

CHAPTER 5: SYNOPSIS, FINDINGS AND RECOMMENDATIONS

5.1 ORIENTATION

This research on the role of an external environmental analysis in the strategic management of teacher training colleges in South Africa is concluded by way of a synopsis of the study, a report on the general findings and recommendations for further research relevant to this research theme.

5.2 SYNOPSIS OF THE RESEARCH

In chapter 1, it was indicated that the external environment determines the right of existence of any teacher training college. It has been identified that the external environment of teacher training colleges in South Africa has changed significantly in the recent past. It has further become evident that the strategies of most of these organizations are not pro-active and do not match the full range of external considerations. This research was undertaken to establish guidelines for the strategic repositioning of teacher training colleges in South Africa. In chapter 1, the aims and methods of research were also indicated.

Chapter 2 of this study dealt with the role of an external environmental analysis in the process of strategic management. It aimed at defining the components of strategic management by way of discussing strategic management models for educational organizations. Specific attention was paid to the external environmental analysis and the role of scenario planning in this component of strategic management.

In chapter 3, the external environment of educational organizations in South Africa was analyzed. Emerging trends and challenges in the external educational environment were indicated by way of two contrasting scenario sketches, focussing on critical areas in future education. Specific attention was paid to the major issues facing teacher training colleges as we move into

a new future and new educational dispensation.

Based on the information obtained by means of sketching the two contrasting future education scenarios, chapter 4 of this study aimed at presenting a vision of what the future would most probably look like as a new educational dispensation is entered. A number of principles for future education have been identified and guidelines for changes in the strategy of teacher training colleges have been laid down.

5.3 RESEARCH FINDINGS

The following general findings emanated from this research:

5.3.1 FINDINGS IN TERMS OF STRATEGIC MANAGEMENT FOR TEACHER TRAINING COLLEGES

- * During times of fundamental changes in the external environment of teacher training colleges in South Africa, it is necessary that these organizations adopt a pro-active approach with the intention to prosper in future (*cf.* 2.1).
- * The world in which educational organizations exist is constantly in change. Numerous factors, such as political stability, legal systems and government attitudes towards educational organizations, enter into the formation of the organization's strategy (*cf.* 2.2).
- * The fundamental knowledge and understanding of strategic management and the vital role of an external environmental analysis in the process, are prerequisites for strategic repositioning (*cf.* 2.2).

- * Teacher training colleges have to develop strategies to cope with change and uncertainty. This can be achieved by engaging in a process of strategic management as it is a dynamic, forward-looking approach (*cf.* 2.3.2).
- * Unless an organization's strategy is well-matched to trends and challenges in its external environment, it can claim neither acceptability nor suitability (*cf.* 2.6.1).
- * Although forecasts rarely predict with complete accuracy, scenario sketches can provide teacher training colleges with examples of how the environment could change and how the organization might be affected by such changes (*cf.* 2.6.1.1.b).
- * In general, colleges of education do not have a developmental relationship with their communities and their schools (*cf.* 3.1).
- * The range of stakeholders who have recently become involved in education, is a crucial factor which influences educational change. It is vital that educational managers analyze their organization's external environment in order to be able to manage change effectively and to reposition the organization towards future growth and survival (*cf.* 3.1).

5.3.2 FINDINGS IN TERMS OF PRINCIPLES FOR FUTURE EDUCATION

- * Education will, in future, be non-racial, non-discriminatory, provide equal opportunities and resources for all, impart universal values and, at the same, time be multi-cultural and diverse by nature (*cf.* 4.3).
- * A future education system and its structure will have to be legitimate in the eyes of its clients (*cf.* 4.3).

- * Education will, in future, prioritize both the self-actualization (individual growth needs) and self-reliance (basic human needs) of students and pupils (*cf.* 4.3).
- * A future education system will have to restore discipline, an atmosphere of study and a culture of learning (*cf.* 4.3).
- * Future education will be community-orientated, acknowledging the unique needs and responsibilities of specific communities and the nation (*cf.* 4.3).
- * The real challenge for education will not only be to overcome illiteracy and innumeracy, but to supply the skills needed for social and economic maturity (*cf.* 4.3).
- * A future education system will prepare the youth for the technological changes that lay ahead (*cf.* 4.3).

5.3.3 FINDINGS IN TERMS OF GUIDELINES FOR STRATEGIC REPOSITIONING OF TEACHER TRAINING COLLEGES

5.3.3.1 Education model and policy

- * A unitary, non-racial and non-discriminatory education system will demand that all educational institutions be committed to the values of democracy and equity (*cf.* 4.4.1).
- * Teacher training colleges will have to adopt a philosophy of open, non-discriminatory and quality education and will have to develop strategies to empower students to participate in all spheres of a democratic society in order to contribute to the social and economic development of the community and the country (*cf.* 4.4.1).

5.3.3.2 Teacher training policy

- * Teacher training colleges will have to adhere to a future, coherent, national policy for teacher training based on the following principles (*cf.* 4.4.2):
 - a staff and students being representative of a future democratic South African society;
 - evolving a culture of active learning;
 - preparing sufficient teachers and trainers to meet a commitment to life-long education for all;
 - a balanced curriculum with learning opportunities consistent with the goals of life-long education for all;
 - acknowledging of successfully completed individual instructional offerings through a system of obtaining credits; and
 - developing competent, confident and critical teachers.

5.3.3.3 Control of education

- * The control of teacher training through a balance between political centralization and political decentralization will maximize democratic participation of stakeholders in the control of teacher training colleges (*cf.* 4.4.3).
- * Teacher training colleges will have to identify and consult with key role players in their communities as these stakeholders will have to be represented in the management councils of these institutions (*cf.* 4.4.3).

- * Teacher training colleges will have to determine, in an accountable manner, whether student councils should have a participatory or an advisory function in terms of the management of these institutions (*cf.* 4.4.3).
- * The decentralization of control as well as greater autonomy on the grounds of effective and efficient performance in academic, administrative and social spheres, necessitates that colleges of education will engage in a programme for the development of managerial and leadership skills if these institutions are expected to be managed effectively (*cf.* 4.4.3).
- * Increased autonomy implies greater financial responsibility. If private funding can be maximized, institutional autonomy would be increasingly facilitated and institutional differentiation would be possible (*cf.* 4.4.3).

5.3.3.4 Curriculum for teacher training

- * A future curriculum for teacher training will have to portray a commitment to a broader set of educational principles: non-racism, non-sexism, democracy and broad participation in the restructuring of the curriculum (*cf.* 4.4.4.1).
- * Teacher training colleges will have to consult with stakeholders in their communities in order to address their specific needs through a restructured curriculum (*cf.* 4.4.4.1).
- * A future restructured curriculum will have to entail the following:
 - a definite shift towards an increased skills-component with the aim of enabling prospective teachers to acquire the required knowledge base for their particular phase of teaching, to develop the skills for

their task and to develop values and attitudes required to teach in a democratic society (*cf.* 4.3.4.3);

- an academic programme focusing on appropriate, specific subject knowledge related to the greater world of knowledge (*cf.* 4.4.4.2);
- a language proficiency programme (*cf.* 4.4.4.2);
- the incorporation of technical subjects into the academic programme as a means to increased economic growth and development (*cf.* 4.4.4.2);
- the preparation of students for political participation in a democratic society by means of introducing political studies into the curriculum (*cf.* 4.4.4.2);
- providing a knowledge base about the cultural heritages and resources of different groups in society (*cf.* 4.4.4.2);
- training teachers in the fields of Early Childhood Care, Special Education and Adult Education (*cf.* 4.4.4.2);
- integration of professional skills (skills for transmitting and dealing with subject content) with theoretical studies in order to close the gap that exists between theory and practice in teacher training (*cf.* 4.4.4.3.a);
- a suitable internship model through which practical teaching can be done. This implies that a sufficient number of schools will have to be identified for the comfortable placement of students and that a sufficient number of competent teachers will have to be identified to serve as mentors for students undergoing an internship (*cf.* 4.4.4.3.a);

- an infra-structure for distance education (*cf.* 4.4.4.3.a);
- development of personal skills of students (*cf.* 4.4.4.3.b);
- cognitive development programmes (*cf.* 4.4.4.3.b);
- a life-skills programme (*cf.* 4.4.4.3.b);
- supplementary academic programmes, particularly for those students coming from disadvantaged backgrounds (*cf.* 4.4.4.4); and
- academic support programmes (*cf.* 4.4.4.4).

5.3.3.5 Admission to teacher training colleges

- * In the light of the principles of equity, redress and human resource development, teacher training colleges will have to develop very accountable admission criteria and procedures which, in addition to formal school qualifications, will recognize other forms of education, experience and teaching potential (*cf.* 4.4.5).
- * Teacher training colleges will, in future, be able to claim acceptability and legitimacy in terms of its admission requirements if those requirements represent a combination of the following criteria (*cf.* 4.4.5):
 - the senior certificate;
 - acknowledgement of previous experience;
 - acknowledgement of appropriate levels of Adult Basic Education;

- linguistic proficiency;
- numeracy;
- commitment to teaching;
- character; and
- level of basic life-skills.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

The nature of this research necessitated an overview of a wide range of issues and stakeholder-perspectives pertaining to the changing external environment of teacher training colleges in South Africa. It is, therefore, recommended that with the aim of strategic repositioning, further research be conducted in the following areas directly concerning this study:

- * a strategic plan for teacher training colleges in South Africa;
- * a strategic plan for developing a positive relationship with the communities and schools of teacher training colleges in South Africa;
- * investigating ways by which discipline, an atmosphere of study and a culture of learning can be restored;
- * an analysis of the current curriculum for teacher training with the aim of restructuring and accommodating the needs of the student, community and country;
- * an analysis of the current curriculum for teacher training colleges with the aim of integrating professional skills with theoretical studies;

- * assessing the suitability of an internship model through which practical teaching can be done.

5.5 CONCLUSION

Education and, specifically, teacher training in South Africa, will change. It is clear that pure organizational changes or additional funding will not solve all the problems that have been indicated. Structural changes are essential if education is to become more effective.

Although that which the state effects at macro-level is important and carries tremendous weight, education is equally carried by what happens within the educational organization itself.

During times of rapid change, it becomes vital that each educational organization and each individual concerned with education will be prepared to cope more effectively with changes that may occur.

Through adopting the process of strategic management, current realities and opportunities can be scanned in order to yield useful strategies and tactics for ensuring a better future.