at technikons and universities.*

4.2.2(vi)   **[Cf. Appendix D: Section B, Question 1.6]**
                     Formulation of a Vision

There is no formulated and accepted vision dealing with the academic support and development of students				There is a formulated, effective and accepted vision dealing with the academic support and development of students
1	2	3	4	5

Table 4.26
Formulation of a Vision

VALUES	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	3	23
3 = average, still needs more work, planning, commitment	3	23
4 = very good, coherent, purposeful, though some room for improvement	7	54
5 = consistent, excellent, the very best it could possibly be	0	0
No response	0	0
TOTAL	13	100

Comments:

- *We do uplift our low academic students in literacy and numeracy as we go along. Students do return for further lecturing once they have done more sea time.*
- *The college is busy developing a vision. The staff know that they have to train students well, e.g. well-equipped for the private sector.*

Graphically, the data obtained from responses in this section, is depicted as follows:

Figure 4.14
Staff Development
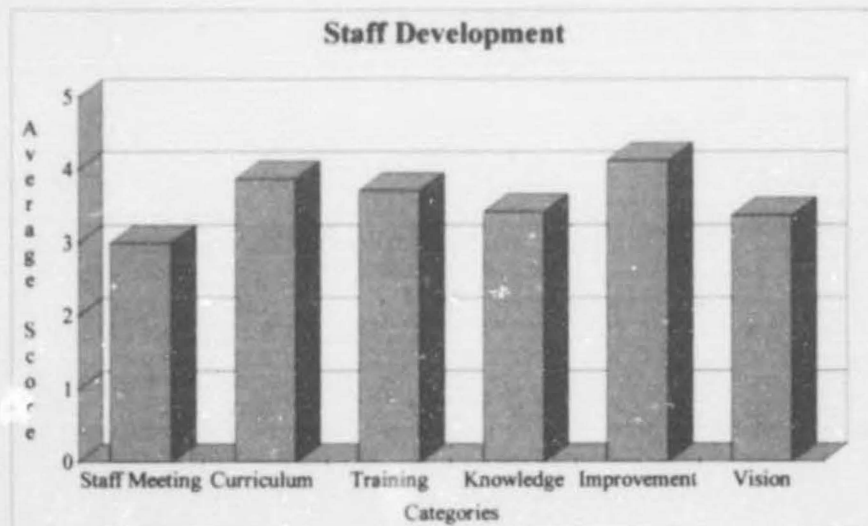
Staff Development

4.2.3 Section B 2: Evaluation of Academic Support and Development Support and Development of Students

4.2.3(i) [Cf. Appendix D: Section B, Question 2.1]
Library / Media / Information Services

We are unable to offer any information/ media services to assist students in their academic improvement			We offer extensive information / media services to assist students in their academic improvement	
1	2	3	4	5

Table 4.27
Library / Media / Information Services

	N	%
1 = very weak, superficial, virtually non-existent	1	8
2 = weak, does exist, yet not efficient	8	62
3 = average, still needs more work, planning, commitment	2	15
4 = very good, coherent, purposeful, though some room for improvement	2	15
5 = consistent, excellent, the very best it could possibly be	0	0
No response	0	0
TOTAL	13	100

Comments:

- *The shortage of staff for support service is a serious problem. The college does not receive the necessary staff from the department to do this properly.*
- *Students are given course notes printed by lecturers to keep costs down - books cost R150 upwards.*

4.2.3(ii) [Cf. Appendix D: Section B, Question 2.2]
Identification of Students in Need of Support

No students are specifically identified in order to assist them with academic support and development			Applicants / students are screened and identified to enable academic support and development to take place	
1	2	3	4	5

Table 4.28
Identification of Students in Need of Support

VALUES	N	%
1 = very weak, superficial, virtually non-existent	1	8
2 = weak, does exist, yet not efficient	2	15
3 = average, still needs more work, planning, commitment	8	62
4 = very good, coherent, purposeful, though some room for improvement	1	8
5 = consistent, excellent, the very best it could possibly be	1	8
No response	0	0
TOTAL	13	100

Comments:

- *Yes. Weak students receive extra help in the classroom.*
- *Special attention to Xhosa students to cope with new courses.*

4.2.3(iii)   [Cf. Appendix D: Section B, Question 2.3]
Approach to Students who show Potential

Selection for certain courses is based on set criteria from which we never deviate				The student's background is taken into consideration and deviation from the norm is considered in certain instances	
1	2	3	4	5	N/A

Table 4.29
Approach to Students who show Potential

VALUES	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	1	8
3 = average, still needs more work, planning, commitment	2	15
4 = very good, coherent, purposeful, though some room for improvement	5	38
5 = consistent, excellent, the very best it could possibly be	3	23
Not applicable	2	15
No response	0	0
TOTAL	13	100

Comments:

- *We train employees of shipping companies. Many return for higher levels of training.*
- *Xhosa students backgrounds are taken into consideration - we recognise the potential of such students.*

4.2.3(iv)   [Cf. Appendix D: Section B, Question 2.4]
              Career Counselling

No communication with individual   Students are actively assisted
students on their choice / concerns   in making informed choices
career wise ever takes place   as far as the selection of a
                                                     possible career is concerned

1	2	3	4	5

Table 4.30
Career Counselling

VALUES	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	0	0
3 = average, still needs more work, planning, commitment	4	31
4 = very good, coherent, purposeful, though some room for improvement	6	46
5 = consistent, excellent, the very best it could possibly be	2	15
No response	1	8
TOTAL	13	100

Comments:
- *Most students are in their chosen career already.*

4.2.3(v)   [Cf. Appendix D: Section B, Question 2.5]
             Methods of Teaching and Learning

Lectures are generally teacher-   Lectures are generally student-centered,
centered with the lecturer   allowing the student to discover and
exposing information to students   learn concepts for him/herself

1	2	3	4	5

Table 4.31
Methods of Teaching and Learning

VALUES	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	3	23
3 = average, still needs more work, planning, commitment	5	38
4 = very good, coherent, purposeful, though some room for improvement	4	31
5 = consistent, excellent, the very best it could possibly be	1	8
No response	0	0
TOTAL	13	100

Comments:
- *Low academic students require nurturing and guidance, and if they could study alone, would not come back to school.*
- *Teacher-centered in formal classes, but discovery orientated in non-formal courses.*

4.2.3(vi)　　[Cf. Appendix D: Section B, Question 2.6]
　　　　　　　Study and Academic Problems

Students in need of study and academic counselling have no one to turn to				Students have access to counselling facilities regarding study and academic problems
1	2	3	4	5

Table 4.32
**Study and Academic Problems**

VALUES	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	2	15
3 = average, still needs more work, planning, commitment	6	46
4 = very good, coherent, purposeful, though some room for improvement	4	31
5 = consistent, excellent, the very best it could possibly be	1	8
No response	0	0
TOTAL	13	100

Comments:
- *Divisional heads, Heads of Department and lecturing staff and student aid staff.*
- *Students are guided by class lecturer - we have a good success rate.*

4.2.3(vii)　　[Cf. Appendix D: Section B, Question 2.7]
　　　　　　　Financial Problems

No aid / support is found / provided for students who cannot pay their fees				Financial support is sought from sponsors to enable students to improve their qualifications	
1	2	3	4	5	N/A

Table 4.33
Financial Problems

	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	3	23
3 = average, still needs more work, planning, commitment	5	38
4 = very good, coherent, purposeful, though some room for improvement	2	15
5 = consistent, excellent, the very best it could possibly be	2	15
Not applicable	0	0
No response	1	8
TOTAL	13	100

Comments:
- *Most students are employees. We could prepare more seamen with financial support.*

4.2.3(viii)   [Cf. Appendix D: Section B, Question 2.8]
          Prior Learning Experience

No effort is made to acquire information about prior learning experiences of students			Information about the prior learning experiences of students is regarded as essential for academic support	
1	2	3	4	5

Table 4.34
Prior Learning Experience

	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	1	8
3 = average, still needs more work, planning, commitment	6	46
4 = very good, coherent, purposeful, though some room for improvement	3	23
5 = consistent, excellent, the very best it could possibly be	3	23
No response	0	0
TOTAL	13	100

Comments:
- *This is discovered in the classroom - and although practically able we have to prepare seamen academically to undergo written examinations by Dept. of Transport.*

Graphically, the data obtained from responses in this section is depicted as follows:

Figure 4.15

Support and Development of Students
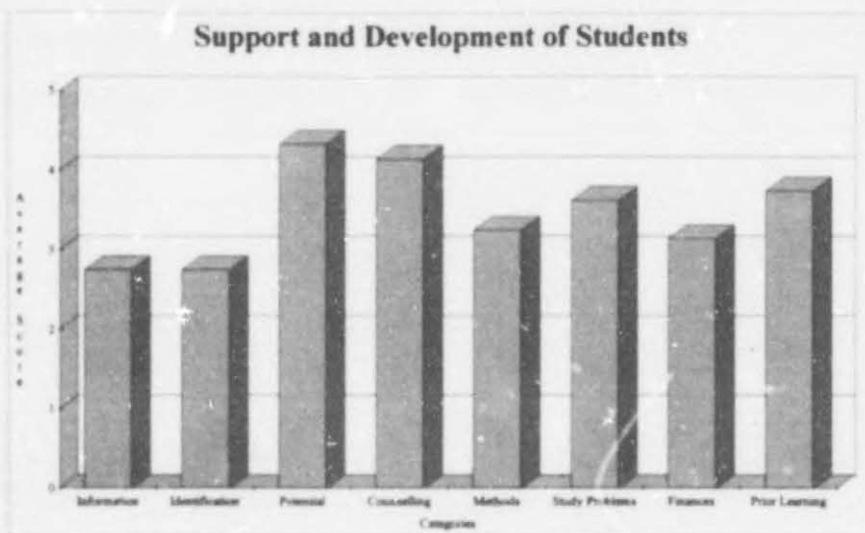
4.2.4   Section B 3:   Evaluation of Academic Support and Development
              Lecturer Attitudes, Skills and Training

4.2.4(i)   [Cf. Appendix D: Section B, Question 3.1]
              Understanding of Academic Support and Development

Lecturers have no expertise in the field of academic support and development			Lecturers apply academic support and development principles to improve the prospects of students		
1	2	3	4	5	N/A

Table 4.35
Understanding of Academic Support and Development

VALUES	N	%
1 = very weak, superficial, virtually non-existent	1	8
2 = weak, does exist, yet not efficient	1	8
3 = average, still needs more work, planning, commitment	6	46
4 = very good, coherent, purposeful, though some room for improvement	5	38
5 = consistent, excellent, the very best it could possibly be	0	0
Not applicable	0	0
No response	0	0
TOTAL	13	100

Comments:
- *At our low level - Yes.*

4.2.4(ii) [Cf. Appendix D: Section B, Question 3.2]
National Educational Initiatives and Priorities

Lecturers are negative towards the
shift in educational policy, e.g. NQF
and other relevant documents

Lecturers are challenged by the shift
in national educational policy, e.g.
NQF and other relevant document

1	2	3	4	5

Table 4.36
National Educational Initiatives and Priorities

	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	2	15
3 = average, still needs more work, planning, commitment	6	46
4 = very good, coherent, purposeful, though some room for improvement	3	23
5 = consistent, excellent, the very best it could possibly be	2	15
No response	0	0
TOTAL	13	100

Comments:
- *Lecturers are fully committed teaching low academic students - claim no time to develop CBT programmes. Dept will not release staff for CBT development.*

4.2.4(iii) [Cf. Appendix D: Section B, Question 3.3]
Improvement of Lecturing Skills

Lecturers are not interested in
improving their skills and abilities

Lecturers are committed to
improving their skills and abilities

1	2	3	4	5

Table 4.37

Improvement of Lecturing Skills

VALUES	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	0	0
3 = average, still needs more work, planning, commitment	4	31
4 = very good, coherent, purposeful, though some room for improvement	5	38
5 = consistent, excellent, the very best it could possibly be	2	15
No response	2	15
TOTAL	13	100

Comments:

- *Lecturers have many years practical experience dealing with low academic seamen.*
- *Lecturers are enrolled for further study.*

Graphically, the data obtained from this section is depicted as follows:

Figure 4.16

Lecturer Attitudes, Skills and Training

Lecturer Attitudes, Skills and Training
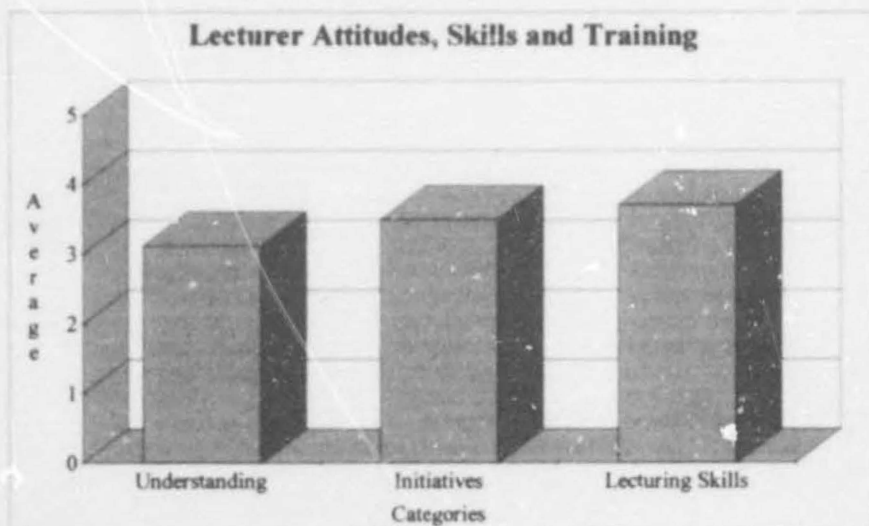
4.2.5 Section C: Assessment of Needs Related to Academic Support and Development

4.2.5(i)   [Cf. Appendix D: Section C, Question 1]
Indicate which of the following areas you regard as relevant or important for staff development at your college. *Select only those options which you feel are appropriate to your context.* Differentiate by indicating areas of medium-term relevance (the next two years) and long-term relevance (three to five years).

Table 4.38
Needs: Staff Development

STAFF DEVELOPMENT	Medium Term		Long Term	
	N	%	N	%
Development and improvement of instruction, education and training	10	77	5	38
Involvement in curriculum development and improvement	9	69	6	46
In-service training to improve academic support skills	9	69	5	38
Formulating a shared and accepted vision for academic support and development	9	69	4	31
Acquisition of knowledge related to academic support/development			3	23
Appropriate training of subject heads and heads of department			3	23
Induction pertaining to national higher education initiative / policy	6	46	4	31
Other	0	0	0	0

4.2.5(ii)   [Cf. Appendix D: Section C, Question 2]
Indicate which of the following areas you regard as relevant or important for student support and development at your college. *Select only those options which you feel are appropriate to your context.* Differentiate by indicating areas of medium-term relevance (the next two years) and long-term relevance (three to five years).

Table 4.39

Needs: Student Support and Development

STUDENT SUPPORT AND DEVELOPMENT	Medium Term		Long Term	
	N	%	N	%
Active identification of students in needs of support and development	11	85	2	15
Financial aid to students in needs of such support	9	69	4	31
Study and academic counselling service	9	69	3	23
Career counselling service	8	62	5	38
Improvement of cognitive skills through workshops, tutorials, classroom activities	8	62	4	31
Collaboration with tertiary institutions in the region	7	54	6	46
Student involvement on decision-making level	7	54	4	31
Co-operation with secondary institutions in this region	6	46	5	38
Improvement or extension of library, media and information services	5	38	8	62
Other	0	0	0	0

QUESTIONNAIRE FOR LECTURERS

4.2.6   Section A: Demographic Data

4.2.6(i)   [cf. Appendix E: Section A, Question 1]
Indicate the instructional programme(s) or course(s) you are involved in as lecturer.

Table 4.40
Programmes: Lecturers

PROGRAMMES	N	%
Bridging / Orientation	11	15
Business, Commerce and Management	38	51
Engineering	12	18
Utility Industry and Social Services	4	5
Other	8	11

Graphically, the data is depicted as follows:

Figure 4.17
Programmes: Lecturers

Instructional Programmes
Lectured by Respondents
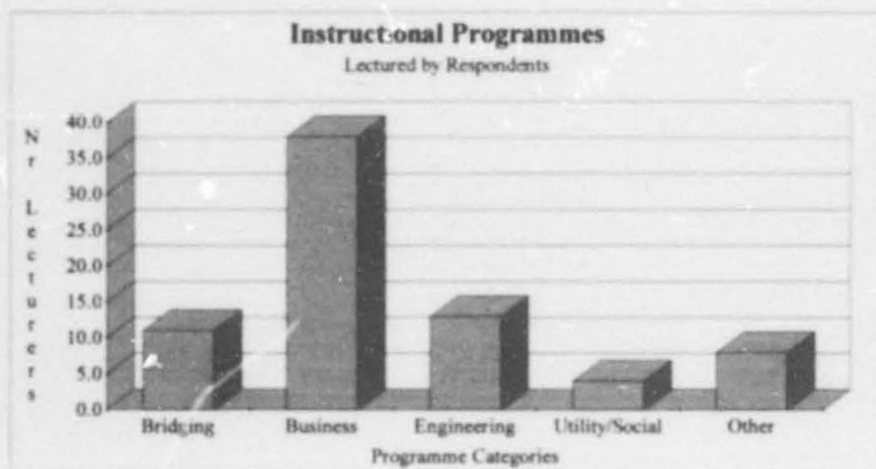
4.2.6(ii)   [Cf. Appendix E: Section A, Question 2]
             Indicate the highest level on which you present full-time courses.

Table 4.41
Levels of Lecturing

	N	%
NIC (National Intermediate Certificate)	0	0
NSC (National Senior Certificate)	4	7
N1 to N3	3	5
N4 to N6	50	83
Other	3	5
No response	0	0
TOTAL	60	100

Graphically, the data is depicted as follows:

Figure 4.18
Levels of Lecturing

Highest Levels of Lecturing
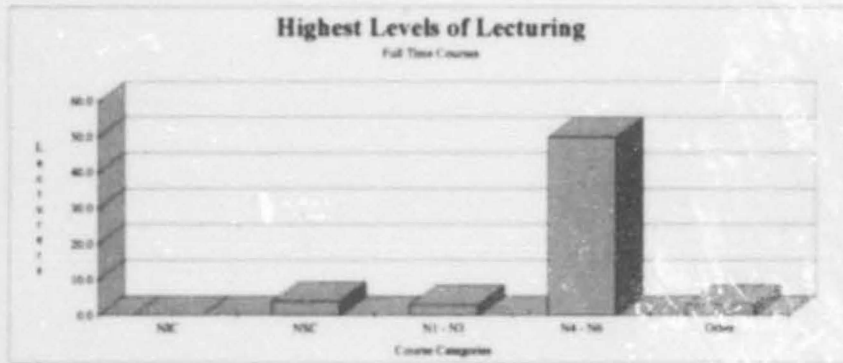
4.2.6(iii)   [Cf. Appendix E: Section A, Question 3]
Please indicate the approximate pass rate of *first time first-year*
students collectively for all the *post secondary subjects* you
present. (Only applicable to N4 and N5 students.)

Table 4.42
Pass Rate N4: June 1995 (Lecturer)

	N	%
Less than 40%	0	0
40 - 49%	1	2
50 - 59%	3	5
60 - 69%	5	8
70 - 79%	5	8
80 - 89%	7	12
90 - 100%	21	35
No response	18	30
TOTAL	60	100

Graphically, the data is depicted as follows:

Figure 4.19
Pass Rate N4: June 1995 (Lecturer)

Lecturers' Success Rate N4 June 1995
First Time First-Year Students
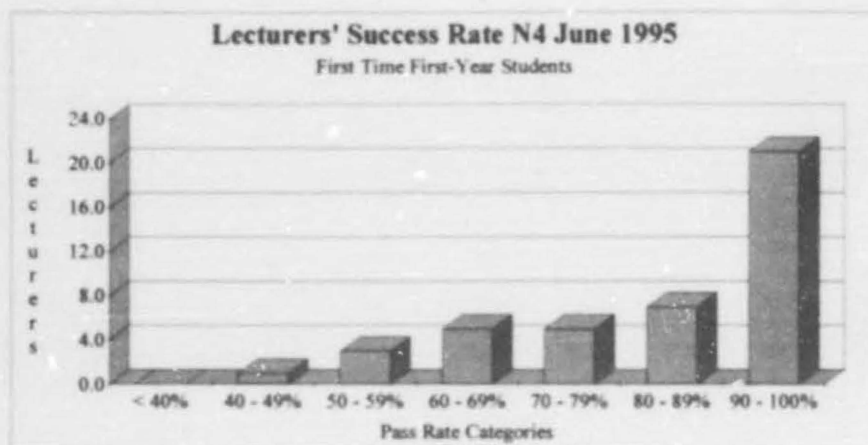
4.2.6(iv)   [Cf. Appendix E: Section A, Question 3.2]

Table 4.43
Pass Rate N5: November 1995

	N	%
Less than 40%	1	2
40 - 49%	1	2
50 - 59%	4	7
60 - 69%	4	7
70 - 79%	4	7
80 - 89%	8	13
90 - 100%	15	25
No response	23	38
TOTAL	60	100

Graphically, the data is depicted as follows:

Figure 4.20
Pass Rate N5: November 1995 (Lecturer)

Lecturers' Success Rate N5 Nov 1995
First Time First-Year Students
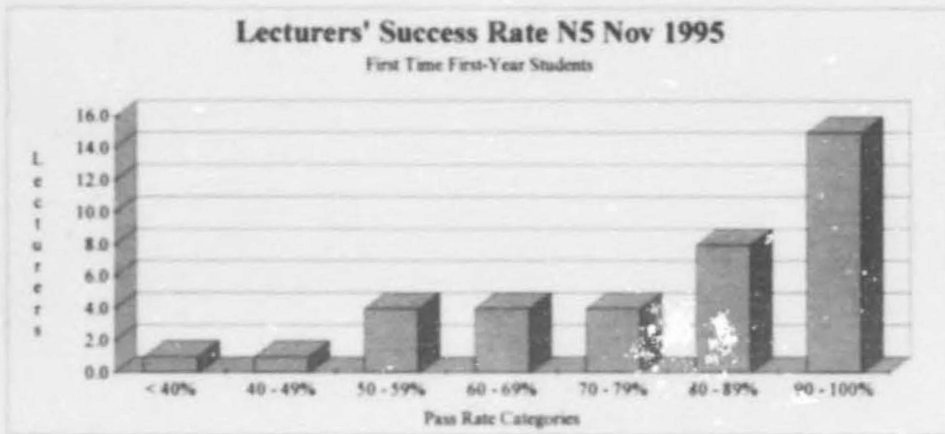
4.2.6(v)   [Cf. Appendix E: Section A, Question 4]
             I know what academic support and development is.

Table 4.44
Knowledge of Academic Support and Development

KNOWLEDGE OF ASD	N	%
Yes	30	50
No	30	50
No response	0	0
TOTAL	60	100

If yes, please use the space provided below to indicate what your understanding of
academic support and development **is:**

- *Assistance to staff and students regarding subject - both from the teaching thereof and the learning thereof.*
- *To help and support and train both lecturers and students to cope with their work, both in class and at home, especially now that education has undergone so many changes.*
- *Counselling of students with academic and study problems and supporting them in the improvement of their study skills. Facilitating maximum development of students.*

- *Identification of students in need of remedial teaching and instruction in study methods. Teaching students work ethics. Teaching students lifeskills and communication skills in a Western environment.*
- *Study methods; integrate theory and practice; multi-cultural understanding; remedial work; subject seminars; workshops for lecturers; facilitation skills.*
- *Staff: activity to ensure that lecturers are fully equipped to produce fully qualified students who could be productive from day one in the job market.*
- *Perception fairly limited and would welcome any guidance in the matter.*
- *Assisting students "previously disadvantaged" to reach a level where they are able to further their education and giving ongoing support to maintain a level of proficiency.*
- *To support and develop all the communities of the RSA. Especially the communities that were not developed the last couple of years.*
- *Support: guiding students with my knowledge, urging them to be inquisitive in their field of study and to read and try as much as possible - practical subjects. Development: Guiding students from easy work to the more intricate and by praising them all the time when the slightest success has been achieved.*
- *To receive and be motivated from a higher level information on subjects relevant to the subjects taught - the development would follow results.*
- *To me it is to supply the student with all the necessary support, academic and otherwise, to develop as an individual adult who will be able to hold his own in his working environment and in society.*
- *Development of curricula. Create opportunities for staff development. Create bridging opportunities / courses.*
- *Om leemtes (probleme) by studente te identifiseer, hulp aan te bied om hulle te help om feitekennis hulle eie te maak sodat dit nuttig gebruik kan word in praktiese toepassings.*
- *Classes for students who are weak in a particular subject.*
- *Academic support is bridging courses to enable students to cope with work or certain levels. Development - to further their skills in a specific area.*
- *To improve academic levels of lecturers and/or students. To provide academic support in all spheres, be it related to lecturers in pursuance of their goals or students in obtaining knowledge to assist them in aspiring to highest levels of employment.*
- *Academic support - in class and on an individual or group basis, help is given to students by explanation and extra attention. Development - encouragement and motivation to help the student to achieve success.*
- *To devise, help and push disadvantaged students to succeed in the field of Engineering so that they may equally compete in the marketplace.*
- *If a student attends his scheduled classes for a specific subject and still does not cope with the syllabus, there should be time (set aside apart from normal lectures), to give the student support. This support could be given by the lecturer or student in a higher grade.*

4.2.7 Section B 1: Evaluation of Academic Support and Development Staff Development

4.2.7(i) [Cf. Appendix E: Section B, Question 1.1]
Definition of Needs of Students

There is no discussion of immediate and future needs of students at staff development sessions			The lecturer participates in regular discussions on immediate and future needs of students at staff development sessions	
1	2	3	4	5

Table 4.45
Definition of Needs of Students

VALUES	N	%
1 = very weak, superficial, virtually non-existent	4	7
2 = weak, does exist, yet not efficient	18	30
3 = average, still needs more work, planning, commitment	24	40
4 = very good, coherent, purposeful, though some room for improvement	13	22
5 = consistent, excellent, the very best it could possibly be	1	2
No response	0	0
TOTAL	60	100

Comments:
- *During informal meeting of School of Hospitality Services we do talk about it. We have used Education Support Services at WCED.*
- *Senior staff are more interested in their promotion and empire building than the needs of students.*
- *Will of lecturers is there, but cater for entrants from an industry which unilaterally decides what courses/content is required by law.*
- *Private discussions about students in an unstructured manner.*

4.2.7(ii) [Cf. Appendix E: Section B, Question 1.2]
Subject Groups for Lecturers

Lecturer never participates in subject study groups to improve skills in his/her particular field			Lecturer regularly participates in subject study groups to improve skills in his/her particular field	
1	2	3	4	5

Table 4.46
Subject Groups for Lecturers

VALUES	N	%
1 = very weak, superficial, virtually non-existent	6	10
2 = weak, does exist, yet not efficient	11	18
3 = average, still needs more work, planning, commitment	21	35
4 = very good, coherent, purposeful, though some room for improvement	16	27
5 = consistent, excellent, the very best it could possibly be	6	10
No response	0	0
TOTAL	60	100

Comments:
- *We had a workshop on study methods by Dr Deon de Villiers.*
- *Our college operates on divide, inform and rule: Staff is demotivated.*
- *Section meetings are held regularly. If relevant courses are offered, participation on an irregular basis.*

4.2.7(iii) **[Cf. Appendix E: Section B, Question 1.3]**
Seminars on Academic Support and Development

Lecturer has never been exposed to courses / seminars on issues related to academic support and development				Lecturer has often been exposed to courses / seminars on issues related to academic support and development
1	2	3	4	5

Table 4.47
Seminars on Academic Support and Development

VALUES	N	%
1 = very weak, superficial, virtually non-existent	11	18
2 = weak, does exist, yet not efficient	20	33
3 = average, still needs more work, planning, commitment	15	25
4 = very good, coherent, purposeful, though some room for improvement	11	18
5 = consistent, excellent, the very best it could possibly be	3	5
No response	0	0
TOTAL	60	100

Comments:
- *We are exposed to the best speakers on motivation, e.g. Dr Malapo, Kobus Neethling.*
- *Attended courses when NIC and NSC were first introduced three years ago.*
- *Are exposed but on an irregular basis.*

4.2.7(iv) [Cf. Appendix E: Section B, Question 1.4]
Role of Lecturer as Counsellor for Students

Lecturer has never been trained in counselling students who might have academic and study problems				Lecturer knows how to counsel students who have academic and study problems
1	2	3	4	5

Table 4.48
Role of Lecturer as Counsellor for Students

1 = very weak, superficial, virtually non-existent	10	17
2 = weak, does exist, yet not efficient	13	22
3 = average, still needs more work, planning, commitment	18	30
4 = very good, coherent, purposeful, though some room for improvement	16	27
5 = consistent, excellent, the very best it could possibly be	3	5
No response	0	0
TOTAL	60	100

Comments:
- We did mind-mapping techniques during the course on study methods.
- Rely on own experience related to role of lecturer as counsellor.
- We try to give our students more than just content of subject matter - we work on their personal development and cultural understanding.
- None of our staff is engaged or trained in counselling.
- One of my main priorities is working and coping with students on a mature basis.
- Never trained in this respect, but years of teaching experience helps.

4.2.7(v) [Cf. Appendix E: Section B, Question 1.5]
Academic Research on Cognitive Skills

Lecturer has no knowledge of or exposure to information gleaned from research on improvement of cognitive skills				Lecturer has access to and applies information gleaned from research on improvement of cognitive skills
1	2	3	4	5

Table 4.49

Academic Research on Cognitive Skills

VALUES	N	%
1 = very weak, superficial, virtually non-existent	14	23
2 = weak, does exist, yet not efficient	12	20
3 = average, still needs more work, planning, commitment	18	30
4 = very good, coherent, purposeful, though some room for improvement	14	23
5 = consistent, excellent, the very best it could possibly be	1	2
No response	1	2
TOTAL	60	100

Comments:
- *A staff bulletin with interesting articles on academic support used to be published which helped the lecturers by giving practical ideas in a nutshell.*
- *Lack of time and finances prevent lecturers from reading on cognitive skills.*
- *Given the amount of course (short) lecturers are required to teach. Little time is left for research on cognitive skills.*
- *Reference books are used to prepare lectures. Attending evening classes to develop my own skills.*

Graphically, the data is depicted as follows:

Figure 4.21

Staff Development (Lecturers)
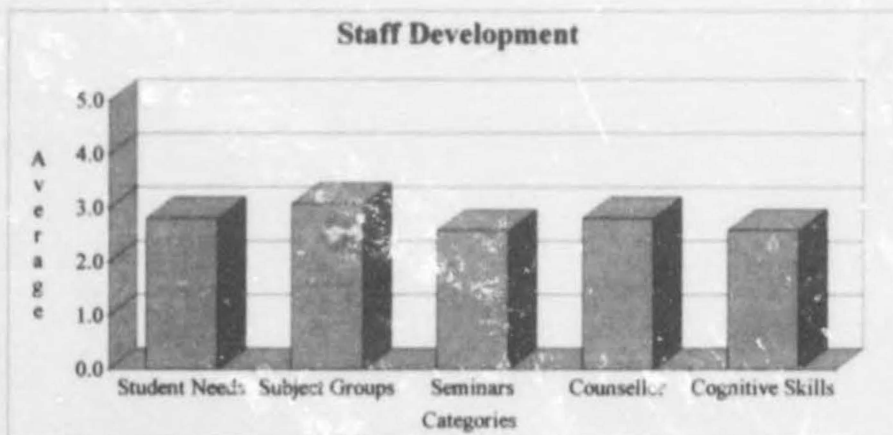
Staff Development

4.2.8   Section B 2: Support and Development of Students

4.2.8(i)   [Cf. Appendix E: Section B, Question 2.1]
Consultation with Lecturer

Students never have the opportunity to consult with lecturer on problems they experience academically / developmentally			Lecturer has an 'open-door' policy as far as individual consultation with students on academic / developmental problems is concerned	
1	2	3	4	5

Table 4.50
Consultation with Lecturer

	N	%
1 = very weak, superficial, virtually non-existent	1	2
2 = weak, does exist, yet not efficient	2	3
3 = average, still needs more work, planning, commitment	10	17
4 = very good, coherent, purposeful, though some room for improvement	28	47
5 = consistent, excellent, the very best it could possibly be	19	32
No response	0	0
TOTAL	60	100

Comments:

- *If students fail lecturers (certain) are given a lecture from the principal.*
- *I am always available for students regardless of the problem.*

4.2.8(ii)   [Cf. Appendix E: Section B, Question 2.2]
Classroom Climate

The climate during lectures is very professional and clinical with minimum personal involvement			The climate during lectures is generally warm and supportive with appropriate personal involvement	
1	2	3	4	5

Table 4.51
Classroom Climate

VALUE	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	1	2
3 = average, still needs more work, planning, commitment	8	13
4 = very good, coherent, purposeful, though some room for improvement	33	55
5 = consistent, excellent, the very best it could possibly be	18	30
No response	0	0
TOTAL	60	100

Comments:

- *The communicative ability of some Xhosa speaking students prohibit them from bringing problems to the lecturer's attention.*
- *Sometimes I have to be strict - students don't always realise that computer equipment is expensive ...*
- *No stereotype lessons are given.*

4.2.8(iii) [Cf. Appendix E: Section B, Question 2.3]
Study Techniques and Skills

Students receive no training on effective study techniques / skills to enhance academic preparation and performance				The improvement of study techniques / skills is fully integrated into this lecturer's subject material	
1	2	3	4	5	N/A

Table 4.52
Study Techniques and Skills

VALUE	N	%
1 = very weak, superficial, virtually non-existent	3	5
2 = weak, does exist, yet not efficient	9	15
3 = average, still needs more work, planning, commitment	14	23
4 = very good, coherent, purposeful, though some room for improvement	27	45
5 = consistent, excellent, the very best it could possibly be	6	10
Not applicable	1	2
No response	0	0
TOTAL	60	100

Comments:

- *During orientation week we spend approximately 2 hours on the mind-mapping technique. We do try to implement groupwork and report back, etc. Time constraint is a problem.*
- *Duur en inhoud van kursus maak dit moeilik om hier persoonlik aandag te gee.*

4.2.8(iv)   **[Cf. Appendix E: Section B, Question 2.4]**
          Career Counselling

No communication with individual students on their choice / concerns careerwise ever takes place			Students are actively assisted in making informed choices as far as the selection of a possible career is concerned		
1	2	3	4	5	N/A

Table 4.53

Career Counselling

| VALUE	N	%
1 = very weak, superficial, virtually non-existent	4	7
2 = weak, does exist, yet not efficient	9	15
3 = average, still needs more work, planning, commitment	17	28
4 = very good, coherent, purposeful, though some room for improvement	20	33
5 = consistent, excellent, the very best it could possibly be	5	8
Not applicable	4	7
No response	1	2
TOTAL	60	100

Comments:
- *We interview students individually for placement for co-operative training programmes so that they are fully informed.*
- *When students come to college a career has already been chosen.*

Graphically, the data is depicted as follows:

Figure 4.22

Support and Development of Students (Lecturer)
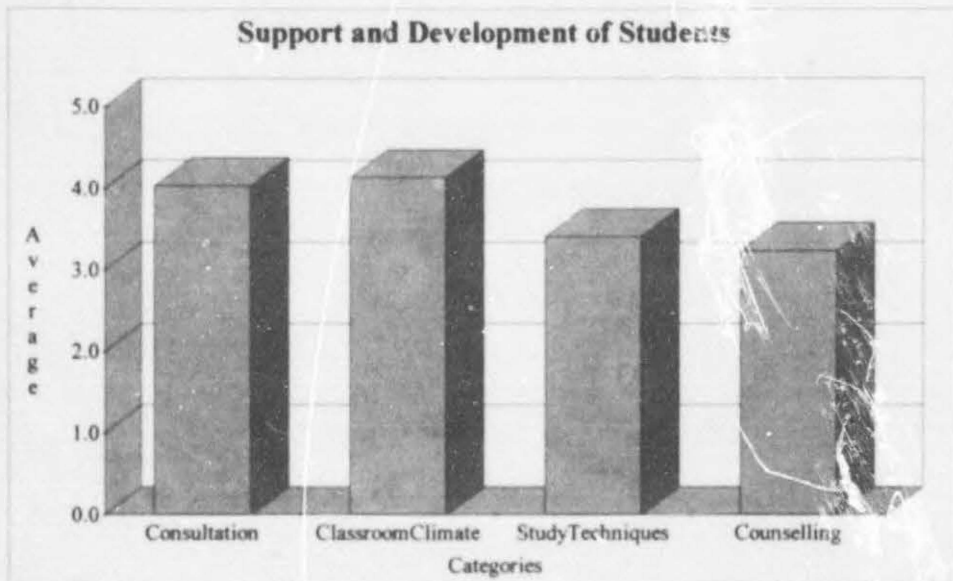
4.2.9   Section B 3: Didactic Strategies

4.2.9(i)   [Cf. Appendix E: Section B, Question 3.1]
              Facilitator of Learning

Lecturer merely relies on textbooks to convey content to students				Lecturer facilitates learning to enhance maximum development of students	
1	2	3	4	5	N/A

Table 4.54
Facilitator of Learning

	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	1	2
3 = average, still needs more work, planning, commitment	15	25
4 = very good, coherent, purposeful, though some room for improvement	35	58
5 = consistent, excellent, the very best it could possibly be	9	15
Not applicable	0	0
No response	0	0
TOTAL	60	100

Comments:

- *We had complaints from students that we use too many sources and articles and that it is difficult for them to study. They do not have the ability to integrate facts.*
- *All modern audio visual aids are available.*

4.2.9(ii)   **[Cf. Appendix E: Section B, Question 3.2]**
       Study guides

No studyguides are issued to students to clarify objectives of subjects or courses			Students are issued with study guides to enable them to fully understand the objectives of subjects or courses	
1	2	3	4	5

Table 4.55
Study guides

	N	%
1 = very weak, superficial, virtually non-existent	15	25
2 = weak, does exist, yet not efficient	5	8
3 = average, still needs more work, planning, commitment	19	32
4 = very good, coherent, purposeful, though some room for improvement	13	22
5 = consistent, excellent, the very best it could possibly be	6	10
No response	2	3
TOTAL	60	100

Comments:

- *Study guides mainly available in English; students mainly Afrikaans-speaking*

4.2.9(iii)   **[Cf. Appendix E: Section B, Question 3.3]**
       In-Classroom Support and Development

Lecturer is merely concerned with preparing students for the national examinations			Lecturer fully supports and develops students to become productive participants in the workplace and their communities	
1	2	3	4	5

Table 4.56
In-Classroom Support and Development

VALUES	N	%
1 = very weak, superficial, virtually non-existent	1	2
2 = weak, does exist, yet not efficient	1	2
3 = average, still needs more work, planning, commitment	14	23
4 = very good, coherent, purposeful, though some room for improvement	33	55
5 = consistent, excellent, the very best it could possibly be	10	17
No response	1	2
TOTAL	60	100

Comments:
- *Lecturers' concerns and what time allows, clash.*
- *Students not only prepared for national examinations, but given more background to enhance successful integration and insight.*

4.2.9(iv) **[Cf. Appendix E: Section B, Question 3.4]**
Problem-solving / Creative Thinking Skills

Lecturer does not design classroom activities to include development of problem-solving/creative thinking			Lecturer incorporates problem-solving/ creative thinking into classroom activities for optimum development of students		
1	2	3	4	5	N/A

Table 4.57
Problem-solving / Creative Thinking Skills

VALUES	N	%
1 = very weak, superficial, virtually non-existent	1	2
2 = weak, does exist, yet not efficient	3	5
3 = average, still needs more work, planning, commitment	18	30
4 = very good, coherent, purposeful, though some room for improvement	30	50
5 = consistent, excellent, the very best it could possibly be	8	13
Not applicable	0	0
No response	0	0
TOTAL	60	100

Comments:
- *Xhosa speakers have a problem doing case studies and extrapolating facts from reading material.*

4.2.9(v)   [Cf. Appendix E: Section B, Question 3.5]
          Student Participation in Class

Lectures are one-way communication activities during which the lecturer does the talking			Lectures are planned and designed to ensure optimal involvement and contributions from students	
i	2	3	4	5

Table 4.58
Student Participation in Class

	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	2	3
3 = average, still needs more work, planning, commitment	18	30
4 = very good, coherent, purposeful, though some room for improvement	29	48
5 = consistent, excellent, the very best it could possibly be	11	18
No response	0	0
TOTAL	60	100

Comments:
- *Cultural differences hamper student participation in class.*
- *Some students are shy and take a while to open up.*
- *Case studies are often used to develop self-study and management skills.*

Graphically, the data obtained from the previous section is depicted as follows:

Figure 4.23
Didactic Strategies

Figure 4.23 Didactic Strategies

4.2.10 Section B 4: Lecturer Attitudes, Skills and Training

4.2.10(i)   [Cf. Appendix E: Section B, Question 4.1]
              Educational Background of Lecturers

Lecturer is not adequately   Lecturer is extremely well-
educated / trained for the courses   trained / educated for the
he / she presents   courses he / she presents

1	2	3	4	5

Table 4.59
Educational Background of Lecturers

VALUES	N	%
1 = very weak, superficial, virtually non-existent	1	2
2 = weak, does exist, yet not efficient	1	2
3 = average, still needs more work, planning, commitment	6	10
4 = very good, coherent, purposeful, though some room for improvement	40	67
5 = consistent, excellent, the very best it could possibly be	12	20
No response	0	0
TOTAL	60	100

Comments:
- *Situation in college is that lecturers are not adequately trained for courses they present.*
- *Education fully applicable with a broad interest in subjects offered.*

4.2.10(ii) [Cf. Appendix E: Section B, Question 4.2]
Evaluation of Lecturers

Students are never involved in evaluation of the skills and performance of the lecturer				Students are given the opportunity to evaluate the performance and skills of the lecturer
1	2	3	4	5

Table 4.60
Evaluation of Lecturers

	N	%
1 = very weak, superficial, virtually non-existent	12	20
2 = weak, does exist, yet not efficient	12	20
3 = average, still needs more work, planning, commitment	18	30
4 = very good, coherent, purposeful, though some room for improvement	10	17
5 = consistent, excellent, the very best it could possibly be	7	12
No response	1	2
TOTAL	60	100

Comments:
- *At the end of the semester the students evaluate the lecturer.*
- *Not very regularly. They tend to be subjective.*
- *No formal feedback. Generally successful students say - good lecturer who helped me. If student fails, then bad lecturer!*

4.2.10(iii) [Cf. Appendix E: Section B, Question 4.3]
Assignments

Students are given routine assignments which require the mere reproduction of content				Students are given assignments which improve creative thinking, problem-solving and academic skills	
1	2	3	4	5	N/A

Table 4.61
Assignments
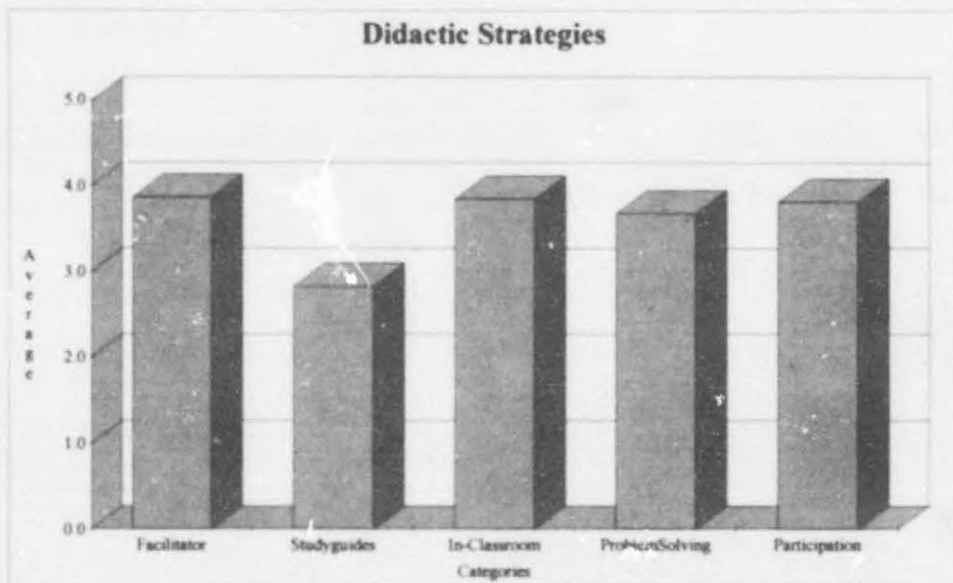
	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	2	3
3 = average, still needs more work, planning, commitment	20	33
4 = very good, coherent, purposeful, though some room for improvement	29	48
5 = consistent, excellent, the very best it could possibly be	9	15
Not applicable	0	0
No response	0	0
TOTAL	60	100

Comments:
- *Case studies and practical assignments are often given.*

4.2.10(iv) [Cf. Appendix E: Section B, Question 4.4]
Attitude towards Cultural Backgrounds of Students

Lecturer is indifferent to the fact that individual styles of learning is often culturally based				Lecturer takes into account that individual styles of learning is often culturally based
1	2	3	4	5

Table 4.62
Attitude towards Cultural Backgrounds of Students

	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	2	3
3 = average, still needs more work, planning, commitment	16	27
4 = very good, coherent, purposeful, though some room for improvement	32	53
5 = consistent, excellent, the very best it could possibly be	10	17
No response	0	0
TOTAL	60	100

Comments:
- *Because of a full syllabus and little time and lack of skills I do not address the problem effectively.*
- *Very sensitive towards cultural backgrounds.*

4.2.10(v)   [Cf. Appendix E: Section B, Question 4.5]
             Attitude towards Students' Academic Background

Lecturer does not make provision for students' academic underpreparedness			Lecturer fully realises the implications of the academic backlog of certain students	
1	2	3	4	5

Table 4.63
Attitude towards Students' Academic Backgrounds

VALUES	N	%
1 = very weak, superficial, virtually non-existent	2	3
2 = weak, does exist, yet not efficient	6	10
3 = average, still needs more work, planning, commitment	9	15
4 = very good, coherent, purposeful, though some room for improvement	27	45
5 = consistent, excellent, the very best it could possibly be	16	27
No response	0	0
TOTAL	60	100

Comments:
- *More bridging needs to be made available.*
- *Extremely difficult to assess knowledge level.*

4.2.10(vi)   [Cf. Appendix E: Section B, Question 4.6]
              National Education Initiatives and Priorities

Lecturer is negative towards the shift in education policy, e.g. NQF and other relevant proposals and developments			Lecturer is challenged by the shift in national education policy, e.g. NQF and other relevant proposals and developments	
1	2	3	4	5

Table 4.64
National Educational Initiatives and Priorities (Lecturers)

VALUES	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	4	7
3 = average, still needs more work, planning, commitment	23	38
4 = very good, coherent, purposeful, though some room for improvement	22	37
5 = consistent, excellent, the very best it could possibly be	9	15
No response	2	3
TOTAL	60	100

Comments:

- *I do not know what the NQF is.*

4.2.10(vii) [Cf. Appendix E: Section B, Question 4.7]
Improvement of Didactic Skills

Lecturer is not interested in improving his / her didactic skills and abilities			Lecturer is committed to improving his / her didactic skills and abilities	
1	2	3	4	5

Table 4.65

Improvement of Didactic Skills

	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	1	2
3 = average, still needs more work, planning, commitment	11	18
4 = very good, coherent, purposeful, thou some room for improvement	35	58
5 = consistent, excellent, the very best it could possibly be	13	22
No response	0	0
TOTAL	60	100

Comments:

- *Baie vakke word aangebied (drie, vier, soms selfs vyf). Dosent moet net probeer oorleef - min tyd oor om didakties te verbeter.*
- *Always try to improve didactic skills and follow courses.*

Graphically, the data obtained from this section is depicted as follows:

Figure 4.24

Lecturer Attitudes, Skills and Training (Lecturer)

Lecturer Attitudes, Skills and Training
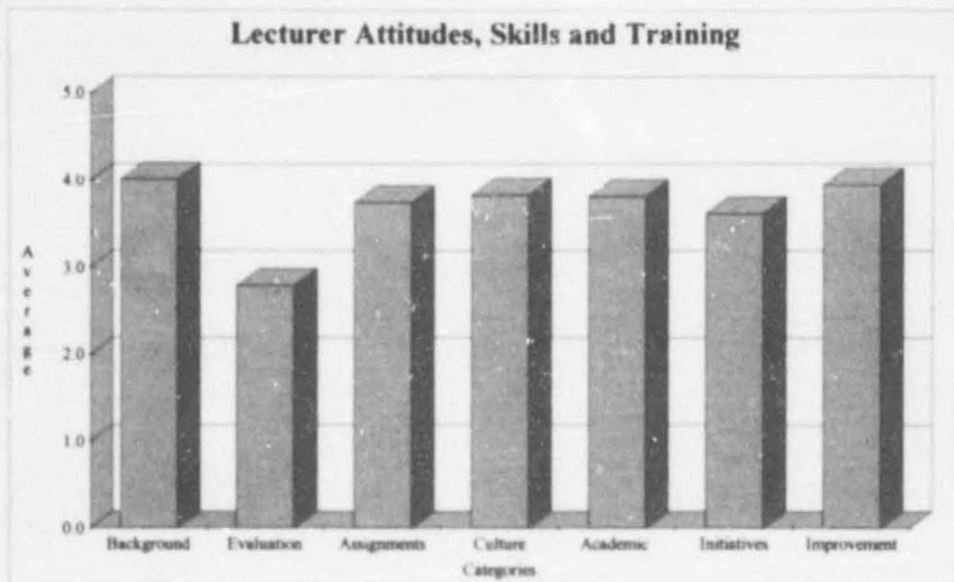
4.2.11 Section B 5: Improvement of Students' Skills

4.2.11(i)   [Cf. Appendix E: Section B, Question 5.1]
**   Case Studies and Field Work**

Students are exposed to the content of textbook : and are never given the opportunity to experience first-hand			Students are regularly exposed to field trips, case studies and practical applications of the theory dealt with in courses / subjects		
1	2	3	4	5	N/A

Table 4.66
Case Studies and Field Work

VALUES	N	%
1 = very weak, superficial, virtually non-existent	2	3
2 = weak, does exist, yet not efficient	6	10
3 = average, still needs more work, planning, commitment	19	32
4 = very good, coherent, purposeful, though some room for improvement	22	37
5 = consistent, excellent, the very best it could possibly be	10	17
Not applicable	1	2
No response	0	0
TOTAL	60	100

Comments:
- *Our main purpose is practical training.*

4.2.11(ii)   [Cf. Appendix E: Section B, Question 5.2]
Reading Improvement

No attention is paid to improving students' reading skills			The improvement of students' abilities to read with understanding is a high priority	
1	2	3	4	5

Table 4.67
Reading Improvement

	N	%
1 = very weak, superficial, virtually non-existent	15	25
2 = weak, does exist, yet not efficient	11	18
3 = average, still needs more work, planning, commitment	14	23
4 = very good, coherent, purposeful, though some room for improvement	16	27
5 = consistent, excellent, the very best it could possibly be	4	7
No response	0	0
TOTAL	60	100

Comments:
- *When doing a case study I try to explain, that's it.*
- *Reading skills not applicable to students in practical subjects.*
- *Only English (second language) case studies are available, thus reading skills need to be developed continually.*

4.2.11(iii)   [Cf. Appendix E: Section B, Question 5.3]
Preparation of Students for Examinations

The onus is upon students to prepare and qualify for the national examinations			Lecturer does everything within his power to assist students in their preparation for the national examinations	
1	2	3	4	5

Table 4.68
Preparation of Students for Examinations

VALUE	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	1	2
3 = average, still needs more work, planning, commitment	5	8
4 = very good, coherent, purposeful, though some room for improvement	32	53
5 = consistent, excellent, the very best it could possibly be	22	37
No response	0	0
TOTAL	60	100

Comments:
- *National exams are not central to my teaching - but the full development of skills and attitudes of the students and to train them according to what the industry requires. At the end of the day the student must be able to do h/s her job well according to International Standards.*
- *We do more than everything within our power - we pamper, beg, plead, help - just as long as they at least try.*
- *Extra classes, revision and tests.*

4.2.11(iv)   [Cf. Appendix E: Section B, Question 5.4]
Experts from the World of Work

Students are only exposed to the lecturer as conveyer of knowledge				Students are regularly exposed to experts from the world of work, e.g. seminars, panels
1	2	3	4	5

Table 4.69
Experts from the World of Work

VALUE	N	%
1 = very weak, superficial, virtually non-existent	9	15
2 = weak, does exist, yet not efficient	14	23
3 = average, still needs more work, planning, commitment	22	37
4 = very good, coherent, purposeful, though some room for improvement	11	18
5 = consistent, excellent, the very best it could possibly be	3	5
No response	1	2
TOTAL	60	100

Comments:
- *We encourage them to join Associations and attend such seminars (SA Chef's Association).*

4.2.11(v) [Cf. Appendix E: Section B, Question 5.5]
Managers of Learning

No attention is paid to the method of learning of students			Students are supported and encouraged to become managers of their learning	
1	2	3	4	5

Table 4.70
Managers of Learning

VALUES	N	%
1 = very weak, superficial, virtually non-existent	3	5
2 = weak, does exist, yet not efficient	9	15
3 = average, still needs more work, planning, commitment	25	42
4 = very good, coherent, purposeful, though some room for improvement	18	30
5 = consistent, excellent, the very best it could possibly be	5	8
No response	0	0
TOTAL	60	100

Comments:
- *Praise and motivation are used.*

4.2.11(vi) [Cf. Appendix E: Section B, Question 5.6]
Rote Learning

Rote learning is regarded as acceptable and unavoidable regardless of whether students understand the concepts			Students are encouraged to understand and apply knowledge, rather than merely memorising chunks of content	
1	2	3	4	5

Table 4.71
Rote Learning

VALUES	N	%
1 = very weak, superficial, virtually non-existent	0	0
2 = weak, does exist, yet not efficient	0	0
3 = average, still needs more work, planning, commitment	8	13
4 = very good, coherent, purposeful, though some room for improvement	34	57
5 = consistent, excellent, the very best it could possibly be	17	28
No response	1	2
TOTAL	60	100

Comments:
- *Rote learning for culturally and educationally deprived students as they have no other means of passing.*
- *Students need to apply knowledge when they execute their practicals.*
- *Understanding and applying the case studies are regarded as important.*

4.2.11(vii) [Cf. Appendix E: Section B, Question 5.7]
Assessment

Assessment of students' mastery of content is only done in formal tests			Assessment involves a wide range of activities, e.g. orals, tasks, modular tests, etc.		
1	2	3	4	5	N/A

Table 4.72
Assessment

VALUES	N	%
1 = very weak, superficial, virtually non-existent	4	7
2 = weak, does exist, yet not efficient	2	3
3 = average, still needs more work, planning, commitment	12	20
4 = very good, coherent, purposeful, though some room for improvement	25	42
5 = consistent, excellent, the very best it could possibly be	17	28
Not applicable	0	0
No response	0	0
TOTAL	60	100

Comments:
- *Groupwork and individual tasks, tests and case studies are given to improve learning.*

4.2.11(viii) [Cf. Appendix E: Section B, Question 5.8]
Information Technology

The lecturer and textbook are the only sources of information			Students are always encouraged to use external sources of information, e.g. library, Internet		
1	2	3	4	5	N/A

Table 4.73
Information Technology

	N	%
1 = very weak, superficial, virtually non-existent	2	3
2 = weak, does exist, yet not efficient	12	20
3 = average, still needs more work, planning, commitment	14	23
4 = very good, coherent, purposeful, though some room for improvement	24	40
5 = consistent, excellent, the very best it could possibly be	7	12
Not applicable	1	2
No response	0	0
TOTAL	60	100

Comments:

- *Students are encouraged with applicable practical assignments.*

4.2.11(ix) **[Cf. Appendix E: Section B, Question 5.9]**
Workshops

No effort is made to involve students in the presentation and attendance of workshops related to subjects			Workshops are organised and attended by students to enable them to become more proficient in the field of study		
1	2	3	4	5	N/A

Table 4.74

Workshops

	N	%
1 = very weak, superficial, virtually non-existent	12	20
2 = weak, does exist, yet not efficient	10	17
3 = average, still needs more work, planning, commitment	18	30
4 = very good, coherent, purposeful, though some room for improvement	9	15
5 = consistent, excellent, the very best it could possibly be	4	7
Not applicable	5	8
No response	2	3
TOTAL	60	100

Comments:

- *Workshops attended poorly by students.*
- *No time or money available to make use of workshops in the private sector.*

Graphically, the data obtained from this section is depicted as follows:

Figure 4.25
Improvement of Students' Skills
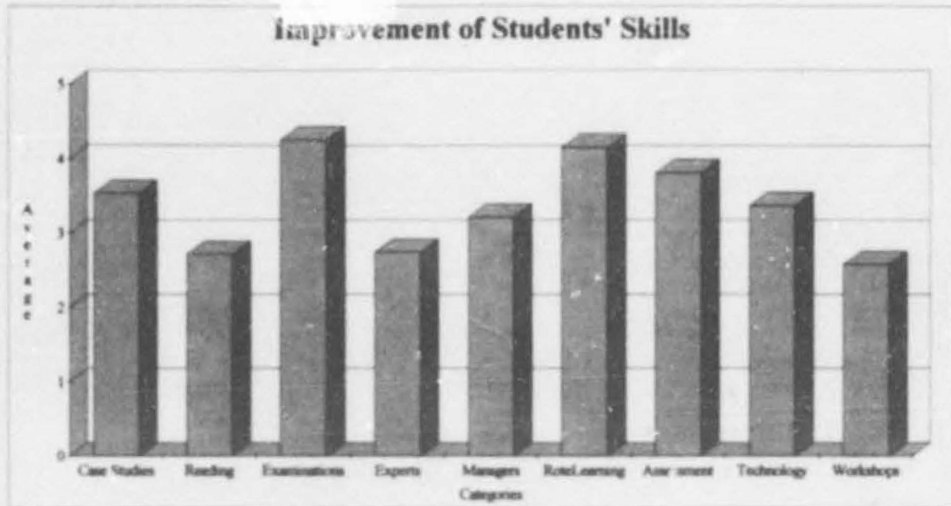
4.2.12 Section C: Assessment of Needs related to Academic Support and Development

4.2.12(i) [Cf. Appendix E: Section C, Question 1]
Indicate which of the following areas you regard as relevant or important for staff development at your college. *Select only those options which you feel are appropriate to your context.* Differentiate by indicating areas of medium-term relevance (the next two years) and long-term relevance (three to five years).

Table 4.75

Needs: Staff Development (Lecturers)

STAFF DEVELOPMENT	Medium Term		Long Term	
	N	%	N	%
In-service training to improve academic support skills	32	53	22	37
Acquisition of knowledge related to academic support/development	30	50	21	35
Appropriate training of subject heads and heads of departments	28	47	25	42
Development and improvement of instruction, education and training	27	45	24	40
Formulating a shared and accepted vision for academic support and development	24	40	25	42
Involvement in curriculum development and improvement	22	37	34	57
Induction pertaining to national higher education initiatives / policy	20	33	24	40
Other	3	5	1	2

Other specified:
- *In-service training should be provided on a regular basis to up-date lecturers' understanding and requirements of the changing work environment.*
- *Involvement of staff in decision-making on all levels.*
- *Practical methods of multi-cultural education.*

4.2.12(ii) [Cf. Appendix E: Section C, Question 2]

Indicate which of the following areas you regard as relevant or important for student support and development at your college. *Select only those options which you feel are appropriate to your context.* Differentiate by indicating areas of medium-term relevance (the next two years) and long-term relevance (three to five years).

Table 4.76

Needs: Student Support and Development (Lecturers)

STUDENT SUPPORT AND DEVELOPMENT	Med. Term		Long Term	
	N	%	N	%
Improvement of cognitive skills through workshops, tutorials, classroom activities	47	78	16	27
Financial aid to students in need of such support	35	58	15	25
Study and academic counselling service	34	57	20	33
Career counselling service	34	57	19	32
Active identification of students in need of support and development	34	57	18	30
Collaboration with tertiary institutions in this region	30	50	21	35
Improvement or extension of library, media and information services	29	48	27	45
Student involvement on decision-making level	26	43	20	33
Co-operation with secondary institutions in this region	23	38	22	37
Other	1	2	0	0

Other specified:
- *More staff required to decrease workload so that the above can be implemented.*

CHAPTER 5

DISCUSSION AND CONCLUSIONS

5.1   INTRODUCTION

Chapter 4 supplies a detailed tabular, graphic and qualitative depiction of results as obtained from the questionnaire survey. These results will be discussed and conclusions drawn from them in this chapter.

5.2   DISCUSSION OF PRINCIPALS' RESPONSES

5.2.1   Section A: Demographic Data

The section on demographic data was included to create a profile of the college sector in the Western Cape. The demographic realities also often create restraints which make it more difficult for institutions to do that which they would really like to achieve.

Most colleges (75%) are subsidised by the government, implying that lecturing and administrative staff salaries, maintenance of buildings and other items are fully or partially funded by the government. Students have to pay tuition fees and, where applicable, boarding fees. These colleges have an advantage over those that are completely dependent on the government for funding (25%). The subsidised colleges generate income and can, depending on the circumstances, co-opt staff and other expertise they might require to fulfil their missions [cf. 4.2.1(i)].

The respondent colleges offer the full range of courses [cf. 4.2.1(ii)]. Of significance is the fact that 50% indicated that they offer bridging or orientation courses. The principals who indicated that they offered organised orientation programmes for new students, were asked to specify what these programmes entail [cf. 4.2.1 (xvii)]. Their programmes can be categorised thus:

- pre-NIC orientation courses;
- introductory courses prior to N4;
- orientation aimed at providing information of courses offered, career opportunities and campus;

- guidance in study methods and proper note taking.

Most of the respondent colleges (75%) offer Business, Commerce or Management courses and Utility Industry and Social Services Courses (76%) [cf. 4.2.1(ii)]. These courses have significant theoretical bases, requiring of students to grasp and apply knowledge obtained. Very often students have problems bridging the gap between theory and practice [cf. 4.2.9(i) and 4.2.9(iv)].

The courses presented on the secondary levels, i.e. NIC, NSC and N1 to N3 are not of relevance to this study. The majority of the respondents (92%) offer courses on the N4 to N6 level [cf. 4.2.1(iii)]. It is on these levels that the academic incompetence of underprepared students from the previous and present secondary education system needs to be addressed. In many cases, these students enter the college from educational backgrounds which have not prepared them for integration and application of knowledge. The proposals made by the NCHE and in the NQF documents stress that students should be prepared for further tertiary study. Colleges can make a major contribution in this respect.

The respondent colleges vary greatly in their student enrolments [cf. 4.2.1 (iv)]. The size of an institution should pose no hindrance in terms of the provision of academic support and development. Colleges with a comparatively lower number of students have the advantage that the environment is conducive to being warm and supportive.

The response to the racial composition of students [cf. 4.2.1.(v)] was evasive. The only significant deduction to be made from responses is that 46% of the respondent colleges have less than 20% Black students [cf. 4.2.1 (v)] and that so-called Coloured enrolments are significant [cf. 4.2.1(vi)]. Although no provision was made for a *not applicable* option, one respondent indicated that the question was not applicable to the study. To the researcher, through insights gained from the literature study and an interview with an academic support and development practitioner, the necessity of this question is clear. Academic support and development have their roots in the socio-political struggle against the injustices of the previous dispensation and in particular the unequal distribution of resources for education. Therefore, not responding to the question constitutes ignoring the relevance of race as a key factor in the historical development of educational underpreparedness of students. The data gathered can therefore not reflect the true picture in this survey, since there was a significant number of *no responses*: 23% [cf. 4.2.1(v)]; 30% [cf. 4.2.1(vi)]; 77% [cf. 4.2.1(vii)] and 38% [cf. 4.2.1(viii)].

The numbers of permanent lecturers at the colleges surveyed vary [cf. 4.2.1(ix)]. Most of the respondent colleges (46%) have fewer than 20 permanent lecturers.

In response to the question whether the composition of the staff reflects the racial composition of their student body [cf. 4.2.1(x)], 92% indicated that this was not the case. Those pressurising for reform, state that staff compositions should reflect the composition of the population and that such changes should be dealt with urgently by appointing black staff members [cf. 2.5.4]. These demands are made with reference to autonomous tertiary institutions, such as universities and technikons. Colleges are not autonomous and receive directives from the Department of Education and the provincial education department.

The pass rate for June 1995 N4 first-year students collectively for all the instructional programmes offered at the colleges surveyed, indicated that most (38%) had a pass rate of 70 to 79%. Only one respondent college had a 90 to 100% pass rate [cf. 4.2.1(xi)]. The pass rate for N5 November 1995 was slightly higher, with only 31% indicating 70 to 79%, another 23% indicating 80 to 89% and 15% indicating 90 to 100% [cf. 4.2.1(xii)].

The predominant languages of instruction at the surveyed colleges are Afrikaans (85%) and/or English (69%) [cf. 4.2.1(xiii)]. The Black students at these colleges therefore receive their education and training in their second, and sometimes even third language. This could affect comprehension, reading and writing skills.

The majority of the surveyed colleges (69%) have a lecturer : student ratio greater than 1 : 20 [cf. 4.2.1(xiv)]. The envisaged ratio which technical and vocational colleges should have reached by the year 2000 is 1 : 20. Thirty-one per cent (31%) of the respondent colleges will, however, still have to adapt to larger groups.

Most of the respondents (75%) indicated that they do not have well-equipped libraries or media centres [cf. 4.2.1(xv)]. The need to rectify this on the long-term has been identified by both lecturers and principals [cf. 4.2.5(ii) and cf. 4.2.12(ii)]. This could also provide students with sources of information other than that which lecturers offer. It could also contribute to the development of staff, assisting them in planning their lectures.

In response to the question whether students share in decision-making, 85% of the respondents indicated that they do [cf. 4.2.1(xvi)]. Further refinement of the levels of

participation, indicated that the major involvement is on student representative councils. The total amounts to more than 100% since Principals indicated more than one level of involvement in certain instances. Only 15% indicated that students are allowed input on the academic board. These levels of involvement can be categorised as follows:

- student representative councils (61%) and residence committees (30%);
- social (23%);
- input to the academic board on staff appointments, facilities and services (15%).

On the issue of inter-institutional co-operation or collaboration, 69% indicated collaboration with secondary schools; 62% with other colleges and 62% with technikons or universities [cf. 4.2.1(xviii)]. Respondents were asked to indicate what this involvement entails. It can be summarised as follows:

- exhibitions and promotions at schools;
- subjects offered in addition to that which schools offer, e.g. entrepreneurship and computer literacy;
- assisting schools in specialised instruction;
- formal and informal liaison with other colleges;
- marketing of services of colleges at tertiary institutions;
- bridging programmes in conjunction with technikons and universities;
- seconding of lecturers to other institutions to present practical courses;
- accreditation with tertiary institutions;
- co-opting expertise from tertiary institutions, e.g. training and conflict resolution.

5.2.2 Section B: Evaluation of Academic Support and Development

The first sub-section deals with **staff development** and encompasses critical areas of training, attitudes and values which are central to academic support and development from an institutional viewpoint [cf. 4.2.2].

Most of the Principals (46%) indicated that **staff meetings** [cf. 4.2.2(i)] are *average, and still need more work, planning and commitment.* Following closely with 38% were those who indicated that their staff meetings are *very good, coherent and purposeful, with room for improvement.*

The majority (38%) of the Principals responded to the evaluation of the involvement of lecturers in **curriculum development and improvement** as *very good ...,* while 31% felt that it was *average, still needs more work, planning, commitment* [cf. 4.2.2(ii)].

In response to the statement on the **training of Subject Heads and Heads of Department**, 31% of the Principals indicated that it is *average* ... and another 31% indicated it to be ... *the very best it could possibly be* [cf. 4.2.2(iii)], implying that they are highly trained to lend support to junior lecturers with regard to academic support to students.

The majority of the Principals responded by indicating that lecturers' **knowledge of academic support and development** is either *weak* ... (23%) or *average* ... (23%) [cf. 4.2.2(iv)]. Following closely, 38% evaluated their lecturers to be *very good* ... in this respect.

Improvement of education and training of lecturers is *consistent, excellent, the very best it could possibly be* in 38% of the respondent colleges and *very good, coherent, purposeful, though some room for improvement* in another 38% [cf. 4.2.2(v)]. Therefore, the majority of Principals (76%) indicated that their lecturing staff are above average in their willingness to improving their skills.

Responding to the question on the **formulation of a vision** related to academic support and development, 54% of the Principals deemed it to be *very good ...,* thus constituting the majority of respondents [cf. 4.2.2(vi)]. The rest of the respondents indicated that their situation was either *weak* ... (23%) or *average* ... (23%).

The average scores of the respondent Principals for the section on **staff development,** are:

- **staff meetings,** a score of 3,2 representing *average, still need(ing) more work, planning, commitment;*
- **curriculum development and improvement,** a score of 3,8 approaching a value of *very good, coherent, purposeful, though some room for improvement;*
- **training of Subject Heads and Heads of Department,** a score of 3,6 placing it between *average* ... and *very good ...;*

- **knowledge of academic support and development**, a score of 3,3 implying *average, still need(ing) more work, planning, commitment*;
- **improvement of education and training**, a score of 4,1 which depicts a situation which is *very good, coherent, purposeful, though some room for improvement*;
- **formulation of a vision**, 3,3 representing *average, still needs more work, planning, commitment* [cf. 4.2.2 fig. 4.14].

This leads one to the conclusion that Principals rate the attitudes of lecturers to the improvement of their skills highly. They perceive lecturers to be actively involved in matters concerning curriculum development and improvement on micro- and meso- levels. There is, however, room for improvement in the spheres of staff meeting to contribute to the professional and academic development of staff. Knowledge of academic support and development and the formulation of an effective and accepted vision are areas which could then also be addressed in staff development.

The second sub-section addressed the **support and development of students**. Here respondents were required to indicate the servicing of and approach to students who are experiencing academic and non-academic problems [cf. 4.2.3].

In response to the question on **library, media and information services** offered at the colleges, 62% indicated that such services are *weak, do(es) exist, yet not efficient* [cf. 4.2.3(i)]. Most Principals (62%) responded to the matter of **identification of students in need of support** as being *average ...* [cf. 4.2.3(ii)]. The second highest score (15%) indicated that the situation at their college is *weak .....*

Colleges' **approach to students who show potential** resulted in 38% indicating that it is *very good ...* and a further 23% who felt that it is *...excellent ...* [cf. 4.2.3(iii)]. The majority of the Principals (46%) indicated that **career counselling** is *very good ...* with 31% signifying that it is *average ...*

In terms of **methods of teaching and learning** the highest score (38%) was in the area of *average ...* [cf. 4.2.3(v)]. Thirty-one percent (31%) felt that lecturing staff are *very good ....*

The area of **study and academic problems** has the greatest number of respondents on *average ...* (46%) with 31% indicating that it was *very good ...* [cf. 4.2.3(vi)]. Students with **financial problems** are not assisted effectively, since 23% indicated that

assistance is *weak* ... and 38% that it is *average* ... [cf. 4.2.3(vii)]. In response to the issue of gathering information on the **prior learning experience** of students to enhance academic support, 46% of the respondents indicated that it is *average* ... [cf. 4.2.3(viii)].

The average scores of the respondent Principals for the section on the **support and development of students** are:

- **library, media and information services**, 2,4 indicating that it is *weak, does exist, yet not efficient*;
- **identification of students in need of support**, 2,9 approaching a value of *average, still need(ing) more work, planning, commitment*;
- **approach to students who show potential**, 3,9 reflecting a situation which is close to *very good, coherent, purposeful, though some room for improvement*;
- **career counselling**, 3,8 approaching *very good, coherent purposeful, though some room for improvement*;
- **methods of teaching and learning**, 3,2 which is basically *average, still need(ing) more work, planning, commitment*;
- **study and academic problems**, 3,3 slightly above *average, still need(ing) more work, planning, commitment*;
- **financial problems**, 3,3 slightly above *average, still need(ing) more work, planning, commitment*;
- **prior learning experience**, 3,6 which indicates a value between *average* ... and *very good* ... [cf. 4.2.3 fig. 4.15].

Conclusively, the strongest areas in this sub-section on the **support and development of students** are identification of potential, career counselling and recognition of the prior learning experiences of students. Areas which need to be addressed and improved are information services and the identification of students who need support. Teaching methodology, which is student-centred, should be developed. Attention should also be paid to the improvement of non-academic financial support to students.

Lecturer attitudes, skills and training were evaluated in the third sub-section. This deals with how informed lecturers are on academic support and development, and attitudes to imminent changes in national educational policy [cf. 4.2.4].

The majority of respondents (46%) indicated that lecturers' **understanding of academic support and development** is *average* ... and following closely, another

38% showed a result of *very good* ... [cf. 4.2.4(i)]. In terms of **national educational initiatives and priorities** 46% felt it to be *average* ... [cf. 4.2.4(ii)]. On the issue of **improvement of lecturing skills** 38% of the Principals deemed their staff to be *very good* ... and 31% indicated them to be *average* ... [cf. 4.2.4(iii)].

The average scores of the respondent Principals for the section on the **lecturer attitudes, skills and training** are:

- **understanding of academic support and development**, 3,2 which is basically *average, still need(ing) more work, planning, commitment*;
- **national educational initiatives and priorities**, 3,4 which is above *average* ....;
- **improvement of lecturing skills**, 3,8 approaching a situation which is *very good, coherent, purposeful, though some room for improvement.*

Judging the average score of respondent colleges, an area of strength is the attitude of lecturers to improving their skills. Lecturers are also generally not fully committed to the shift in national educational policy. The average scores also show that lecturers need to be informed about what academic support and development entail according to the Principals' responses to this issue.

5.2.3 Section C: Assessment of Needs related to Academic Support and Development

This section aims at identifying areas of relevance or importance for **staff development** and **student support and development**. Respondents were asked to select those appropriate to their contexts, differentiating between medium-term and long-term needs [cf. 4.2.5].

The responses are indicated as percentages of Principals who indicated which areas need to be addressed. The options and correlating percentages are arranged in order of importance in terms of the medium-term needs, since these are issues that need to be corrected now, according to the respondents.

The first sub-section deals with an assessment of needs in terms of **staff development** [cf. 4.2.5(i)]. The most important issue (77%) is the development and improvement of instruction, education and training of lecturers. Involvement in curriculum development and improvement followed with a score of 69%. The acquisition of

knowledge, in-service training to improve academic support skills, and formulating a shared and accepted vision related to academic support and development are also indicated by 69% of the respondents. The Principals could also have specified items in an *other* option, which they did not do. The area of development and improvement of instruction, education and training can be regarded as a major one, encompassing the other options. Therefore, if time and effort are spent on the general area of development and training, the others could be improved as well.

These scores are much higher for the medium than the long term, signifying that these needs are perceived by the Principals as particularly relevant for the present.

The second sub-section dealing with **student support and development** resulted in the highest score (85%), indicating active identification of students in need of such support in the medium term. Study and academic counselling and financial aid to students both collected a score of 69%. Career counselling and improvement of cognitive skills of students are also indicated as fairly important (62%) [cf. 4.2.5(ii)]. The medium-term scores are much higher, once again demonstrating the urgency of these issues. The Principals did, however, indicate that the improvement or extension of library, media and information services is important in the long term (62%). The other long-term scores are insignificant. Addressing the medium-term issues, which are indicated as the most important, would also correct these areas in the long term.

5.3   DISCUSSION OF LECTURERS' RESPONSES

5.3.1   Section A: Demographic Data

The information gathered in this section serves the purpose of creating a profile of the lecturers participating in this study. Most of the lecturers (51%) are involved in lecturing to students in the business, management and commerce courses offered by colleges. Generally, these courses entail a theoretical basis from which practical exercises are initiated. Lecturers would be expected to expose students to the theory in practice, by exposing them to case studies, workshops and visits to the industries. A further 18% are involved in the field of Engineering and only 15% in bridging and orientation courses [cf. 4.2.6(i)].

In terms of the levels on which lecturers present courses, 81% of the respondents present courses on N4 to N6 levels. This is the post-secondary level, dealing with students who have already obtained a matric certificate [cf. 4.2.6(ii)].

The majority of lecturers (35%) had a 90 - 100% pass rate in the June 1995 examinations and 12% had a 80 - 89% pass rate. To qualify for these examinations, students have to obtain a minimum of 40% in the test series. This should ideally consist of marks obtained for tests, assignments and any other theoretical and practical exercises deemed necessary to evaluate skills in a particular field of study. The predicate is then incorporated as part of the examination mark, the latter contributing 60% to the final mark. Students have to achieve a minimum of 40% in both the June and November examinations to succeed. The reality of the situation is that some students do not qualify for the examinations at first. The pass rate assessed in this survey therefore only applies to students who have qualified in terms of the criteria prescribed by the Department of Education. Thirty per cent (30%) indicated a no response, either signifying that they did not know what their pass rate was or that they did not present courses on the N4 level, preventing them from responding to this question [cf. 4.2.5(iii)].

In reaction to the question on the November 1995 pass rate, 25% indicated that they had a 90 - 100% pass rate, with 38% not responding. Thirteen per cent (13%) indicated an 80 - 89% pass rate. It has to be taken into consideration that some of the lecturers do not present courses on the N4 to N6 levels [cf. 4.2.6(iv)]. The questions on the pass rates for June and November 1995 were included to ascertain the levels of success achieved by lecturers in the post-secondary context of the college sector.

In response to the question whether lecturers knew what academic support and development are 50% indicated that they did not know. A total of 50% indicated that they knew what these concepts entail. These respondents were asked to specify what they thought the terms meant. Their understanding of academic support and development can be categorised as shown in table 5.1. The statements are listed in order of importance.

Table 5.1

Understanding of Academic Support and Development

	N
Counselling of students who have academic and study problems	11
Facilitating total development of students	9
Support of students in terms of specific subject matter	8
Bridging and remedial courses	7
Staff development related to subject, didactic strategies and change	5
Support of students to become productive participants in their communities	5
Support of students from educationally disadvantaged backgrounds	2
Curriculum development	1
Support of students to enable them to continue their education	1
Peer-group support	1

Most of the lecturers who responded to the statement to indicate their understanding of academic support and development, indicated the counselling of students who have academic and study problems to be the gist of academic support and development. Lecturers also regard the role of facilitation of students' total development as important. The support in terms of specific subject matter is also an important issue related to academic support and development.

5.3.2 Section B: Evaluation of Academic Support and Development

The first sub-section deals with **staff development** as perceived by lecturers participating in the study and encompasses critical areas which are central to academic support and development. Training, expertise and roles of lecturers are assessed [cf. 4.2.7]. Although a sub-section with the same heading appears in the Principals' questionnaires, different questions are posed to the Lecturers.

Responding to the question on the **definition of needs of students**, 40% of the Lecturers indicated that it is *average, still need(ing) more work, planning, commitment.* Thirty per cent (30%) regarded their situation as *weak ...* and a further 7% responded *very weak ....* From these results it can be deduced that 77% felt that the *discussion of immediate and future needs of students at staff development sessions* shows little commitment and that it is lacking [cf. 4.2.7(i)]. From comments made by respondents to this question, respondents indicated that discussions about students' needs are unstructured and informal. It is also indicated that the needs of students are ranked inferior to developmental needs of staff.

The question on the improvement of lecturers' skills in **subject groups** drew the following response: 35% indicated that it was *average* ... while 27% indicated that it was *very good ... though some room for improvement*. Collectively, 63% regarded it as *average* ... and below this value. Only 37% felt it was *very good... to ... excellent ...,* indicating that the minority of lecturers are exposed to efficient subject groups which could improve skills in his/her particular field of lecturing[cf. 4.2.7(ii)]. Comments made in this respect indicate that there is some exposure to experts. At other colleges, however, staffmembers are demotivated and not committed to attending relevant courses.

Lecturers' exposure to **seminars on academic support and development** is reflected in the majority of the responses (33%) on the second value, namely *weak ... not efficient*. A total of 76% of the respondent Lecturers evaluated their situation as being *average* ... and below. There were, however, respondents who indicated their exposure as *very good ... room for improvement* (18%) and *consistent, excellent ...* (5%) [cf. 4.2.7(iii)]. In support of this, comments made by certain respondents indicated that there is occasional exposure to external experts.

The **role of lecturer as counsellor for students** drew the major response (30%) on the *average* ... value, with the *very good, coherent* ... value indicating 27% of the respondent Lecturers. Collectively, 69% can be described as *average* ... or below this value [cf. 4.2.7(iv)]. It can also be deduced from comments made by certain respondents that lecturers have to rely on their teaching experience, rather than on formal training in this respect.

The majority (30%) of the Lecturers responded to the question on **academic research on cognitive skills** as being *average* ...., implying that access to and application of information gleaned from research on the improvement of cognitive skills, are lacking. A total of 73% respondents are *average* ... or below in this respect [cf. 4.2.7(v)]. From comments made by certain respondents, time and financial constraints prevent lecturers from becoming more involved.

The average scores of the respondent Lecturers for the section on **staff development** are:

- **definition of needs of students**, 2,8 which indicates a value of just below *average, still need(ing) more work, planning, commitment*;

- **subject groups for lecturers**, 3,1 which is slightly above *average, still need(ing) more work, planning, commitment*;
- **seminars on academic support and development**, 2,6 between *weak ... and average ...*;
- **role of lecturer as counsellor for students**, 2,8 approaching *average ...*;
- **academic research on cognitive skills**, 2,6 between *weak ... and average ...* [cf. 4.2.7 fig. 4.21].

Evaluating the average responses to the questions relating to **staff development**, Lecturers indicated that this is an area which needs to be addressed and in respect of which there is much room for improvement. Lecturers need to be exposed more to development in their specific subjects, as well as knowledge related to academic support and development. This will enable them to improve their counselling and didactic skills.

The second sub-section surveys the **support and development of students** as facilitated by the Lecturer. Consultation, supportive climate and the enhancement of students' skills are addressed in this section [cf. 4.2.8].

The majority of the Lecturers "(47%) regarded the situation in their classroom in respect of **consultation with lecturer** as *very good ....* This indicates that they have an open-door policy as far as individual consultation with students on academic and developmental problems is concerned. The next best score (32%) was for the value depicting a situation which is *...excellent ... the very best it could possibly be*. Therefore it can be assumed that the majority (79%) regard their attitude as either *very good ...*, or *... excellent ...* [cf. 4.2.8(i)].

The question on **classroom climate** was included to determine whether Lecturers succeeded in being warm and supportive with appropriate personal involvement in students' development. The major response (55%) to this question was to the fourth value, implying that it is *very good ...* A further 30% indicated it to be *... excellent ...* [cf. 4.2.8(ii)], thus bringing to 85% the total score of respondents who regard their involvement as either *very good ...* or *... excellent ....* One respondent noted that language constraints prevent Xhosa-speaking students from bringing problems to the lecturer's attention.

The improvement of **study techniques and skills** integrated into lecturers' subject material showed a major response (45%) to the *very good ...* option. Twenty-three per

cent (23%) indicated that they assessed their situation to be *average* ... [cf. 4.2.8(iii)]. Once again, time constraints were noted as problematic.

Asked whether **career counselling** was practised by lecturers, 33% indicated that it was *very good* ... and 28% indicated it as *average* .... A total of 61% of the respondent Lecturers felt that their efforts were *average* ... to *very good* ... [cf. 4.2.8(iv)].

The average scores of the respondent Lecturers for the section on **student support and development** are:

- **consultation with lecturer**, 4.0 reflecting a situation which is *very good, coherent, purposeful, though some room for improvement*;
- **classroom climate**, 4.1 indicating it to be *very good, coherent, purposeful, though some room for improvement*;
- **study techniques and skill**, 3.4 between *average* ... and *very good* ...;
- **career counselling**, 3.2 which is slightly above *average, still need(ing) more work, planning, commitment* [cf. 4.2.8 fig 4.22].

The average responses to **student support and development** indicate that Lecturers are committed to supporting students academically and developmentally on an individual basis. The climate also allows for students to be supported by the Lecturers. There are, however, deficiencies in the areas of improvement of study techniques and skills and Lecturers are not generally committed to counselling students on career-related issues.

The third sub-section addressed the matter of **didactic strategies**. Strategies of particular relevance to academic support were surveyed. These included the facilitation of learning through the use of study guides, in-classroom support, the degree of problem-solving and student involvement in didactic activities.

Most Lecturers (58%) indicated that they regarded their abilities as **facilitators of learning** as *very good, coherent, purposeful, though some room for improvement*. This implies that these Lecturers are *very good* ... at facilitating learning to enhance the maximum development of their students. A total of 73% assessed their performances in this area as either *very good* ... or ... *excellent* ... [cf. 4.2.9(i)]. One respondent indicated in the comments that their students found the sources and articles excessive and that it hampered their ability to study. A possible explanation was given that students do not have the ability to integrate facts.

Study guides can be important supportive aids to orientate and guide students in particular subjects, allowing them to grasp the aims and objectives of courses and modules. In an outcome-based approach, study guides would be essential. Most of the Lecturers responded to this question as follows: 25% indicated that their situation was *very weak, superficial, virtually non-existent* and 32% indicated that it was *average, still need(ing) more work, planning, commitment*. A total of 65% indicated that their situation was *average ..., weak, .. not efficient* or *weak, ... virtually non-existent* [cf. 4.2.9(ii)].

With regard to **in-classroom support and development** of students, the majority (55%) assessed these aspects to be *very good, coherent, purposeful, though some room for improvement*. Twenty-three per cent (23%) felt they were *average ...* and 17% .. *excellent, the very best it could possibly be* [cf. 4.2.9(iii)]. The very best scenarios imply that lecturers fully support and develop students to eventually become productive participants in the workplace and their communities.

When asked to what degree they incorporated development of **problem-solving and creative thinking skills** into classroom activities to develop students optimally, the majority (50%) indicated that it was *very good, coherent, purposeful, though some room for improvement*. The second highest score, however, is 30% of Lecturers responding that it was *average, still need(ing) more work, planning, commitment* [cf. 4.2.9(iv)]. A comment made by a respondent indicated that Xhosa-speaking students had problems with case studies and the extrapolation of facts from reading material.

A final question in this sub-section deals with **student participation in class**. The ideal situation would be for students to be optim^{ally} involved in lectures In this respect, 48% of the respondent Lecturers indic: '. ' it be *very good ... a. 30% average ...* [cf. 4.2.9(v)] It was also noted by a respond. : that cultural differences hamper student participation in class.

The average scores of respondent Lecturers in this sub-section, namely **didactic strategies**, are higher than the average scores for the previous two sub-sections [cf. 4.2.7 fig. 4.21 and 4.2.8 fig 4.22]. The average scores of the respondent Lecturers for the section on **didactic strategies** are:

- **facilitator of learning**, 3,9 which is basically a value of *very good, coherent, purposeful, though some room for improvement*;

- **study guides**, 2,8 indicating slightly below *average, still need(ing) more work, planning, commitment;*
- **in-classroom support and development**, 3,8 which is basically a value of *very good, coherent, purposeful, though some room for improvement;*
- **problem-solving and creative thinking skills**, 3,7 slightly below *very good, coherent, purposeful, though some room for improvement;*
- **student participation in class**, 3,8 which is basically a value of *very good, coherent, purposeful, though some room for improvement* [cf. 4.2.9 fig. 4.23].

From the above average scores can be deduced that Lecturers rate their didactic strategies, as specified in the questions, highly. It is only the provision and quality of study guides which requires more immediate attention.

The fourth sub-section concerns **lecturer attitudes, skills and training**. It surveys the educational backgrounds of respondents, their attitudes to the cultural and educational differences of the student body and attitudes to shifts in education policy. It also assesses the attitude of Lecturers to being evaluated by the students in their classes.

The majority (67%) indicated that their **educational backgrounds** enable them to present their courses with confidence. Their score reflects a situation which is *very good, ...* The second highest group (20%) indicated that it was *consistent, excellent, the very best it could possibly be* [cf. 4.2.10(i)].

In reaction to the question on the **evaluation of lecturers**, the picture is clearly not as promising, with 30% responding *average ...,* 20% responding to the *weak ...* option and a further 20% indicating it to be *weak ...* [cf. 4.2.10(ii)]. The form of evaluation referred to here involves students being given the opportunity to evaluate the performance and skills of the Lecturers. With 70% responding that they are *average ..., weak ...* or *very weak ...,* it can be deducted that very few Lecturers regard it as important that students assess their skills and performance as lecturers.

Regarding the nature of **assignments** given to students, 48% responded that it was *very good ...* and 33% that it was *average ....* Students ought to be given assignments which improve creative thinking, problem-solving and academic skills in the best possible situation. The majority of the respondent Lecturers (81%) indicated that there is room for improvement and that it needs more planning and commitment. Only 15% indicated that their assignments were *... excellent, the very best (they) could possibly be* [cf. 4.2.10(iii)].

The fourth question in this sub-section deals with the **attitude towards the cultural background of students**. The majority of the Lecturers (53%) indicated that their attitude was *very good* ... and 27% judged it to be *average* .... A mere 17% of respondent Lecturers assessed their attitude to be ... *excellent* .... There is therefore some room for improvement with regard to lecturers' understanding that individual styles of learning are often culturally based [cf. 4.2.10(iv)].

In reaction to their **attitude towards students' academic backgrounds**, Lecturers responded more positively. The majority (45%) assessed their attitude as *very good* ... and 27% theirs as ... *excellent* .... One wonders about the difference between these responses and the majority of responses to the previous question. In this instance, the majority of Lecturers realised the implications of the academic backlog with which certain students have to cope [cf. 4.2.10(v)]. It was noted in the comment section that bridging should be offered and that assessing students' prior knowledge is difficult.

The proposed national changes envisaged for the college sector, institutionally and didactically can only succeed if they are accepted and implemented in the college classroom. The question on **national education initiatives and priorities** was incorporated to assess Lecturers' attitudes to these changes. The majority of respondent Lecturers (38 ... *average* ... option, with 37% selecting the *very good* ... value. It can thus ... ed that most respondent Lecturers are reasonably challenged by the shift in ... onal education policy, for example NQF and other relevant proposals and developments [cf. 4.2.10(vi)].

To support changes taking place, lecturers should be committed to constantly improving their didactic skills and abilities. In response to the question on **improvement of didactic skill**, 58% indicated that it was *very good, coherent, purposeful, though some room for improvement*. A further 22% of the respondents indicated that it was *consistent, excellent, the very best it could possibly be* [cf. 4.2.10(vii)]. Time constraints was once again noted in the comments.

The average scores of the respondent Lecturers for the section on **lecturer attitudes, skill and training** are:

- **educational background of lecturers**, 4,0 implying that it is *very good, coherent, purposeful, though some room for improvement*;

- **evaluation of lecturers**, 2,8 which is basically *average, still needs more work, planning, commitment*;
- **assignments**, 3,8 reflecting a situation which is close to *very good, coherent, purposeful, though some room for improvement*;
- **attitude towards cultural backgrounds of students**, 3,8 which is basically *very good, coherent, purposeful, though some room for improvement*;
- **attitude towards students' academic backgrounds**, 3,8 which is basically *very good, coherent, purposeful, though some room for improvement*;
- **national education initiatives and priorities**, 3,6 which is between *average ... and very good ...*;
- **improvement of didactic skills**, 4,0 indicating a general situation which is *very good, coherent purposeful, though some room for improvement*.

Conclusively, it is clear that Lecturers are generally positive in their attitudes to the many issues surveyed in this sub-section. The evaluation of Lecturers by students needs to receive more attention, since the situation is obviously far from ideal. It has to be kept in mind that Lecturers are in general perhaps not always objective in their evaluation of their own skills and attitudes, and that students could perceive these differently.

The final sub-section in Section B assesses the **improvement of students' skills**. This deals with issues that can be regarded as particularly relevant to the technical and vocational college sector. Lecturers' efforts to expose students to practical applications of theoretical knowledge, improvement of reading and learning skills, assessment of students' acquired knowledge and the use of information technology, are among the areas which are surveyed in this sub-section [cf. 4.2.11].

Regarding exposure to **case studies and fieldwork**, the majority of the respondent lecturers lie on either the third or fourth value. Thirty-seven per cent (37%) indicated that their orientation was *very good, coherent, purposeful, though some room for improvement* and 32% *average, still needs more work, planning, commitment*. It can be safely assumed that students are often or generally exposed to field trips, case studies and practical applications of the theory dealt with in courses or subjects, since a total of 86% scored *average ..., very good ...* or *... excellent ....* This is an encouraging indicator. The nature of subjects taught in the college sector requires Lecturers to expose students to practical applications of theory to improve their insight into and understanding of course material. Obviously, lecturers put effort into this area of improvement of students' skills [cf. 4.2.11(i)].

In response to the question on **reading improvement,** 27% indicated that their situation was *very good* .... A total of 66% of the respondent lecturers, however, indicated their situation to be *average* ..., *weak* ... or *very weak* .... The predominant situation can therefore be assessed as being weak and that very little attention, if any, is paid to improving students' ability to read with understanding [cf. 4.2.11(ii)]. The college lecturer could encourage students to concentrate and apply certain practical skills when reading an examination paper, assignments and case studies.

An important part of college activities revolve around the departmental national or provincial examinations during June and November of each year. The next question wants to assess the degree of commitment of lecturers to **preparing students for examinations.** Once again, a promising situation is depicted in the majority of responses: 53% indicated it to be *very good* ... and 37% .. *excellent* ... [cf. 4.2.11(iii)]. There is a strong tendency that some lecturers regard the preparation of students for the examinations as central to their teaching. It then becomes an objective in itself, rather than part of the process of truly understanding content and being able to apply it in any situation.

The degree of exposure students receive to **experts from the world of work** was included to assess whether the Lecturer is the only subject expert to whom students are exposed. This isolates students from theory in practice and could prevent them from taking knowledge and insights from beyond the classroom to the world of work. The majority of responses to this question can be summarised as follows: 37% *average* ..., 23% *weak* ... and 15% *very weak* .... This implies that 75% of respondent lecturers regard their situation as *average* ... or below [cf. 4.2.11(iv)].

Responding to the question on whether students are supported and encouraged to become **managers of their learning,** 30% indicated it to be *very good* ... and 42% *average* .... It can thus be deduced that students need to be taught new and innovative methods of learning to enhance their development and encourage them to become lifelong learners [cf. 4.2.11(v)].

Closely linked to the previous question is the question on **rote learning,** which is a particular style of learning based on memorisation of facts regardless of whether the student understands the concepts dealt with in the theory. Ideally students should be encouraged to understand and apply knowledge, rather than merely memorising chunks of content and regurgitating them when required, for example in examinations.

The danger of this kind of learning lies in the fact that the content is soon forgotten. Lecturers responded to this question with the majority indicating that their situation was either *very good ...* (57%) or *... excellent ...* (28%) [cf. 4.2.11(vi)]. The majority (85%) thus indicated that they discourage this kind of learning and that they encourage students to apply knowledge to internalise it eventually.

For students to qualify for the national or provincial examinations, they need to be evaluated regularly. The next question deals with the kind of **assessment** of learning, which is applied by lecturers. It can be deduced that most lecturers (70%) expose their students to a wide range of assessment activities, such as orals, assignments and modular tests. The majority (42%) indicated that it was *very good ...* and 28% indicated it to be *... excellent ...* [cf. 4.2.11(vii)].

The application of or exposure to external sources of information to broaden the student's knowledge base, is assessed in the question on **information technology**. The majority (40%) indicated that it was *very good ...* and 23% indicated that it was *average ...* It can thus be assumed that there is still room for improvement [cf. 4.2.11(viii)].

To enable students to be come more proficient in the specific field of study, **workshops** related to the subject could either be attended or organised by students. The majority of the respondents (67%) assessed their situation as *average ...* (30%), *weak ...* (17%) or *very weak ...* (20%) [cf. 4.2.11(ix)].

The average scores of the respondent Lecturers for the section on **improvement of students' skills** are:

- **case studies and fieldwork**, 3,5 which lies between *average ...* and *very good, coherent, purposeful, though some room for improvement*;
- **reading improvement**, 2,7 which is below *average, still need(ing) more work, planning, commitment*;
- **preparation of students for examinations**, 4,3 *very good, coherent, purposeful, though some room for improvement*;
- **experts from the world of work**, 2,7 which is below *average, ...*;
- **managers of learning**, 3,2 which is slightly above *average ...*;
- **rote learning**, 4,2 representing a value slight above *very good, coherent, purposeful, though some room for improvement*;

- **assessment**, 3,8 approaching *very good, coherent, purposeful, though some room for improvement*;
- **information technology**, 3,4 above *average* ...;
- **workshops**, 2,6 below *average*, ...

Areas that need to be addressed urgently, are the improvement of students' reading skill, exposure to external expertise, encouragement of students to manage their own learning, and the organisation, presentation and attendance of workshops. Areas that are very good are the preparation of students for examinations and the discouragement of rote learning. In all the areas of sub-section five there is room for improvement if the institution wants to move towards excellence. These areas, if improved, can contribute to the enhancement of students' skills. The areas that are weak can be considered for future development.

5.3.3 Section C: Assessment of Needs related to Academic Support and Development

This section aims at identifying areas of relevance or importance for **staff development** and **student support and development**. Respondents were asked to select those appropriate to their contexts, differentiating between medium and long-term needs [cf. 4.2.12].

The responses are indicated as percentages of Lecturers who indicated which areas need to be addressed. The options and correlating percentages are arranged in order of importance in terms of the medium-term needs, since these are issues that need to be corrected now, according to the respondents.

The first sub-section deals with an assessment of needs in terms of **staff development** [cf. 4.2.12(i)]. The two areas that received the highest scores in the medium term are, in order of importance, in-service training to improve academic support skills (53%) and acquisition of knowledge related to academic support and development (50%). Appropriate training of subject heads and heads of department (47%) was regarded as the third most important item in the medium term, followed closely by development and improvement of instruction, education and training (45%).

The most important issue in the long term, as indicated by the respondent Lecturers, is involvement in curriculum development and improvement (57%). The appropriate training of subject heads and heads of department shows the second highest score

(42%) for the long term. The respondent lecturers indicated this as being an important area of development both in the medium and long term. Other areas identified by individual respondents are exposure to knowledge related to dealing with change; involvement of staff in decision-making on all levels and multi-cultural education.

When one compares the respondent Principals' and Lecturers' responses to this category, it is interesting to note that to the Principals the development and improvement of instruction, and education and training of lecturers are the most important areas (77%), followed by curriculum involvement, knowledge related to academic support and development, and the formulation of a related vision, each on 69%. To the lecturers, the areas of development related specifically to academic support and development, are the most important.

The second sub-section dealing with **student support and development** resulted in a high score of 78% for the improvement of cognitive skills through workshops, tutorials and classroom activities in the medium term. Respondent lecturers indicated the need for financial aid to students (58%), followed by active identification of students in needs of support and development, career counselling and study and academic counselling (57% each) as services which should be offered by colleges in the medium term. Only 43% felt that students should be involved on decision-making levels in the medium term and 33% in the long term, indicating that the majority of respondent lecturers do not really want students to be involved on these levels [cf. 4.2.12(ii)].

The highest long-term score was for the improvement or extension of library, media and information services (45%). The other long-term scores are not high enough to be of significance and are therefore not discussed here.

When comparing the Principals' responses and those of Lecturers to the section on student support and development, there is correlation between the two groups. The Principals indicated the active identification of students in need of support and development as the most important area, followed by support services and the improvement of skills. One can therefore deduce that there is general consensus among Principals and Lecturers as to which issues need to be addressed most urgently.

From the assessment of needs related to staff development [cf. 4.2.5(i) and 4.2.12(i)] the most urgent needs on the medium-term identified by both Principals (P) and Lecturers (L) are prioritised in the following table:

Table 5.2

Priorities: Staff Development

PRIORITISE: STAFF DEVELOPMENT	P	L.
Development and improvement of instruction/education/training	1	4
In-service training to improve academic support skills	2	1
Acquisition of knowledge related to academic support/development	2	2
Formulating a vision related to academic support/development	2	6
Appropriate training of Subject Heads and Heads of Department	4	3
Involvement in curriculum development and improvement	2	4

The area of in-service training to improve academic support skills is regarded as very important by both Principals (2) and Lecturers (1). The next similarity is the area of acquisition of knowledge related to academic support and development with both Principals and Lecturers indicating it as their second priority. It is, however, interesting to note that Principals indicated the development and improvement of instruction, education and training as a first priority, but that most Lecturers indicated it as a fourth priority. Also noteworthy, is the fact that the majority of Principals indicated three areas as equally important, namely knowledge, training and formulation of a vision related to academic support and development.

From the assessment of needs related to student support and development [cf. 4.2.5(i) and 4.2.12(i)], the most urgent significant need in the long term identified by both Principals and Lecturers is:

- involvement in curriculum development and improvement (Principals 37% and Lecturers 46%).

From the assessment of needs related to student support and development [cf. 4.2.5(ii) and 4.2.12(ii)], the most urgent needs in the medium term identified by both Principals (P) and Lecturers (L) are prioritised in the following table:

Table 5.3

Priorities: Student Support and Development

PRIORITIES: STUDENT SUPPORT AND DEVELOPMENT	P	L
Active identification of students in need of support and development	1	3
Improvement of cognitive skills through workshops, tutorials and classroom activities	4	1
Financial aid to students in need of such support	2	2
Study and academic counselling service	2	3
Career counselling service	4	3

Financial aid to students and study and academic counselling are of basic equal importance to both Principals and Lecturers as demonstrated by the priorities in the above table. There is disparity between the responses of Principals and Lecturers to the active identification of students in need of support and the improvement of students' skills. To the Principals the former is most important, while Lecturers indicated the improvement of skills as most important on the medium-term.

From the assessment of needs related to student support and development {cf. 4.2.5(ii) and 4.2.12(ii)], the most urgent need in the long term identified by both Principals and Lecturers is:

- improvement or extension of library, media and information services (Principals 62% and Lecturers 45%).

5.4   RECOMMENDATIONS

The recommendations below are general recommendations which have been identified as important areas which need to be addressed in the technical and vocational college sector and by researchers in future. These recommendations are based on information gathered from the results of the two questionnaires (Appendices D and E).

These recommendations do not lay down exact rules or prescriptions on what needs to be attempted in the college sector, but should rather be regarded as suggestions which could be adapted to each institution, taking contextual characteristics into consideration.

5.4.1 Demographic Data

This study involved only technical and vocational colleges in the Western Cape, which display their own demographic realities and racial compositions [cf. 4.2.1(v)]. This profile does not necessarily reflect the picture in other parts of the country, and it is therefore suggested that this kind of study be conducted in other regions and even as a national study. Taking into consideration that academic support and development have their roots in the socio-political struggle, the demographic profiles of colleges are important factors in this type of study.

The majority of lecturers who participated in this study are in the field of Business, Commerce and Management. It is recommended that the situation specifically in instructional programmes related to the fields of Engineering and Utility and Social Services be examined to assess the status of academic support and development in these programmes [cf. 4.2.6(i)].

It is clear from the reflection of the pass rates for the N4 and N5 examinations of 1996, that students' success rate needs to be improved, with the majority of Principals indicating it to be 70 to 79% [cf. 4.2.1(xi) and 4.2.1(xii)].

It is very promising that most Principals indicated co-operation between and collaboration with secondary and tertiary institutions. With the proposed NQF and accreditation in mind, this will contribute to the successful implementation of such systems [cf. 4.2.1(xviii)].

5.4.2 Evaluation of Academic Support and Development

Areas of development have been identified from the Principals' and Lecturers' questionnaires.

According to respondent Principals and Lecturers there is generally room for improvement in the sphere of staff meetings to contribute to the professional and academic development of staff. Knowledge of academic support and development and

the formulation of an effective and accepted vision are areas which should be addressed in staff development [cf. 4.2.2]. It is recommended that Lecturers be exposed to the underlying principles of academic support and development, since half the respondent Lecturers indicated that they do not know what academic support and development entail [cf. 4.2.6(v)]. Lecturers also need to be exposed more to development in their specific subjects. This will enable them to improve their counselling and didactic skills [cf. 4.2.7 (fig. 4.21)].

The Principals indicated that information services and the identification of students who need support have to be addressed and improved. Teaching methodology, which is student-centred, should also be developed. Attention should also be paid to the improvement of non-academic financial support to students [cf. 4.2.3]. The respondent Lecturers rated their didactic strategies highly in terms of the support and development of students. It is, however, recommended that students be granted the opportunity to evaluate the skills and performance of their lecturers regularly to determine students' perceptions of the effectiveness of the teaching-learning situation. Students' learning approaches and levels of motivation are often influenced by their perceptions of the lecturer's efforts to construct a didactic situation which can enhance effective learning. Although Lecturers rated their skills highly, they indicated that they do not generally grant students the opportunity to evaluate them. One respondent indicated that students would be too subjective in their evaluation, but the same could apply to the Lecturers in their evaluation of their own skills.

The respondents Lecturers indicated that there is generally a positive attitude towards the changes taking place, but that time constraints and the shortage of financial resources restrict possibilities [cf. 4.2.10].

5.4.3   Section C: Assessment of Needs Related to Academic Support and Development

As indicated before, it is clear that there is consensus between Principals and Lecturers on the needs that should be addressed to improve academic support and development for staff and students. The urgency with regard to the acquisition of knowledge and training related to this field and the identification and academic and non-academic support of students, is reflected in the fact that most respondents indicated these needs to be of medium-term importance rather than long-term. Colleges also need to formulate a shared and accepted vision to empower Lecturers, since efforts being made at present are on an individual basis, rather than a collective effort.

Areas that need to be addressed in the longer term are involvement in curriculum development and improvement, and the improvement or extension of library, media and information services.

5.5   CONCLUSION

The analysis, based on the data accumulated in this research, of the status of academic support and development in technical and vocational colleges in the Western Cape has shown that there are areas which require more astute planning and commitment from all the Principals and Lecturers. The need for knowledge and skills related to the practical implementation of academic support and development principles has also been determined. The determination of medium-term and long-term needs has shown that Principals and Lecturers have corresponding needs, which ought to be addressed now.

For academic development and support to be regarded as legitimate, an appropriate vision should be formulated and accepted by all members of staff, in particular Lecturers. This would ensure involvement by all the role-players and affect the teaching and learning climate in the institution, making it conducive to academic support and development.

The important role that is envisaged for technical and vocation colleges in the proposed higher education system makes it imperative that these institutions align their mission with other higher education institutions. It poses many challenges, which colleges will have to accept as part of their task to address the social and economic reconstruction of all the people of South Africa effectively.

Certain areas of research have been identified through the empirical survey:

- empirical studies concerning didactic skills of adult education, specifically in relation to academic support and development;
- empirical studies concerning students' assessment of the degree of support and development they experience in the college milieu;
- empirical studies surveying the strategies applied for in-service training of Subject Heads and Heads of Department to enable them to provide support and developmental opportunities to junior lecturers;

- the development of a model to provide in-service training to improve lecturers' academic support skills;
- the development of strategies of intervention or models for the identification of students in need of academic support and development;
- the development of a model appropriate to the college sector to improve students' cognitive and academic skills.

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City Press. 7 May 1995. Students need to be firmly treated.16.

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Rapport. 7 May 1995. Hier kom al die probleme vandaan. 23.

Rapport. 19 May 1996. Swart protes breek uit op talle kampusse in SA.6.

The Citizen. 25 May 1995. Govt has plan for varsity unrest.1.

The Citizen. 20 May 1996. Campus Violence.6.

The Star. 5 May 1995.Campus disgrace.14

33 Buitekring
STELLENBOSCH
7600
Tel: (021) 8833946
5 June 1996

Mr. Dave Shepherd
DIRECTOR
Non-School and Community Education
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000

Dear Mr Shepherd

SURVEY: ACADEMIC SUPPORT AND DEVELOPMENT

I hereby wish to request permission to issue questionnaires to all state-funded and state
vocational and technical colleges in the Western Cape. I am currently involved in an
M.Ed. study on the status of **Academic Development and Support** in technical and
vocational colleges in the Western Cape.

The main aim of the questionnaire is to **determine attitudes and know-how** of
principals/rectors and lecturing staff at colleges with regard to this crucial issue. (The
principal/rector will be requested to select five lecturers, preferably from different
departments, to complete the questionnaires.)

Academic Support and Development have become essential to the **improvement of
standards and qualifications** issued by tertiary institutions. Since a large proportion
of students come from disadvantaged educational backgrounds and are often
underprepared for tertiary study, it is deemed necessary to determine the need for
such action.

Academic Support and Development also imply necessary **staff development**. The
lecturer needs to facilitate learning and thus a paradigm shift is envisaged - from
teaching to learning - to aid students to **think critically, independently and to be**

creative in the processing, organizing and communicating of facts and ideas. Students who qualify from technical and vocational colleges should be able to adjust to a constantly changing world and become productive participants in their communities.

The results of these questionnaires could serve as a basis for the development of programmes which would specifically suit the vocational and technical college student in need of such support. I aim to carry out the study during the first few weeks of the second semester. The respective questionnaires are of a reasonable length and should not take more than half an hour of each respondent's time. The questionnaires are self-administered. I enclose copies of the questionnaires, which have already been approved by Prof. T. Park of the Department of Didactics of the University of Stellenbosch.

Although this is merely a pilot study, I am convinced that it could make a positive contribution to the innovation required to make our institutions truly world class. The information gleaned from these questionnaires will be discussed and evaluated in a thesis on the topic. The questionnaires are not meant to embarrass or demean any of these institutions, but to determine if any such needs exist. Confidentiality is guaranteed.

I sincerely hope that this study will be accepted as legitimate and I intend to inform you of results and progress in due course. I would appreciate it if you could give me a **letter of approval** as soon as possible to continue with this part of the study.

Please do not hesitate to contact me should you have any contributions or suggestions which could be of use to this study.

Yours faithfully

Laetitia Botha
LECTURER: STELLENBOSCH COLLEGE

33 Buitekring
STELLENBOSCH
7600
Tel: 021-8833946
7 June 1996

Dear Sir / Madam

QUESTIONNAIRE: ACADEMIC SUPPORT AND DEVELOPMENT

I am currently conducting an M.Ed. study (University of Stellenbosch) which concerns everybody involved in tertiary education, specifically at technical and vocational colleges. The study deals with the provision of **Academic Support and Development** to students who have been historically disadvantaged in their education. No research has been done on the need for academic support and development at technical and vocational colleges in South Africa.

This research will be done only in the Western-Cape and I am therefore completely dependent upon your support and goodwill in this regard.

You will be sent questionnaires dealing with this issue. One questionnaire is to be completed by the principal/rector of your college and the others by five of your lecturers from different departments/courses, if possible. It would be greatly appreciated if you could nominate staff members to complete these questionnaires and complete the other one yourself. The questionnaire has not been designed to demean or embarrass your institution, but should rather be regarded as an effort to determine the status quo and possible needs in this respect. We are, after all, dealing with stark realities in our educational transformation at present.

The questionnaires are not lengthy and will therefore not be a burden to complete. They have also been designed to stimulate thought and, possibly even, debate on the topic.

The success of the study depends largely on your attitude and response to the questionnaires. I hope to have the questionnaires on your desk early in the third term and trust that you will be able to assist me in this respect.

Please do not hesitate to contact me should you have any enqueries regarding the research.

Yours faithfully

Laetitia Botha
LECTURER: STELLENBOSCH COLLEGE

L.M. Botha

Telephone 021-883.3946 (H)   887.4669 (W)

33 Buitekring
STELLENBOSCH 7600

15 July 1996

«First Name»
«Address Line 1»
«Address Line 2»
«City»
«Postal Code»

Dear Sir / Madam

ACADEMIC SUPPORT AND DEVELOPMENT

I am currently conducting a study on Academic Support and Development. The study forms part of an M.Ed. in Leadership Development and Management at the University of Stellenbosch. The field of study is **Academic Support and Development in state and state-funded technical and vocational colleges in the Western Cape**. My study leader is Prof. T. Park of the Department of Didactics of the University of Stellenbosch. Mr Dave Sherpherd of the WCED has given permission for this study.

Student populations are becoming more heterogenous and students from historically disadvantaged educational backgrounds are often less successful. Several studies have been conducted at South African universities and technikons during the past two decades. Several tertiary institutions in South Africa already have programmes, which they adapt according to their needs. No significant research and studies have been undertaken with regard to the situation at technical and vocational colleges. **A determination of such needs at technical and vocational colleges could serve as a basis for the design of academic support and development programmes in future.**

Two questionnaires have been developed - one to be completed by the rector/principal and the other by five permanent lecturers from preferably different departments or courses. The blue questionnaire is for the rector/principal and the green questionnaires for lecturers. These questionnaires have been developed to gather demographic data, to evaluate academic support and development and to assess needs related to this field of study.

It would be appreciated if you could hand the questionnaires to willing lecturers and also complete your own as soon as possible. The instructions for the completion of the questionnaires have been set out very clearly on the questionnaires. To ensure that lecturers are as frank as possible, they should place their completed questionnaires in the A5 envelopes which have been provided. These envelopes should then be returned to the principal and placed in the addressed A3 envelope, with his/her own completed questionnaire. Please return questionnaires to the researcher by **Tuesday, 30 July 1996**.

These questionnaires should not take more than half an hour of each respondent's time. Anonymity and confidentiality are ensured.

Your cooperation and prompt completion of this matter would be greatly appreciated. Once the study has been completed, you will be informed of the findings. If you experience any problems or have any enqueries, please do not hesitate to contact me. Thank you for participating in this study.

Yours faithfully

Laetitia Botha
LECTURER: STELLENBOSCH COLLEGE

L.M. Botha

Telefoon 021-883.3946 (H)   887.4669 (W)

Buitekring 33
STELLENBOSCH 7600

15 Julie 1996

«First Name»
«Address Line 1»
«Address Line 2»
«City»
«Postal Code»

English letter enclosed

Geagte Meneer / Mevrou

AKADEMIESE ONDERSTEUNING EN ONTWIKKELING

Ek is besig met 'n studie oor Akademiese Ondersteuning en Ontwikkeling as deel van 'n M.Ed in Leierskapsontwikkeling en Bestuur aan die Universiteit van Stellenbosch. Die presiese terrein van die studie is **Akademiese Ondersteuning en Ontwikkeling in staat en staatsondersteunde tegniese en beroepskolleges in die Wes-Kaap.** My studieleier is prof. T. Park van die Department van Didaktiek van die Universiteit van Stellenbosch. Mnr. Dave Shepherd van die WKOD het toestemming vir hierdie studie verleen.

Studentepopulasies word al meer heterogeen en studente uit histories benadeelde onderwysagtergronde is dikwels minder suksesvol. Gedurende die afgelope twee dekades is studies in die verband reeds in Suid-Afrika gedoen ten opsigte van universiteite en technikons. Verskeie tersiêre instellings in Suid-Afrika het reeds bestaande programme, wat aangepas word na gelang van behoeftes. Geen beduidende navorsing en studies is egter ten opsigte van tegniese en beroepskolleges gedoen nie. **'n Behoeftebepaling by staat en staatsondersteunde tegniese en beroepskolleges kan as basis dien vir die toekomstige ontwerp van akademiese ontwikkelings- en ondersteuningsprogramme.**

Twee vraelyste is ontwerp - een wat deur die rektor/prinsipaal ingevul moet word en 'n ander wat deur vyf lektore elk uit verkieslik verskillende departemente of studierigtings

ingevul moet word. Die blou vraelys is vir die rektor/prinsipaal en die groen vraelyste vir die lektore. Die vraelyste is ontwikkel om demografiese data te verkry, akademiese ondersteuning en ontwikkeling te evalueer en 'n behoeftebepaling in die verband te doen.

Dit sal waardeer word indien u so spoedig moontlik die vraelyste aan bereidwillige personeellede kan uitdeel en die vraelys, wat vir u bestem is, sal invul. Die instruksies vir die invul van die vraelyste is baie duidelik uiteengesit in die vraelyste. Ten einde eerlike response van die lektore te verseker, moet hulle elkeen hul ingevulde vraelyste in die A5-koeverte, wat voorsien is, plaas en aan die prinsipaal terugbesorg. Alle respondente se vraelyste word in die geadresseerde A3-koevert teruggestuur om die navorser teen **Dinsdag, 30 Julie 1996** te bereik.

Die vraelyste behoort nie meer as 'n halfuur van u en die ander respondente se tyd in beslag te neem nie. Die vraelyste is anoniem en konfidensialiteit word verseker.

U samewerking en spoedige afhandeling van hierdie saak sal hoog op prys gestel word. Wanneer die studie voltooi is, sal u ingelig word oor die bevindinge. Indien u enige probleme ervaar of navrae het, is u welkom om my te skakel. Baie dankie vir u bereidwilligheid om aan hierdie studie deel te neem.

Die uwe

Laetitia Botha
LEKTRISE: STELLENBOSCH KOLLEGE

ACADEMIC SUPPORT AND DEVELOPMENT

QUESTIONNAIRE FOR PRINCIPAL

Designed by L.M. Botha

INSTRUCTIONS

This questionnaire must be completed by the *rector or principal* of the college and returned in the addressed A3 envelope to reach the researcher by **30 July 1996**.

Different responses are required, depending on the format of the question. Where different options have been provided, please indicate your response by making a cross (X) in the block(s) supplied.

Anonymity is ensured. Please be frank and honest in your response to all the questions.

This questionnaire consists of 12 pages.

SECTION A

DEMOGRAPHIC DATA

1. What is the classification of your college?

    ☐ Government subisidised
    ☐ Completely dependent on the government for funding

2. Indicate which instructional programme(s) or course(s) are offered at your college.

    ☐ Bridging / Orientation
    ☐ Business, Commerce and/or Management Studies
    ☐ Engineering
    ☐ Utility Industry and Social Services
    ☐ Other

3. Indicate the levels of courses offered at your college.

    ☐ NIC (National Intermediate Certificate)
    ☐ NSC (National Senior Certificate)
    ☐ N1 to N3
    ☐ N4 to N6
    ☐ Other

4. How many full-time students are enrolled at your college?

    ☐☐☐☐ (a number per block)

5. What percentage of your students are

    African Black   ☐☐
    So-called Coloured   ☐☐
    Indian   ☐☐
    White   ☐☐

6. How many permanent lecturers are employed at your college?

    ☐☐☐

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7. Does the racial composition of your permanent lecturing staff reflect the composition of your student body?

    ☐ No   ☐ Yes

8. Please indicate the approximate pass rate of **first time first-year** students collectively for all the **post secondary instructional programmes** you offer. (Only applicable for N4 and N5 students.)

    N4: June 1995   **N5: November 1995**

8.1 ☐ Less than 40%   8.2 ☐ Less than 40%
    ☐ 40% to 49%   ☐ 40% to 49%
    ☐ 50% to 59%   ☐ 50% to 59%
    ☐ 60% to 69%   ☐ 60% to 69%
    ☐ 70% to 79%   ☐ 70% to 79%
    ☐ 80% to 89%   ☐ 80% to 89%
    ☐ 90% to 100%   ☐ 90% to 100%

9. Please indicate the main medium of instruction at your college.

    ☐ Afrikaans
    ☐ English
    ☐ Xhosa
    ☐ Other

10. What is the lecturer : student ratio at your college?

    1 : ☐☐

11. Do you have a well-equipped library / media centre at your college?

    ☐ No   ☐ Yes

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12.   Do your students share in decision-making?

☐   No   ☐   Yes

If yes, name the levels of involvement.

a.   _____

b.   _____

c.   _____

13.   Do you offer an **organised orientation programme** for first time first-year students?

☐   No   ☐   Yes

If yes, please specify shortly what it entails.

_____

_____

_____

_____

14.   Do you collaborate/co-operate with the following institutions in your region?

14.1   Schools   ☐   No   ☐   Yes
14.2   Colleges   ☐   No   ☐   Yes
14.3   Technikons / Universities ☐   No   ☐   Yes

If yes in any of the three cases, please specify shortly what this co-operation/collaboration entails:

_____

_____

_____

SECTION B

EVALUATION OF ACADEMIC SUPPORT AND DEVELOPMENT

INSTRUCTIONS

Carefully study each statement made under each item. The statement on the left defines level 1 on a five-point scale, and the statement to the right, level 5 on the same scale. Mark with an X the level on the scale which, according to you, best reflects the situation in your college. The N/A (not applicable) option is only relevant to certain questions.

Generally, the numbers reflect a continuum:

1	=	very weak, superficial, virtually non-existent.
2	=	weak, does exist, yet not efficient.
3	=	average, still needs more work, planning, commitment.
4	=	very good, coherent, purposeful, though some room for improvement.
5	=	consistent, excellent, the very best it could possibly be.
N/A	=	not applicable in your college.

Make any additional notes to support your evaluation. Perhaps you would like to comment why the situation is as it is at present.

This questionnaire should be regarded as **an aid to create greater awareness of the issues at stake and to encourage the debate on academic support and development specifically at technical and vocational colleges**. If the need for support and development can be determined, suggestions can be made to put such programmes in place.

1. Staff Development

1.1 Staff Meetings

Staff meetings are administrative or grievance sessions, devoid of personal development				Staff meetings are developmental and incorporate improvement of instruction
1	2	3	4	5

Comments:

1.2 Curriculum Development and Improvement

Lecturers show no interest in curriculum development and improvement at all				Lecturers are involved on micro and meso levels with regard to curriculum development and improvement
1	2	3	4	5

Comments:

1.3 Training of Subject Heads and Heads of Department

They are not trained or equipped to support junior lecturers in providing academic support to students				They are highly trained to lend support to junior lecturers with regard to academic support to students
1	2	3	4	5

Comments:

1.4 Knowledge of Academic Support and Development

Lecturers are ill-informed about issues related to academic support and development				Lecturers are well-informed about issues related to academic support and development
1	2	3	4	5

Comments:

1.5 Improvement of Education and Training

Lecturers are not interested in improving their expertise				Lecturers are constantly involved in improvement of their expertise by attending seminars, enrichment courses, etc.
1	2	3	4	5

Comments:

1.6 Formulation of a Vision

There is no formulated and accepted vision dealing with the academic support and development of students				There is a formulated, effective and accepted vision dealing with the academic support and development of students
1	2	3	4	5

Comments:

---

2. Support and Development of Students

2.1 Library/Media/Information Services

We are unable to offer any information/ media services to assist students in their academic improvement				We offer extensive information / media services to assist students in their academic improvement
1	2	3	4	5

Comments:

2.2 Identification of Students in Need of Support

No students are specifically identified in order to assist them with academic support and development				Applicants / students are screened and identified to enable academic support and development to take place
1	2	3	4	5

Comments:

2.3 Approach to Students who show Potential

Selection for certain courses is based on set criteria from which we never deviate

The student's background is taken into consideration and deviation from the norm is considered in certain instances

1	2	3	4	5	N/A

Comments:

2.4 Career Counselling

No communication with individual students on their choice / concerns career wise ever takes place

Students are actively assisted in making informed choices as far as the selection of a possible career is concerned

1	2	3	4	5

Comments:

2.5 Methods of Teaching and Learning

Lectures are generally teacher-centered with the lecturer exposing information to students

Lectures are generally student-centered, allowing the student to discover and learn concepts for him/herself

1	2	3	4	5

Comments:

2.6 Study and Academic Problems

Students in need of study and academic counselling have no one to turn to

Students have access to counselling facilities regarding study and academic problems

1	2	3	4	5

Comments:

2.7   Financial Problems

No aid / support is found / provided for students who cannot pay their fees				Financial support is sought from sponsors to enable students to improve their qualifications		
1	2	3	4	5	N/A

Comments:

_____

_____

2.8   Prior Learning Experience

No effort is made to acquire information about prior learning experiences of students				Information about the prior learning experiences of students is regarded as essential for academic support
1	2	3	4	5

Comments:

_____

_____

3.   Lecturer Attitudes, Skills and Training

3.1   Understanding of Academic Support and Development

Lecturers have no expertise in the field of academic support and development				Lecturers apply academic support and development principles to improve the prospects of students		
1	2	3	4	5	N/A

Comments:

_____

_____

3.2   National Educational Initiatives and Priorities

Lecturers are negative towards the shift in educational policy, e.g. NQF and other relevant documents				Lecturers are challenged by the shift in national educational policy, e.g. NQF and other relevant document
1	2	3	4	5

Comments:

_____

_____

3.3 Improvement of Lecturing Skills

Lecturers are not interested in improving their skills and abilities			Lecturers are committed to improving their skills and abilities	
1	2	3	4	5

Comments:

_____

SECTION C

ASSESSMENT OF NEEDS RELATED TO ACADEMIC SUPPORT AND DEVELOPMENT

Indicate which of the following areas you regard as relevant or important for staff development, as well as student support and development, at your college. **Select only those options which you feel are appropriate to your context.** Differentiate by indicating areas of medium-term relevance (the next two years) and long-term relevance (three to five years). Make ticks in the blocks supplied: block marked **M** for medium-term and block marked **L** for long-term.

1.   STAFF DEVELOPMENT

		M	L
1.1	Development and improvement of instruction, education and training	☐	☐
1.2	Involvement in curriculum development and improvement	☐	☐
1.3	Appropriate training of subject heads and heads of department	☐	☐
1.4	Acquisition of knowledge related to academic support development	☐	☐
1.5	In-service training to improve academic support skills	☐	☐
1.6	Formulating a shared and accepted vision related to academic support and development	☐	☐
1.7	Induction pertaining to national higher education initiatives/policy	☐	☐
1.8	Other, please specify: _____	☐	☐

2   STUDENT SUPPORT AND DEVELOPMENT

		M	L
2.1	Improvement or extension of library, media and information services	☐	☐
2.2	Active identification of students in need of support and development	☐	☐
2.3	Career counselling service	☐	☐
2.4	Study and academic counselling service	☐	☐
2.5	Improvement of cognitive skills through workshops, tutorials and classroom activities	☐	☐
2.6	Financial aid to students in need of such support	☐	☐
2.7	Student involvement on decision-making level	☐	☐
2.8	Co-operation with secondary institutions in this region	☐	☐
2.9	Collaboration with tertiary institutions in this region	☐	☐
2.10	Other, please specify: _____	☐	☐

Please collect the completed questionnaires in A5 envelopes from participating lecturers and place them in the addressed A3 envelope with your own questionnaire.

THANK YOU FOR YOUR TIME AND CO-OPERATION.

ACADEMIC SUPPORT AND DEVELOPMENT

QUESTIONNAIRE FOR LECTURER

Designed by L.M. Botha

INSTRUCTIONS

This questionnaire must please be completed by a permanent *lecturer* of the college and returned to the rector/principal by **25 July 1996**.

Different responses are required, depending on the format of the question. Where different options have been provided, please indicate your response by making a cross (**X**) in the block(s) supplied.

Anonymity is ensured. Please be frank and honest in your response to all the questions.

This questionnaire consists of 14 pages.

SECTION A

DEMOGRAPHIC DATA

1. Indicate the instructional programme(s) or course(s) you are involved in as lecturer.

   ☐ Bridging / Orientation
   ☐ Business, Commerce and / or Management Studies
   ☐ Engineering
   ☐ Utility Industry and Social Services
   ☐ Other

2. Indicate the highest level on which you present full-time courses.

   ☐ NIC (National Intermediate Certificate)
   ☐ NSC (National Senior Certificate)
   ☐ N1 to N3
   ☐ N4 to N6
   ☐ Other

3. Please indicate the approximate pass rate of **first time first-year** students collectively for all the **post secondary subjects** you present. (Only applicable to N4 and N5 students.)

3.1	N4:	**June 1995**		3.2	N5:	**November 1995**
	☐	Less than 40%			☐	Less than 40%
	☐	40% to 49%			☐	40% to 49%
	☐	50% to 59%			☐	50% to 59%
	☐	60% to 69%			☐	60% to 69%
	☐	70% to 79%			☐	70% to 79%
	☐	80% to 89%			☐	80% to 89%
	☐	90% to 100%			☐	90% to 100%

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4. I know what **academic support and development** is.

☐ No   ☐ Yes

If yes, please use the space provided below to indicate what your
understanding of **academic support and development** is.

_____

_____

_____

_____

_____

SECTION B

EVALUATION OF ACADEMIC SUPPORT AND DEVELOPMENT

INSTRUCTIONS

Carefully study each statement made under each item. The statement on the left defines level 1 on a five-point scale, and the statement to the right, level 5 on the same scale. Mark with an X the level on the scale, which according to you, best reflects the situation in your classroom/college. The N/A (not applicable) option is only relevant to certain questions.

Generally, the numbers reflect a continuum:

1	=	very weak, superficial, virtually non-existent.
2	=	weak, does exist, yet not efficient.
3	=	average, still needs more work, planning, commitment.
4	=	very good, coherent, purposeful, though some room for improvement.
5	=	consistent, excellent, the very best it could possibly be.
N/A	=	not applicable in your college.

Make any additional notes to support your evaluation. Perhaps you would like to comment why the situation is as it is at present.

This questionnaire should be regarded as **an aid to create greater awareness of the issues at stake and to encourage the debate on academic support and development specifically at technical and vocational colleges.** If the need for support and development can be determined, suggestions can be made to put such programmes in place.

1.   Staff Development

1.1   Definition of Needs of Students

There is no discussion of immediate and future needs of students at staff development sessions			The lecturer participates in regular discussions on immediate and future needs of students at staff development sessions	
1	2	3	4	5

Comments:

1.2   Subject Groups for Lecturers

Lecturer never participates in subject study groups to improve skills in his/her particular field			Lecturer regularly participates in subject study groups to improve skills in his/her particular field	
1	2	3	4	5

Comments:

1.3   Seminars on Academic Support and Development

Lecturer has never been exposed to courses / seminars on issues related to academic support and development			Lecturer has often been exposed to courses / seminars on issues related to academic support and development	
1	2	3	4	5

Comments:

1.4   Role of Lecturer as Counsellor for Students

Lecturer has never been trained in counselling students who might have academic and study problems			Lecturer knows how to counsel students who have academic and study problems	
1	2	3	4	5

Comments:

1.5 Academic Research on Cognitive Skills

Lecturer has no knowledge of or exposure to information gleaned from research on improvement of cognitive skills			Lecturer has access to and applies information gleaned from research on improvement of cognitive skills	
1	2	3	4	5

Comments:

2. Support and Development of Students

2.1 Consultation with Lecturer

Students never have the opportunity to consult with lecturer on problems they experience academically / developmentally			Lecturer has an 'open-door' policy as far as individual consultation with students on academic / developmental problems is concerned	
1	2	3	4	5

Comments:

2.2 Classroom Climate

The climate during lectures is very professional and clinical with minimum personal involvement			The climate during lectures is generally warm and supportive with appropriate personal involvement	
1	2	3	4	5

Comments:

2.3 Study Techniques and Skills

Students receive no training on effective study techniques / skills to enhance academic preparation and performance			The improvement of study techniques / skills is fully integrated into this lecturer's subject material		
1	2	3	4	5	N/A

Comments:

2.4   Career Counselling

No communication with individual students on their choice / concerns careerwise ever takes place			Students are actively assisted in making informed choices as far as the selection of a possible career is concerned		
1	**2**	**3**	**4**	**5**	**N/A**

Comments:

3.   Didactic Strategies

3.1   Facilitator of Learning

Lecturer merely relies on textbooks to convey content to students			Lecturer facilitates learning to enhance maximum development of students		
1	**2**	**3**	**4**	**5**	**N/A**

Comments:

3.2   Study guides

No study guides are issued to students to clarify objectives of subjects or courses			Students are issued with study guides to enable them to fully understand the objectives of subjects or courses	
1	**2**	**3**	**4**	**5**

Comments:

3.3   In-Classroom Support and Development

Lecturer is merely concerned with preparing students for the national examinations			Lecturer fully supports and develops students to become productive participants in the workplace and their communities	
1	**2**	**3**	**4**	**5**

Comments:

3.4 Problem-solving / Creative Thinking Skills

Lecturer does not design classroom
activities to include development
of problem-solving/creative thinking

Lecturer incorporates problem-solving/
creative thinking into classroom activities
for optimum development of students

1	2	3	4	5	N/A

Comments:

3.5 Student Participation in Class

Lectures are one-way communication
activities during which the lecturer
does the talking

Lectures are planned and designed
to ensure optimal involvement and
contributions from students

1	2	3	4	5

Comments:

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4. Lecturer Attitudes, Skills and Training

4.1 Educational Background of Lecturers

Lecturer is not adequately
educated / trained for the courses
he / she presents

Lecturer is extremely well-
trained / educated for the
courses he / she presents

1	2	3	4	5

Comments:

4.2 Evaluation of Lecturers

Students are never involved
in evaluation of the skills
and performance of the lecturer

Students are given the opportunity
to evaluate the performance and
skills of the lecturer

1	2	3	4	5

Comments:

4.3 Assignments

Students are given routine assignments which require the mere reproduction of content			Students are given assignments which improve creative thinking, problem-solving and academic skills		
1	2	3	4	5	N/A

Comments:

4.4 Attitude towards Cultural Backgrounds of Students

Lecturer is indifferent to the fact that individual styles of learning are often culturally based			Lecturer takes into account that individual styles of learning are often culturally based	
1	2	3	4	5

Comments:

4.5 Attitude towards Students' Academic Backgrounds

Lecturer does not make provision for students' academic underpreparedness			Lecturer fully realises the implications of the academic backlog of certain students	
1	2	3	4	5

Comments:

4.6 National Education Initiatives and Priorities

Lecturer is negative towards the shift in education policy, e.g. NQF and other relevant proposals and developments			Lecturer is challenged by the shift in national education policy. e.g. NQF and other relevant proposals and developments	
1	2	3	4	5

Comments:

4.7   Improvement of Didactic Skills

Lecturer is not interested in improving   Lecturer is committed to improving
his / her didactic skills and abilities   his / her didactic skills and abilities

1	2	3	4	5

Comments:

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5.   Improvement of Students' Skills

5.1   Case Studies and Field Work

Students are exposed to the content   Students are regularly exposed to field
of textbooks and are never given the   trips, case studies and practical applications
opportunity to experience first-hand   of the theory dealt with in courses / subjects

1	2	3	4	5	N/A

Comments:

5.2   Reading Improvement

No attention is paid to improving   The improvement of students' abilities to
students' reading skills   read with understanding is a high priority

1	2	3	4	5

Comments:

5.3   Preparation of Students for Examinations

                                                                        Lecturer does everything within his power
The onus is upon students to prepare   to assist students in their preparation
and qualify for the national examinations   for the national examinations

1	2	3	4	5

Comments:

5.4   Experts from the World of Work

Students are only exposed to the
lecturer as conveyor of knowledge

Students are regularly exposed to experts
from the world of work, e.g. seminars, panels

1	2	3	4	5

Comments:

5.5   Managers of Learning

No attention is paid to the
method of learning of students

Students are supported and encouraged
to become managers of their learning

1	2	3	4	5

Comments:

5.6   Rote Learning

Rote learning is regarded as acceptable
and unavoidable regardless of whether
students understand the concepts

Students are encouraged to understand
and apply knowledge, rather than
merely memorising chunks of content

1	2	3	4	5

Comments:

5.7   Assessment

Assessment of students' mastery of
content is only done in formal tests

Assessment involves a wide range of
activities, e.g. orals, tasks, modular tests, etc.

1	2	3	4	5	N/A

Comments:

5.8   Information Technology

The lecturer and textbook are
the only sources of information

Students are always encouraged to use external
sources of information, e.g. library, Internet

1	2	3	4	5	N/A

Comments:

5.9   Workshops

No effort is made to involve students
in the presentation and attendance of
workshops related to subjects

Workshops are organised and attended
by students to enable them to become
more proficient in the field of study

1	2	3	4	5	N/A

Comments:

SECTION C

ASSESSMENT OF NEEDS RELATED TO ACADEMIC SUPPORT AND DEVELOPMENT

Indicate which of the following areas you regard as relevant or important for staff development, as well as student support and development, at your college. **Select only those options which you feel are appropriate to your context.** Differentiate by indicating areas of medium-term relevance (the next two years) and long-term relevance (three to five years). Make ticks in the blocks supplied: block marked **M** for medium-term and block marked **L** for long-term.

1.   STAFF DEVELOPMENT

		M	L
1.1	Development and improvement of instruction, education and training	☐	☐
1.2	...at in curriculum development and improvement	☐	☐
1.3	Appropriate training of subject heads and heads of department	☐	☐
1.4	Acquisition of knowledge related to academic support/development	☐	☐
1.5	In-service training to improve academic support skills	☐	☐
1.6	Formulating a shared and accepted vision related to academic support and development	☐	☐
1.7	Induction pertaining to national higher education initiatives/policy	☐	☐
1.8	Other, please specify: _____	☐	☐

2.   STUDENT SUPPORT AND DEVELOPMENT

		M	L
2.1	Improvement or extension of library, media and information services	☐	☐
2.2	Active identification of students in need of support and development	☐	☐
2.3	Career counselling service	☐	☐
2.4	Study and academic counselling service	☐	☐
2.5	Improvement of cognitive skills through workshops, tutorials and classroom activities	☐	☐
2.6	Financial aid to students in need of such support	☐	☐
2.7	Student involvement on decision-making level	☐	☐
2.8	Co-operation with secondary institutions in this region	☐	☐
2.9	Collaboration with tertiary institutions in this region	☐	☐
2.10	Other, please specify: _____	☐	☐

Once you have completed the questionnaire, place it in the A5 envelope which has been provided and return it to your principal/rector as soon as possible.

THANK YOU FOR YOUR TIME AND CO-OPERATION.