

THE ROLE OF COLLEGES OF EDUCATION IN THE NORTH WEST PROVINCE

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SUMMARY

THE ROLE OF COLLEGES OF EDUCATION IN THE NORTH WEST PROVINCE

KEY WORDS: Teacher training/education, colleges of education, teacher training colleges and strategic planning.

The purpose of this study was to ascertain the role of colleges of education in the North West Province. Put differently it wished to determine to what extent colleges of education in the North West Province as institutions are adjusted to their real potential environments so that adjustments could be made if necessary.

In order to be able to investigate teacher training in the North West Province, a literature survey was conducted to determine the core criteria regarding quality and efficiency in teacher training. The instruments used in the planning process are explained and the one which deals with strategic planning in an education system is used to plan the functioning of colleges of education in the North West Province to comply with the identified core criteria.

A detailed consideration of the functioning of colleges of education in the North West Province is introduced by a brief overview of the evolving pattern of the South African teacher education and a review of proposals to unify higher education and to broaden the role of colleges. The literature study on the historical background of teacher education in South Africa revealed that it has been a fragmented and inefficient system in which teachers were inequitably distributed across South Africa. An investigation into the functioning of colleges of education in the North West Province is based on the components of the education system as entailed in the chosen strategic planning in education model mentioned earlier.

The opinions of experts and stakeholders in the field of the role of colleges of education in the North West Province were obtained through the empirical study done according to the steps of strategic planning in education. The findings obtained after data interpretation were then compared with the information from the literature study. The following trends were identified

amongst others: Firstly that there is a great need for in-service or further training to upgrade the qualifications of practising teachers. Secondly, that there is a great need for properly trained teachers for the technical, mathematics and science subjects and also that there is a need for trained teachers to assist with non-formal programmes.

An analysis and evaluation of the identified trends revealed that colleges of education can play a larger and more important role and would be in a position to utilise their facilities and skills more effectively if they made the necessary adjustments.

In sketching the future possibilities for colleges of education in the North West Province it was shown that colleges of education will function more cost-effectively if they diversify their function to include other tasks than the training of teachers, like carrying out the function of community colleges.

OPSOMMING

DIE ROL VAN ONDERWYSKOLLEGES IN DIE NOORDWES PROVINSIE

SLEUTELWOORDE: Onderwyseropleiding, onderwyserkolleges, onderwyseropleidingkolleges, strategiese beplanning.

Die doel van hierdie studie is om die rol van onderwyserkolleges in die Noordwes-Provinsie te analiseer om te bepaal of onderwyskolleges in die Noordwes-Provinsie as instellings by hul werklike potensiele omgewings aangepas is en of aanpassings gemaak moet word ten einde hul volle potensiaal te bereik.

Die kernkriteria wat gebruik is om die kwaliteit en doeltreffendheid van onderwysersopleiding in die Noordwes-Provinsie vas te stel, is deur middel van 'n literatuurstudie geïdentifiseer. Die studie verduidelik voorts die instrumente wat nodig is in die strategiese beplanning om die onderwyskollege in die Noordwes-Provinsie volgens die kriteria te laat funksioneer.

'n Gedetailleerde ondersoek na die funksionering van onderwyskolleges in die Noordwes-Provinsie word ingelei deur 'n vlugtige oorsig van die ontwikkeling in Suid-Afrikaanse onderwyseropleiding, asook van voorstelle om hoër onderwys te verenig en die rol van onderwyskolleges te verbreed. Die literatuurstudie van die historiese agtergrond van onderwyseropleiding in Suid-Afrika toon aan dat dit 'n gefragmenteerde en ondoeltreffende stelsel was met 'n ongelyke verspreiding van onderwysers regoor Suid-Afrika. 'n Empiriese ondersoek na die funksionering van onderwyskolleges in die Noordwes-Provinsie is binne die konteks van bogenoemde strategiese beplanningsmodel geloods.

Die menings van deskundiges en rolspelers in die studieveld van die rol van onderwyskolleges in die Noordwes-Provinsie is deur middel van 'n vraelys bekom. Die bevindinge, na data-interpretasie, is vergelyk met die inligting verkry uit die literatuurstudie. Na aanleiding van hierdie vergelyking is die volgende kernsake geïdentifiseer: eerstens, daar bestaan 'n ern-

stige behoefte aan indiensopleiding om die kwalifikasies van praktiserende onderwysers op te gradeer. Tweedens is daar 'n behoefte aan goed opgeleide onderwysers in wiskunde, natuurwetenskappe en die tegniese wetenskappe, sowel as opgeleide onderwysers wat met die nie-formele programme behulpsaam kan wees.

Na aanleiding van deeglike analise en evaluasie van die betrokke sake is bevind dat onderwyskolleges 'n groter en belangriker rol kan speel, asook in 'n posisie sal wees om fasiliteite en vaardighede meer doeltreffend te benut, indien die nodige aanpassings gemaak word.

Uit die bespreking van die toekomsmoontlikhede vir onderwyskolleges in die Noordwes-Provinsie blyk duidelik dat onderwyskolleges meer koste-effektief sal funksioneer indien hulle funksie uitgebrei sou word om ander take uit te voer bo en behalwe die opleiding van onderwysers, bv. dienslewering as gemeenskapskolleges.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Teacher education is geared towards the preparation of cultivated teachers, the preparation of men and women of learning, enlightenment, character and commitment. It is concerned with the competence of teachers, their need to acquire and to improve their knowledge base on which professional decisions and practices rest. In this era of transformation the concern is to map out the evolving role of teacher education institutions (Gabela, 1993:80).

The purpose of this chapter is to give a layout of the report. First, the research problem will be stated. This will be followed by the aims of the research as well as the objectives on how the aim will be achieved. The method of research and how the research is demarcated will follow, after which the proposed composition of the research will be stated.

1.2 STATEMENT OF THE PROBLEM

Colleges of education in any education system are an integral part of education institutions which are an element of the component structure for teaching. This component structure for teaching is an important part of the education system and is regarded by many educationists as the nucleus/heart of the education system (Steyn, 1994:21).

Teacher education is of inestimable importance because of the incremental factor: each teacher works with a large number of pupils every year, so the influence of a badly educated teacher can adversely affect the lives of thousands of children over the course of a teaching career (Kilfoil, 1993:1). Efficient teacher training is an important element in fulfilling the ideas of the nation. In short, the nation's future depends on the quality of its teachers. The

community is a reflection of its schools, and the schools a reflection of its teachers (Dekker & Van Schalkwyk, 1989:67).

In South Africa the physical infrastructure for teacher education is extensive. About 130 institutions undertake teacher education, including most universities and technikons and over hundred teacher training colleges. More than one quarter of all higher education places are taken by education students (Unterhalter *et al.*, 1991:49).

Colleges of education which formerly fell under the Department of Education and Training have been firmly associated with the school sector administratively and in terms of status (Nichols, 1994:2). In the former Department of Education and Culture, Administration: House of Assembly, colleges were administered by provinces in association with the universities. In Coloured and Indian education as well as the other self-governing states, colleges were administered by their respective education departments.

The Gericke Commission (SA, 1969:3) declared: "...there is no uniform control of teacher training as there is in other countries; neither is there co-operation, consultation or co-ordination between the different authorities concerned, with the result that there is considerable disparity in almost every respect..."

According to Behr (1988:175), the co-operation between colleges of education and universities will elevate the status of the former to the level of other institutions in tertiary education by raising the academic standard of the former, stimulate college students to pursue diploma courses with a degree in mind and make colleges of education active partners in the professional training of students for various professional degrees.

In the North West Province the colleges of education, except the Potchefstroom College of Education which works in close association with the University of Potchefstroom, were affiliated to the University of North West Province through a memorandum of agreement which was entered into between the Department of Education and the University in 1984. In 1988 the affiliation procedures manual was completed with the following principles of education:

- Teacher education is to be seen as a rigorous, professional preparation for the teaching task.
- Teacher education is to be seen as tertiary, process-oriented and continuing.

- Teacher education is to be seen as the development of the skills, knowledge and attitudes in teachers which will contribute to the education development of pupils and the community at large (IOE, 1988:2).

By virtue of the affiliation agreement, these colleges now assumed a new role in the South African education system in general and in the North West Province communities in particular.

From the above discussion the problem of this research will centre on the following question, namely:

What is the role of colleges of education in the North West Province?

1.3 AIM OF THE RESEARCH

The aim of the research is to identify the role of colleges of education in the North West Province. This aim can be achieved by means of the following objectives:

- Objective 1: To identify the criteria for effective teacher training and the instruments to be used for strategic planning for teacher colleges.
- Objective 2: To identify the role of colleges of education in the South African education system and to describe the structure and functioning of colleges of education in the North West Province.
- Objective 3: To determine by means of an empirical study the opinions of relevant practitioners with regard to the perceived role of the colleges of education in the North West Province.
- Objective 4: To provide a strategic plan with regard to the role of colleges of education in the North West Province.

1.4 METHOD OF RESEARCH

1.4.1 Literature study

Primary and secondary sources obtained by library catalogue and DIALOGUE search were used. The following descriptors were used: teacher training, colleges of education, teacher

training colleges, teacher education and strategic planning. These sources were readily obtainable from PU for CHE, University of North West and Mmabatho National Libraries to state but a few.

1.4.2 Empirical study

1.4.2.1 Questionnaire

A structured questionnaire as constructed by Dippenaar (1995:175) was used and sent to rectors and lecturers of the colleges of education, the institute staff (which included the Director and Research Associates of the University of North West) and the officials of the Department of Education, which included the Directorate for teacher education in the North West Province, and the INSET staff, as well as a stratified sample of final year students.

1.4.2.2 Population

In the case of final year students in all colleges in the North West Province a sample of respondents was selected by taking every tenth name from the questionnaire sample lists. The total number of final year students was 1 400 in all colleges and as a result 140 questionnaires were distributed to contact persons in those colleges (cf. par. 4.3). No sample of other participants was taken because of the diversity of their organisation and bodies. The pilot study groups were not part of the main study group, $n=20$ for personnel and stake-holders and $n=20$ for final year learners.

1.4.2.3 Statistical technique

The computers and computer packages (SAS programme) at the University of Potchefstroom were utilised to produce frequencies. This was done after the questionnaire were returned and controlled.

1.5 DEMARCATION OF RESEARCH

The area of investigation of this research is the colleges of education in the North West. Private colleges and distance education colleges of education which are located in the North West Province were not part of this investigation.

The research was undertaken during a period of transformation of teacher education which will ultimately lead to the White Paper on teacher education. This White Paper will ultimately determine the future of colleges of education in South Africa.

The empirical study undertaken in this report will not provide final answers as to the future of colleges in the province but will rather provide guidelines as to what the stakeholders in the province feel with regard to the future of colleges in the province.

1.6 COMPOSITION OF RESEARCH

The research report has the following structure:

- Chapter 2 will deal with the theory of teacher education. The criteria for effective teacher training will be discussed by identifying aspects of teacher education that can be singled out and subjected to evaluation. The instruments for strategic planning will be discussed and the instrument for strategic planning in education will be chosen for this study.
- Chapter 3 deals with an investigation into the current position of colleges of education in the North West Province. The starting point will be the overview of colleges of education in South Africa in general. Thereafter the colleges of education in the North West Province will be discussed in terms of the components of the education system, namely education system policy, education system administration, structure for teaching and support services. The determinants and the SWOT analysis will also be dealt with.
- Chapter 4 deals with the empirical study, done according to the steps of the framework for strategic planning in education. The opinions of respondents in the field regarding the place and task of colleges of education in the North West Province will be obtained, analysed and compared with the information in the literature study.
- Chapter 5 will deal with the strategic planning for colleges of education in the North West Province. This will be based on the comparison between the empirical study and the information obtained from the literature study.
- Chapter 6 will deal with findings and recommendations based on the entire report.

1.7 SUMMARY

In this chapter the problem, namely: What is the role of colleges of education in the North West Province? was discussed together with the aim of the research as well as the method underwhich the solution will be achieved. How the research has been demarcated as well as the proposed composition of the research report were clearly spelt out.

In the next chapter the criteria for effective teacher , training and the instruments to be used for strategic planning for teacher colleges will be dealt with.

CHAPTER 2

CRITERIA FOR EFFECTIVE TEACHER TRAINING AND THE INSTRUMENTS TO BE USED FOR THE STRATEGIC PLANNING FOR TEACHER COLLEGES

2.1 INTRODUCTION

The best way to measure the quality and efficiency of an education system is to establish indicators which show the effectiveness of various inputs in relation to results. An effective system of education is the one which achieves its objective. According to Archar (1995:1) overseas research has often concentrated on the so-called production function studies. Generally speaking these studies are based on a formula which asserts that pupil achievement is equal to the sum of the outcomes from various educational elements such as family background, school inputs, like teachers, qualifications, and facilities; other inputs like community influences and nutrition and health status. When these input elements alter, pupils achievement or quality sometimes changes in unexpected ways. Archar (1995:2) further states that in the developing world, the available studies indicate that while teacher/pupil ratios and per capita spending continue to make little difference, effective teacher education and school facilities can substantially improve the quality of educational output.

Malan (1988:32) argues that a first condition in finding an answer to the question of what really constitutes effective teacher training in its broader context, is to identify the components of effective teacher training that should be singled out and subjected to evaluation. A second condition will be to identify the instruments to be used for the strategic planning for teacher colleges.

2.2 CRITERIA FOR EFFECTIVE TEACHER TRAINING

In this section the aspects of teacher education which form the basis for effective functioning of a college of education will be discussed. These aspects include aims and objectives; the governance of teacher colleges; student characteristics; initial teacher training; the curriculum; certification; the educators and professional development; the language; the physical facilities and in-service training (Steyn, 1994:4; Dekker & Van Schalkwyk, 1989:3).

2.2.1 Aims and objectives

The fundamental aim of teacher education is to educate and train teachers to teach effectively in order to facilitate learning. This will require teachers to teach in accordance with enunciated goals of education and the particular ethos of the school at which they are employed. Effective teaching will require a knowledge of the learning process and the acquisition of appropriate knowledge, skills, values, attitudes and dispositions which take cognizance of the political, economic and environmental and social context in which teaching and learning are to occur (COTEP, 1996:7).

Furthermore, teacher education is to be seen as tertiary, process-orientated and continuing of character. It is to be seen as a rigorous professional preparation to the teaching task, as well as the development of the skills, knowledge and attitudes in teachers which will contribute to the educational development of the pupils and the community at large (IOE, 1988:2).

The aims and objectives of teacher education should in the final analysis enhance individual needs to enable them to function with responsibility in a modern society by doing the following:

- Developing the self.
- Developing people, life, and coping skills.
- Developing the ability to communicate in language and deal with numbers.
- Facilitating an understanding of the functioning of the society of which they are a part.
- Develop the ability to think, learn and create (Van Zijl, 1988:42).

2.2.2 The governance of teacher colleges

The concept of university-college affiliation has been the subject of serious debate in many countries of the world, and educational literature contains multitudes of books, research materials and reports of commissions of enquiry on the subject. There has been and still is, throughout the world an acceptance that universities should become more closely identified in the education of the teachers. However, the organisational structures which have been proposed and adopted in many countries in order to achieve this purpose have brought about serious conflicts and insurmountable difficulties (Ngubentombi, 1989:69).

In this section, four possible models of governance for teacher-colleges will be discussed namely: the institute model; university college model; the collegium model and the community college model.

2.2.2.1 The institute model

This involves the joint partnership arrangements among the institute of education, education department, universities and colleges which work together and are administered in close association.

Under this model (May, 1995):

- Validation takes place via an Institute of Education attached to the university which examines the courses.
- The Institute is responsible for appointment of external examiners.
- The Institute is responsible for course structure and syllabus.
- Certification takes place via university (in association with the college).
- Colleges tend to cluster round an institute of the university.
- Works best with a homogeneous group of colleges.
- The model does not encourage curriculum development within colleges.

According to Ripinga (1991:335) the Department of Education under this model is ultimately accountable for the following:

- The numbers of teacher required as determined by the number of pupils
- Staffing standards which are determined primarily by the pupil-teacher ratio and class size.

- Provision of facilities.
- Managing the flow of trained teachers.

The funding arrangements for higher education in the colleges of education by the State make it possible for the State to ascertain that the limited financial resources allocated to the colleges are used adequately and fairly. Such an arrangement calls for the State to be a mother-body in determining administrative procedure, professional requirements, quality and quantity of teacher training numbers.

2.2.2.2 University/college model

Under this model the following can be found (May, 1995):

- The programme is characterised by a formal agreement between a university and college.
- Validation occurs via external examiners appointed by college senates.
- The college senate can develop curriculum and syllabus.
- For the model to be successful, there must be free association between the college and the university.
- The arrangement can work well but success depends on genuine partnership and respect between colleges and universities.
- Success also depends upon the relationship between college and university personnel.
- The college council is an autonomous body, although the provincial administration is still solely responsible for financing the college and its building remain the property of the province.

2.2.2.3 The collegium model

Under this model the following prevails: colleges will retain relative autonomy while co-operating as a particular sector in higher education responsible for their own curriculum development, quality assurance and planning. Therefore, while individual colleges would be managed by councils and senates, the sector as a whole would, via the collegium, submit one overall planning and funding to a higher body and would tackle many challenges collectively (NCHE, 1996:150).

2.2.2.4 The community college model

An option opened to present colleges of education is also to position themselves as community colleges and become involved in a wider scope of training in the teacher education.

The community college constitutes an important innovation in the spectrum of higher education. The institute is a distinctly American concept. As a social invention the community college is unique in terms of its *raison d'être*, scope and design. It is a practical expression of a cultural experiment, and is also the reflection of the basic democratic principle that higher education should be accessible to all who seek it. It constitutes the very matrix of a pivotal educational innovation not only for America but for the whole world (Bagwandeem, 1991:102).

South Africa needs its own type of a community college, one that will characterise its unique set of circumstances at a given historical time and the one that will respond to its economic and development needs within the parameters of available physical, human, and financial resources. One of the few certainties about the future of education in South Africa is that it should provide hope for the masses of South Africans who have been left in the cold by the formal system, without any useful skill or information for their adult life, thus becoming victims of failure and poverty (Zuma, 1991:94).

The community college aims to provide education and training which will enable students to realise their abilities and acquire appropriate knowledge, understanding, skills and attitudes in order to increase their potential for employment and entrepreneurship. It also aims to meet the education needs and aspirations of the local community. The college, while retaining its independence and emphasis on serving the community, will work closely with industry and commerce in order to establish employers' needs and draw on their technical and practical expertise (Mogadime, 1991:67).

The college should (Mogadime, 1991:67):

- be open to all,
- be job orientated and market driven,
- focus on skills and competence,
- issue certificates for every course completed,
- help students to find jobs, and
- also assist the handicapped.

Community college objectives are as follows:

- To assist students, both as individuals and as members of the community, to realise their abilities and acquire knowledge, understanding, skills and attitudes thus increasing their potential for employment and entrepreneurship.
- To provide job-related practical training in co-operation with commerce and industry.
- To facilitate excellence, relevance, and understanding through traditional and non-traditional educational experience.
- To promote life skills and communication skills.
- To develop entrepreneurship skills.
- To provide training in specialised areas of technology at a basic entry level using various locations (Mogadime, 1991:67).

An option for teacher training colleges is therefore to change their characteristics to that of community colleges.

2.2.3 Student characteristics

Effective teacher training is also dependent on the quality of the students. This can be obtained by effective students selection. The characteristics required from the students come to the fore here. Du Plooy *et al.* (1982:72) formulated the following requirements which the student teachers are expected to comply with: a strong, pleasant and dynamic personality; an exemplary and good conduct in life; honesty; responsibility; respect for authority; forgiveness; trustworthiness; sobriety; unselfishness and devotion; absolute candidness; willingness to sacrifice; accuracy; punctuality; diligence and industry; perseverance; soundness; and, particularly, empathy.

Du Plooy is further supported by Andrew (1997:167) when he states that in no other profession are the following combination of qualities more essential than in the teaching profession: effective interpersonal skills for dealing with children and adults; organizational abilities; outstanding communication skills; good academic skills; clear thinking; intellectual curiosity; flexibility; perceptiveness; the ability to exercise good judgement and make decisions in a complex, rapidly changing environment; ethical behaviour; and a commitment to care for each and every child.

Awad (1995:7) also supports Du Plooy by stating the following as expected from students at a college of education: they are expected to become effective agents of change; at the end of their studies they would have been professionally equipped with a solid understanding of pedagogical principles, a sound sense of teaching strategies, a sensitivity to contemporary and traditional influences, an ability to seek and the will to obtain the maximum results from their pupils; and the confidence to exercise professional judgement as autonomous teachers.

According to Ivancevich & Glueck (*In Gerber et al.*, 1987:153) selection is the process by which an institution chooses from a list of applicants the person or persons who best meet the selection criteria for entry into the institution, considering current environmental conditions. It is making a choice from a number of applicants to identify those who will, according to the evaluation of the person responsible for selection, best meet the set performance and standard. In the UNESCO recommendation of 1966 it is stated that in the admission of student teachers preparation should be based on the completion of appropriate secondary education, and the evidence of possession of personal qualities likely to help the persons concerned to become worthy members of the teaching profession (UNESCO, 1966:191).

Mitter (1988:6) argues that the recruitment of prospective teachers is of considerable concern to teacher's training colleges. It is generally believed that it is the less competent students who choose a teaching career. For this teacher education should become more strict about the admission of the students and there is a strong need to evaluate and assess the individual qualities or intake characteristics of students as well as to focus the programme on the abilities of students which are valued by those who hire teachers.

The quality of the teaching profession is to a great extent related to the quality of the recruits. The recruitment of good quality candidates to the teaching profession is partly a question of the status of the profession compared with other opportunities which may be available. Any administration which allows the attractiveness of the profession to fall below a certain level runs the risk of causing damage which may be irreparable (Lawton, 1990:249).

Lawton (1990:249) further warns about the practice of those responsible for selecting candidates for being more confident about specific academic qualifications than assessing desirable attitudes or personality traits which are difficult to identify and measure. This view is also supported by Jarvis (1992:2) when he states that overly strong reliance in the matriculation examination is no longer appropriate. This is primarily because the examination is unable to tell enough about a student and his potential. However, he warns that the matricula-

tion examination should not be discarded all together, but should rather be used in association with other selection mechanisms.

The ideas of Jarvis and Lawton are also echoed in the COTEP document which suggests that the following to be taken into account when selection is made: personal characteristics; relevant experience; knowledge and understanding; skills and interests; values and attitudes; equity; and competence in the first language and the language of instruction. It further suggests that the following be taken into account when selection is made: senior certificate; major subjects; referees' reports; interviews; testing and assessment for students who are from deprived school systems; prescribed admission requirements; differentiated admission requirements; and provincial admission requirements (COTEP, 1996:34).

From the above discussion it is very clear that in selecting students for entry into the college, not only the academic qualifications should be taken into account but also other relevant factors like character. This will have positive effects on effectiveness of teacher training.

2.2.4 Initial teacher training

Initial teacher training may be described as a system which would presently be expected to develop competence in a few defined skills and undertake further periods of training in order to extend these (Tibble, 1971:157).

In order to ensure coherence and mobility, initial teacher education programmes are required to be structured in a form which allows for comparison and compatibility with other programmes in other institutions, thus allowing institutions to recognise and give credit to particular modules or instructional offerings (COTEP, 1996:55).

Tibble (1971:176) argues that initial teacher training programmes should create avenues for mobility and promotion, and ways of introducing, disseminating and evaluating innovation and research. According to Liston & Zeichner (1991:159), initial teacher education programmes shall prepare teachers who are curriculum developers. In this way students will be inspired towards being capable of teaching in ways that promote the interest of all in the society. Initial teacher training programmes should also prepare teachers to be researchers of their own practice. Liston furthermore argues that an initial teacher education course should place emphasis on collaborative critical enquiry in that it should be responsible to students' own definitions of their learning needs, it should also stress the need for students to be critical of existing educational provision from a moral, social and political point of view.

Jarvis (1992:20) supports the idea of different types of pre-service education. He argues that, especially in developing countries, where there is a pressing need to prepare teachers as quickly and efficiently as possible, teacher education should assume flexibility and openness of mind in terms of pre-service programmes which are offered to students. He argues that rigid adherence to the four year programme, as well as moves to establish teaching as a graduate profession only, are entirely inappropriate. Alternatives are needed to remedy the situation presented above. For example, the existing study programmes of a particular college could be restructured so as to offer other options like a common initial two year programme which incorporates the different phase emphases. During this period the primary focus would be on classroom practice and competence. This view has been echoed by COTEP (1996:55) by stating that, in view of the likelihood that a large number of teachers may be required in the immediate future, primary teacher programmes may allow for an exit point after two years of full-time study at which point the student is certificated for an interim period; but on the understanding that the teacher will only be considered as fully qualified once an additional year of full-time study has been completed.

It is clear that initial teacher training programmes should be designed to meet the needs of the community. To address the problem of teacher shortages, especially in developing countries, other options must be taken into consideration to address the problem instead of strict adherence to a three year or four year duration.

2.2.5 The curriculum

Luthuli (1982:29) views the curriculum as a body of content properly selected and arranged in a good sense to include subject matter, vital experience and activities of a people. It constitutes a very important means in the educative endeavour of a society as it reflects the thought patterns of a society. Steyn (1994:41) avers that curricula represent the different education programmes by means of which educational needs of the target group are provided for. The curricula are usually arranged at the various levels in such a way that the vertical and horizontal movement of the learners is made possible by the education structure.

COTEP (1996:58) suggests the following core curriculum for colleges of education, namely: professional studies; principal teaching subjects; complementary subjects; communication; religious education; teaching media and teaching practice. This is supported by IOE (1988:17) which suggests the following subjects as the core curriculum of the college of education: education studies; work experience; school subjects; specialised courses and ancillaries. Tibble (1971:58) is also in agreement by suggesting the following as the core curricu-

lum for teacher education: education studies; main subjects; special subjects and teaching practice. The curriculum should enable prospective students to acquire diplomas in pre-primary, primary and secondary programmes. Andrew (1997:173) avers that the ability to attract more good candidates is closely linked to the reputation of teacher education programmes. If a teacher preparation programme is known for high academic standards, superior teaching, substantive coursework, a well-organised and guided clinical experience, and a high success rate of graduates - then more good candidates will come. The challenge becomes one of determining and assessing the critical and necessary preconditions of good teaching.

The above scenario of proposals for teacher education curriculum suggests that the structure of a curriculum course should comprise of three distinct and yet interrelated elements: the conceptual aspect; factual content and methodological element. The conceptual aspect would emphasise fundamental ideas and principles, as it would focus on the nature of the particular activity and the justification for teaching it. The content would be selected to illustrate some of the salient features of the discipline, thus enabling students to move with confidence within a subject without having to digest an amorphous mass of inert information. The methodological element would concentrate on the procedure and skills of the discipline, or subjects allied to practical knowledge of how to teach. Tibble (1991:62) states that a combination of the conceptual and factual elements, acquired through academic studies would contribute to the personal education of the student, whilst all three components - when examined within a professional context - would satisfy the criteria of relevance.

Teaching practice is viewed as the core of a teacher education curriculum. Mitter (1988:7) argues that there is still a great debate about the effective organisation of teaching practice: whether it should be long periods of extended practice or short periods in close association with the teacher colleges. A study by Coporal (*In Mitter, 1988:8*) shows that models differ more in ideology and orientation than in effectiveness. He states that teacher educators and students had noticed that the learning experiences in practice situation are very much different from what has been taught and learned in college.

The following are different proposals for teaching practice by different organisations in the Republic of South Africa:

- NEPI (National Education Policy Investigations (1992:240)) recommends a need for time, opportunity and support for intensive training to provide the necessary academic grounding which should be followed up by a period of internship of either 2 + 2, or a 1 + 2 + 1 model.

- ANC (African National Congress) (1994:54) advocates for peer coaching, collegium co-operation, peer assessment and professional development and regard teacher preparation and development as key factors in education and reconstruction.
- COTEP (Committee on Teacher Education Policy) (1993:50) recommends that practical teaching should be planned in partnership, with the institutions, schools, and education authority as role players. Schools should play distinct roles in training and assessment. There should be an uninterrupted practical teaching over an extended period or short session. More extension of period is not enough unless it takes the form of well-organized and well co-ordinated series of schools experience.

The above scenario emphasises the importance of teaching practice whereby students will be given a chance while training to apply the knowledge they gained at college at the schools. This will add to the effectiveness of teacher training.

2.2.6 Certification

This is a process controlled by particular occupation groups that typically signifies special or advance competence in a field of practice. It is the confirmation that a student has certain requirements regarding knowledge, skills and attitudes in the training for a specific qualification. This is sometimes characterised by external evaluation (moderation). Certification would have to take account of the agreed upon aims, competences and criteria. An improper certification procedure can have negative effects on the effectiveness of teacher education (May, 1995).

2.2.7 The educators and professional development

Educators in the case of colleges of education refer to the lecturing staff. In employing lecturers at a college of education the official criteria and procedure must be clearly spelt out. Normally in a college of education a three-item list is usually taken into account, namely academic qualifications; professional qualification and experience. Salmon & Woods (1992:18) argue that lecturers should know more than the students; they should also be able to apply that knowledge in the practical context of the college of education. They further allude that professional and academic qualifications are only valuable if balanced with relevant experience. Thus, while academic qualifications can open the way for upwardly mobile career paths, it is experience in the field, as well as the professionalism of the staff members, which usually ensure that the work is well done.

Nichols (1994:4) mentions the following factors as relevant to professionalism: a commitment to shared professional ideas; self-regulation according to standards of competence derived by the profession itself; a strong feeling of professional honour and solidarity; a strong service orientation and a strong sense of professional autonomy. Professionalism will therefore enhance the effectiveness of teacher training.

Professional training requires a more favourable staff/student ratio, especially in the applied and practical aspects of the training, as evidenced, for example, in medical training. Teacher education, as with other professional training, is preferably conducted in small class units. This is partly so because of the nature of the training, and partly because of the nature of the curriculum.

A high staff/student ratio would affect the quality of instruction. Certain courses do not lend themselves to large classes, for example in science practicals, music, human movement studies and computer studies. Nor can micro-teaching, practice teaching, tutorials and academic support be conducted *en masse*. Many of the required skills in teacher training are mastered via the hands-on learning approach and this required individualised or small group tuition. Seldom is teacher training of a purely academic nature.

2.2.8 Language

Language comprises a complex and very involved component of education of any country. It is rooted in the historical development of education, religion and politics of various societies in a country. The importance of language in education therefore evokes different perceptions and emotions in different cultural groups of a country. The home language is generally recognised as the best medium for educating a child (Nkabinde, 1990:10).

It is necessary to emphasise here the concept of language across the curriculum. This concept refers to the use and operation of the language of instruction in content/information subjects and other planned experiences offered by the institution. The language of instruction should form an integral part of all institutional activities, or, at least, be given a larger share of institution activities so that students can improve their proficiency in it and for it to continue to develop and become an effective learning facility (Khati, 1990:42).

Some countries have a high degree of individual and societal multilingualism. It is a responsibility of government departments to promote this multilingualism. This responsibility should include, amongst others, the following (Language in Education Committee, 1995:17):

- The equal use, status and enjoyment of all the official languages.
- The criteria of appropriate conditions for the development and promotion of their equal use and enjoyment.
- The prevention of exploitation, domination or division exercised through language policies.
- The fostering of respect for non-official languages and the encouragement of their use.
- The prevention of unfair discrimination on grounds of language.
- The right of learners to instruction in the language of his or her choice.

2.2.9 The physical facilities

For teacher education to be effective, the necessary physical facilities must be available otherwise students will be highly restricted in their studies. It is virtually impossible to inculcate a culture of independent studying and an investigative attitude beyond the curriculum if the physical facilities are not available.

Other areas for support which are worth noting are, for example, computer facilities and special resources services. These will be briefly discussed.

□ Computer facilities

Colleges should have computer centres where students can obtain information they need. There should also be computer facilities for the administration to run smoothly. The computer facilities must be in excellent condition. Any student who completes his studies at the college must be computer literate to cope with the present technological changes. A computer communication centre should be established to connect all colleges of education in the country to the international academic network, Internet. The advantages of this will be (Awad, 1995:18)

- to offer free access to all students and teacher educators to national and international data bases for purposes of research and academic projects,

- to facilitate inter-institutional projects in various topics, such as discussion groups in guided practice for all students studying to become pre-primary school teachers,
- to help actualize projects such as distance learning in an interdisciplinary field,
- to connect students to consultants in the various disciplines who would normally not be available to them by electronic mail, and
- to establish data bases for a country's educational system in general and for the college population in particular, dealing with course curricula and its dissemination on a professional level; discernment and ascermination of the system among the users and structuring data bases for teacher educators (Awad, 1995:18).

□ **Special resource centres**

Special resource centres should be established at colleges of education to provide educational resources for a wider community beyond their role as teacher training institutions. Both as focal-points and as points of diffusion of ideas, techniques and new developments, these centres will greatly enhance the wider work of the college. The centres will include (Awad, 1995:19):

- The curriculum development centre: This will be an institution of advanced studies in curriculum and syllabus analysis and design, and in their practical application to teaching material and programmes.
- The pedagogical centre: Provides a valuable bank of resources, serving both students and practising teachers. Use of wide range of audio-visual teaching equipment and instruction in the preparation of teaching materials should form the basis of the centre's work.
- The Physics/Geography/Biology/Agricultural laboratories which will serve both pre-service and in-service to provide instruction in both methods of teaching these subjects and the subjects themselves.
- The Sports Centre: Programmes in the teaching of Physical Education as well as a year-round sporting activity for recreation should be featured.
- The Music Centre: Should provide ample opportunity for the exploration of education through music, both instrumental and vocal.

2.2.10 In-service training (INSET)

According to Hextall (*in* Unterhalter, 1991:196) teacher education must be seen as being a continuous process which encourage initial teacher training, induction, INSET, through to long

term career development. Such a new vision of teacher education would not be based in a single institution (the training institution), nor would it be based on a single relationship (lecturer/student teacher relationship).

Jarvis (1992:23) states that in planning for INSET provision the following should be borne in mind: the teachers themselves should be involved, where possible, in mounting the courses; regular schooling programmes be interrupted as little as possible; full recognition (including of a financial nature) be given for courses attended and passed; particular attention be given to language development; priority be given to weaker schools and rural teachers; appropriate feedback and follow-up mechanism be incorporated into the system; the initial focus be on classroom competency and certain programmes of study be compulsory so that in time everyone comes to function at a certain minimum level of professional competence.

The established professions require the practitioner to continue his education throughout his entire professional life. The rationale for this requirement derives from the need to help the doctors, lawyers, or engineers to gain the new knowledge and competence he must master if he is to avoid lapsing into rapid professional obsolescence. A similar requirement binds teachers into programmes of in-service education. But for teachers these programmes must, in addition, remedy the severe insufficiencies of pre-service education (Jarvis, 1992:17).

Anim (1990:15) states that INSET can be used for initial certification of teachers. The initial quick-fix solution to mass teacher shortage in many parts of Africa has been to recruit a whole contingent of unqualified and uncertificated teachers. In such cases INSET may be used to provide full certification over an extended period of time, or may be used to provide increased professional expertise only. INSET can also be used for upgrading of teachers. In a rush to fill the yawning gap in the population of available teachers at a period of high demands for education, many governments have recruited people into the teaching profession without due concern for their academic or professional expertise. Facilities are then provided through INSET to enable such teachers to upgrade their qualifications. Anim (1990:16) further states that whenever a new curriculum is introduced into the school system, it is fair that teachers be given a chance to get acquainted with the new material involved.

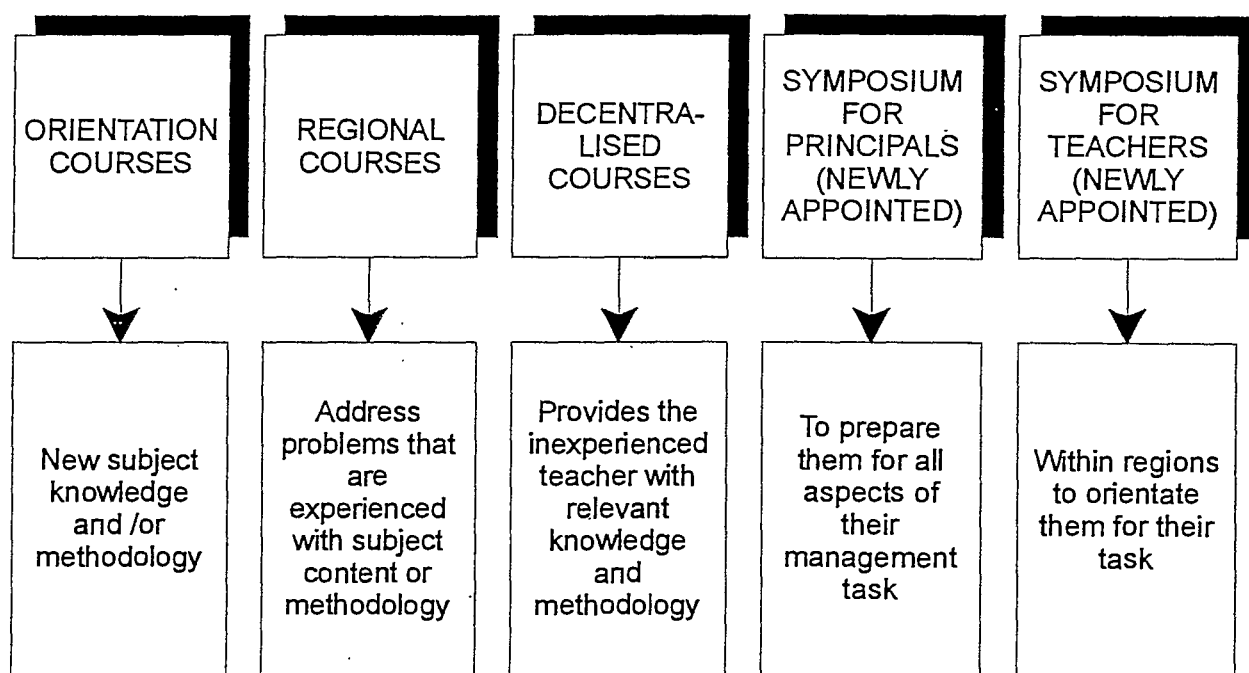
In-service teacher education is taken to include all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest and skill. This leads to a principle of lifelong learning which dictates that all education and training should develop competency for further learning and this has a bearing on the effectiveness of teacher education.

INSET can fulfil a variety of purposes (cf. table 2.1):

- Upgrading aims to improve the qualifications and competence of un/underqualified teachers with less than a standard 10 certificate and three years of professional training (M+3).
- Further education/training aims to improve the qualifications and competence of qualified teachers who already have an M+3.
- Curriculum-related INSET aims to assist teachers to teach the school curriculum and to cope with curriculum change.
- INSET for new roles aims to prepare teachers for roles beyond that of the classroom teacher. Typically it involves management or mentorship training.
- INSET for retraining aims to retrain educators with obsolete or redundant skills in new subject areas.
- INSET for organisational development or institutional change concentrates on working with a whole institution to formulate development strategies and strengthen capacity (May, 1995).

FIGURE 2.1

In-service training courses (May, 1995)



2.2.11 Summary

In this section the core criteria for the effective functioning of a college of education as an institution have been identified. For a college of education to meet its objective, each of the identified components must function effectively so that the educational needs of the target group can be met with great success.

2.3 THE INSTRUMENTS TO BE USED FOR STRATEGIC PLANNING FOR TEACHER COLLEGES

An instrument is a tool used in performing an action (Fowler & Fowler, 1988:560). In this section the tools to be used for strategic planning for colleges of education will be discussed in different strategic planning models. However, it is imperative to firstly describe the meaning of planning, different kinds of planning and then lastly strategic planning models/instruments.

2.3.1 The planning activity

According to Steyn (1994:90) planning can be defined as the mental procedure through which the relevant information with regard to the situation or object is analysed and interpreted, the guidelines to reach the expected situation are described and the strategies and plans to reach the expected situation are described. Planning usually starts with an analysis of the present situation, which is followed by one's defining the expected situation and concluded by the decision or the applications of people, resources and activities to reach the expected situation.

2.3.1.1 Types of planning

Many types of planning are conducted or at least should be conducted on a regular basis within tertiary institutions. Anderson (1991:261) identifies five types of planning, namely strategic planning, educational planning, operational planning, facility planning and sub-planning. Strategic planning is the umbrella under which other types of planning can take place and it will be the focus of this study. It should be noted that some authors or institutions may combine planning activities together under other titles, for instance, Steyn (1994:90) identifies only three types of planning, namely strategic planning, tactical planning and operational planning.

2.3.1.2 Educational planning

Educational planning focuses primarily on what happens within the classroom and within the context of specific curricula. A well-written educational plan would address questions related to the educational needs of the community; the adequacy of existing courses, curricular and programmes; pedagogy; the adequacy of the skills of existing faculty against the projected education needs of the future; and facilities and other resource requirements projected ten or more years into the future. Educational planning is done by faculty within a given set of education constraints (Anderson, 1991:261).

2.3.1.3 Operational planning

Operational planning focuses on the short term to realise the effective day to day operation of individual sections of an institution (Steyn, 1994:90). Anderson (1991:261) states that operational planning is action-orientated and would most often focus on the question of who, how and when.

2.3.1.4 Facility planning

This is a specialised type of operational plan called a facility of capital improvement plan. Facility planning addresses the questions of how much space will be needed for particular types of programmes, what kind of new facilities will be needed to address the educational needs of the future, or the special needs that may be driven by changing students demographic as well as the question of where facilities should be located, particularly when demographic shifts or rapid growth are factors. It is usually done by small teams of individuals with a professional expertise in a particular area (Anderson, 1991:261).

2.3.1.5 Sub-planning

Planning may also occur on any number of sub-levels focused on specific programmes; plans to address specific issues or how to solve a particular problem. The primary purpose of a sub-plan is to develop and analyse a new set of data and information about a specific topic or area of concern. Sub-plans are usually developed by ad hoc committees representing specialised expertise (Anderson, 1991:261).

2.3.1.6 Tactical planning

This type of planning is usually done in the medium term and focuses on those plans necessary for the effective functioning of structures and activities according to strategic planning (Steyn, 1994:90).

2.3.1.7 Strategic planning

According to Steyn (1994:90) strategic planning is usually done in the long term concerning the implementation of effective structures and strategies to ensure that an organisation does comply with its mission and reach the expected aims and objectives of the organisation. Anderson (1991:265) maintains that a good strategic plan will contain goals and objectives, and will identify factors necessary for sound decision making.

Steyn is supported by Gerber *et al.* (1987:7) when they state that strategic planning in education may be described as a proactive process during which the key decision making in an institution decide which educational opportunities to take on the basis of opportunities, challenges and restrictions in the institutions educational environment. Objectives, goals and programmes are drawn up as a result of these decisions in order to implement the strategy.

Wilson (1991:79) maintains that a strategic plan makes certain assumptions and among these assumptions are

- that a problem exists, that is, the difference between the current situation and the desired situation,
- that there is agreement that something is to be done about the problem, and
- that consensus on a general direction exists.

Writers on strategic planning like Kochan and Barocci in Gerber (1987:7); Steyn (1994:90) and Broodryk (1991:201)) all agree that strategic planning is a long term process and all other forms of planning flow from it.

2.3.2 Instruments for strategic planning

Instruments for strategic planning have been developed by large businesses, researchers and institutions wishing to make the workplace more productive and at the same time to include the worker through shared decision-making. A few of them will be considered:

2.3.2.1 Kochan and Barocci's instruments for strategic planning

Kochan and Barocci (*In Gerber, 1987:7*) use an instrument with the following sequence:

- Definition of the institution philosophy.
The first step is to address the nature of the institution. The questions are: Why does the institution exist? "What unique contribution does it or can't it make?" What are the underlying motives of key persons in the institution? Responses to these questions may vary from the creation of employment and promotion opportunities to making a contribution to the social well-being of a country and its people.
- Analyse environmental conditions.
The question that needs to be answered is: What political, economic, social and technological changes are taking place that could have threats or opportunities for the institution? Labour provisioning and higher statutory requirements to be met by human resources management practices and policy have a significant effect on an institution. Another question to be answered is: What are other competitor's strengths, weaknesses and strategies? What are other institutional and human resources strategies of an institution.
- Assess the institution strengths and weaknesses.
The next question to be answered is: Which factors could promote or restrict the choice of future actions? Human resources factors such as an ageing workers' corps, over specialisation of key managers, a lack of promotable talent, and a history of failure to develop general managers of a high standard could all have a negative influence on strategic planning.
- Develop goals and objectives.
Other important questions to be answered are: "What are the objectives for sales, and returns on investment?", "What time-scales have been set for the realisation of these goals?" Where commitment is difficult to attain, strategies suffer. Also, important qualitative goals give way to more easily defined and measured quantitative objectives even though strategic objectives frequently involve commitment to changes in quality of service, quality of management, quality of research and development.

- Develop strategies.

The last questions to be answered are: “Which plans of actions must the enterprise follow to attain its goals while achieving specific operational objectives?” “What changes are required in the enterprise's structures, management processes and personnel?” In this the emphasis falls on human resources management and manpower planning in particular, as well as the recruitment, development, utilisation and even termination of employees for the efficient management of the enterprise. This phase of strategic planning in particular has a causal link with human resources management.

2.3.2.2 Morrison's instrument for strategic planning

Morrison *et al.* (in Broodryk, 1991:201) advocated six steps in strategic planning namely:

- Environmental scanning, whereby the environment in which the institution functions is investigated to identify the trends, possibilities, opportunities, limitations and threats. This exercise demands objectivity, insight and a broad vision, as well as sensitivity to notice signs and indicators quickly, from those participating. Areas to be scanned include the political, economic, social, demographical, technological, and others.
- As a second step the trends that have been discovered must be evaluated and analysed, and priorities must be determined. The expected future impact of the trend that has been observed will be decisive in its evaluation.
- As third step the impact on the trend should be predicted or calculated/estimated. This can be done in various ways according to various techniques, for example by using the Delphi technique or by writing future scenarios.
- Taking the results of the above-mentioned steps into consideration, educational institutions should set their goals, i.e. determine and clearly formulate what they wish to achieve.
- The following logical step is the implementation of policies, strategies, programmes and plans to achieve the goals that were set.
- The final step in this cycle is to monitor or check what has been achieved by the above-mentioned policies.

2.3.2.3 Steyn's instrument for strategic planning in education

The updated version of strategic planning model/instrument as advocated by Steyn (1994:89) will be used for the purpose of this study because it has been specifically developed for strategic planning in the education system. The instrument consists of two phases namely the phase of planning analysis and the phase of planning operationalisation. Each of these phases will be briefly discussed.

2.3.2.3.1 The planning analysis phase

Through the phase of planning analysis all relevant information, necessary for effective planning is organised. This phase enables informed decision making by educational planners or functionaries. Through the phase of planning analysis the information is provided in indicator format - short statements about tendencies and issues to be recognised. The phase of analysis consists of the following steps: vision; target group analysis and education needs; the terrain/niche; the determinants and the SWOT analysis. A brief discussion of these is necessary.

□ Vision

The vision may be developed by the organisation through the involvement of people at all levels for their empowerment. Vision may be explained as sagacity in planning or statesman-like foresight (according to Fowler & Fowler, 1988:1016). Through the vision statement the planner must visualise exactly what he has in mind when planning for the institution. For example, providing secondary education for the German speaker in South Africa.

Morrison *et al.* (in Broodryk, 1991:201) maintain that in any strategic planning a broad vision must be stated in specific to the institution. The culture of the institution must be based around the vision. It must be part of every goal, every speech, every meeting and every consultation.

□ Analysis of target group

The reason for the target group analysis is first to identify the limits within which the education system should function, and secondly to identify the real educational needs of the target group and to list these needs in order of priority. In order to identify the real limits of the education system as preferred by the target group and the real education needs of the target group

it is necessary to consult the individuals as well as the different interest groups as members of the total target group.

To obtain a workable overview - to identify the relevant points of information - each community can be divided into different institutions namely

- religious institutions,
- family institutions,
- political institutions,
- cultural and language organizations,
- economic institutions,
- communication institutions, and
- institutions for recreation.

□ **Terrain/Niche**

This section will include the description of and decisions on the domain within the field of education and training in which the particular type of education system must function according to the education needs and limits prepared by the target group. This domain refers to those fields and levels of formal and/or non-formal education in which that particular education system functions or wants to function, while recognizing factors like the compilation of the target group, proven expertise and acquired experience in the specific education system. The scope, characteristics, aim and nature of the chosen domain should be discussed. This is necessary to identify the delimitations and possibilities of the chosen domain. The domain also refers to the niche of the particular education system - those distinctive kinds of expertise and education services of a particular education system - which should be spelled out.

In demarcating the domain, the following must be kept in mind:

- The complete extent/magnitude of the specific field of education and training.
- The typical responsibility of the same type of education system.
- The responsibility of the education system with regard to specialization and/or general education and training.

□ The determinants

The determinants refer to those forces and factors having an influence on the development of education (Vos & Brits, 1990:41). The determinants can be divided into two major groups, namely internal and external determinants. Each will be discussed.

- Internal determinants.

Internal determinants imply the forces and factors present in the education system. The internal determinants may be educative, historic or interactive in character.

- ✧ When the focus is placed upon the learners, the character of the determinants is educative in nature. In this case the character and contents of the education system are determined by the age, sex, culture, individual aptitude, abilities and interests of learners as well as by sound educational basics, such as, for example, method of teaching, curricula, evaluation and certification.
- ✧ When the existing content or condition of the education system components stimulates or restrict the provision for educational needs of the target group, the internal determinants obtain a historic character. Existing education facilities or the qualifications of the teachers can, for example limit the introduction of a new subject or course, while sufficient provision of education facilities and a high level of teachers' competencies will stimulate the introduction of new subjects, courses and programmes.
- ✧ The internal determinants have a character of interaction when the character or content of one component stimulate or limits the character or content of another component. An example of such an influence occurs when the fixing of the school times (structure for teaching) should coincide with the possibility of the use of school buses (support services). The high demand of educational resources necessitates the decentralisation of distribution offices (education system administration) for educative materials.

- External determinants.

External determinants point to the external forces and factors influencing the generality of the education system to the unique specialness of its characteristics. It especially points to those determinants involved with the determination of the educational needs of the target group. External determinants are therefore concerned with the physical environment and educational needs of the target group, recognizing the mutual relationships between the target group and the social community. The determinants concerned are, among others: co-operators/competitors; demographical tendencies; geographical and climatic factors; economical and technological ten-

dencies; socio-political tendencies; juridical and institutional factors; language factors and philosophical tendencies. Each of these will be discussed briefly.

✧ Demography and the geographic environment of the target group.

Demography points to the numbers, migration and concentration, as dynamic components, of the target group of a specific education system. The geographic environment points to the geography and the climate of the target group's environment. It is logical that the demography of the target group be a determinant of the education system, because members, movement and settlement of the target group determine the number of learners, teachers, schools, classrooms and at the end the financial implications of an effective education system.

It is possible to prove the geographic environment to be a determinant of the education system, because geography points to topography (mountains, rivers) which determines the place where schools will be built and the availability of raw materials; this availability of raw materials will determine what kind of educational needs exist with the target group, who will have to mine the raw materials. The availability of raw materials also determines the concentration of people, which will influence the concentration of education institutions in the education system. Another determinant of the education system is the climate, because climate determines the economic activities of an area, which adversely determines the educational needs the education system should fulfil. Climate also has a more direct influence on the education system, because it is co-determining for the periods of holidays and the lengths of school days and should be considered as important when erecting school buildings.

✧ The economy as a determinant of the education system.

The economy refers to the way in which man-in-community finds the best solution to the problem which follows from a relative shortage of means and services in society to supply in biological and social needs. Attempts to find a solution are organised and co-ordinated, thus an economic system is developed. The economy therefore refers to the philosophy of economics, the economic system and the total economic activities of trade and industry in a specific cultural group. The economy of a target group is important, because although the economy has a specific impact on educational needs, the level of the economy also determines the amount of money available for education. The stronger the economy, the more money is available for the financing of the education system and the more sophisticated the education system becomes.

☒ The political system.

In the general sense of the word, politics refers to the management of a state. This can be conducted according to a fully centralised method which centres political power in the hands of a single person or group, or a fully decentralised method of control which delegates power to various forms of management which fall between these two extreme and display elements of both to a greater or lesser extent. These various forms of control bear names which reflect the extent to which centralisation (autocracy) and decentralisation (democracy) are mixed. Examples of such categories are confederation, federation, socialist and Communist forms of state, a council of nations or a system of cantons. Whatever the political structure of a country, it has direct implications for the structure of the education system, among other things. It also affects the control and administration of the education and its objectives, methods and character (Dekker & Van Schalkwyk, 1989:8).

☒ Juridical and institutional factors.

The juridical and ethical characteristic of the education system points to the juridical order that should exist in an education system. The education system policy is the point of departure and also the guideline for the education system to satisfy the needs of the target group. This policy is imperative and serves as the juridical ordering of the education system. In the law three perspectives with regard to the education system are found, namely statute law, administrative law and common law. The relationship between teacher and pupil, for example, is not only determined statutorily, but the common law principle of "in loco parentis" should also be reckoned with. At present the contents of education law in South Africa is being reconsidered. The juridical modality functions on the basis of the ethical. The ethical concepts of the functionaries and target group serve as a basis for the contents of the juridical.

☒ Language factors.

Culture is the work and the product of work of man or the community. It is a complex whole that consists of everything people think and do and have as members of society. Group culture can be described as the distinctive ideas, aims, activities, interest and patterns of a particular group under the guideline of a particular view of life as embodied by the belief, origin, history, art, science, technology, language and politics (Steyn, 1994:110). Dekker & Van Schalkwyk (1989:7) states that the cultural situation includes the linguistic situation, the cultural, traditions, customs, ideas and cultural nature of a community. The cultural situation gives rise to particular educational needs and places specific demands on the provision of education. For example, there are about 40 languages which are spoken in

Kenya, a situation which makes it very difficult to instruct all pupils in their mother tongue.

According to Steyn (1988:106-118) cultural differentiation could be implemented in the educational system in one of three models, namely the models of segregation, integration, or cultural pluralism. In his study of cultural differentiation in the Australian Education System (Steyn, 1988:106) found that the model of cultural pluralism was preferred as an instrument to implement cultural differentiation. The problem, however was how to incorporate cultures in one curriculum in order to enable the teacher to teach cultural diversities to one class group. Steyn (1986:30) initially found that in practice multi-cultural education makes tremendous demands with regard to curriculum, educational methods, the role of the teacher, bilingual education, and control of education. In spite of the problems the principle of cultural pluralism, implemented according to the model of multi-cultural education, is still seen as the most acceptable solution for handling the cultural differences in the American educational system.

According to Thembela (1991:12) in a school setting where both the teacher and the pupils belong to the same cultural group and therefore hold the same world view and hold the same values, problems arising from different assumptions will not arise. The basic value systems determine the way people feel, think and behave. Cultural values are relative to the way people have been socialised. Therefore, the understanding of the subject matter in the classroom is coloured by the cultural assumptions and cultural baggage each child brings along into the classroom.

As people move towards non-racial and non-discriminatory education systems, teachers will have to be extremely conscious and sensitive to the issue of cultural and language diversity, not only at a superficial level but at a deeper level of the world-view.

✧ The philosophy of life as a determinant of the education system.

One of the characteristics of the education system is that the generally accepted philosophy of life of the target group, as part of the educationally interested structures, determines the nature and content of a particular education system. The philosophy of life, based on a specific ground motive of the group of people for whom the education system is meant, therefore determines the education system policy, the education system administration, the structure for teaching and the support services of that education system.

□ SWOT-analysis

The strong points and the weak points, as well as the opportunities and threats, with regard to a specific education system are included in the so-called SWOT-analysis. The strong and weak points are usually deducted from the internal determinants, while the opportunities and threats are usually deducted from the external determinants of an individual education system.

- The strong points.

The strong points refer to those functional aspects in which the individual education system is able to perform well in and to those structural aspects and services, for example, the necessary experienced, trained personnel and physical facilities which are available. The strong points usually function centrally in the development plans of any education system.

- The weak points.

The weak points, on the other hand, refer to those functional and structural aspects which impede or even prevent the effective functioning in a specific field of an individual education system. The strategic plans are usually aimed at the correction or the phasing out of the weak points.

- The opportunities.

The opportunities refer to those positive factors outside the education system (or which are expected to exist outside the education system) and which can be used to establish, strengthen or to dynamically expand the domain of education and training of a particular education system.

- The threats.

The threats, on the other hand, refer to those external negative conditions (which exist or which are expected in the future) which prevent the effective functioning of a particular education system. The opportunities and threats each necessitates timely and purposeful (purposive) action of all functionaries of the education system in order to utilise the opportunities fully and to avoid the threats. Work-related key competencies usually exist which should be used to respond to the opportunities and threats.

2.3.2.3.2 Planning operationalisation phase

In the phase of planning operationalisation the different planning options or scenarios are provided and decided on. The following steps can be distinguished: mission; aims and objectives; planning the structure for teaching; planning support services; planning the administrative structures and planning the policy structure. Each of these will be discussed briefly.

□ Mission

Mission refers to the overarching *raison d'être* in terms of the nature and extent of structures and activities of a particular education system (Steyn, 1994:98).

According to Prior (1991:163) mission can be described as a kind of compass that an institution has which points its people in the direction it wants them to go. It is the mission that provides the framework for an institution's activities; a measuring rod to ensure relevance and cost-effectiveness and a deterrence to examine descent into short-term expediency. If a mission is to be transformed to goals, and if these are to lead to specific action plans, each institution's mission must be public, clearly understood and agreed to over a wide front. It is for this reason that mission evaluation is the cornerstone of any process of institutional evaluation.

□ Aims and objectives

- Aims✓

In order to refine the mission, the aims of the education system should be given. The aims are given in general terms for a longer period but indicate the specific areas which must be attended to in order to satisfy the mission of the education system.

- Objectives✓

Flowing from the aims, the objectives are the concrete, reachable, measurable targets which should be reached to satisfy the mission of a particular education system. It is very important that the objectives be set out firstly in order of priority and secondly in measurable terms. The objectives emanate directly from the goals and aims of the education system and are for a short term. Objectives are measurable and set a standard which can serve the qualitative and quantitative evaluation of the output of the education system. Objectives, therefore, set a time frame within which the objectives should be met.

According to Kroon (*In Steyn, 1994:99*) the objectives should meet the following criteria:

- ✧ Measurability: the objectives should be, as far as possible, quantitatively and qualitatively measurable.
- ✧ Attainability: the target group and functionaries of the education system must accept the objectives as fair, attainable and a true reflection of the mission and parameters.
- ✧ Flexibility: objectives must be flexible in order to cover new situations.
- ✧ Understandability: the objectives must be straightforward and expressed in easy understandable language.
- ✧ Participation: the content of the objectives should be the product of the participation of all the educationally interest groups of the particular education system.

□ **Planning the structure for teaching**

The structure for teaching (with regard to a national education system) indicates the structural combination of all education institutions at all four levels of education, namely the pre-primary, primary, secondary and tertiary levels, and also the possibilities of pupil movement within and between the different education institutions according to their differentiated needs.

Planning the structure for teaching implies planning the educational level; the educational institutions; the educational programmes; the learners; the educators; and the physical facilities. Each of these will be discussed briefly.

- **The educational level**

With regard to the national education system, four levels of education are usually distinguished, viz, the pre-primary, primary, secondary and tertiary levels. Each of the mentioned education levels has its own purpose and can therefore be distinguished from each other.

- **Educational institutions**

Educational institutions usually refer to the different institutions at the various levels of education which are intended for education. Every education system is characterised by its own type of educational institutions, and the following education institutions are for example, found in the South African education system, viz: nursery schools, pre-primary schools, primary schools, secondary schools, technical

schools, agricultural schools, technical colleges, teacher training colleges, technicalons and universities.

- The educational programmes.

To construct an effective structure of education/training programmes, the first essential step is to construct all new courses according to the curriculum cycle, and, as needs arise, to re-evaluate existing courses according to this sequence. These individual courses are then arranged in a logical structure according to the educational needs, determinants, domain, mission, limits, aims and objectives of the education system.

At the same time, all the programmes presented at a given time should be listed in terms of courses and modules. On the basis of these listings the necessary facilities, for example, teaching materials, physical facilities, language, time scheduling, teaching/training personnel, accommodation and food supply, can be identified more easily.

Secondly, statistics of the personnel directly involved with the teaching/training programmes should be prepared. These statistics are necessary to ensure the effective training and economic utilisation of teaching/training personnel, to plan education activities in the usual situation but also to exploit new interests, for example, the development of new fields of specialization. Information usually needed, for example, includes: age, sex, experience, field of specialization, language abilities and qualifications.

Thirdly, statistics of the learners should be prepared. These statistics are necessary, for example, for the effective grouping of the learners, the planning of teaching programmes and cost-accounting. Information needed is, for example, the number of learners per programme/course/module/standard/year level/phase, age distribution, sex distribution, qualifications and language abilities.

Fourthly, statistics of the physical facilities available for teaching/training activities should be prepared. These statistics should provide information on available facilities on specific time periods. Statistics are usually divided into types of facilities, number of different types, sizes/dimensions of facilities and condition of the different facilities. This will guide in the provision and upgrading of the necessary facilities.

Fifthly, education happens by means of a language. The education structure should take cognisance of the following: the language used in different courses/programmes and curricular; the language proficiency of the learners; and the language proficiency of the educators.

□ **Planning the component support services**

The support services are those specialized services rendered to the education system in order either to solve specific problems which may hamper effectiveness of the teaching/training activities, or to stimulate the further development of positive potentialities in the teaching/training activities. To identify which support services should be rendered at which time, a model is used through which three aspects of the educative activity are identified, namely, the educator, the teaching activities and teaching structures, and the learner.

- **The educator.**

With regard to the educators, those aspects which limit their teaching abilities should be identified and the necessary support services should be rendered to solve these problems. Typical problems are personality problems, socio-economic problems and work-related problems such as problems with the curriculum, teaching methods or evaluation.

- **The teaching activities and structures.**

The success of the didactic activities as well as the functioning of the different components of the education system could be improved through focussing on the teaching activities and teaching structures. Consultants can, for example, be appointed to assist in the structuring of courses or to upgrade existing facilities. On the other hand, special units can be appointed to organize the national (school-leaving) examination and certification.

- **The learner.**

The focus should be on the learner. Typical problems which the learner can experience and which can limit the learning success are personality problems, for example, psychological and physical problems or illness which necessitate the rendering of medical or psychological services. A second group of typical problems with regard to the learner concern the personal and socio-economic situation of the learners. These problems can necessitate services such as welfare services, feeding schemes, student transport and student accommodation or employment agency services.

□ **Planning the component: education system administration**

The component of education system administration indicates the administration structure (control) through which the functionaries and personnel in the education system are organized, as well as the work by means of which the education system functions (education management). Through education administration the education policy is, on the one hand, determined and on the other hand it ensures that the accepted policy is implemented.

In planning the administrative structure attention should be given to concepts of centralization and decentralization of control and to the responsibilities of high level, middle level and low level functionaries. The decision should also be taken whether the organization structure will be a line organization, a line and staff organization, a functional organization or a matrix organization. The administrative structure should be organized in relationship with the components structure for teaching and support services and education system policy with provision made for the unifying management responsibilities. The financial requirements should also be planned.

□ **Policies to be formulated**

The education policy is the statement of intent of the way in which identified educational needs of the target group are to be solved and consists of decisions and plans of the phase of planning operationalisation. The education policy has a binding nature and implies the realisation of the decisions in terms of the structure of the education system which has to be created, the facilities that have to be provided, the services to be delivered and the activities to be executed. The education system policy therefore represents the basis, the starting point for the establishment and co-ordination of the education system to meet the educational needs of the target group. The following policy areas should be focused on:

- **Personnel policy.**

With regard to the personnel policy the following deserves attention:

- Manpower provision, which refers to the recruiting, selection and appointment of the required teaching and administrative personnel.
- Manpower development, which refers to the pre-service and in-service training of all personnel.
- Conditions of service, which refers, for example, to remuneration, service benefits, promotion and evaluation.

- ✧ Financial policy refers primarily to the financial control of and procedures with regard to income and expenditure.
- ✧ External relations include the identification of and communication with supporters, opponents and the general community as well as the steps needed to improve the positive image of the particular education/training system.
- ✧ Administration policy refers to the power, responsibility and lines of communication between the professional and support functionaries in the organisation structures at the different levels of authority.
- ✧ Policy with regard to support services includes procedures with regard to the acquisition, provision and attainment of support services, facilities and materials and the maintenance of materials.
- ✧ Policy on education programmes should include, inter alia, policy on institutions and programmes (e.g.. levels, differentiation, evaluation, certification), policy with regard to the learner (e.g.. admission, age differences, sex differences), policy with regard to the educators (e.g. qualifications, quantity, age, teacher-pupils ratio), policy with regard to provision and maintenance of facilities and language policy.

2.4 SUMMARY

For teacher education to be effective it is necessary to ensure quality and efficiency in the identified indicators/aspects for teacher education. Strategic planning models in education as instruments by which changes in either the internal or external environment of organisation can be adapted to have also been discussed. Steyn's model of strategic planning has been chosen for the purpose of this study because it was specifically developed for strategic planning of the education system.

In the next chapter the general overview of colleges of education in the South African education system will be considered as well as the structure and functioning of colleges of education in the North West Province. The North West colleges will be discussed within the framework of Steyn's model of strategic planning in education.

CHAPTER 3

THE ROLE OF COLLEGES OF EDUCATION IN THE SOUTH AFRICAN EDUCATION SYSTEM AND THE STRUCTURE AND FUNCTIONING OF COLLEGES OF EDUCATION IN THE NORTH WEST PROVINCE

3.1 INTRODUCTION

The 1980's witnessed some of the most significant developments in the history of the South African teacher education, and the 1990's may see even greater changes. The colleges of education may cease to be "monotechnic" establishments concerned only with the professional education altogether into a less narrowly specialised role. Both these proposals are recurring themes in the current discussion of the future of teacher education, and are part of the general debate about the creation of a more-co-ordinated and flexible pattern of higher education.

This chapter will attempt a brief overview of the evolving pattern of the South African teacher education, and has three parts: first, a survey of the growth of the system and an assessment of some significant determinants of change; secondly a review of proposals to unify higher education and to broaden the role of colleges; and thirdly, a more detailed consideration of the structure and functioning of colleges of education in the North West Province. The structure and functioning of these colleges to determine their role will be discussed in terms of the components of the education system, namely: policy, administration, structure for teaching, support services, the determinants and the SWOT analysis.

3.2 BACKGROUND

According to Taylor (1994:5) the present system of teacher education (TE) is fragmented and inefficient. The plus-or-minus 94 existing colleges which have produced teachers for the White, Indians, 'Coloured' and African education departments are grossly disparate institu-

tions. While certain colleges have enjoyed some autonomy to control and manage their affairs, the DET, TVBC and colleges in self-governing territories fall under strict departmental control. In many cases the goals, values and curricula of TE are inappropriate and have inhibited creative and flexible practices. In addition colleges of education are by far the most expensive education institutions in South Africa. This is largely because of the low student/lecturer ratios at colleges and the fact that many colleges do not have sufficient numbers of students to be cost effective. Teacher training colleges are also inefficient because student wastage rates are high and many colleges are not utilised to their full capacity.

Another problem of TE is that qualified teachers are inequitably distributed across South Africa. There is an over supply of teachers in most urban areas and an under-supply in rural areas especially in African primary schools. There is a general shortage of teachers of Mathematics, Science, English and technical subjects and almost half of the current teaching stock are either un- or underqualified. Pay scales for teachers are rigidly linked to qualifications. The results of this is a "paper chase," or the acquisition of qualifications, regardless of the content and relevance of the work done by their holders. In addition, the present salary structure will render prohibitive the cost of employing the required number of new teachers and of upgrading un- and underqualified teachers (Taylor, 1994:6).

The ideas of Taylor have been corroborated by the findings of the National Teacher Education Audit (1996c:99). According to the audit, the majority of the colleges produced teachers who could not teach or think critically, employed lecturers with unprofessional work ethics, offered out-of-date curricula and were squandering millions of rands. The researchers said the most depressing finding was that most of the 500 000 students in state colleges had no intention of becoming teachers. Most of them had gained entry on a bursary to have their material needs taken care of for three years.

There was also a critical shortage of Mathematics, Science, second-language English and special education teachers. The colleges were described as being predominantly sites of a great demoralisation, with inadequate leadership which were easily intimidated by vociferous and violent students demanding admission. The student culture of entitlement, the researchers found, was compounded by other violence, sexual abuse on campuses, bad living conditions in hostels and poor facilities in classrooms.

In order to remedy the above state of affairs five documents were produced during the period 1994 to 1997 which made pronouncements on teacher education, namely: the report of the Committee on Teacher Education Policy, the White Paper on Education and Training, the

report of the National Commission on Higher Education, the Constitution of South Africa and the Green Paper on Teacher Education. Each will be discussed briefly.

3.3 THE REPORT OF THE COMMITTEE ON TEACHER EDUCATION POLICY

The intention of this document is to improve the quality of teacher education by the development of competencies. According to the document, the teachers must not only know something well, but he must also do something well. The Norms and Standards provide broad guidelines within which each teacher education institution can develop its own teacher education curricula. A large measure of academic and professional autonomy is provided for (COTEP, 1996:1).

The new curriculum as accepted by COTEP as a point of departure will focus on what pupils can do and their levels of understanding at the end of a course rather than on giving a specific body of knowledge. Teachers will be able to create their own syllabi as long as their pupils achieve outcomes that enables them to move up a standard.

Traditional subjects will be subsumed into eight learning categories: communications; literacy and language learning; numeracy and mathematics; life orientations; human and social sciences; physical and natural sciences; arts and culture and economic and management sciences (Garson, 1996:16). The concept of "Outcomes based Education" is a student-centred result-orientated design; based on the belief that all individuals can learn! In this system each student's needs are accommodated through multiple instruction strategies and assessment tools. Instructional design for each learner is an on-going process of reflection and analysis that is focused on meeting the learner's needs. Assistance is sought from every available resource for providing significant learning opportunities. In effect, out-come based education is a means of fulfilling the promise of public education to build the future by preparing every learner today (Lateef, 1997).

3.4 THE WHITE PAPER ON EDUCATION AND TRAINING

In the White Paper on Education and Training (March 1995) the following was accepted as guidelines and included in the National Education Policy Bill (SA, 1995(b):art.4):

- Education and training are human rights and the state has the obligation to protect these rights. All citizens should have the opportunity to develop their potentialities and contribute to the development of the community.
- Educational policy should enable all individuals to value, have access to and succeed in lifelong education and training of good quality.
- Equal access to basic education and training, which include more than school education, should be guaranteed to all. An increasing range of learning possibilities, offering the learners greater flexibility in choosing, should be provided.
- All historical inequalities should be redressed.
- The State's resources must be deployed according to the principle of equity to provide the same quality of learning opportunities to all. The rights of learners and educators including the policy of affirmative action should be equitably protected.
- The provision of quality education and training is essential and should be provided in an integrated fashion according the National Qualifications Framework.
- The principle of democratic governance should increasingly be promoted and should be characterised by consultation with all relevant interest groups.
- The goal of education and training should be to establish a democratic, free, equal, just and peaceful society in South Africa.
- The diverse religious, cultural and language traditions should be respected and encouraged.

Teacher education in South Africa has been fragmented and inefficient (cf. par. 3.2). The purpose of articles in the White Paper on education and training is to redress the imbalances of the past and to unify teacher education to make it an efficient and effective form of teacher education.

3.5 THE REPORT OF THE NATIONAL COMMISSION ON HIGHER EDUCATION

The National Commission on Higher Education (NCHE) was established by presidential proclamation. The Commission was charged with advising the government of national unity on issues concerning the restructuring of higher education in South Africa by undertaking a situation analysis, formulating a vision for higher education and putting forward policy proposals designed to ensure the development of a planned, integrated, high quality system of higher education (Rensberg, 1996:3).

The National Commission on Higher Education has recommended that colleges of education, nursing colleges and agricultural colleges should merge with and become part of departments of universities or technikons. The recommendation offers an interesting caveat in the debate around the transformation of higher education. The integration of colleges of education into a comprehensive higher education for teacher education will

- enhance the quality of programmes offered at colleges,
- facilitate the transferability of courses and credits between colleges, technikons and universities,
- lend more prestige to the courses offered at colleges of education, and
- benefit the college sector in terms of the research generated at universities and technikons (Rensberg, 1996:3).

Rensberg (1996:3) further avers that the Commission's recommendation is not problem-free. Programmes offered at colleges of education and universities are sometimes so different and incompatible that a merger between the two will have major implications for the retraining of staff. The methods of governance and administration used at these two types of institutions are also different and it may take long to bring the two to any level of compatibility.

The recruitment, selection and conditions of service for staff could present another problem. College staff are likely to resist integration, especially because their conditions of service may suffer if they are brought into line with those of their colleagues at universities and technikons. An additional problem is in respect of areas where there are no universities and technikons - like the Northern Cape and Mpumalanga. The Commission has recommended that colleges in those areas will have to become satellites of the established technikons and universities. However, this is problematic because teacher education has to respond to local conditions and needs for it to be rationally and efficiently planned.

According to the NCHE (1996: 283) there are other options that can facilitate the integration of teacher education into the higher education sector. The formation of formal partnership links between individual colleges and universities and technikons is one way to go. This strategy has been followed by many formerly white colleges of education in the past -especially when the training of white secondary school teachers was removed from the college sector.

Colleges forged links with universities and out of this came various forms of collaborative arrangements, including co-designing courses and programmes, transferability of credits and programmes, collaborative research, and staff secondments in some instances.

These links were admittedly weak and sometimes informal, and were also confined to white universities and colleges. However, this kind of arrangement can be formalised and structured in a way that both types of institution benefit without one being swallowed by the other. Another option is that of an institute or institutes of education. This model is a formalised collaborative arrangement between providers of teacher education in a region and the State. It brings together universities, technikons, colleges of education and the State Department of Education to develop a joint strategy of teacher education planning, delivery, quality assurance, monitoring and evaluation. It can also be extended to job accreditation and transferability strategy. In addition, research and curricula development can be shared between components of the institute.

According to Rensberg (1996:4) consideration should be taken now that the South African Qualification Authority (SAQA) has been legislated and will soon be in place. Also, the National Qualifications Framework (NQF) will soon be developed and implemented. With SAQA and the NQF in place, greater coherence, quality assurance, articulation and transferability can be ensured by means other than institutional mergers as suggested by the commission.

3.6 THE CONSTITUTION OF SOUTH AFRICA

The Bill of Human Rights, included in the Constitution (art. 29), includes the following regarding education:

- Everyone has the right to
 - ▣ basic education including adult basic education, and
 - ▣ further education, and the state should provide every measure to open further education to everyone.
- Everyone has the right to receive education in the official language of their choice in public educational institutions where reasonably practicable. To ensure this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account equity, practicability, and the need to redress the discrimination of the past.
- Everyone has the right, at their own expense, to establish and maintain own educational institutions, on condition that there is no discrimination on basis of race, that these institutions are registered with the State and that the standards at these institutions compare equally with that of state institutions.

- Independent private educational institutions may receive subsidies from the state.

Other provisions in the Bill of Human Rights influencing education are:

- Article 30 stipulates that everyone has the right to use the language and participate in the culture of their choice, but this must not violate other stipulations of the Bill:
- Article 31 acknowledges the right of cultural groups to practise and maintain their cultures and to establish cultural associations, but this right should not violate the rights of other citizens.

3.7 THE GREEN PAPER ON HIGHER EDUCATION TRANSFORMATION

According to NCHE (1996:285) colleges of education must be incorporated into universities and technikons as this will be best suited to a single co-ordinated system. Accordingly this will bring the range of teacher education programmes into a single institutional setting, thus facilitating planning, funding and cost-effective delivery of programmes. However, in the Green Paper (SA, 1997:27), the Ministry believes that given the complexities of the current situation it is premature to identify a single model on which to base teacher education. Due to the distant and rural location of some colleges it may not be feasible to incorporate them into universities or technikons. Other models will have to be explored. Two other sets of factors are operative - first, the provinces are rationalising teacher education colleges, and secondly, the National Committee on Further Education will undoubtedly address the college issue. In view of this fluid state of events the final location of teacher education colleges will have to be deferred.

3.8 THE STRUCTURE AND FUNCTIONING OF COLLEGES OF EDUCATION IN THE NORTH WEST PROVINCE

3.8.1 Introduction

The North West Province occupies the north west side of the former Transvaal Province and stretches westward to include a small part of the northern sections of the former Northern Cape Province. Apart from the former Bophuthatswana regions of Ganyesa, Kuruman, Taung, Molopo, Ditsobotla, Lehurutshe, Mankwe, Madikwe and Odi 1, the following districts of the former Transvaal and Cape Province are included: Christiana, Schweizer Reneke,

Bloemhof, Delareyville, Wolmaranstad, Lichtenburg, Coligny, Klerksdorp, Potchefstroom, Ventersdorp, Koster, Marico, Swartruggens, Rustenburg, and Brits in the Transvaal and Vryburg 1 and 2 in the Northern Cape. North West is bounded by Botswana to the west and north, Northern Transvaal Province to the north east, Gauteng to the east, the Free State to the south and Northern Cape to the west (Cohen, 1995:1). This province has an area of 116 190 sq. km with a population of 2 396 600. Its population density is 15,8 per sq. km. Its real gross domestic product is Rm 8 223. The literacy rate is 55,8% with an urban growth of 2,1% (Cohen, 1995).

In this section an attempt will be made to describe in detail the structure and functioning of colleges of education in the North West Province in terms of the components of the education system namely education system, policy, education system administration, structure for teaching and support services as contained in Steyn's instrument of strategic planning in education (compare paragraph 2.3.2.3).

For convenience colleges affiliated to the University of North West will be called Uniwes affiliates and the Potchefstroom College of Education will be referred to as POK.

3.8.2 Education system policy

3.8.2.1 Uniwes affiliates

The concept of "Affiliated Colleges" in the former Bophuthatswana found its roots in the National Education Commission Report, Education for Popagano, 1978. The Commission, also called the Lekhela Commission, made a general proposal on what they considered should be the nature of the then proposed university when reference to the future relationship between the colleges and the university was made. The Commission made a proposal that consideration should be given to a multipurpose, diversified tertiary institution (University) which should link together all educational activities at the tertiary level. Such sections of such a university, the Commission proposed, should not necessarily be on the same campus and should include amongst others teachers training colleges particularly those concerned with post-senior certificates training (IOE, 1988:12).

Subsequent to the above proposal it was legislated in the University of Bophuthatswana Act, Act No 33 of 1988 (section 28 paragraph 1) that the governing body of any college of education or any college of nursing or of any other institution which has as its object the carrying on of any branch of higher education may, with the approval of the Minister, conduct an agreement with the Council to become affiliated to the University (IOE, 1988:18) (cf. par. 2.2.2).

As a result of the above legislation a memorandum of agreement was entered into between the then Department of Education of Bophuthatswana and the former University of Bophuthatswana with the following objectives:

- Breaking from the past: It was felt that before meaningful upgrading of the colleges could be commenced by the two main contracting parties, the colleges had to break formal ties with their monitor DET. The University in particular could not see its way clear to working with the colleges while they were still associated with DET. They wished to execute their mandate unnumbered by tradition. So, the colleges would follow that curriculum designed with and approved by the University Senate.
- Equipping colleges: It was agreed that the affiliation “stressed the urgent need for the colleges to be adequately resourced with modern facilities and textbooks if they were to meet the demands that a new college curriculum would make upon them, including suggesting the setting up of a Curriculum Development Centre for teacher education which might make a significant contribution to their resourcing.”
- Staff development: It is generally agreed that tertiary programmes are comparatively too demanding for students. These require experience, qualifications and exposure to other systems on the part of the lecturer. The lecturer is called upon to remain sensitive to the new needs and changing situations, to be receptive to modern approaches, techniques and methods (Taylor, 1987:7).

□ Affiliation in practice

- UNIBO and affiliation.

The University, having accepted its responsibility towards the colleges by signing the Memorandum of Agreement with the Department of Education subsequently established the Institute of Education whose duties would be to

- ☐ monitor and report to Senate and the Department of Education on the implementation of teacher education policy and programmes in Bophuthatswana,
- ☐ propose and develop appropriate academic regulations and syllabuses for the education of teachers at affiliated colleges,
- ☐ establish and maintain a Curriculum Committee to review requirements in each college subject and to make recommendation to the Board,
- ☐ receive the results of examination conducted at affiliated colleges and make recommendation for their approval by senate, and
- ☐ advise the Department concerning the appointment of academic staff (IOE, 1988:3).

- Department of Education of Bophuthatswana and the Affiliation.
The policy for colleges of education in the Department of Education were laid down in the Bophuthatswana Education Act, Act No 2 of 1979. The policy regarding colleges was gazetted in the Government Gazette 168 notice No 134. In the affiliation instrument the Department of Education would handle financing of teacher education, provide and pay staff, maintain and develop the physical plant, provide all forms of material supplies and attend to the administration of student affairs.
- Colleges and Affiliation.
Affiliation of colleges to the University, it was hoped, would enhance the status of the colleges; boost the self-image and morale of college lecturers and students and raise the standard of colleges (Taylor, 1987:8).

3.8.2.2 Education system policy at POK

Act 73 of 1969 of South Africa determines, inter alia, the following in relation to teacher training:

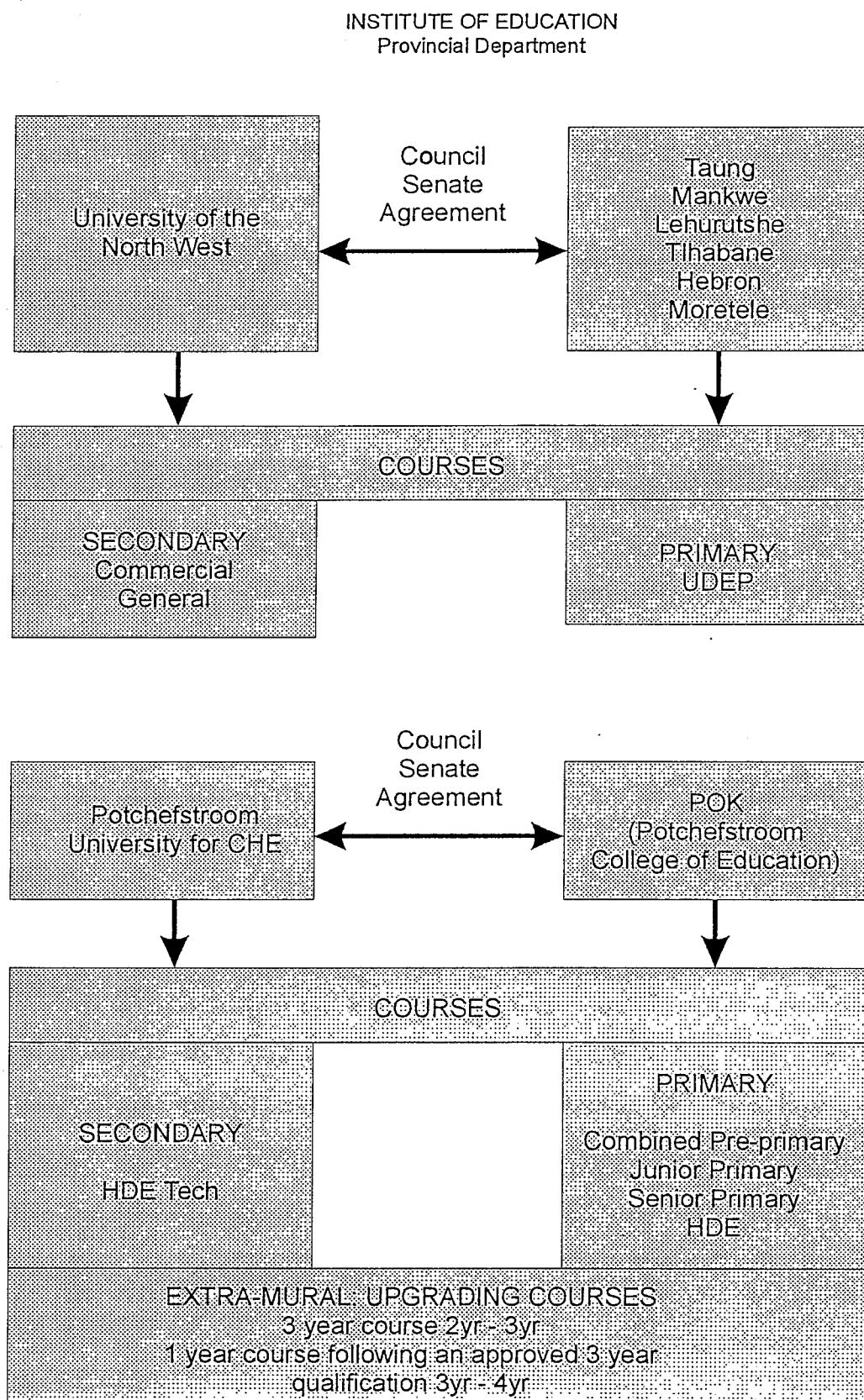
- The training of white persons as teachers for secondary schools be provided at a university only.
- The training of white persons as teachers for primary and pre-primary school shall be provided at a college or a university, but on condition that the college and university work in close co-operation with each other.
- The Minister of National Education shall appoint a National Education Council to advise him on the general policy to be followed regarding education, including teacher training.

As a result of the above scenario a memorandum of agreement was compiled between the State (represented by the Minister of Education and Culture) and the Potchefstroom University for CHE (represented by the Rector) in which they agreed to the following: That the Potchefstroom College of Education will be a college according to article 13 of the Act of the Potchefstroom University for Higher Education, 1993 (Act No 80 of 1993). The administration and control of the college will consist of three bodies namely: the college advisory board, the college executive council responsible for the day-to-day running of the college and the college academic board.

The agreement at Uniwes affiliates and at POK are depicted in figure 3.1

FIGURE 3.1

University/college relationship in the North West Province



Source: NTEA, 1996.

3.8.3 Education system administration

After having explained the policy for colleges in the North West Province, it is now necessary to know who is responsible for the formulation and implementation of the policy i.e. the structure for administration.

3.8.3.1 Education system administration: Uniwes affiliates

The administration of Uniwes colleges has been contained in Government Gazette No. 168 Government Notice No 134 issued by the Minister under Section 4(i) and 10 of the Bophuthatswana National Education Act, 1979 (Act 2 of 1979). The Act caters for the establishment of college councils to run the affairs of Uniwes Colleges.

Section 2 paragraph 1 states that a College Council shall, in relation to the college for which it has been established, exercise and perform such powers, functions and duties as may be conferred and imposed upon it. The composition of such a college council shall be as follows:

- The chairman, who shall be a person not in the service of the Government.
- The principal, who shall be the vice-chairman.
- Two members of the teaching staff of such college, one of whom shall be elected by the teaching staff and the other nominated by the principal, one of whom shall be designated by the College Council as its secretary.
- The local Circuit Education Officer.
- One person who is a member of the District Education Council in respect of the area within the college is situated and who has been nominated by that Council.
- Two representatives of the University of Bophuthatswana, one of whom shall be the Director of the Institute of Education, whilst the other shall be nominated by the Vice-Chancellor of that University.
- The chairman of the Principal's Advisory Council for the circuit in which such college is situated.
- One person who is a member of the Bophuthatswana Teachers Association and who has been nominated by the said Association.
- The chairman of the Principal's Advisory Council for the circuit in which such college is situated.
- One person who, as a member of the teaching staff of a college designated by the principal, has been nominated by the principal of such designated college.

- Not more than two persons who, by reason of their expertise, experience of interest in regard to educational matters, are suitable for membership.
- One person resident within the area of jurisdiction of the tribal community authority having jurisdiction in respect of the area in which the college is situated, who has been nominated by such tribal or community authority.
- Not more than two persons representing the local business undertakings or associations within the area of such District Education Council, who have been nominated by the owners of such undertakings or members of such associations (as the case may be) (BOP, 1989:2).

□ **Functions and duties of the Council (BOP, 1989:2)**

The functions and duties of a College Council shall be to investigate and to make recommendations to the Secretary of Education in regard to

- the administration of the affairs and activities of the college in question,
- the courses offered and training provided at such college, and the admission to students thereto,
- all matters pertaining to the teaching staff of such college, the financing of such college and its activities, and all other financial matters pertaining thereto,
- admission to and the discipline at such college and its hostels and, any other matter pertaining to such hostels, including the provision, construction, erection, alteration and maintenance thereof, and
- any other matter pertaining to such college which the Secretary may from time to time refer to the College Council for its investigation and recommendations, or which, in the opinion of the College Council, should receive the attention of the Secretary.

□ **College Senate**

The year 1995 ushered in the establishment of formally constituted college senates in the Uniwes Affiliates whose brief as the academic authority of the college, was to provide control and direction to teaching, research and community outreach activities. Based on academic regulation, procedures and committee structure, the college senate will, under the aegis of the University senate ensure that a high standard of teaching and research acceptable to the accrediting University in particular and the wider academic community in general, are main-

tained. The College Senate will take charge of some of the academic responsibilities which belonged to council. As a subcommittee of council, senate will report to council as the ultimate authority that ensures the attainment of the aims and objectives of the colleges (IOE, 1995:1). Issues to be discussed and resolved by the colleges included the following:

- Definition of powers, terms of reference and procedure, period of office, membership, number and which constituencies to be represented, quorums, frequency of meetings, and reporting mechanism for each committee listed on the suggested structure.
- Format of standard agenda for council, senate and management. Further suggestions on standard agenda for subcommittee and academic departments.
- Planning of meetings in such a way that the almanac reflects the dates of subcommittee meeting earlier to feed senate, management and finally council.
- Identify academic powers for delegation by the University senate to the senate of the college.
- Executive committee for council, senate and management. Define delegatable power to the Executive Committees.

□ College SRC

Section 14 paragraph 1(a) of the Government Gazette mentioned in the paragraph above caters for the establishment of the student representative council with its constitution approved by the executive committee of the council. There is no uniform constitution for SRC's at Uniwes colleges. However, a brief scan of various constitutions indicate that the criteria for the establishment of the SRC, and their functions are as follows:

- A student organisation shall not be established on the campus of a college without the prior permission of the Executive Committee.
- The Executive Committee shall not grant permission in terms of the statement above unless it has approved the draft constitution of the proposed student organisation.
- An approved student organisation may, with the prior permission of the principal generally or specifically given, hold meetings of students on the campus of the college in question in accordance with the constitution of such student organisation.
- Every student organisation shall cause minutes to be prepared and kept of the proceedings of every meeting thereof and cause copies of such minutes to be forwarded to the principal within seven days after closing of each such meeting.

- No other meeting or gathering of students shall be on the campus of a college without the prior written permission of the principal having been obtained for each particular occasion.
- An approved student organisation may make use of such premises and facilities of the college in question as the Executive Committee may approve for any particular purpose.
- No student organisation of a college shall make or issue any press, radio or television statement or grant any press, radio or television interview relating to the administration, management or activities of such college or relating to the character, efficiency, suitability, conduct or private lives of the principal and other members of staff or their families, or the students of such college.
- The principal may, if he deems it necessary for the purposes of the good order on the campus or to prevent or curtail unrest threats or any interference with or disruption of lectures or any other college activity, prohibit the distribution of or the display of periodicals, pamphlets, handbills, notices or placards on the campus by any person (BOP, 1989:4).

□ Fees

There are generally low-user fees. Fees have never been increased since 1988 to 1994.

The structure for administration at Uniwes Affiliates is provided in figure 3.2 on the next page.

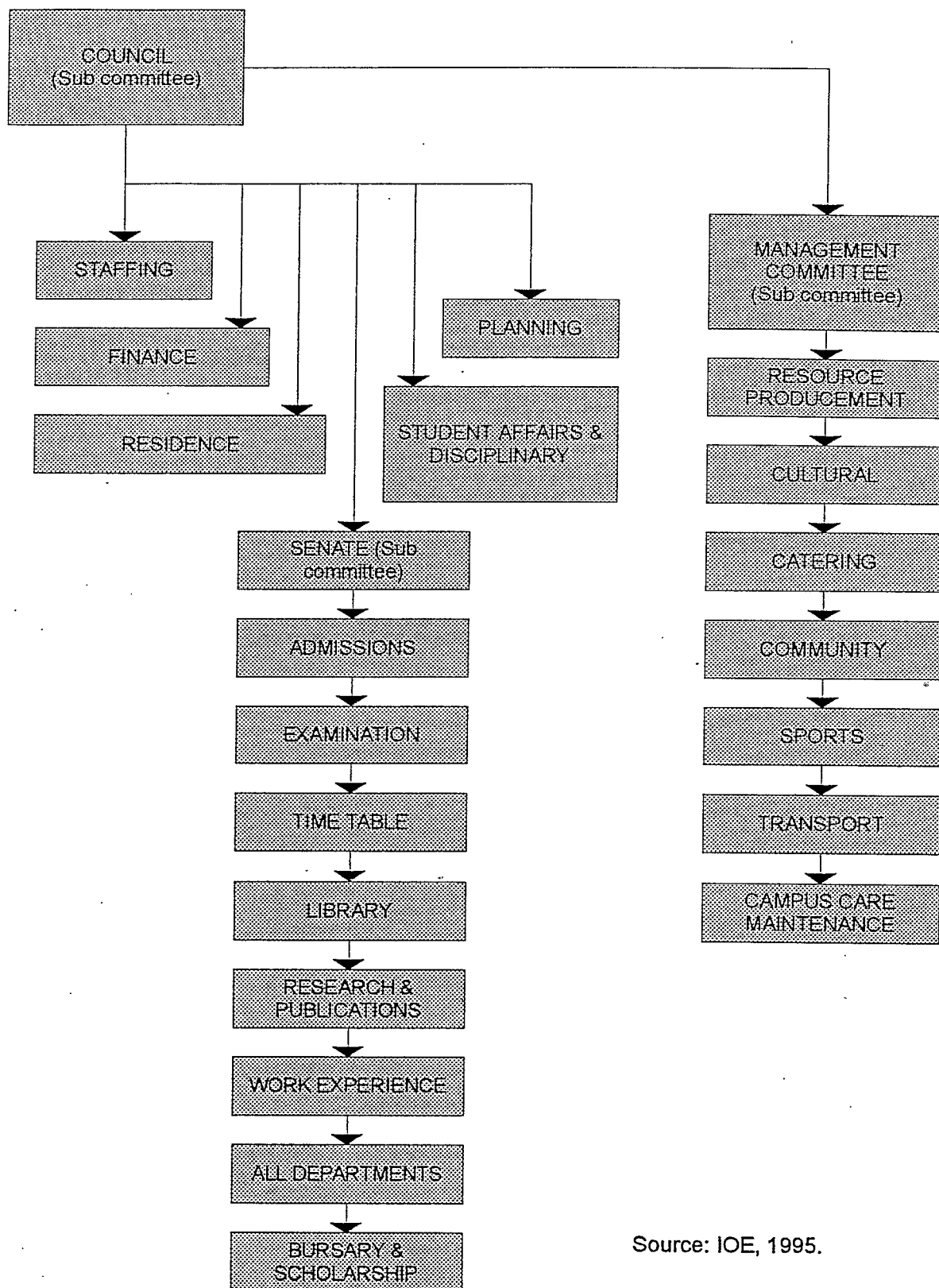
3.8.3.2 Education System Administration: POK

Following upon the publication of the Van Wyk de Vries Report of 1974, educational administrators set their minds on finding a solution to the problem of bringing about “close co-operation between colleges and University” by taking into account traditional educational practice, the labyrinth of the then existing legislation and vested interests. The solution lay in the criteria for each college of education for whites (this includes POK) of two autonomous bodies namely a college council and a college senate. Through this arrangement (which took effect in 1976) an infrastructure was established which achieved the following targets (Ripinga, 1991:335):

- A guarantee of academic standards for a college of education by close collaboration with the university.

FIGURE 3.2
Structure for administration of UNIWES colleges

SUGGESTED COLLEGE COMMITTEE STRUCTURES



Source: IOE, 1995.

- Strong representation of the university in the council and the senate of the college.
- The financing of the college remains a provincial responsibility.
- The status of the college remains enhanced both internally and externally.

The composition of the college council at POK is as follows (POK, 1995:44 (4.3)):

- Rector.
- Two Vice Rectors designated by Rector.
- Two persons designated by Executive Director.
- One person designated by organised teaching profession in the province.
- One person designated by recognised organised parent community in the province.
- Four persons designated by university concerned.
- Two members of lecturing staff of college designated by senate.
- Two donors designated in manner determined by council.
- Two persons designated by those local authorities determined by the Minister.
- One former student designated by former students in manner determined by council.
- Maximum of four other members appointed by Minister.
- Two persons appointed by council.

□ **Powers and functions of the College Council at POK (POK, 1995:4 (4.4))**

- College council shall exercise such powers and perform such functions as the ordinance of any other law may confer upon it or assign to it.
- College council may make rules relating to:
 - Conduct of students.
 - Procedures for disciplinary investigations regarding students' conduct.
 - Disciplinary actions for breaches of discipline by students.
 - Conduct of examinations.
 - Payment of fees.
 - Procedures for admission of students in conjunction with university council.
 - Administration of college of education.
 - Use and maintenance of buildings and grounds in conjunction with university.

The composition of the College Senate at POK (POK, 1995:4 (4.5)):

- Chairperson: The College Rector.
- Vice-Rector or other staff member designated by the Rector.

- Two other members of council.
- One person designated by executive director.
- All college departmental heads.
- Four subject heads - college.
- Two members of lecturing staff appointed by staff.
- One person designated by organised teaching profession in the NW Province.
- Six members of university.
- Two SRC members.
- Two members from non-academic staff - of which one will be secretary.

□ **Powers and Functions of the College Senate at POK (POK, 1995:4 (4.6))**

- Controls academic matters in keeping with agreement between the college and PU for CHE, subject to general policy control of college council.
- Controls and determination of matters concerning college curriculums, courses, subjects, syllabi, teaching, teaching practice, exams, credits for passed courses, promotion and all other matters concerning the requirements for a diploma or certificate from the college provided that the institution and discontinuation of certificates and diplomas, courses and subjects are liable to the approval of the college council.
- Advises college council with regard to creation of academic posts, academic planning and development in college.
- The Rector can constitute the committee of the college senate and appoint any person(s) as member for development in college. College senate may delegate any power or function to such committee provided that college senate should validate execution of delegated power/function at next/special meeting. College senate may delegate some functions to Rector or any other staff member.
- Controls educational and academic publications of college.
- Stimulates, initiates, controls and co-ordinates research at college; submits budget for research to college council annually.
- Forms link with university, Department of Education and institutes for research.

□ **The College SRC (POK, 1995:3 (3-1))**

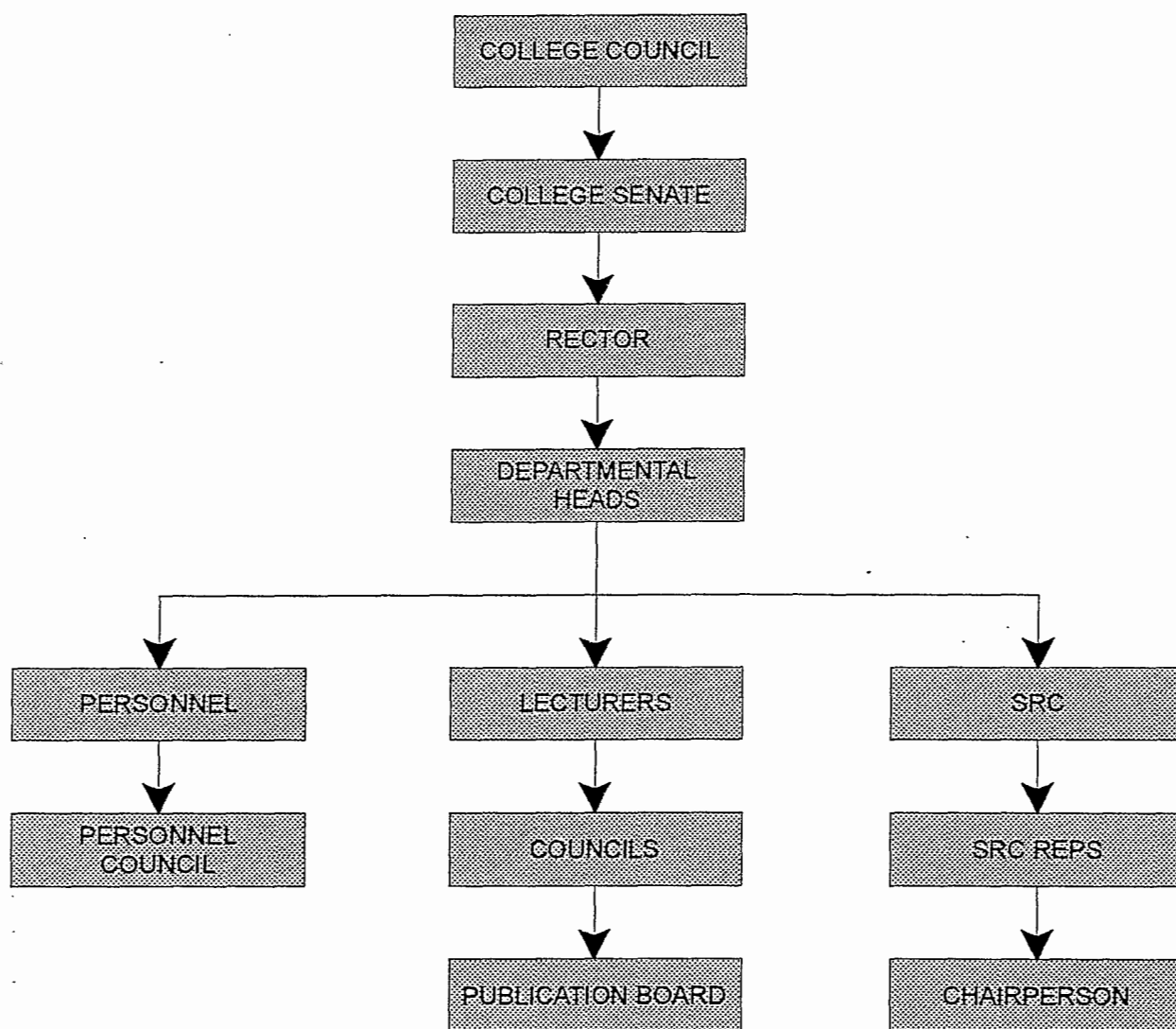
- Existence and recognition
 - SRC - representatives of students, chosen by students, highest authority among students recognised by Rector and academic staff.
 - SRC come within jurisdiction of Rector - directly.

- ⌘ Rector appoints guardians to assist the SRC in advisory capacity (on behalf of the Rector) when performing their duties.
- Underlying principle
 - Christian - National principle underlies the SRC organisation as generally accepted by Potchefstroom College of Education
- Mission
 - Annually compiled by newly chosen SRC.
- Objectives
 - The objectives are to
 - ⌘ represent generally the student body,
 - ⌘ choose committees which may include students that are not SRC members,
 - ⌘ employ persons (with pay) approved by the SRC and Rector,
 - ⌘ control students, act against offenders by means of a Ladies' and Men's Council,
 - ⌘ supervise and control non-academic student activities,
 - ⌘ recognise associations and clubs, refuse or cancel recognition, with final approval by the Rector,
 - ⌘ handle student publications, organise mass meetings in which all students (who have passed the orientation exam) and who have the vote, can participate, and
 - ⌘ control the finances of SRC in co-operation with administrative staff member appointed by the Rector.

The structure for administration at POK is represented by figure 3.3 on the next page.

FIGURE 3.3
Structure for administration at POK

SCHEMATIC REPRESENTATION OF THE
ORGANISATIONAL STRUCTURE AT POK



Source: POK, 1995:4 (4.5).

3.8.3.3 Observations on education system administration at POK and Uniwes affiliates

The following can be observed in the two forms of administration:

- There is stronger university representation in the college council of POK than in the college council of Uniwes affiliates.
- The college council at POK can make rules and implement them while the colleges council at Uniwes affiliates only investigate and make recommendations to the department of education.
- The college senate can determine curricular, courses, subjects, syllabi, teaching practice, exams, credits for courses and promotion at POK whilst at the Uniwes affiliates this function is performed by the university in conjunction with the college lecturers.
- Up to 1995 there were no formally constituted college senates at the Uniwes affiliates.
- Administratively colleges of education in Uniwes affiliates are not treated differently than the high schools by the government. All the departmental circulars and documents directed to the high schools for implementation are also made to apply to colleges.

3.8.4 Structure for teaching

For convenience sake, here the situation at Uniwes affiliates and at POK will be discussed simultaneously and not separately as in the other sectors. This structure for teaching will be discussed under the following headings: Level of training, institutions, training programmes, the learners, the educators, the language of instruction and the physical facilities.

3.8.4.1 Training levels

- At POK the following programmes are offered (POK, 1995:1 (1.1)):
 - ✧ Higher Education Diploma: Pre-primary/Junior Primary (Combined).
 - ✧ Higher Education Diploma: Junior Primary.
 - ✧ Higher Education Diploma: Senior Primary.
 - ✧ Higher Education Diploma (Secondary): Technical.
 - ✧ Diploma in Compensatory Education.
 - ✧ Adult Basic Education Certificate.

- The following programmes are offered at Uniwes Colleges (IOE, 1988:9):
 - ✧ University Diploma in Education (Early learning).
 - ✧ University Diploma in Education (Primary).
 - ✧ University Diploma in Education (Secondary).
 - ✧ University Diploma in Education (Secondary) - technical.

3.8.4.2 Institutions

Pre-service teacher education in the North West Province is offered at eight colleges of education and two universities:

- University of the North West.
- University of Potchefstroom.
- Taung College of Education.
- Tlhabane College of Education.
- Hebron College of Education.
- Mankwe College of Education.
- Moretele College of Education.
- Lehurutshe College of Education.
- Potchefstroom College of Education.

3.8.4.3 Educational programmes

In the Uniwes affiliates a three-year University Diploma in Education is offered with the following differentiation:

- A three-year University Diploma in Education (Early Learning).
- A three-year University Diploma in Education (Primary).
- A three-year University Diploma in Education (Secondary).
- A three-year University Diploma in Education (Secondary) - technical.

All courses are compulsory in the primary programmes and both cover the junior and senior primary levels (IOE, 1993:15). In the secondary programme students can choose from the following streams: science, general, commercial and technical stream (IOE, 1993:14).

At POK the following training programmes are offered:

- A four-year HED: Senior Primary.
- A four-year HED: Combined Course.
- A four-year HED: Technical.
- A four-year HED: Senior Primary (After hours).
- A three-year Teacher's Diploma: Senior Primary (After hours).
- A two-year Teachers' Diploma: Compensatory Education (POK, 1995:5).

3.8.4.4 The learners at both Uniwes affiliates and POK

TABLE 3.1
College capacities

NAME OF COLLEGE	CAPACITY
Lehurutshe	800
Taung	750
Moretele	600
Mankwe	600
Tlhabane	770
Hebron	900
Potchefstroom	760

Source: PACTE, 1995.

The following should be noted for students at POK:

- Students attached to the college register as college students but enjoy the same benefits and privileges as any other university student.
- Those students are subjected to the same rules and regulations as university students.
- Like university students they are subjected to the disciplinary rules of the university.
- The diploma courses done by college students are accredited and approved by the university.

At Uniwes Affiliates the following can be noted concerning students:

- The students register twice - first with the college and then with the university with no benefits from the university. The student is subjected to the rules and regulations as laid down by the college.
- Students who qualify from the colleges of education with a 3-year diploma start at second year level when they register with the University of the North West (IOE, 1997:1).

TABLE 3.2
Student enrolment 1994

COLLEGE	MALE	FEMALE	TOTAL
Lehurutshe	283	203	486
Mankwe	154	277	431
Taung	288	621	909
Hebron	298	740	1 038
Moretele	244	619	863
Tlhabane	133	481	614
Potchefstroom	167	349	516
TOTAL	1 567	3 290	4 857

Source: PACTE, 1995.

3.8.4.5 The educators

TABLE 3.3

Staffing at colleges (annual return PDE 1994)

COLLEGE	M+2	M+3 DIP	M+4 DIP	M+4 DE- GREE PROF.	M+5	M+6	M+7	TOTAL
Hebron	-	3	1	33	38	5	1	81
Lehurutshe	-	6	4	32	19	3	-	64
Mankwe	-	3	2	17	7	1	-	30
Marapyane	-	3	1	26	22	2	-	53
Moretele	-	4	-	23	28	1	-	56
Taung	-	2	0	33	20	4	0	59
Thaba Nchu	-	3	5	24	14	13	1	60
Tlhabane	3	1	1	21	27	4	-	57
Potchefstroom	-	-	4	10	10	18	13	55

TABLE 3.4

North West Colleges promotion posts according to gender (annual return PDE 1994)

GENDER	RANK								
	REC- TOR	%	VR	%	HOD	%	SEN. LECT.	%	TOTAL
Female	1	14.3	0	0.0	21	35.6	24	57.1	46
Male	6	85.7	8	100.0	38	64.4	18	42.9	70
TOTAL	7	100.0	8	100.0	59	100.0	42	100.0	116
%	6.0		6.9		50.8		36.2		

3.8.4.6 The language

The medium of instruction at all Uniwes affiliates is English whilst at POK it is English and Afrikaans.

3.8.4.7 The physical facilities

TABLE 3.5
The physical facilities (annual return PDE 1994)

FACILITIES	POK	TA	LEHU	TLHA	MA	MOR	HEB
Lecture rooms	28	19	22	16	24	16	15
Offices (lecturing staff)	24	10	16	6	24	12	68
Staffrooms	-	1	1	1	1	1	-
Biology lab	1	1	1	-	1	1	1
Physical lab	1	1	1	1	4	1	1
Geography lab	1	0	1	-	1	1	1
Language lab	2	1	1	1	1	1	1
Computer lab	2	1	1	1	1	1	1
Boardroom	-	-	1	1	1	1	-
Music special room	4	1	1	1	1	1	1
Art special room	1	1	1	1	1	2	1
Guidance special room	-	1	1	-	1	-	-
Needlework spec. room	-	1	2	1	1	1	-
Typing special room	0	1	-	-	-	-	-
Library	1	1	1	1	1	1	1
Tuckshop	-	1	1	1	1	1	1
Hall (main)	1	1	1	1	1	1	1
Micro-teaching unit	1	1	-	-	-	-	1

FACILITIES	POK	TA	LEHU	TLHA	MA	MOR	HEB
Chalkboard unit	1	1	-	-	-	-	-
Agric. centre lab	-	-	-	-	-	-	-
Lecture theatre	1	1	1	1	-	1	2
Technical workshops	7	-	4	-	-	-	-
Physical ed. hall	2	-	-	-	-	-	-
Offices for admin	15	4	25	2	-	8	8
Hostel rooms	400	500	512	300	560	400	512

Table 3.5 indicates that the physical facilities at colleges of education in the North West Province are only minimal to meet the bare necessities. In 1993 the Development Bank of South Africa was involved in a project which was aimed at enhancing the quality and efficiency of education at three of the colleges in the Uniwes affiliates, namely Tlhabane College; Taung College and Moretele College.

At Tlhabane College the following new facilities were provided during 1994: a resource centre, multipurpose lecturing hall, administration building, needlework centre, general science laboratory, staff working area, SRC office and a multipurpose hall (Bophuthatswana, 1992:1). Alterations were also made to existing facilities.

At Moretele College of Education the following new facilities were provided during 1995: a staff working area and departmental head offices and staff toilets. Alterations were also made to existing facilities. At Taung College of Education the following new facilities were provided during 1994: a library, administration building, SRC office and a lecture theatre. Alterations were also made to existing buildings (Bophuthatswana, 1992:1).

3.8.4.8 Observations on structure for teaching at POK and Uniwes affiliates

The following points can be observed in the component structure for teaching in the colleges:

- Only two colleges in Uniwes Affiliates offer University Diplomas in early learning, namely Hebron College of Education and Tlhabane College of Education.
- Mankwe College of Education only offers the University Diploma in Secondary Education.

- Lehurutshe College of Education is the only college offering a University Diploma in Secondary Technical Education.
- Potchefstroom College of Education offers Diplomas at all levels namely pre-primary; junior primary; senior primary and secondary.
- The duration of a diploma course at Uniwes affiliates is three years.
- The duration of a diploma course at POK is three years or four years.
- POK is involved in the offering of a B.Prim Ed. degree.
- POK is involved in the following community projects:
 - ☐ Diploma in Compensation Education.
 - ☐ Adult Basic Education Certificate.
 - ☐ Diploma 4 (one year after a three years diploma).
- Two colleges in the Uniwes offer upgrading of mathematics and science to those students who failed standard ten because of poor symbols in these subjects.
- The University Diploma in Education (Primary) in the Uniwes Colleges caters for both junior primary and senior primary programmes and as a result its curriculum is overloaded and this affects the quality of output (IOE, 1990:2).
- The University Diploma in Education is also overloaded because it has to cater for both middle and high school phases that are clearly divided as follows: Middle (Grade 7,8,9), and high (Grade 10,11, and 12).
- Recently colleges of education in the Uniwes affiliates have started helping serving teachers on a part-time basis to improve the qualifications.
- In the Uniwes affiliates the University of the North West issues diploma certificates whilst at POK the certificates are issued by the College.
- Differentiation in terms of streams and types of programmes occurs in the curricular of Uniwes affiliates and at POK.
- Educators at Uniwes affiliates study free of charge with the University of the North West.
- At POK education at the University of Potchefstroom is free of charge for staff and their dependents. They use all university facilities.
- The duration of a degree at the University of Potchefstroom is generally at least two years after completion of a four-year diploma at POK.

3.8.5 Support services

In this section it is essential to know which support services are available.

3.8.5.1 Support services for Uniwes Affiliates

□ The Educators

The Teacher Education Division of the Institute of Education of the University of the North West consists of research officers who are specialists in different fields of study. These researchers conduct regular workshops and seminars for the college lecturers in the subjects which have been identified as problem areas, or visit the colleges themselves to provide on the spot guidance (IOE, 1988:18) Lecturers also have free access to the library facilities (Guide to Lecturers, 1990:22).

□ Teaching Services and Structures

In the Uniwes Affiliates the Senate of the University is the highest authority in the curricular process, and is the body which gives final authority on all curricular issues. It is the controlling body of teachers awards. Proposals are submitted by the syllabus panels (which comprises Uniwes, colleges and department) to the Curriculum Council of the Board of the Institute of Education (which comprises the chairperson of the syllabus panel and the director of the Institute). The Curriculum Council will then make proposals to the Executive Board of the Institute of Education. The Executive Board then make proposals to Senate for approval (IOE, 1988:16).

□ Examination Service

The University of the North West took over supervision of academic matters from its affiliates in 1985. This step entailed not only the development and implementation of curricula, but also the task of assessment and certification of students.

□ The learners

The learners in Uniwes affiliates are provided with library and other facilities such as photocopying machines. The Department of Education used to supply books through the National Library to the colleges. The colleges are also equipped with hostels to encourage attendance. The conditions of these hostels differ from one college to another. The Department also supplies equipment for the laboratories (Memo, 1987:3).

Bursaries are offered to a limited number of needy and hardworking students by the Department of Education. Other institutions like churches, banks and also teacher organisations and the District Education Council also offer bursaries to selected students (Guide to lecturers, 1990:18).

In the Uniwes affiliates cultural activities are controlled by the SRC under the supervision of lecturers elected by students. These cultural activities include Mokgatlo wa Setswana; English Society; History Society; Commerce Society; Education society and Lengau Conservation Club (Guide to Lecturers, 1990:19).

According to Bop (1993:1) the conditions of the sporting activities are as follows at Uniwes affiliates:

- Athletics.
None of the colleges has a properly constructed and surfaced athletics track. Space for a track exists at all colleges.
- Basketball.
Only Marapyane and Hebron Colleges have facilities for basketball in their multipurpose halls. All colleges need to be provided with basketball equipment in the gymnasium or multipurpose halls.
- Netball.
All colleges have facilities for netball of vastly different conditions. Hebron, Mankwe, Lehurutshe and Marapyane have good quality, all-weather courts whereas the Taung and Moretele courts are very old and delapidated. The Tlhabane courts are totally unusable.
- Soccer.
Only Mankwe college has turfed soccer grounds.
- Softball.
Although softball is played by male and female students at all colleges, no facilities for softball exist. Softball is operated on a "makeshift" basis on any open, dusty patch of ground. Serious attention must be given to this sport.
- Swimming.
Only Mankwe and Moretele have swimming pools.
- Squash.
Only Mankwe college has this facility which is in excellent condition.
- Tenny quoit.
Only Taung College has a facility for this activity in the foyer of the multipurpose hall.

- Tennis.

Tennis is played by some students at all the colleges but the tennis courts at Taung, Tlhabane and Moretele colleges have disintegrated completely and are unusable.

- Volleyball.

All colleges have developed their own indoor courts in the dining or multi-purpose halls. Volleyball is also played outdoors on makeshift courts.

3.8.5.2 Support service at POK

□ The Educators

According to Dippenaar (1995) the lecturers at the Potchefstroom College of Education are allowed to use all the facilities that are available at the University of Potchefstroom to enhance their lecturing. This is made possible by the close proximity of the college and the University. Research services are also available for lecturers and funds for this purpose can be found from the education department or from the Potchefstroom College (POK, 1995:8).

□ The Curricula Service/Examination Service

The College Senate determines matters concerning college curricula, course subjects, syllabus, teaching practice, exams, credits for passed courses, promotions and all other matters concerning the requirements for a diploma or certificate from the college provided that certificate and diploma course and subjects are subject to the approval of the college council (POK, 1995:4)

□ The learners

At the Potchefstroom College of Education there exists different cultural societies and associations where students can take part as participants, leaders and organisers. Each one's talent will according to his/her ability and interest be enhanced. The different organisations/associations which students can join include the Drama Society, the History Society, the Science Society, the Land Conservation, Literature Society, Music Society, Commerce Society and the college choir. The cultural activities are well organised and managed as indicated by these organisations (POK, 1995:3).

The hostels are also available for students who come from afar. These hostels are manned by the lecturers and there are specific rules and regulations specific to hostel residents like for

example visits to the hostels. The college library is well equipped with books, periodicals, audio-visual media, photocopying machines and a book binding section. The inter-library loan service is also available in the college library (POK, 1995:2)

Students at the college can also choose from the following sporting activities in accordance with their interests and ability: athletics, gymnastics, hockey for both male and female students, judo, karate, cricket, softball, netball, rugby, chess, swimming, table tennis and tennis. The facilities for all these sporting activities are available (POK, 1995:4). Bursaries are also available for needy students offered by the education department.

3.8.6 The determinants

The logistical framework for teacher education consisting of the components education system policy, system administration, structure for teaching and support services, has been discussed with regard to colleges of education in the North West Province to determine their functioning. It is now necessary to consider the forces and factors or determinants, which influence the structure and functioning of the colleges in the North West Province.

3.8.6.1 Demography as a determinant

Demographical factors exert a powerful influence on educational provision and evidence that they have been considered should be clearly apparent in any document that purports to map out the future of education in a particular region.

□ Geography and climate

The Western districts of North West experience a climate of a dry steppe type. The northern areas are warmer than the southern places and the western districts are drier than those towards the east and south. The climate and associated weather patterns are fairly typical of an interior continental location. The North West summer days are warm with somewhat cooler nights. During the rainy seasons generally November to March violent thunderstorms producing torrential downpours occur. In winter, the cool cloud-free days and cold and sometimes frosty early mornings and nights are only occasionally interrupted by a passing cold front sweeping up from more southern latitudes (Kuenene, 1996).

The temperature increase in a northerly and easterly direction in the North West. During July, which is mid winter in this province, a mean temperature of 10°C occurs. January mean tem-

peratures are of between 22.5°C and 25°C is experienced. The interior continental location of North West produces distinctive variations between mean daily maximum and minimum temperatures (Kuenene, 1996).

All parts of North West fall within a summer rainfall region during which the rain occurs mainly between November and March. The rain occurs in high intensity conventional thunderstorms often accompanied by spectacular lightening patterns. Rainfall varies between 300mm and 800mm per annum decreasing in a westerly direction. Rainfall is unpredictable and unreliable, often fluctuating widely around the annual mean. Conventional rain can be accompanied by violent squalls, high winds and hailstones causing damage to property and crops (Kuenene, 1996).

□ **The literacy rate**

According to Cohen (1995) the literacy in the North West Province is approximately 55.8% which implies that approximately 44.2% of people in this Province cannot read and write. Obviously this has implications for teacher education in this province.

□ **Female dominance in terms of numbers**

This pattern is evident in terms of students' enrolment at all colleges in the province for 1994 (table 3.2). The numerical dominance of females is a long-standing feature of staffing in the province. According to Jarvis (1992:17) the preponderance of females is difficult to explain adequately, however teaching is considered to be a good job for women but less so for men. The traditional reasoning is that males opt for higher paying occupations.

□ **Male dominance of promotion posts**

It would not be easy to speculate here on all the possible reasons for this phenomena. Jarvis (1992:17) alludes that it would be reasonably safe to suggest that males - as the traditional breadwinners - generally enjoy a greater measure of geographic mobility than do females. Males would accordingly seem to be in a better position to exploit promotional opportunities than females (see table 3.4).

□ **Urbanisation and informal settlement**

In the North West Province urbanisation has been high for a good number of years because many residents of the province seek employment close to the cities which ultimately leads to the creation of an informal sector. The dominance of the informal sector in the province is likely to strengthen. This has been a sector of comparative neglect owing to the fact that informal residents have been regarded as recent arrivals and, to a large extent, temporary dwellers. Official attitudes towards this sector need to change in terms of future policy and planning.

In educational terms, the numerical dominance and rapid growth of the informal sector highlight it as the sector in most urgent need of education output.

The geographical context of teacher education in the North West Province is to a greater extent solidly urban. Most of the colleges are situated in the east of the province in areas which are densely populated with only one college (Taung) in a rural area. This clearly implies that most of the trained teachers will have an urban background. Rural areas are always at a receiving end, and the “bright lights” syndrome that seems to determine where newly qualified teachers would/would not like to be posted does not augur well for the rural areas (Kuenene, 1996).

□ **Shortage of mathematics and science teachers.**

Fearing that the expatriates will be deported from the province a group of concerned people in Taung, wrote a memorandum to the Deputy Director General of Education in the North West Province which reads as follows (Concerned parents of Taung, 1995:1):

“The teachers (expatriates) have proved to be well qualified, hardworking, dedicated and productive in terms of public examination. The worst tendency among our local teachers is their lack of commitment to their work. Over the years, expatriate teachers have endured teaching at the most remote parts of the country. By teaching at these unattractive rural areas they have fulfilled an important RDP exercise.”

□ North West teacher stock

TABLE 3.6

North West teacher stock

GROUP	STOCK
African	23 244
Coloured	364
Indian	141
White	2 927
TOTAL	26 676

Source: NTEA, 1995:27.

□ The pupil/teacher ratios

TABLE 3.7

Pupil-Teacher ratios

	PRIMARY				
	African	Coloured	Indian	White	TOTAL
NW	38:1	35:1	39:1	24:1	37:1
National	43:1	27:1	27:1	23:1	38:1
	SECONDARY				
	African	Coloured	Indian	White	TOTAL
NW	28:1	23:1	9:1	14:1	26:1
National	31:1	20:1	16:1	16:1	27:1

Source: NTEA, 1996.

The National Teacher Education Audit (1996) has been based on the 1994 teacher supply and pupil enrolment figures, which yielded pupil:teacher ratios in primary schools of 38:1 and in secondary schools, 27:1. These are below the suggested national ratios: 40:1 for primary schools and 35:1 for secondary schools.

□ Over supply of teachers

The ratios obscure the fact that principals, deputy-principals and subject heads of departments are not always involved in teaching activities - even though they are counted as teachers in surveys. Also obscured is the uneven distribution of teachers across racial groups and between rural and urban areas. However, even when the figures are updated, it is clear that there is an over-supply of teachers. Earlier talk about retrenchments has shifted to two other strategies:

- Cutting enrolment at teacher training colleges.
- Redeployment - transferring employed teachers to schools in other areas (Mona, 1996).

Some experts find the problem has more to do with where the teachers are found than with how many there are, raising the possibility of redeployment. However, the redeployment may not be the easiest route. Problems could include the resistance of local communities to outside teachers - especially where local teachers have no jobs - and costs to the state for accommodation and transport allowances for transferred teachers (Mona, 1996).

In the North West, the problem is not so much with numbers as it is with the subject areas in which teachers are qualified - mostly the humanities, where the over-supply exists. To solve this problem, teacher education in the province is now being redirected towards maths, science, technology and commerce.

The shortage of schools in the North West province is a serious problem. There are pupils attending school in army tents and church buildings, and some 10 000 are being taught under trees. Available classroom space is being shared through the platoon system. The shortage of classrooms makes it difficult to provide new teachers with a classroom to teach in. The problem is usually reflected in the difference between pupil-to-teacher ratios and pupil-to-classroom ratios (Naidoo & Krost, 1996:6).

In 1996 the government received more than 30 000 applications from civil servants keen to cash in on severance-package deals. More than a third of the applications come from teachers. Up to 1996 11 792 applications have been received from teachers, the most from any department. A further 26 applications have come from the national Department of Education (Naidoo & Krost, 1996:5).

3.8.6.2 Economy as a determinant

The North West Province is the third poorest province in South Africa with a real GPD of R8 223m. This represents 6.8% of the South African GDP. The province is one of the world's major producers of platinum (Cohen, 1995).

□ Mining

Mining is the most important industrial activity in North West. Gold and platinum are the most main areas for mineral exploitation and lie in the Bushveld Igneous Complex towards the eastern areas of the province. Within this structure platinum, chrome, vanadium norite, copper, nickel, fluorspar and gold are found. Gold is found again in the Golden Arc west of which are the mines of Klerksdorp and Orkney. The Impala and Rustenburg platinum mine complexes located in the Rustenburg-Bafokeng region produce the largest percentage of the province platinum. Other platinum mining operations occur in the Mankwe district and in the Odi district including Brits (Kuenene, 1996).

□ Manufacturing industry

A wide variety of goods are manufactured in Ga-Rankuwa and Babellegi and these include motor vehicle components, bicycles, clothing, leather goods, wall tiles, furniture, steel cabinets and explosives. There are also some industrial areas around Brits, Rustenburg, Zeerust, Klerksdorp and Potchefstroom. The Mogwase-Rustenburg industrial area has good rail communication and it is ideally situated near the Gauteng complex (Kuenene, 1996).

□ Tourism

Hotel complexes employ a good number of people. A variety of tourist hotel facilities have been established throughout the province. The most impressive and best known internationally is Letsatsing, the Sun City - Lost City complexes at Pilanesburg. The complexes consist of large hotels, casinos, vast entertainment and conference centres, champions' golf courses and a large variety of other sporting facilities (Kuenene, 1996).

The largest of the wildlife sanctuaries is the internationally acclaimed Pilanesburg National Park which is approximately 60 000 hectares in extent. Situated in one of the more spectacular volcanic features in the world, it accommodates a number of animal species including elephant, white and black rhino, leopard, cheetah, hyena, buffalo and a large variety of antelope and birdlife. The variety of wildlife and the scenic surroundings have attracted large numbers of tourists from overseas and the nearby Pretoria-Johannesburg area (Kuenene, 1996).

□ Budget

According to Garson (1996) schools and colleges got the largest portion of the budget by far. But some provinces were made to do with less money. Western Cape, Gauteng and Northern Cape felt the effects of the government's five-year program of redress - pouring more money into the poorer provinces of Eastern Cape, North West, Kwazulu Natal and Northern Provinces. These four provinces currently fall below the average provincial allocations set down per pupil. The new funding formula has been weighted in a number of ways, including the fact that one-quarter of each province's allocation is determined by its number of inhabitants.

The education funding in the North West Province, particularly teacher education funding, fees for tuition and residence have been highly subsidised, and therefore remained very low over the years. Moreover, many students admitted to colleges of education in the province were entitled to bursaries and loans which not only covered the fees, but also bound them to the Department of Education as a method of repayment and thus guaranteed employment.

The Tertiary Education Fund of South Africa (TEFSA) is a loan scheme designed to fill a current void by offering the facility of unsecured loans to complement part-bursary and part-scholarship, thereby making it possible for students who would otherwise not be able to do so to enrol at a tertiary education institution and for students who enrol with part-funding to concentrate on their academic work rather than be preoccupied with a shortage of funds and the threat to their studies that this brings. However, the scheme was limited to universities and

technikons and was not extended to colleges of education because, it was agreed, students at the latter institutions were either provided with state loans covering the bulk of their fees which were extremely low by comparison with the other type of tertiary institutions (Booyesen, 1993:74).

Garson (1996) avers that more money won't solve the poorer provinces' education problems unless the entire system is made more efficient. Until the funds spent on education are better utilised, additional funds may contribute little to improving the quality of education. In his view there is no point putting more money into the poorer provinces unless they improve their capacity to spend the money. He believes the focus has to move from pleas for more money to pleas for more information on how the money is spent.

3.8.6.3 Religious attitudes

The majority of the people in the North West Province are Christians. They live according to the principles, values and norms of Christianity. These attitudes have filtered through to education and influence its basic objectives, character, direction, contents and principles. There are also other forms of religion in the province like Islam, Buddhist and African religion.

Church schools are common in the province with the Catholic schools dominating. Two of the colleges of education in the province are of Christian character, namely Mankwe Christian College and Potchefstroom College of Education.

The new dispensation has sparked a debate concerning religion in schools. There are those who advocate that no form of religion should be allowed in public schools because to practice one particular religion in a school would imply a rejection of others. The others argue for a multi-faith approach for the reason that exposure to others faiths will increase awareness and commitment to one's own faith (Waddington, 1992:156).

3.8.6.4 Politics as a determinant

In South Africa a contending position views the country's inhabitants simply as South Africans whilst at the same time recognising the difference among them. Within this position there is a sharing of governmental powers between the central, provincial and local levels so as to accommodate differences within a framework of overall unity (Jarvis, 1992:19). Such an arrangement has obviously impacted upon the organisational and administrative structure

of education and of teacher education. As a result teacher education is a provincial competence whilst technikons and universities are the responsibilities of the central government.

The North West Province has a non-racial capitalistic society. Here the emphasis is not on different peoples but on the people as a whole, the so-called unity in diversity. Multiplicity of control is deemed unnecessary. People exercise political rights within a free enterprise system. Individual rights are guaranteed and it is believed that genuine equality can only be achieved within a non-racial framework.

The government in the North West Province is the Government of National Unity with the African National Congress (ANC) having 26 seats, the National Party 3 and the Freedom Front 1 seat.

3.8.6.5 History as a determinant

The North West Provinces' inhabitants are mainly the Batswana people and the Afrikaans-speaking people. Each community has developed its own traditions, customs and norms over a long period. Yet each participates in a society where the influence of western civilisations has been particularly strong. The majority of the Batswana live in rural areas, whilst the majority of the Afrikaans-speaking people live in towns. These considerations should find expression in future educational dispensation. Because race has been a powerful basis for discrimination in the past, there is a strong tendency to eradicate it in the present (Jarvis, 1992:19).

3.8.6.6 Language factors

Language comprises a complex and very involved component of education in North West and in South Africa. It is rooted in the historical development of the education, religion and politics of the various South African societies. The importance of language in education therefore evokes different perceptions and emotions to the different race groups of South Africa. This is the major cause of the conflicting viewpoints of various educationists and policy makers. The home language is generally recognised as the best medium for educating a child. Language is rooted in the culture of a people. Someone has described it as "the meat of language" (Nkabinde, 1990:9).

The following home languages are spoken in the North West: Afrikaans, English, Sesotho, Xitsonga, Setswana, isiXhoza, isiZulu.

3.8.7 SWOT-analysis

3.8.7.1 Strong points

- First, there has been a change in the nature of the institutions themselves from the narrowly based “schools” for the training of teachers to the more broadly based “colleges” of education as it had become necessary the world over to raise the preparation and provision of teachers from the level of mere “training” to that of education and professionalization.
- Secondly, the entrance requirements for admission into all teacher education courses had, since 1981, been raised to at least Senior Certificate level. This continues to have vast implications for in-service education in order to upgrade the qualifications of multitudes of serving teachers who still hold Junior Certificates or lower qualifications.
- Thirdly, the nomenclature for college courses and awards has been changed from “certificates” to “diplomas” so that the Primary Teachers' Certificate (PTC) has now come to be known as Primary Teachers' Diploma (PTD), and Junior Secondary Teachers' Certificate (JSTC) as Secondary Teachers' Diploma (STD). This change of nomenclature carries with it a recognition of the fact that the “diploma” concept denotes programmes of a much higher academic and professional standard than that of programmes leading to a certificate.
- Fourthly, the period of training has since 1982 been extended from two years to at least three years and this too has implication for the expansion of in-service education facilities. In this connection the programmes for the in-service education of teachers suggested by the commission, and most aptly termed the “right hand route,” could be an answer.
- Fifthly and lastly, the course content has been revised and the following measures were adopted in order to include some indepth-studies in the Uniwes affiliated colleges courses: all courses and syllabuses are prepared and provided by the University and in this regard the University guidelines and procedures as outlined in the statutes must be observed so as to uphold reasonably high standards; college students with the required minimum entrance requirements are encouraged to register with the University as a form of academic enrichment.

3.8.7.2 Weak points

The following weak points are found to apply to a greater extent to Uniwes affiliates:

- Due to a lack of finances a high standard of training cannot be maintained. Facilities are insufficient, technological aids inadequate and campuses under-developed, especially in the North West affiliates.
- In the North West province in particular the affiliation of the colleges with the University has been characterized since its inception by somewhat insecure relations between the Government Department of Education and the University, and the colleges have always found themselves caught in the crossfire and facing a serious dilemma.
- College lecturers do not always have the necessary qualifications to teach in the primary programmes.
- The University of the North West does not have the necessary human resources to provide ongoing services for seven colleges of education.
- Colleges affiliated to the University of the North West are scattered throughout the province, thus making liaison tenuous.

3.8.7.3 Opportunities

- Broadening of the target-group in order to accommodate students from a diversity of cultural backgrounds
- In-service training programmes to under-qualified teachers in the vicinity of the colleges of education.
- Implementing distance education programmes in order to give further training to under-qualified teachers.

3.8.7.4 Threats

- The introduction of multi-cultural education.
- The rationalisation programmes by the state.
- The uncertainties in education because of constitutional reform.

3.9 SUMMARY

In this chapter the current position of colleges of education in the North West Province is provided by giving a general overview of colleges of education in South Africa. The position of colleges of education in the province is explained in terms of the components of the education system namely education system policy, education system administration, structure for teaching and support service.

In the next chapter, the empirical study which was done according to the steps of the framework for strategic planning in education to obtain the opinion of experts in the field of teacher education will be described.

CHAPTER 4

EMPIRICAL STUDY ON THE ROLE OF COLLEGES OF EDUCATION IN THE NORTH WEST PROVINCE

4.1 INTRODUCTION

The purpose of this chapter is to describe the empirical study undertaken to obtain the opinion of stake-holders in the field of teacher education in the North West Province regarding the role of colleges of education. The questionnaire, as one type of research technique, will be discussed in terms of its merits and demerits.

The population, the sample, piloting the questionnaire, distribution and return of the questionnaire and analysis and presentation of information will also be the focus of this chapter.

4.2 THE RESEARCH TECHNIQUES

Walter (1985:90) mentions the following range of techniques that might be used in educational research, namely interviews, questionnaires and observations.

4.2.1 Interviews

The interview relies on the fact that people are able to offer accounts of their behaviour, practice and actions to those who ask the questions (Walter, 1985:90). A major advantage of the interview is its adaptability. A skilful interviewer can follow up ideas, probe responses and investigate motives and feelings which the questionnaire can never do. The way in which a response is made can provide information that a written response would conceal (Bell, 1987:70). However interviews can have problems also. For example, they can be time-consuming and are furthermore a highly subjective technique and therefore there is always the danger of bias.

4.2.2 Observations

Observation is a highly skilled activity for which an extensive background knowledge and understanding is required and also a capacity for original thinking and the ability to spot significant events. It is not an easy option. Bell (1987:80) states that a major difficulty for anyone who both observes and participates in a process is that familiarity with the environment and with the characteristics of colleagues who are being observed may affect objectivity.

4.2.3 Questionnaires

Walter (1985:91) describes a questionnaire as a formulated and stylised interview, or interview by proxy. The form is the same as it would be in a face-to-face interview, but in order to remove the interview, the subject is presented with what essentially is a structured transcript with responses missing. The questionnaire is like interviewing-by-numbers and it suffers the same problem of mass production and lack of interpretative authority. Furthermore, Walter alludes the following disadvantages of a questionnaire:

- Time consuming analysis.
- Extensive preparation to get clear and relevant questions.
- Difficulty in getting questions that explore in depth.
- The questionnaire may be very long.

The kinds of questions in the questionnaire vary according to whether they are open or closed. The advantages of close questions in the questionnaire is that they result in sets of responses that are easy to count and manipulate statistically. The disadvantages of close questionnaires is that they assume that the researcher knows, in advance all the important answers respondents might give if they had the free choice not given to them. It imposes restrictions on how people can answer (Bailey *et al.*, 1995:60).

The advantages of open questions is that they allow respondents to give the answers they want to give without imposing a restricted set of responses on them. The disadvantages of open questions is that they result in data that is very difficult to analyse (Bailey *et al.*, 1995:60).

For the purpose of this study, the structured questionnaire with closed questions as a research technique will be preferred for the following reasons:

- Easy to administer - it provides stimulus, potentially to large numbers of people simultaneously, and provides the investigator with an easy accumulation of data.
- It is quick to fill in.
- Provides direct comparison between the responses of groups and individuals.
- It is a good way of collecting certain types of information quickly and relatively cheaply as long as subjects are sufficiently literate and as long as the research is sufficiently disciplined to abandon questions that are superfluous to the main task (Bell, 1987:58).

4.3 QUESTIONNAIRE DESIGN

The questionnaire used in this study has been adapted from the work of Dippenaar (1995:276) to suit the target group of the stake-holders in teacher education in the North West Province. Access to all the stake-holders has been negotiated with the Department of Education, Sports and Recreation with the following conditions and guarantees:

- All participants will be offered the opportunity to remain anonymous.
- All information will be treated with strict confidentiality.
- The questionnaire does not contain any sensitive information.
- The research will attempt to explore the role of colleges of education in practice. It is hoped that the final report may be of benefit to all the stake-holders.

The questionnaire had a covering letter detailing exactly what was expected from the respondents as well as the purpose of the research. Personal contact was established at all institutions surveyed to administer and collect the questionnaires from the respondents.

Two questionnaires were distributed, one for staff members who belong to bodies within the colleges like colleges senates and councils and to other bodies which function outside the college but which have vested interests in the activities of the college. The other questionnaire is meant specifically for final year students at all colleges of education in the North West Province. These questionnaires will hereunder be referred to as the first questionnaire and the second questionnaire respectively (Appendix C and D respectively).

The first questionnaire consists of Sections A, B and C and the second questionnaire of Sections A and B only.

□ **Section A: Biographical data**

- First questionnaire: This section is made up of questions 1.1 to 1.7 and is mainly to determine the position of stake-holders in the bodies or organisations they represent.
- Second questionnaire: This section is meant to determine to which college of education a student belongs, the sex of the student and the study programme followed.

□ **Section B**

- First questionnaire: This section, which stretches from question 2 to 7 is based on the literature study undertaken in chapters two and three, questions 2 to 7 are based on strategic planning in education as advocated by Steyn (cf. paragraph 2.3.2.3) and respondents were requested to choose only one option.
 - ☐ Question 2 and 3 - value system and vision.
 - ☐ Question 4 - goal of a college of education.
 - ☐ Question 5 and 6 - policy and control.
 - ☐ Question 7 - financing of a college of education.
- Second questionnaire
This section which stretches from questions 1 to 11 deals with the general aspects of colleges of education.

□ **Section C**

This section stretched from question 8 to question 21 and is also based on the literature study undertaken in Chapters two and three. Here respondents are requested to rank or rate the items. Questions 8 to 13 are also based on strategic planning in education as advocated by Steyn. The questions can be subdivided as follows:

- Question 8 - determinants.
- Question 9 - target group analysis.
- Question 10 - 13 - SWOT analysis - namely
 - ☐ question 10 - strong points,
 - ☐ question 11 - weak points,
 - ☐ question 12 - opportunities, and
 - ☐ question 13 - threats.
- Questions 14 to 21 deal with the general aspects of colleges of education.

4.4 PILOT STUDY

A pilot study was undertaken on a group similar to the population of this study (n=20 for first questionnaire and n=20 for second questionnaire). The purpose of this pilot exercise was to refine the instruments so that respondents in the main study would experience no difficulties in completing it and so that preliminary analysis could be carried to see whether the working and formulation of questions would present any difficulties when the main data are analysed.

The following questions were asked to the groups after completing the questions:

- How long did it take you to complete?
- Were the instructions clear?
- Were any of the questions unclear or ambiguous? If so, will you say which and why?
- Did you object to answering any question?
- In your opinion, has any major topic been omitted?
- Was the layout of the questionnaire clear/attractive?
- Any other comments?

The following feedback was obtained after completion of the questionnaire by the two pilot groups:

- Students failed to complete the section on "other remarks."
- Staff members felt that the questionnaire was thought-provoking and could not be completed fairly without one's mind to it.
- Some respondents chose one option in both section B and C whereas in Section C they were supposed to rank or rate the items (compare paragraph 4.3 Section C).

After the necessary adjustments were made on the basis of the above comments, the final questionnaire was completed.

4.5 THE POPULATION

In the case of final year students in all colleges in the North West Province a sample of respondents was selected by taking every tenth name from the questionnaire sample lists. The total number of final year students was 1400 in all colleges and as a result 140 questionnaires

were distributed to contact persons in those colleges (cf. par 4.3). The pilot study groups were not part of the main study group.

A total of 152 questionnaires were distributed to all interested parties as indicated below:

- Rectors of colleges of education in the North West Province N=7.
- Members of the College Council N=35.
- Members of the College Senate N=42.
- Directorate of Educator Training N=4.
- Research Associates N=2.
- Subjects advisors/INSET Staff N=6.
- Members of staff N=56.

TABLE 4.1

Questionnaires distributed and returned
Second questionnaire - students

COLLEGE	OUT	RETURNED	%
Taung	20	20	100
Lehurutshe	20	20	100
Mankwe	20	20	100
Potchefstroom	20	20	100
Tlhabane	20	20	100
Moretele	20	20	100
Hebron	20	20	100
TOTAL	140	140	100

TABLE 4.2

Questionnaires distributed and returned
First questionnaire - personnel and stake-holders

	OUT	RETURNED	%
Rectors and Vice Rectors	7	7	100.0
College Council Members	35	21	60.0
College Senate	42	28	66.7
Directorate for Educator Training	4	2	50.0
Research Associates	2	2	100.0
Subject Advisors	6	6	100.0
Lecturers	56	46	82.1
TOTAL	152	112	73.7

Of the 152 questionnaires distributed, 112 were completed and returned. This represents 73.7% return rate and therefore the results can be accepted as representative of the study population (Bell, 1991:61). This indicates that the majority of the respondents showed interest in this study. The number of staff questionnaires constituted a fair proportion of the target group. In the case of student questionnaires the response rate was highly successful since completed student questionnaires were collected immediately afterwards by the contact persons. All the distributed questionnaires for students were completed and returned.

4.6 STATISTICAL TECHNIQUE

The computer programmes (FREC - procedure of SAS) at the University of Potchefstroom for Christian Higher Education were utilised to produce frequencies. This was done after the questionnaires were returned and controlled.

4.7 INTERPRETATION OF DATA

In both the first and second questionnaires Section A represents the biographical data mainly to give information on the particulars of the respondents. Classification of the respondents had already been done in tables 4.1 and 4.2 respectively.

In section B of the first questionnaire, questions 2 to 7 respondents were required to choose one option. These are classification-type of questions which lead to a coding frame consisting of categories to which numbers may be ascribed. For this section the analysis of the nominal data collected is a simple matter of totalling on the summary sheet the responses per code.

From questions 8 to 21 an ordinal scale was used to rate or rank the items. A coding frame of questions is as follows:

Disagree Completely	Uncertain	Agree	Strongly Agree
1	2	3	4

The implication here is that the higher the category chosen the greater the strength of agreement. A scale 3 post has a higher status than a scale 1 or 2, but not such a high status as a scale 4. For the purpose of interpretation a scale of 1 namely "disagree completely" was taken as the only negative response. The second choice could not be taken as completely negative response and as a result it will not be taken into consideration for calculations. A scale of 3 and 4 were both be taken as positive responses.

4.7.1 Table construction

For each question a tabulation was made to draw out differences of opinions using the actual frequencies. These frequencies were converted to percentages to illustrate the relative levels of agreement. Immediately thereafter the statistical data was interpreted before the next question was dealt with. This applied to both questionnaires.

4.7.2 Information on some aspects concerning strategic planning in education for colleges of education in the North West

Section B of the first questionnaire (cf. Appendix C - question 2 to 7) covers information on the strategic planning in education for colleges of education in the North West Province. Respondents were requested to choose only one option (cf. Table 4.3).

TABLE 4.3

Responses in aspects of strategic planning in education for colleges of education in the North West Province

THE VALUE SYSTEM (QUESTION 2)	F	%
No responses	4	3.6
2.1 Be value free	14	12.5
2.2 Allow differentiation	65	58.0
2.3 Allow one philosophy of life	3	2.7
2.4 Allow Christian philosophy of life	24	21.4
2.5 Other	2	1.8
TOTAL	112	100.0
VISION (QUESTION 3)	F	%
No responses	7	6.2
3.1 Self reliant to provide teacher training of high standard	11	9.8
3.2 Should provide formal teacher training but it should also introduce non-formal programmes	59	52.7
3.3 Provide primarily extra mural activities to become community practising teacher college	8	7.1
3.4 Provide training in close collaboration, administratively with other tertiary education	25	22.3
3.5 Incorporated in other tertiary institution and should close down	2	1.9
TOTAL	112	100.0

TABLE 4.3 (continue)

Responses in aspects of strategic planning in education for colleges of education in the North West Province

THE GOAL OF A COLLEGE OF EDUCATION (QUESTION 4)		F	%
No response		1	0.9
4.1	To provide professional training to those who want to teach	44	39.3
4.2	Prepare students for extra mural activities with teaching	3	2.7
4.3	Train leadership for communities	14	12.5
4.4	Multicultural training to reconcile people of different cultural backgrounds	24	21.4
4.5	Service centre for expertise, support and teaching aids	2	1.8
4.6	Inservice training for further training	11	9.8
4.7	Community colleges for pre-service and non-formal programmes	10	8.9
4.8	Other	3	2.7
TOTAL		112	100.0
POLICY AND NEGOTIATION POWERS (QUESTION 5)		F	%
No response		0	0
5.1	Colleges of education should be part of the college-school sector	3	2.7
5.2	Form a homogeneous college sector	54	48.2
5.3	Form together with universities and technikons a tertiary sector	52	46.4
5.4	Colleges of education should close down	2	1.8
5.5	Other	1	0.9
TOTAL		112	100.0

TABLE 4.3 (continue)

Responses in aspects of strategic planning in education for colleges of education in the North West Province

CONTROL OF COLLEGES OF EDUCATION (QUESTION 6)		F	%
No response		2	1.9
6.1	One national education department	22	19.6
6.2	Provincial department of education	6	5.3
6.3	Universities control colleges through institute of education	26	23.2
6.4	Colleges become independent	14	12.5
6.5	Colleges are co-ordinated by providing advisory	13	11.6
6.6	All colleges close down	0	0
6.7	An agreement to work closely with the university	29	25.9
TOTAL		112	100.0
FINANCING OF A COLLEGE OF EDUCATION (QUESTION 7)		F	%
No response		3	2.7
7.1	State finance colleges of education	66	58.9
7.2	State pays salaries only	34	30.4
7.3	Colleges of education should raise their own funds	6	5.3
7.4	All colleges should close down	3	2.7
TOTAL		112	100.0

TABLE 4.3.1

Financing of a college of education
Students

QUESTION	NIL		STRONGLY DISAGREE		UN- CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
8.1 State finances colleges of education	7	5.0	29	20.7	20	14.2	44	31.4	40	28.7
8.2 State pays salaries only	7	5.0	50	35.9	35	25.0	30	21.4	18	12.7
8.3 Colleges should raise their own funds	8	5.7	43	30.7	40	28.5	33	23.5	16	11.6
8.4 All colleges should close	7	5.0	63	45.0	28	20.0	32	22.8	10	7.2

4.7.2.1 The value system of a college of education

Table 4.3 (cf. question 2) indicates that most of the respondents opted for differentiation to occur in colleges of education (58%). A college of education should also not allow one philosophy of life and also a Christian philosophy of life only. This is indicated in questions 2.3 - 2.7% and 2.4 - 21.4%. Further observation is that a college of education should not be value free as indicated by question 2.1 - 12.5%.

These findings are in agreement with the literature study, particularly to the situation in the North West Province. Two colleges in the North West Province are of Christian character, namely Mankwe College of Education and the Potchefstroom College of Education (cf. par. 3.8.6.3).

The literature study also revealed that different philosophies of life interwoven together as part of the educationally interested structures will determine the nature and content of an education system (cf. par. 2.3.2.3).

4.7.2.2 The vision of a college of education

The highest option of the respondents in this question is that colleges of education should provide teacher training but it should also provide non-formal training - 52,7% (question 3.2). There was a smaller response to colleges being self-reliant to provide teacher training and to colleges providing primarily extra mural activities - 9.8% (question 3.1) and - 7.1% (question 3.3). Other smaller responses occur on issues of providing training in close collaboration administratively with other tertiary institutions and incorporation into other tertiary institutions - 22.3% (question 3.4) and - 1.9% (question 3.5) respectively.

The implication here is that colleges of education should cease to be monotechnic institutions and that they should be in a position to run themselves administratively to justify their existence. The respondents are of the opinion that colleges of education in the province should diversify and not concentrate on pre-service only.

The findings of the literature study are found to be prevalent here, especially on the issue of colleges diversifying (cf. par. 3.1). However, in the North West Province colleges of education are still to a greater extent concentrating on pre-service education (cf. par. 3.8.4.1 and par. 3.8.4.3). Furthermore the findings here do not agree with the incorporation of colleges of education in other tertiary institutions as revealed by the literature study (cf. par. 3.5). The closure of colleges of education was also responded to in total disagreement.

4.7.2.3 The goal of a college of education

Generally the response was spread amongst the different options with the highest option - 39.3% (question 4.1) were the respondents view the goal of education as to provide professional training to those who want to teach. The issue of extra-mural activities, a service centre for support and teaching aids -2.7% (question 4.2) and -1.8% (question 4.5) received the lowest priority by the respondents. Training for leadership, multi-cultural training for reconciliation, in-service training and community colleges are also not regarded as being the goals of a college of education - 12.5% (question 4.3) and - 21.4% (question 4.4) and - 9.8% (question 4.6).

The general idea here is that the main goal of a college of education is to provide professional training to those who want to be teachers. All other options are secondary and are not regarded as of first priority for the training of teachers by the respondents.

The findings here are supported by the literature study on the aims and objectives of colleges of education to the fact that the fundamental aim of teacher education is to educate and train teachers to teach effectively in order to facilitate learning (cf. par. 2.2.1).

4.7.2.4 Policy and negotiation powers

In this question the respondents opted for colleges to form a homogeneous college sector - 48.2% (question 5.2), and to a lesser extent to form together with universities and technikons a tertiary sector - 46.4% (question 5.3). There has been a smaller response to colleges becoming part of the college-school section - 2.7% (question 5.1) and that colleges should close down - 1.8% (question 5.4).

These findings imply that pre-service teacher training is still seen as a priority by the respondents. They are of the opinion that colleges of education should continue to exist hence colleges of education should not close down and be controlled in a form of a collegium model or form a homogeneous tertiary sector with other tertiary institutions. For colleges being part of a college-school sector received a smaller response because of the perception that colleges are institutions of inferior status which can be ascribed to their historical course of development and their involvement with the school system (cf. question 11.1 of first questionnaire).

These findings are supported by the literature study on the issue of college having a collegium model as an option (cf. par. 2.2.2.3). Under this model colleges will retain their relative autonomy as a particular sector in higher education responsible for their own development. The issue of colleges not being incorporated into universities and technikons is again reinforced here (cf. par 3.5). In the North West Province the Uniwes Affiliates are still administratively linked with the schools (cf. par. 3.8.3.3).

4.7.2.5 Control of colleges of education

The option with the lowest percentage is the one on the closure of colleges of education which yielded a nil percentage, - 0% (question 6.6). Followed by control through provincial department of education - 5.3% (question 6.3). There is also a smaller response on colleges becoming independent - 12.5% (question 6.4) and on colleges being co-ordinated by a colleges advisory. The respondents are generally in agreement that there should be one national education department relative to the proportion of the responses - 19.6% (question 6.1). The highest options by the respondents are that a college should work closely with a university -

25.9% (question 6.7) and that universities should control colleges through institutes of education.

It is clear from the above that colleges should not be closed down (cf. question 3.5 and 5.4) and that preference is that they should be controlled nationally and not by provinces. They should also be controlled by universities through institutes of education or work closely with universities.

The options of control through institutes of education and working closely with the universities have also been revealed by the literature study in chapter 2 (cf. par. 2.2.2.1 and 2.2.2.2). The models in the North West Province colleges of education are also found to be prevalent here. The Uniwes Affiliates work with the University of the North West through its Institute of Education and the Potchefstroom College of Education work in close co-operation with the University of Potchefstroom (cf. par. 3.8.2.2). This type of arrangement also leads to college senates and college councils in colleges of education (cf. par. 3.8.3.1 and 3.8.3.2).

4.7.2.6 Financing of a college of education

Most of the respondents in this question are of the opinion that the state should finance colleges of education in the North West Province - 58.9% (question 7.1). To a lesser extent 34 (30.4%) of them are of the opinion that the state should pay the salaries only. The options that the colleges should raise their own funds - 5.3% (question 7.3) and that they should close down - 2.7% (question 7.4) has received a smaller response from the respondents.

A similar question was asked to students in the second questionnaire. The findings in the first questionnaire to senior stakeholders are also found to be prevalent in the second questionnaire with the majority of students responding positively to the issue of the state financing colleges of education - 60.1% (question 8.1). As in the first questionnaire the question on colleges raising their own funds and colleges closing down received a smaller response from the respondents as indicated - 35.1% (question 8.3) and - 30% (question 8.4). For the state paying salaries only also received a smaller response - 34.1% (question 8.2).

The general response in both questionnaires is that the state should finance colleges of education.

These findings give the impression that the respondents are of the opinion that teacher education should be free. However, the literature study reveals that colleges of education are by far

the most expensive education institution in South Africa (cf. par 3.2). In the North West Province there are two types of colleges namely the state colleges and the state-aided colleges. In the case of state colleges like the Uniwest Affiliates the state subsidises almost everything for example water, electricity, rent and even tuition through the form of bursaries. Students generally pay low user fees in these colleges and due to this facilities are insufficient, technological aids inadequate and campuses are underdeveloped (cf. par. 3.8.7.2).

In the case of state-aided colleges like the Potchestroom College of Education, the college pays for its overheads, and salaries of lecturers are paid by the state. Each deserving student is given a bursary and the user fees are relatively high as a result these colleges are generally highly developed.

4.7.3 The determinants in deciding on the institutions curtailment or extension of the college's activities (cf. table 4.4)

The respondents are of the opinion that educational legislation - 83.9% (question 8.5) and manpower recruitment - 77.6% (question 8.6) as well as the national economy - 74.8% (question 8.4) are the most important elements which have the impact on the role of colleges of education in the North West Province. There was also a positive response on the standard of education - 63.3% (question 8.7), demographic tendencies - 61.6% (question 8.3) and the cultural composition of the society - 60.8% (question 8.2). The political situation that prevails is regarded as not so important by the respondents - 47.5% (question 8.1).

These findings have been found to also prevalent in the literature study. Educational legislation depicted in the White paper on Education and Training has brought about changes in the South African education system and in the North West Province (cf. par.3.5) as well as the constitution of South Africa (cf. par.3.6). Teacher education should also lead to recruitment of good quality teachers (cf. par.2.3.2.3). The recruitment of good quality teachers will lead to high standard of education. The high standard of education also depends on well qualified personnel (cf. par.2.2.7). The quality of education also depends on the state of national economy. The stronger the economy of a country, the more money will be available for education (cf. par.3.8.6.2). In the case of demographic tendencies, the geographic distribution of colleges of education in the province enables them to meet the needs of their communities (cf. par.3.8.6.1). The cultural diversities in South Africa and in the North West Province will necessitate the introduction of multicultural education (cf. par.2.3.2.3).

TABLE 4.4

The determinants in deciding on the institutions curtailment or extension of the college's activities

Personnel and stake-holders

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
6.1 The political situations that prevails	6	5.3	35	31.2	18	16.0	41	36.6	12	10.9
6.2 The cultural composition of the community	6	5.3	15	13.4	23	20.5	51	45.5	17	15.3
6.3 Demographic tendencies that prevails	7	6.3	11	9.8	25	22.3	55	49.1	14	12.5
6.4 National economy	7	6.3	9	8.0	12	10.9	48	42.8	36	32.0
6.5 Educational legislation	7	6.3	5	4.5	6	5.3	53	47.3	41	36.6
6.6 Manpower recruitment	3	2.7	7	6.3	15	13.4	39	34.8	48	42.8
6.7 Standard of education	5	4.5	15	13.4	21	18.8	42	37.5	29	25.8

4.7.4 The target group of a college of education (cf. table 4.5)

This question was asked in both questionnaires. In the first questionnaire the respondents strongly believe that students should be recruited from any cultural group - 91% (question 9.4) and that they should be recruited nation-wide- 76% (question 9.1). There was a strong disagreement on the fact that students should be taken from the college vicinity - 59.8% (question 9.2) and from the fact that students should be recruited from one cultural group - 67.8% (question 9.3). There is also a strong disagreement from students being recruited from

one cultural group but numbers supplement from other cultural group - 51.85 (question 9.5). The closure of colleges of education - 78.6% (question 9.6) and the issue of students being recruited from only one cultural group also received strong disagreement from the respondents.

The responses of the senior stake-holders is to a significant extent similar to those of the students in the second questionnaire. The students also feel that the students of a college of education should be recruited from any cultural group -65% (question 1.1). The students are also in strong disagreement on the issue of students being recruited from the college vicinity - 50.7% (question 1.2) and that they should come from one cultural group - 70.7% (question 1.3). The closure of colleges of education also received disagreement from the respondents - 45.9% (question 1.6) (cf. question 3.5, 5.4, 6.6 and 7.4 for the first questionnaire).

In summary the respondents in the first and second questionnaires agree that students should be recruited from any cultural group and also that they should be recruited nation-wide. All other issues in relation with the target group of colleges of education received a smaller response.

The findings are not in accordance with what has been revealed by the literature study. In the North West Province colleges of education do not represent the demographic profile of the whole country. Presently the student body is 100% black as is six of the colleges. It is only at the Potchefstroom College of Education where the issue of diversity is being dealt with (cf. par. 3.8.6.7). At the present moment colleges are still to a greater extent recruiting students from their vicinity. This is not the intention of the college per se but the willingness of the student to attend a college nearest to his home. To recruit students only from the college vicinity may affect the quality of the recruits which will ultimately affect the quality of the teaching profession (cf. par. 2.2.3).

TABLE 4.5.1

The target group of a college of education

Personnel and stake-holders

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
9.1 Students should be recruited nationwide	8	7.1	11	9.8	8	7.1	35	31.2	50	44.8
9.2 Should only be taken from the college vicinity	5	4.5	67	59.8	18	15.2	19	16.9	4	3.6
9.3 Students of only one cultural group enrolled	6	5.3	76	67.8	23	20.5	5	4.5	2	1.9
9.4 Students from any cultural group enrolled	0	0.0	2	1.9	8	7.1	45	40.1	57	50.9
9.5 One cultural group but numbers supplemented from other cultural groups	5	4.5	58	51.8	25	22.3	19	16.9	5	4.5
9.6 Colleges should close down	7	6.3	88	78.6	12	10.7	4	3.6	1	0.8

TABLE 4.5.2

The target group of a college of education
Students

QUESTION	NIL		STRONGLY DISAGREE		UN- CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
1.1 Students should be recruited nationwide	8	5.7	20	14.3	21	15.0	41	29.3	50	35.7
1.2 Should only be taken from the college vicinity	8	5.7	71	50.7	32	22.8	16	11.4	13	9.4
1.3 Students of only one cultural group enrolled	4	2.8	99	70.7	13	9.4	9	6.4	15	10.7
1.4 Students from any cultural group enrolled	4	2.8	10	7.1	12	8.5	34	24.2	80	57.4
1.5 One cultural group but numbers supplemented from other cultural groups	6	4.3	57	40.7	37	26.4	24	17.1	16	11.5
1.6 Colleges should close down	4	2.8	46	32.8	26	18.5	25	17.8	39	28.1

4.7.5 Strong points of a college of education (cf. table 4.6)

In the first questionnaire most of the respondents responded positively with regard to the strong points of colleges of education in the North West Province with the exclusion of monocultural training - 50% (question 10.5) and the offering of only primary and pre-primary training by colleges of education - 50.8% (question 10.9). Well qualified personnel - 87.6% (question 10.2), practice teaching - 84.7% (question 10.4), co-operation with other tertiary institutions - 82.9% (question 10.8), and contact with other cultural groups - 82% (question 10.6), are regarded as the most strongest points in the role of colleges of education in the North West Province. These are followed by versatile training - 74.9% (question 10.7), small group training - 71.5% (question 10.1), common values across ethnic difference - 71.5% (question 10.10), and geographical distribution of colleges - 66.2% (question 10.3).

TABLE 4.6.1

Strong points of a college of education
Personnel and stake-holders

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
10.1 Small group training of students	9	8.0	10	8.9	13	11.6	44	39.3	36	32.2
10.2 Well qualified personnel	3	2.6	5	4.5	6	5.3	35	31.3	63	56.3
10.3 Geographical distribution of colleges	6	5.3	10	8.9	22	19.6	52	46.6	22	19.6
10.4 Practice teaching	7	6.3	8	7.1	2	1.9	46	41.0	49	43.7
10.5 Mono cultural training	9	8.0	56	50.0	30	26.8	12	10.7	5	4.5
10.6 Contact with other cultural groups	5	4.5	2	1.9	13	11.6	58	51.8	34	30.2
10.7 Versatile training	6	5.3	2	1.9	20	17.9	59	52.7	5	22.2
10.8 Co-operation with other tertiary institutions	7	6.3	2	1.9	10	8.9	50	44.6	43	38.3
10.9 Only primary and pre-primary training	8	7.1	57	50.8	26	23.2	15	13.4	6	5.5
10.10 Inculcation of common values across ethnic differences	7	6.3	3	2.6	22	19.6	65	58.0	15	13.5

TABLE 4.6.2

Strong points of a college of education

Students

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
2.1 Small group training of students	9	6.4	9	6.4	13	9.2	54	38.5	55	39.5
2.2 Well qualified personnel	10	7.1	4	2.8	7	5.0	36	25.7	83	59.4
2.3 Geographical distribution of colleges	11	7.8	18	12.8	20	14.2	53	37.8	38	27.4
2.4 Practice teaching	8	5.7	1	0.7	8	5.7	40	28.5	83	59.4
2.5 Mono-cultural training	9	6.4	60	42.8	27	19.4	28	20.0	16	11.4
2.6 Contact with other cultural groups	7	5.0	12	8.5	7	5.0	35	25.0	79	56.5
2.7 Versatile training	7	5.0	5	3.5	18	12.9	54	38.6	56	40.0
2.8 Co-operation with other tertiary institutions	14	10.0	10	7.1	12	8.5	63	45.0	41	29.4
2.9 Only primary and pre-primary training	9	6.4	84	60.0	18	12.9	8	5.7	21	15.0
2.10 Inculcation of common values across ethnic differences	16	11.4	13	9.2	49	35.0	44	31.6	18	12.8

There is no significant difference between the responses in the first questionnaire and in the second questionnaire. Like in the first questionnaire students in the second questionnaire are in disagreement to mono-cultural training - 42.8% (question 2.5) and to offering and receiving only primary and pre-primary training - 60.0% (question 2.9). The students regard practice teaching - 87.9% (question 2.4), well qualified personnel - 85.1% (question 2.2), contact with other groups - 81.5% (question 2.6) and small group training - 78% (question 2.1) as strengths. As in the first questionnaire other positive aspects include cooperation with other institutions - 74.4% (question 2.8), and geographic distribution of colleges - 65.2% (question 2.3). The inculcation of common values across ethnic lines in being disputed by the students as a strong point - 44.4% (question 2.10).

On the average the strong points of a college of education are regarded by the respondents of both questionnaires to be in the following sequence:

- 1 Practice teaching.
- 2 Well-qualified personnel.
- 3 Co-operation with other institutions.
- 4 Contact with other groups.
- 5 Versatile training.
- 6 Small group training.
- 7 Geographic distribution of colleges.
- 8 Inculcation of common values across ethnic lines.

The literature study in Chapters two and three corroborates these findings. Practice teaching is regarded as the core of the curriculum for teacher education (cf. par. 2.2.5). It is expected that the lecturers should know more than the students and they should also be able to apply that knowledge in the practical context of a college of education (cf. par. 2.2.7). Colleges are also expected to co-operate with other institutions in terms of their activities in order to ensure coherence and mobility and to keep contact at all times (cf. par. 2.2.4). Furthermore while colleges are engaged in pre-service teacher education they can at the same time opt for community service to diversify their activities (cf. par. 2.2.2.4). It is an ideal situation that professional training requires a more favourable staff/student ratio, especially in the applied and practical aspects of the training to be conducted in small class units (cf. par. 2.2.7). The geographical distribution of colleges of education in the province is good in the sense that the needs of the people can be met through the entire province, but this can only be possible if the university affiliated to or associated with have the physical and material resources to engage in such a venture (cf. par. 3.8.5.2). The inculcation of common values across the line goes in hand with a question of recruiting students from any cultural group (cf. question 9.4 and par. 4.7.4).

4.7.6 Weak points of a college of education (cf. table 4.7)

TABLE 4.7

Weak points of a college of education
Personnel and stake-holders

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
11.1 Perception that colleges of education offer inferior training	3	2.6	37	33.0	12	10.7	37	33.0	23	20.7
11.2 Lecturers are not suitably qualified	5	4.5	38	33.9	27	24.1	21	18.7	21	18.8
11.3 Lack of finances	3	2.6	12	10.7	15	13.3	32	28.5	50	44.9
11.4 Insufficient co-operation with other tertiary institutions	5	4.5	22	19.6	20	17.8	44	39.3	21	18.8
11.5 Only primary and pre-primary training	5	4.5	51	45.5	24	21.4	25	22.3	7	6.3

The majority of the respondents see the lack of finances as one of the weakest points for colleges of education in the North West Province - 73.4% (question 11.3). More than half of the respondents also see insufficient co-operation with other institutions and the perception that colleges of education offer inferior training - 58.1% (question 11.4) and - 53.7% (question 11.1) respectively. Offering only primary and pre-primary training received disagreement from the respondents - 45.5% (question 11.5).

In essence the respondents are of the opinion that the weak points of colleges of education are lack of finance, followed by insufficient co-operation with tertiary institutions and the perception that colleges of education offer inferior training.

A close scrutiny of the literature survey shows that it supports these findings. Lack of finances and who should finance teacher education have already been dealt with in the previous paragraphs (cf. par. 4.7.2.6). The historical link between colleges of education with the schools has brought about the perception that colleges offer inferior training than other tertiary institutions (cf. par. 4.7.2.4).

The disagreement on the offering of primary and pre-primary education appears not to be as a weak point but it is the feeling of the respondents that those programmes should not be the programmes offered in pre-service alone, secondary and technical programmes must also be taken along with them (cf. par. 2.2.5 and 4.7.5). The smaller response on the offering of only pre-primary programmes have also been confirmed by responses to questions 2.9 and 5.2 of second questionnaire and also to question 10.9 and 16.2 of the first questionnaire.

4.7.7 Opportunities for colleges of education (cf. table 4.8)

The respondents were generally positive in all the questions. Co-operation with other tertiary institutions, in-service training programmes for unqualified teachers and community services like non-formal programmes are regarded by the respondents as very important for the role of colleges of education in the North West Province as depicted by 95.6% (question 12.6), - 92.6% (question 12.3) and - 86.6% (question 12.1). Students from a diversity of cultural backgrounds, distance education programmes to unqualified teachers as well as an internship for one year are also favoured by the respondents, namely - 82.2% (question 12.2), - 81.2% (question 12.4) and - 75% (question 12.5) respectively.

The respondents are of the opinion that apart from pre-service teacher education, the colleges in the North West Province should also engage themselves in other activities to improve their quality and efficiency as well to position themselves with regard to their role in the province.

All these activities have been revealed by the literature study as necessary to enhance the role of the colleges in the North West Province. A college of education cannot operate in isolation; it should operate with other tertiary institutions to share ideas, knowledge and skills (cf. par. 4.7.5). In-service training and distance education programmes for unqualified teachers are also seen as an opportunity for colleges to justify their existence (cf. par. 2.2.11 and 3.8.4.8). Community services like non-formal programmes have also been supported (cf. par. 4.7.2.2).

TABLE 4.8

Opportunities for colleges of education
Personnel and stake-holders

QUESTION	NIL		STRONGLY DISAGREE		UN- CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
12.1 Community services like non-formal programmes	3	2.6	2	1.9	10	8.9	55	49.1	42	37.5
12.2 Students from diversity of cultural background	5	4.5	1	0.8	14	12.5	54	48.2	38	34.0
12.3 Inservice training programmes for unqualified teachers	4	3.6	2	1.9	2	1.9	40	35.7	64	56.9
12.4 Distance education programme to unqualified teachers	5	4.5	4	3.6	12	10.7	41	36.6	50	44.6
12.5 Internship year for final year students	4	3.6	13	11.6	11	9.8	51	45.5	33	29.5
12.6 Co-operation with other tertiary institutions	4	3.6	0	0.0	1	0.8	60	53.5	47	42.1

It is the wish of the respondents that students should be recruited from a diversity of cultures. This is also supported by the response on the target group of a college of education (cf. question 9.3 of first questionnaire). Internship for one year has been debated on many occasions by educationists and is also supported by the literature study (cf. par. 2.2.5).

4.7.8 Threats to colleges of education (cf. table 4.9)

TABLE 4.9

Threats to colleges of education
Personnel and stake-holders

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
13.1 Multicultural teacher training	8	7.1	60	53.5	26	23.2	11	9.8	7	6.4
13.2 Rationalization programmes	9	8.0	13	11.6	12	10.7	41	36.6	37	33.1
13.3 Uncertainty because of constitutional reform	9	8.0	4	3.6	27	24.1	48	42.8	24	21.5
13.4 Intolerance of some people of different ethnic or cultural background	6	5.3	11	9.8	25	22.2	45	40.3	25	22.3
13.5 Lack of co-operation with other institutions	7	6.3	13	11.6	15	13.3	52	46.6	25	22.3
13.6 Closing down of colleges of education	5	4.5	9	8.0	10	8.9	34	30.3	54	48.3

The greatest threat to colleges of education in the North West Province as indicated by the respondents is the closure of colleges of education - 78.6% (question 13.6), followed by the nationalisation programmes - 69.7% (question 13.2). Lack of cooperation with other institutions, i.e. colleges operating independently without shared ideas, skills, knowledge and values is also seen as a threat by the respondents - 68.8% (question 13.5). The respondents also feel that uncertainty because of constitutional reform is also a threat to the role of colleges of education in the North West Province - 64.3% (question 13.3), as well as intolerance of some people of different ethnic and cultural backgrounds - 62.6% (question 13.4). Multi-cultural teacher training is not seen as a threat by the respondents - 53.5% (question 13.1).

It is evident from the preceding paragraphs that the respondents are not of the opinion that colleges should close down, thus emphasising the importance of the place and task of colleges in the North West Province (cf. question 3.5, 5.4, 6.6, 7.4 and 9.6 of first questionnaire). Rationalisation programmes are also evident in the literature study to be a threat to colleges of education like the absorption of colleges of education by universities and technikons as recommended by the report on the National Commission on Higher Education. This recommendation has been rejected by the respondents (cf. question 3.5). It will be a downfall for colleges of education if they do not link-up with other tertiary education institutions to increase their quality and efficiency (cf. question 11.4 and 10.8 of the first questionnaire and question 2.8 of the second questionnaire). Uncertainty because of the constituency seems to be understandable because the White Paper on teacher education is not yet available to determine the future of colleges of education. Intolerance of some people of different ethnic or cultural background seems not to be evident because there has been proper consultation of all stakeholders in all national documents including the report of the National Commission on Higher Education. The respondents do not regard multi-cultural training as a threat.

4.7.9 Staff at colleges of education (cf. table 4.10)

The majority of the respondents in the first questionnaire prefer that staff members should be employed on the basis of their competence - 88.5% (question 14.2). Further that they should preferably be taken from the other cultural group - 62.6% (question 14.3) and not from the same cultural group as students - 76.7% (question 14.1). Surprisingly more than half of the respondents are of the opinion that staff-members must be subjected to visits by the superintendent - 53.6% (question 14.5). There has been no unanimous decision on proficiency in both English and Afrikaans.

There is a difference of opinion in the response of the students in the second questionnaire as compared to the first question. High on the list, the student feel that staff should be recruited from any other cultural group - 81.5% (question 3.3). The students also feel very strongly that lecturers should be subjected to visits by superintendents like their high school counterparts - 73.7% (question 3.5). Unlike personnel and other stake-holders they feel that staff at colleges should be proficient in both English and Afrikaans - 61.5% (question 3.4) and that they should be recruited on the basis of their competency - 60% (question 3.2). Like personnel and other stake-holders, students feel staff should not necessarily come from the same cultural group as their students - 75.8% (question 3.1).

The scenario above can be summarised by saying that lecturers should be recruited from any other cultural group on the basis of their competence. They must be subjected to visits by superintendents and they should be proficient in English or Afrikaans. The literature study has also revealed that lecturers should be competent in their way of doing things at colleges of education (cf. par. 2.2.7, cf. also responses to question 10.2 and 11.2 of the first questionnaire and to question 2.2 of the first questionnaire). The fact that all stakeholders feel that lecturers should be recruited from any cultural group is in line with their thinking on multi-cultural training (cf. question 13.1) and their refusal of mono-cultural training (cf. question 10.5 and 2.5 of the first questionnaire). On the issue of language the literature study stresses the equal use, status and enjoyment of all the official languages (cf. par. 2.2.8). Practically speaking, staff members at colleges of education are not subjected to visits by inspectors.

TABLE 4.10.1
Staff at colleges of education
Personnel and stake-holders

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
14.1 The same cultural group as students	5	4.5	86	76.7	16	14.3	5	4.5	0	0.0
14.2 On the basis of competence, e.g. African Languages from another group	3	2.6	3	2.6	7	6.3	53	47.3	46	41.2
14.3 Be taken from other cultural group	3	2.6	22	19.6	17	15.2	47	41.9	23	20.7
14.4 Proficient in both English and Afrikaans	5	4.5	47	41.9	23	20.5	25	22.3	12	10.8
14.5 Subjected to visits from superintendant	4	3.6	24	21.4	24	21.4	38	33.9	22	19.7

TABLE 4.10.2

Staff at colleges of education

Students

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
3.1 The same cultural group as students	6	4.3	106	75.8	9	6.4	8	5.7	11	7.8
3.2 On the basis of competence, e.g. African Languages from another group	7	5.0	30	21.5	19	13.5	42	30.0	42	30.0
3.3 Be taken from other cultural group	6	4.3	15	10.7	5	3.5	44	31.5	70	50.0
3.4 Proficient in both English and Afrikaans	7	5.0	28	20.0	19	13.5	44	31.5	42	30.0
3.5 Subjected to visits from superintendent	6	4.3	4	2.8	27	19.2	53	37.8	50	35.9

4.7.10 Students at colleges of education (cf. table 4.11)

TABLE 4.11.1

Students at colleges of education

Personnel and stake-holders

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
15.1 Students of both sexes be accepted	2	1.9	1	0.8	4	3.6	26	23.2	79	70.5
15.2 Separate colleges of education for males and females	5	4.5	93	83.1	6	5.3	8	7.1	0	0.0
15.3 Minimum senior certificate for admission	7	6.3	52	46.4	26	23.2	20	17.8	7	6.3
15.4 Minimum two subjects in HG, one must be a language	3	2.6	8	7.1	12	10.7	54	48.2	35	31.4
15.5 Std 8 for pre-primary and primary	5	4.5	85	75.9	13	11.7	3	2.6	6	5.3
15.6 Practising teachers shall be allowed unconditionally	6	5.3	41	36.6	25	22.3	27	24.1	13	11.7

TABLE 4.11.2

Students at colleges of education

Students

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
4.1 Students of both sexes be accepted	7	5.0	7	5.0	3	2.1	13	9.2	110	78.7
4.2 Separate colleges of education for males and females	8	5.7	113	80.7	6	4.3	2	1.4	11	7.9
4.3 Minimum senior certificate for admission	10	7.1	39	27.8	19	13.5	37	26.6	35	25.0
4.4 Minimum two subjects in HG, one must be a language	9	6.4	22	15.7	12	8.5	50	35.7	47	33.7
4.5 Std 8 for pre-primary and primary	8	5.7	103	73.7	18	12.8	4	2.8	7	5.0
4.6 Practising teachers shall be allowed unconditionally	7	5.0	56	40.0	24	17.1	31	22.1	22	15.8

In the first questionnaire the respondents feel that students of both sexes should be accepted at a college of education - 93.7% (question 15.1) and that a minimum of two subjects on HG one of which should be a language - should also be a condition for admission. Separate colleges for males and females received strong disagreement - 83.1% (question 15.2) as well as grade 10 for pre-primary and primary education as a condition for admission - 75.9% (ques-

tion 15.5). Minimum Senior Certificate for admission and that practising teachers be allowed unconditionally also received disagreement from the respondents (cf. - 46.4% question 15.3). There is no unanimous decision on practising teachers being allowed unconditionally.

The responses in the second questionnaire are almost similar to those in the first questionnaire. The students also feel that students of both sexes should be accepted at a college of education and that a minimum of two subjects on higher grade of which one is a language should also be a requirement - 87.9% (question 4.1) and - 69.4% (question 4.4). As in the first questionnaire separate colleges of education for males and females as well as grade 10 as a requirement for admission in the pre-primary and primary received strong disagreement - 80.7% (question 4.2) and - 73.7% (question 4.5).

Briefly the respondents are saying students of both sexes should be admitted at a college of education and that a minimum of two subjects of which one should be a language should also be a requirements. More than half of the students feel that a minimum of a Senior Certificate should be a condition for admission. The seniors in the first questionnaire reject this. It can be inferred here that seniors feel that a minimum Senior Certificate plus other characteristics can be expected from a prospective teacher. The fact that students of both sexes should be admitted at a college of education is not suprising because this is happening in all the college in the North West Province, although female students outnumber male students (cf. table 3.2). The literature study also supports the findings that admission requirements should include a minimum of two subjects on HG and also a minimum Senior Certificate plus certain characteristics from students (cf. par. 2.2.3).

4.7.11 Training programmes at colleges of education (cf. table 4.12)

The respondents in the first questionnaire are of the opinion that pre-primary and primary courses should be offered at a college of education as well as secondary courses -81.3% (question 16.1) and - 60% (question 16.4). There is a strong disagreement to the offering of pre-primary and primary courses at a college of education and secondary courses at a university - 50% (question 16.2). There is also a strong disagreement to offering pre-primary and primary courses at a college of education and secondary courses only by permission - 45.5% (question 16.3).

Again here there is no significant difference between the responses in the second questionnaire and those in the first questionnaire. The students are of the opinion that pre-primary and primary courses should be offered at a college of education and also that secondary training should be provided for after accreditation by a university - 82.2% (question 5.1) and - 63%

(question 5.4). There is a strong disagreement to pre-primary and primary courses being offered at a college of education and secondary courses being offered at a university - 59.4% (question 5.2). The students also responded negatively to the offering of pre-primary and primary courses at a college of education and secondary courses by permission. In essence the respondents are saying that pre-primary, primary and secondary courses should be offered at a college of education. They are also of the opinion that secondary courses should be offered at a college of education after accreditation by the university. The respondents are consistent in their rejection of the offering of only pre-primary and primary courses at a college of education and they feel strongly that primary, pre-primary and secondary courses should be offered at a college of education (cf. responses on question 10.9 and 11.5 of the first questionnaire and question 2.9 of the second questionnaire).

TABLE 4.12.1

Training programmes at colleges of education

Personnel and stake-holders

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
16.1 Pre-primary, primary and secondary courses	5	4.5	10	8.9	6	5.3	32	28.5	59	52.8
16.2 Only pre-primary and primary courses with secondary course at a university	7	6.3	56	50	27	24.1	17	15.2	5	4.4
16.3 Mainly pre-primary and primary courses, secondary course only by permission	7	6.3	51	45.5	33	29.4	14	12.5	7	6.3
16.4 Secondary training after being credited by a university	6	5.3	16	14.2	23	20.5	41	36.6	26	23.4

TABLE 4.12.2
Training programmes at colleges of education
Students

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
5.1 Pre-primary, primary and secondary courses	8	5.7	9	6.4	8	5.7	30	21.4	85	60.8
5.2 Only pre-primary and primary courses with secondary course at a university	9	6.4	83	59.4	25	17.8	18	12.8	5	3.6
5.3 Mainly pre-primary and primary courses, secondary course only by permission	10	7.1	55	39.4	49	35.0	22	15.7	4	2.8
5.4 Secondary training after being credited by a university	8	5.7	18	12.8	26	18.5	51	36.4	37	26.6

4.7.12 Evaluation of future possibilities with regard to colleges of education **(cf. table 4.13)**

In the first questionnaire there is generally a positive response. Bridging courses for unqualified teachers received the highest ranking - 87.6% (question 17.3). This is followed by community service through non-formal training - 87.4% (question 17.4), and then training in multi-cultural education - 82.9% (question 17.2). There is also a positive response on internship for one year to reduce training - 64.2% (question 17.1).

There is also a positive response in the second questionnaire. It is the feeling of the students that there should be training in multi-cultural education, cf. - 81.6% (question 6.2) and that there should be community service through non-formal education - 78% (question 6.4). They also believe that there should be bridging courses for unqualified teachers - 74.4% (question 6.3). More than half of the students feel that there should be internship for one year training - 52.3% (question 6.1).

The general feeling here is that colleges should reconsider their narrow missions and diversify. Apart from pre-service education, colleges should also offer community service through non-formal education, bridging courses for unqualified teachers and training in multi-cultural education. There should also be an internship of one year to reduce training. In general there should be versatile training (cf. responses to question 10.7 of the first questionnaire and 2.7 of the second questionnaire).

TABLE 4.13.1

**Evaluation of future possibilities with regard to colleges of education
Personnel and stake-holders**

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
17.1 Internship of one year to reduce institute training	66	5.3	7	6.3	27	24.2	43	38.4	29	25.8
17.2 Training in multi-cultural education	4	4.5	2	1.9	12	10.7	64	57.1	29	25.8
17.3 Bridging courses for unqualified teachers	6	5.3	3	2.6	5	4.5	47	41.9	51	45.7
17.4 Community service through non-formal education	0	0.0	2	1.9	12	10.7	49	43.7	49	43.7

TABLE 4.13.2

Evaluation of future possibilities with regard to colleges of education
Students

QUESTION	NIL		STRONGLY DISAGREE		UN- CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
6.1 Internship of one year to reduce institute training	9	6.4	19	13.5	39	27.8	37	26.4	36	25.9
6.2 Training in multi-cultural education	9	6.4	4	2.8	13	9.2	49	35.0	65	46.6
6.3 Bridging courses for unqualified teachers	8	5.7	9	6.4	19	13.5	57	40.7	47	33.7
6.4 Community service through non-formal education	9	6.4	9	6.4	13	9.2	48	34.2	61	43.8

The respondents have been consistent in their responses to these aspects. They feel strongly on the issue of training in multi-cultural education. This has been evident in their responses on issues of culture which have a bearing on multi-cultural training (cf. responses to question 4.4, 8.2, 9.4, 13.1 and 14.3 of the first questionnaire and question 1.4, 2.5 and 3.3 of the second questionnaire). There has also been a positive response on the issue of community services through non-formal training. This is supported by responses on question 12.1 and 10.7 of the first questionnaire.

The respondents also feel that there should be bridging courses for unqualified teachers and this is confirmed by the responses to question 12.3 of the first questionnaire. Internship for one year to reduce the number of years in training is also supported by responses on question 12.5 of the first questionnaire. All those aspects of diversity are seen as opportunities by the respondents.

4.7.13 The language policy for colleges of education (cf. table 4.14)

There is no unanimous decision in the first questionnaire as to what should constitute the language policy in colleges of education in the North West Province. This clearly shows how sensitive the usage of language is in teacher education. At least half of the respondents feel that a college of education should choose its language medium - 49.2% (question 18.1). There is a strong disagreement about a double medium - 45.5% (question 18.2). There is also a strong disagreement about bilingual lecturing - 41.9% (question 18.3). The respondents are not unanimous as to whether or not the students of a particular region should be taught in the language of their choice. In the second questionnaire more than half of the students agree that a college of education should choose its own language medium - 50.8% (question 7.1). As in the first question there is a stronger disagreement to the double medium - 45% (question 7.2). Unlike in the first questionnaire at least more than half of the students responded positively on the issue of bilingual lecturing 51.6% (question 7.3). As in the first questionnaire there is no consensus as to whether students of a particular region could be taught in the language of their choice.

TABLE 4.14.1

**The language policy for colleges of education
Personnel and stake-holders**

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
18.1 Colleges of education chooses language mediums	5	4.5	36	32.1	16	14.2	31	27.6	24	21.6
18.2 Double medium. Two lessons	4	3.6	51	45.5	39	34.9	8	7.1	10	8.9
18.3 Bilingual lecturing	4	3.6	47	41.9	21	18.7	27	24.1	13	11.7
18.4 Students of a particular region can be taught in a language of their choice	9	8.0	30	26.7	32	28.5	26	23.2	15	13.6

TABLE 4.14.2

The language policy for colleges of education
Students

QUESTION	NIL		STRONGLY DISAGREE		UN- CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
7.1 Colleges of education chooses language mediums	7	5.0	54	38.5	8	5.7	28	20.0	43	30.8
7.2 Double medium. Two lessons	7	5.0	63	45.0	31	22.1	17	12.1	22	15.8
7.3 Bilingual lecturing	7	5.0	41	29.2	20	14.2	39	27.8	33	23.8
7.4 Students of a particular region can be taught in a language of their choice	7	5.0	59	42.2	16	11.4	30	21.4	28	20.0

The above scenario seems to indicate that colleges of education should be given the opportunity to choose the language of their choice. The constitution of South Africa is very clear on the issue of language. Article 29 states that everyone has the right to receive education in the language of their choice in public education institutions where reasonably practicable (cf. par. 3.6). This is also supported by the language policy (cf. par. 2.2.8). The implication here is that colleges of education can choose any language they prefer provided that they comply with the stipulations of the constitution of South Africa and the language policy.

4.7.14 The physical facilities urgently needed (cf. table 4.15)

The respondents are of the opinion that all the physical facilities stated in this question are very important to the functioning of a college of education in the province. In the first questionnaire the ranking of these physical facilities are as follows:

- 1 Extending library facilities 93.9% (question 19.3).
- 2 Purchasing modern technological aids 91.2% (question 19.5).

- 3 Improvement of lecture halls 85.7% (question 19.1).
- 4 Improving sports facilities 81.3% (question 19.4).
- 5 Increasing lecture rooms 71.4% (question 19.2).
- 6 Extending residence facilities 60.7% (question 19.6).

The student's rankings are as follows:

- 1 Purchasing modern technological teaching aids 91.5% (question 9.5).
- 2 Extending libraries 85.8% (question 9.3).
- 3 Improving sports facilities 85.1% (question 9.4).
- 4 Improvement of lecture halls 84.3% (question 9.1).
- 5 Extension of residence facilities 83.6% (question 9.6).
- 6 Increasing lecture rooms 73% (question 9.2).

TABLE 4.15.1

The physical facilities urgently needed
Personnel and stake-holders

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
19.1 Improvement of lecture halls	4	3.6	4	3.6	8	7.1	50	44.6	46	41.1
19.2 Increasing lecturing rooms	7	6.3	4	3.6	21	18.7	48	42.8	32	28.6
19.3 Establishing/ extending library facilities	4	3.6	1	0.8	2	1.7	32	28.5	73	65.4
19.4 Improving sports facilities	7	6.3	1	0.8	13	11.6	46	41.1	45	40.2
19.5 Purchasing modern technological teaching aids	7	6.3	2	1.7	1	0.8	38	33.9	64	57.3
19.6 Extending residence facilities	7	6.3	10	8.9	27	24.1	35	31.2	33	29.5

TABLE 4.15.2

The physical facilities urgently needed
Students

QUESTION	NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
9.1 Improvement of lecture halls	7	5.0	9	6.4	6	4.3	47	33.5	71	50.8
9.2 Increasing lecturing rooms	8	5.7	13	9.2	17	12.1	41	29.2	61	43.8
9.3 Establishing / extending library facilities	10	7.1	9	6.4	1	0.7	20	14.2	100	71.6
9.4 Improving sports facilities	10	7.1	8	5.7	3	2.1	23	16.4	96	68.7
9.5 Purchasing modern technological teaching aids	9	6.4	33	2.1	0	0.0	26	18.5	102	73.0
9.6 Extending residence facilities	8	5.7	9	6.4	6	4.3	32	22.8	85	60.8

The request for these facilities confirms the lack of finances as indicated in the literature study (cf. par. 3.8.5.2). Table 3.5 also confirms that the physical facilities are lacking in colleges of education in the North West Province.

4.7.15 Support services at colleges of education (cf. table 4.16)

There is a general agreement to this question in the first questionnaire, namely that the support service mentioned are all needed in the colleges of education to enable them to function properly. High on the list of rankings is a library and information service - 93.9% (question

20.1). This is followed by sports and recreation facilities - 90.2% (question 20.2) and psychological and guidance service - 89.3% (question 20.3). The respondents are also positive about the existence of a public relations office to market the college nationally and internationally - 89.2% (question 20.5). A research service is also seen as a requirement for colleges of education - 84.8% (question 20.4).

There is also a positive response to all aspects of support services at a college of education in the second questionnaire. Like in the first question a library and information service is high on the list - 91.5% (question 10.1). Sport and recreation is second on the list - 89.4% (question 10.2). The students are also positive about the existence of a psychological and guidance service at a college of education to guide students with learning problems - 88% (question 10.3). A research service and a public relations service are also a requirement - 84.4% (question 10.4) and -82.3% (question 10.5).

TABLE 4.16.1

**Support services at colleges of education
Personnel and stake-holders**

QUESTION		NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
		F	%	F	%	F	%	F	%	F	%
20.1	A library and information service	6	5.3	1	0.8	0	0.0	76	67.8	29	26.1
20.2	Sport and recreation facilities	5	4.5	1	0.8	5	4.5	47	41.9	54	48.3
20.3	Psychological and guidance service	5	4.5	3	2.6	4	3.6	36	32.1	64	57.2
20.4	Research service	7	6.3	3	2.6	7	6.3	49	43.7	46	41.1
20.5	Public relation service	7	6.3	3	2.6	2	1.9	62	55.3	38	33.9

TABLE 4.16.2

Support services at colleges of education
Students

QUESTION	NIL		STRONGLY DISAGREE		UN- CERTAIN		AGREE		STRONGLY AGREE	
	F	%	F	%	F	%	F	%	F	%
10.1 A library and information service	7	5.0	2	1.4	3	2.1	33	23.5	95	68.0
10.2 Sport and recreation facilities	8	5.7	2	1.4	5	3.5	33	23.5	92	65.9
10.3 Psychological and guidance service	11	7.8	2	1.4	4	2.8	24	17.1	99	70.9
10.4 Research service	10	7.1	1	0.7	11	7.8	48	34.2	70	50.2
10.5 Public relation service	9	6.4	5	3.5	11	7.8	43	30.7	72	51.6

In essence the respondents regard the above-mentioned support services as essential for the proper functioning of a college of education. These support services are not only needed by the learners but also by the educators. The literature study reveals that some of the support services are not available at colleges of education as the findings in this question indicate especially at Unswest Affiliates (cf. par. 3.8.5.1). The issue of library facilities in particular can be emphasised here (question 19.3 and 9.3 first questionnaire).

4.7.16 The future of colleges of education (cf. table 4.17)

In the first questionnaire the respondents strongly feel that colleges should retain their identity and link with the institute and University schools of education - 90.2% (question 21.2). There is generally a strong disagreement on colleges merging with other tertiary institutions - 76.7% (question 21.3). The majority of the respondents agreed on the independent existence of colleges.

TABLE 4.17.1

The future of colleges of education

Personnel and stake-holders

QUESTION		NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
		F	%	F	%	F	%	F	%	F	%
21.1	Independent existence	8	7.1	24	21.4	35	31.3	33	29.5	12	10.7
21.2	Retain identity and link with institutions and university schools of education	3	2.6	2	1.9	6	5.3	28	25.0	73	65.2
21.3	Merge with other tertiary institutions	13	11.7	86	76.7	8	7.1	5	4.5	0	0.0

TABLE 4.17.2

The future of colleges of education

Students

QUESTION		NIL		STRONGLY DISAGREE		UN-CERTAIN		AGREE		STRONGLY AGREE	
		F	%	F	%	F	%	F	%	F	%
11.1	Independent existence	13	9.2	44	31.4	26	18.5	38	27.1	19	13.8
11.2	Retain identity and link with institutions and university schools of education	9	6.4	8	5.7	17	12.1	46	32.8	60	43.0
21.3	Merge with other tertiary institutions	13	9.2	74	52.8	20	14.2	15	10.7	18	13.1

The responses of the students in the second questionnaires are similar to those in the first questionnaire. The students feel that colleges of education should retain their identity and link with institute schools of education - 75.8% (question 11.2). They strongly disagree that there should be a measure between colleges and other tertiary education - 52.8% (question 11.3). Again here they are not unanimous on the issue of independent existence of colleges of education.

The respondents in the first questionnaire have been consistent on the merger issue (cf. response to question 3.5 of the first questionnaire, also compare paragraph 4.7.2.2). This finding negates the recommendation of the report on National Commission for Higher Education. Instead of the merger, the respondents are of the opinion that there should be co-operation with other tertiary institution (cf. responses on question 10.8, 11.4 and 12.6 of the first questionnaire). The issue of control through institutes of the universities also correlates with responses on question 6.3 of the first questionnaire. Although there seem to be no consensus on the independent existence of colleges, this issue was not chosen as an option by the participants on their responses to question 6.4 of the first question. It can therefore safely be concluded that there is a negative response to the independent existence of colleges of education.

4.8 SUMMARY

In this chapter an empirical study to determine the views of the stake-holders on the role of colleges of education in the North West Province has been carried out. These views will be compared with the findings of the literature study.

In the next chapter future options for colleges of education in the North West Province will be sketched based on the indicators in Chapters 2 - 4.

CHAPTER 5

STRATEGIC PLANNING FOR COLLEGES IN THE NORTH WEST PROVINCE

5.1 INTRODUCTION

The purpose of this chapter is to approach the future possibilities of colleges of education in the North West Province in a scientific planned and holistic manner to determine their role. It provides an organised summary of the previous chapters as part of the phase of planning analysis and provides options for teacher education in the North West Province by means of the phase of planning operationalization.

5.2 THE VISION OF A COLLEGE OF EDUCATION IN THE NORTH WEST PROVINCE

The vision as a statement regarding the intention of colleges of education should be based on the value system of a college of education because the value system determines the nature and content of a particular education institution. Furthermore it should refer to the following important aspects of teacher education: personnel (cf. par. 3.8.4.5 & 4.7.9); the learners (cf. par. 3.8.4.4 & 4.7.10) and institutions (cf. par 3.8.4.2).

The following should be taken into account when the vision for colleges of education in the North West Province is formulated:

- The fundamental aim of teacher education is to educate and train teachers to teach effectively to facilitate learning (cf. par. 2.2.1).
- Teacher education institutions may form partnership with universities and technicians or work closely with them (cf. par 2.2.2.1 & 2.2.2.2).

- Colleges of education should provide formal teacher training but they can also introduce non-formal programmes in general community development (cf. par. 4.7.2.2).
- Teacher education must be seen as being a continuous process which encourage initial teacher training, induction, inset, through to long-term career development (cf. par. 2.2.10).
- The quality of the teaching profession is to a greater extent related to the quality of the recruits. Any administration which allows the attractiveness of the profession to fall below a certain level runs the risk of causing damage which may be irreparable (cf. par. 2.2.3).
- The educators at a college of education should know more than the students. They should also be able to apply that knowledge in the practical context of the college of education (cf. par. 2.2.7).
- Everyone has the right to receive education in the official language of their choice in public educational institutions where reasonably practicable. To ensure this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account equity, practicability, and the need to redress the discrimination of the past (cf. par. 3.6).

Flowing from the above the following can serve as an example of the vision of a college of education:

The colleges of education intend to provide inservice training and pre-service training of high quality to practising and prospective teachers as well as non-formal programmes for community development according to the provincial needs through the partnership between the national department of education and other tertiary institution in the province.

5.3 THE MISSION OF A COLLEGE OF EDUCATION IN THE NORTH WEST PROVINCE

It is important that each college of education in the North West Province should have a mission statement. This should be a public document that should clarify how a college of education in the North West Province perceives its role within the society it serves and the unique nature of the college itself. It is the mission that will shape the college's strategic posture and will indicate the principal service areas and community needs it will attempt to satisfy. The

mission of a college of education should refer to service, the learners and educators (cf. par. 4.7.12; 2.2.3 & 2.2.7).

In formulating the mission of a college of education, the following must be taken into account:

- Educational policy should enable all individuals to value, have access to and succeed in lifelong education and training of good quality. The diverse religious, cultural and language traditions should be respected and encouraged (cf. par 3.4).
- The funding arrangements for higher education in the colleges of education by the state will make it possible for the state to ascertain that the limited financial resources allocated to the colleges are used adequately and fairly (cf. par. 2.2.2.1).
- Initial teacher training programmes should be designed to meet the needs of the community. They should create avenues for mobility and promotion of teachers and ways of introducing, disseminating and evaluating and research (cf. par. 2.2.4).
- Initial teacher training should offer courses for training in both primary and secondary programmes (cf. par. 4.7.11).
- A curriculum for teacher training should be known for high academic standards, superior teaching, substantive course work, a well organised and guided clinical experience and a high success rate of learners (cf. par. 2.2.5).
- In order to ensure coherence and mobility, initial teacher education programmes are required to be structured in a form which allows for comparison and compatibility with other programmes in other institutions, thus allowing institutions to recognise and give credit to particular modules or instructional offerings (cf. par. 2.2.4).
- It is the responsibility of the government to promote multilingualism in colleges of education. The home language is generally recognised as the best medium for educating a child (cf. par. 2.2.8).
- For teacher education to be effective, the necessary physical facilities must be available otherwise students will be highly restricted in their studies. It is virtually impossible to inculcate a culture of independent studying and an investigative attitude beyond the curriculum if the physical facilities are not available (cf. par. 2.2.9).
- State resources must be deployed according to the principle of equity to provide the same quality of learning opportunities to all. The rights of the learners and educators should be protected equitably (cf. par 3.4).

The mission of a college of education in the North West Province can, on the basis of the above-mentioned indicators, therefore be formulated as follows:

- Colleges of education in the North West Province are to be linked to universities/technikons in the province through a variety of governance models.
- Colleges of education in the North West Province will be an integral part of higher education.
- The aims and objectives for teacher education should enhance learner needs to enable them to function with responsibility in a modern society.
- Teacher education institutions will offer formal programmes but should also diversify and offer programmes other than the training of teachers.
- The education programmes must focus on the pre-primary, primary and secondary courses as well as on adult basic education.
- The training programmes of a college of education in the North West Province should be designed to meet the needs of the target group, namely the learners by allowing differentiation to occur.
- The learners at a college of education in the North West Province should receive training of very high quality in order that they should serve the schools and their communities effectively.
- The educators must have a commitment to shared professional ideas; self-regulation according to standard of competence derived by the profession itself; a strong feeling of class honour and solidarity, a strong service orientation and a strong sense of professional autonomy.
- Much effort should be taken to make sure that the rights of learners to instruction in the language of their choice is protected as well as the prevention of exploitation, domination or division exercised through language policies.
- The physical facilities at a college of education should be of an acceptable standard and should be open for use by members of the public.
- Support services for both educators and learners should be made available to colleges of education in the North West Province. These should include well-equipped libraries where research can be done as well as specialised services such as psychological and guidance services.
- The financing of teacher education should give attention to colleges of education, their resources and facilities. It should also give attention to students and their financial needs.

5.4 PLANNING THE STRUCTURE FOR TEACHING FOR COLLEGES OF EDUCATION IN THE NORTH WEST PROVINCE

The structure for teaching (with regard to a national education system) indicates the structural combination of all education institutions at all four levels of education namely pre-primary, primary, secondary and tertiary levels, and also the possibilities of learners movement within and between the different education institutions according to their differentiated needs. Planning the structure for teaching implies planning the educational level; the educational institutions; the educational programmes; the learners; the educators; and the physical facilities (cf. par. 2.3.2.3.).

- **Guidelines with regard to the educational level, educational institutions, educational programmes, the learners, educators, language, and the physical facilities in meeting the educational needs of the target group for colleges of education in the North West Province**

In planning for the above elements of the structure for teaching for colleges of education in the North West Province, the following indicators should be borne in mind:

- Teachers are still needed in the pre-primary phase, the primary phase and the secondary phase in the North West Province (cf. par. 2.2.5 & 4.7.11)
- The training of teachers in the North West Province takes place at two faculties of education at two universities namely the University of the North West and the Potchefstroom University for Christian Higher Education. Technikon North West has also a department of education. Apart from these institutions, there are seven colleges which are distributed in an arc from Taung in the south to Moretele in the north. These colleges are generally well situated to serve the various parts of the province. For these institutions to succeed they must offer versatile training and they must co-operate with other tertiary institutions and make contact with other groups or co-operators (cf. par. 3.8.4.2, 4.7.5 & 4.7.7).
- Students from any cultural group should be enrolled at a college of education and these students should be recruited nation-wide. Both sexes should be admitted as it will be too costly to build separate colleges for male and female students. The admission requirements for prospective students should be a senior certificate, two subjects in HG of which one should be a language, The duration of the course should be a minimum of three years. Emphasis must be placed on training learners for scarce subjects like mathematics, physical science, commerce and technology to improve

the standard of education for the community. Learners of good quality should be recruited and there should be small group training of students from diversity of cultural background (cf. par. 4.7.4, 4.7.10, 2.2.3, 3.8.6.1, 3.2, & 4.7.7).

- The educators at colleges of education in the North West Province should be well qualified to discharge their duties well. They should be recruited on the basis of their competence, should be taken from any cultural group and be proficient in both English and Afrikaans (cf. par. 1.2, 2.2.7, 4.7.5 & 4.7.9).
- Efforts should be made to provide or upgrade the physical facilities at colleges of education in the North West Province. It is necessary that the library facilities should be extended to accommodate practising teachers and members of the public. Technological aids should be purchased for the learners to be abreast with the modern changes in technology. Lecture halls should also be improved to include overhead projectors and other educational budgets. Lecture halls should also be increased to accommodate the teaching of non-formal courses and residential facilities should also be extended to accommodate students other than those in pre-service (cf. par. 4.7.14 & 2.2.9).
- The University Diploma in Education which encompasses three years of study is offered at six colleges in the North West Province. The programmes include: University Diploma in Early Learning, Primary and Secondary. A three-year diploma is advantageous where there is acute shortage of teachers especially in the scarce subjects. Teachers are not kept for a long time in the system. At the Potchefstroom College of Education a four-year course can be taken. These are different higher diplomas, corresponding with a level of education in which a particular learner wishes to specialise. A four-year diploma has the advantage of learners specialising in courses like remedial education and children with special needs. Pre-primary, primary and secondary courses have been revealed to be of importance in the pre-service programme. The University of the North West, the University of Potchefstroom as well as Technikon North West also offer different kinds of degrees and diplomas. There are also competitors in the province offering degrees and diplomas like Technikon South Africa, Vista, Azalia College and Lyceum College. Teaching practice is regarded as the best programme in the curriculum for teacher training and emphasis must be placed on introducing an internship of one year to reduce institute training. The curricular for teacher training must include training in school subjects, professional training as well as practical teaching. Colleges of education in the province should also concentrate in other programmes other than the training of teachers like in-service training for unqualified teachers, the training in multi-cultural education, bridging courses for unqualified teachers, community service through non-formal

education and distance education to unqualified teachers (cf. par. 2.2.5, 2.2.10, 3.8.4.3, 3.8.4.7, 4.7.11, 4.7.7, 4.7.12, 4.7.5, 4.7.8 & 4.7.2.3).

- The language policy in any institution in South Africa in general and in the North West Province, in particular, should be in accordance with the provision of the Bill of Rights included in the Constitution (Art 29) which states that every one has the right to receive education in the language of their choice in public education institutions where reasonably practicable. To ensure this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account equity, practicability and the need to redress the discrimination of the past. The language policy of any institution should also take into account the provision of the language policy of the country. The provision of the white paper on education and training should also be taken into account (cf. par. 2.2.8, 3.4 & 3.6).

On the basis of the proposed vision for colleges of education in the North West Province and the proposals on items 4,5,6,7,8,9 & 10 of the proposed mission and also in line with the indicators mentioned above, the following options are suggested with regard to teacher education institutions in the North West Province:

- Colleges of education in the North West Province should give immediate attention to their vision and mission. Their greatest weakness is that they undertake only one-sided, career-specific training. A redefinition and extension of the vision and mission of colleges of education in the province and the implementation of a broader more comprehensive mission is essential. This may lead to the extension of the traditional functions of colleges of education in order to pay more attention to in-service training, the training of technical teachers/instructors for non-formal education. This may also lead to the diversification of functions of colleges of education to include tasks other than the training of teachers.
- Developing communication and relations with other colleges and educational institutions are crucial for colleges to function to their fullest potential. It is particularly important for the school-college relationship to be rejuvenated. This could have multiple benefits - for students on the teaching practice, for lecturers who could learn from teachers in the field, and for teachers, particularly new ones, who could get support and advices from keeping in touch with colleges. These links could be facilitated through the development of teachers resource centres as part of the responsibility of colleges of education, or through them being adjacent to the colleges.

- The co-ordination of pre-service and in-service teacher education is a matter which is long overdue. The Subject Advisory Directorate in the province should work hand in hand with colleges and even use the facilities of the colleges.
- There exists both over and under production of teachers in the North West Province. Imbalances exist among regions, between levels and among subjects. These imbalances need to be addressed. Imbalances among regions can be addressed through the process of re-deployment and retrenchment packages for redundant staff. Imbalances between levels and among subjects can be addressed through INSET.
- Multi-cultural education is recommended because it suggests a type of education concerned with creating educational environments in which students from a variety of micro-cultural groups - such as race, ethnicity, gender, social class and handicapped persons - experience educational equality. The total school environment is reformed so that it provides respect and equity for a wide range of cultural groups. In-service education should be an important area of concentration to assist teachers in guiding their pupils to effective functioning in a multi-cultural environment. The design of curricula should allow the freedom to explore other cultural perspectives.
- The target group of a college of education should be broadened to include practising teachers and out of school youth. Teacher education now needs to be conceived as a continuous process with regular opportunity for the review and revision of accepted theory and practice.
- A great emphasis must be placed on the training of a sufficient number of teachers in subjects where the shortfalls are great, such as mathematics, physical science, and technical subjects. The need is not confined to high school teachers. More primary school teachers must select mathematics and physical science as electives, so that they can effectively teach these subjects at the primary schools. Colleges of education in the province must develop plans to increase the proportion of trainees taking these subjects. This may mean that they allocate certain predetermined enrolment capacity to students willing to pursue the required subjects, and not allow others in.
- The recommended ratio of 1:18 is unacceptable if the intention of teacher education is to produce good quality teachers since this is too big. Small group training is desirable if colleges want to reach their objectives. Students will have to polish skills and demonstrate their competencies and this requires fewer students and more practical teaching experience. This can only be gained through demonstration lessons and guided lesson delivery. Hands-on experience is necessary especially if the COTEP curriculum becomes a reality with the 5th semester being devoted to teaching practice. Students cannot be released for a semester unless they can actually prove their competence in the different subject area prior to teaching practice taking place.

- It is necessary to relieve the colleges and the provincial department of education from the unbearable pressures for admission to colleges of education because such pressure leads to over-admission, over-production and over-employment of teachers. One way to relieve pressure will be to provide alternative training facilities for alternative occupations. The introduction of community colleges will encourage the appearance of many such new alternatives. The idea is to turn some of the colleges themselves into community colleges which provide instruction in teaching as well as other occupations. Students applying to colleges may then receive some career counselling and be offered alternative programmes at the same institution varying in direction, length, and difficulty.
- Emphasis should be placed on staff development for college educators to improve their productivity. Preference should be given to educators with a Bachelor of Primary Education to teach in the primary programme or an educator should have experience in teaching in a primary school. The following areas of interest for INSET training of college educators are recommended: courses in management at lecture-room, departmental and institutional level; teaching methodology; personal self-empowerment and new roles as change agents expected of college personnel in a democratised environment.
- Each college should choose its own medium of instruction.
- Measures to improve the quality of teacher training should focus on the teaching staff, the academic facilities and the technology of instruction available to colleges of education in the province. They all need to be upgraded so as to enhance the quality of teaching and opportunities at these colleges. These physical facilities like libraries and sports fields must be made available to the public. The libraries must be opened over weekends and in the evenings. The multipurpose halls should also be used by the communities and churches. The classrooms and laboratories should also be fully utilised by practising teachers and members of the community. The geographical distribution of colleges in the province has the advantage of bringing these physical facilities nearer to the people.

5.5 PROVIDING SUPPORT SERVICES FOR COLLEGES OF EDUCATION IN THE NORTH WEST PROVINCE

The support services are those specialised services rendered to the education system in order either to solve specific problems which may hamper effectiveness of the teaching /training activities or to stimulate further development of positive potentialities in the training activi-

ties (cf. par. 2.3.2.3). The support services should focus on the learners, the teaching services and structures and the educator (cf. par. 2.3.2.3). The support services should focus on the learner, the teaching services and structures and the educators (cf. par. 2.3.2.3). After planning the component structure for teaching the following support services will be needed for both learners and educators:

- A library and information service to be used by the target group which includes learners and practising teachers as well as members of the public.
- Sport and recreational facilities to cater for the physique of the learners and educators to keep them healthy and to enable them to perform well in their work.
- Psychological and guidance services to solve the problems that impede the performance of the learners and educators.
- A research service to enable the learners and educators to become researchers of their own profession.
- The pedagogical centre (teaching centre) which will provide a valuable bank of research serving students, learners and practising teachers.
- Computer facilities to make both learners and educators computer literate.

5.6 PLANNING ADMINISTRATIVE STRUCTURES FOR COLLEGES OF EDUCATION IN THE NORTH WEST PROVINCE

The component of education system administration indicates the administration structure (control) through which the functionaries and personnel in education system are organised, as well as the work by means of which the education system functions (education management). Through education administration the education policy is, on the one hand, determined and on the other hand it is ensured that the accepted policy is implemented. In planning the administrative structure attention should be given to concepts of centralisation or decentralisation of control and to the responsibilities of high level, middle level, and low level functionaries. The decision should also be taken whether the organisation structure will be a line organisation, a line and staff organisation, a functional organisation or a matrix organisation. The administrative structure should be organised in relationship with the components structure for teaching and support services and education system policy with provision made for the unifying management responsibilities. The financial requirements should also be planned (cf. par. 2.3.2.3). In planning the elements of the component structure for administration for colleges in the North West Province the following indicators must be given attention:

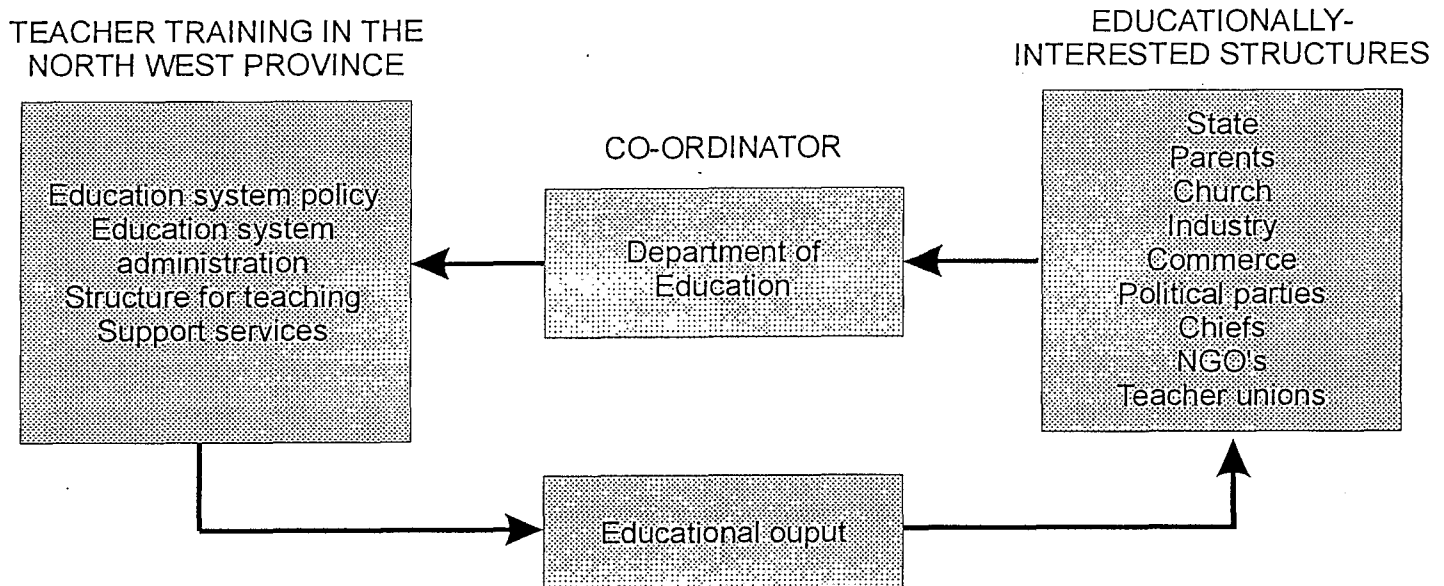
- There should be one national department of education and colleges of education in the North West Province should be part of higher education and their control should be at national level for proper co-ordination.
- Universities should form linkages with colleges through institutes or colleges can also opt for university/ college model or an agreement to work closely with the university. At the local level colleges will be controlled by college senates and college councils. The state should finance colleges through bursaries and TEFSA loans should be made available to college learners (cf. par. 4.7.2.6; 3.8.6.2; 4.7.2.5; 3.5; 2.2.2.1; 3.8.3.1; 2.2.2.2 & 3.8.3.2).
- Educational legislation is seen as an element which may have an impact on the role of colleges in the North West Province (cf. par 4.7.3).
- Colleges of education should form a homogeneous college sector and that they together with universities should form a tertiary sector (cf. par. 4.7.3.6).

On the basis of the proposed vision and items 1, 2, 3 & 12 of the proposed mission as well as on the basis of the indicators mentioned above, the following guidelines can be given with regard to the component educational system administration:

- In the organisational structure for colleges of education in the North West Province preference should be given to the decentralised form of management. Consultation with the target group, especially the different interest groups in the target group is necessary. This is important because the content of educational needs is derived from the educational needs of the educationally-interested structures which constitute the target group. In the case of colleges of education in the North West Province the following educationally-interested groups can be distinguished: the state, the parents, the teacher unions, the political parties, business, the chiefs and the NGOs. All these interested parties in the community have a concern in teacher education because their present and future members receive teacher education through colleges of education in the province.

FIGURE 5.1

Relationship between teacher education in the North West Province and the educationally-interested groups



From the above figure the Department of Education is competent to act as co-ordinator of the teacher education system because of the fact that the Department has the power to protect the legal interests of individuals mutually and of social structures mutually. The state has the responsibility to ensure a safe, orderly, and stimulating community. The state therefore ought to make the necessary moves to establish an orderly community and in this education and the education system are a useful instrument - an undertaking of national interest. The state fulfils its typical function in this instance, because the state has to take cognizance of and maintain the interests of the different educationally interested groups in the education system.

The co-ordinator is responsible for financing the teacher education system, i.e. the co-ordinator must make sure that the services rendered by the teacher education system are paid for. The financing is determined by the degree of consensus on the number of educational needs that should be fulfilled/satisfied, therefore the costs of services rendered.

- The use of pupil teacher ratios in order to calculate shortfalls and determine the number of teachers to be trained, is not adequate for planning purposes. The production of teachers must be synchronised with the availability of classrooms in the schools. Since there is general lack of finances in the province, more emphasis should be placed on servicing practising teachers.
- The directorate for teacher education should monitor demographic trends in the province at all times. This should include qualifications, school phases, subjects, sex, age distribution and geographic distribution. Such monitoring should take into account population growth, changes in pupil numbers, change in population distribution and change in teacher numbers. This information is essential for future planning.
- For partnerships to be successful certain principles should be considered. The basis for establishing co-operative relationships is, first of all, mutual, reciprocal benefit. If one or both parties fail to benefit the relationship will certainly crumble. As the level of inter-dependence and mutual influence increases so does the satisfaction of participating members as they come to share, through interaction, common norms and perception of reality. An atmosphere of genuine trust and commitment must prevail for substantial collaboration to occur. Inter-institutional linkages mediated by suspicion and mistrust are doomed to failure. Trust and commitment should be accompanied by the realisation that co-operation can best be facilitated if the participants involved regard each other as equal partners. Collaboration, to be effective, may also require suitable organisational structures. These should be highly fluid, flexible and compatible.
- It is impossible for the state to bear the cost of the type of education demanded by the population. For this reason formalised structures for private sector involvement in the provision of education in both formal and non-formal spheres are required.

5.7 SUMMARY

In this chapter the vision and mission of a college of education in the North West Province were formulated on the basis of the indicators in chapters 2-4. Thereafter the elements of the components structure for teaching, support services and the administrative structures were

discussed in relation to the proposed vision and mission. In the next chapter a summary of the major findings and recommendations will be given for the entire report.

CHAPTER 6

SUMMARY, FINDINGS AND RECOMMENDATIONS

6.1 MOTIVATION AND STATEMENT OF THE PROBLEM

In any national education system, if teachers of an inferior calibre are employed the intricacies of the motivational forces and the direction of development will not be understood and will inevitably lead to the eventual collapse of the education system. If teachers of quality are available the need for essential change can be discovered in advance and the necessary steps for pro-active adjustments can be taken timeously. Colleges of education as institutions are involved in the production of teachers. On the basis of this, the statement of the problem for colleges in the North West Province has been formulated as follows: What is the role of colleges of education in the North West Province?

Through the literature and the empirical study and by using the instrument for strategic planning in education to plan the functioning of colleges in the North West Province, the objectives of the study have been met. The questionnaire as a technique used in the empirical study was based on the steps of strategic planning in education model mentioned above.

6.2 ACHIEVING OF THE RESEARCH OBJECTIVES

Chapter 2 dealt with the theory of teacher education. The criteria for effective teacher training were identified. It was established that the effectiveness of the teacher-training institution is dependent on the quality and efficiency of the components of an education system, namely education system policy, education system administration and structure for teaching. The instruments to be used for strategic planning were discussed and Steyn's instruments for strategic planning in education was chosen to plan the functioning of colleges in the North West Province because it was specifically designed for strategic planning in the education system. In this way the first research objective was met.

In Chapter 3 a general overview of teacher education in South Africa was given. Important documents dealing with the aspects of transformation of teacher education in South Africa were discussed, including COTEP, the White Paper on Education Training, NCHE and the Constitution of South Africa. A detailed consideration of the structure and functioning of colleges of education was discussed in terms of the components of education systems regarding teacher education namely education system policy, education system administration, structure for teaching and support services. The determinants as well as the SWOT analysis were also taken into account. Important emerging issues that may constitute threats or opportunities were identified, thereby achieving the second research objective.

Chapter 4 dealt with the empirical study used to determine the views of stake-holders with regard to the role of colleges of education in the North West Province. The questionnaire was based on Steyn's instruments for strategic planning in education. Data assembled were analysed by a statistical technique to obtain the opinions of the respondents. These were then compared with the findings in the literature to determine the role and function of colleges of education in the North West Province. This is how the third research objective was met.

Options for teacher training colleges in the North West Province were given in Chapter 5. These options were based on indicators emanating from Chapters 2 - 4. The options were based on the elements of the components of an education system regarding teacher education. In this way the fourth objective of the research was met.

6.3 FINDINGS AND RECOMMENDATIONS

A short summary of the findings from the report is made:

- Colleges of education in the North West Province should not be closed down nor should they be incorporated into universities and technikons. They should form linkages with universities and technikons in a variety of models (cf. par. 5.6).
- Colleges of education should offer training at the pre-primary, primary and secondary level to meet the educational need of the target group (cf. par 5.4.1)
- Colleges of education in the North West Province are geographically well situated to serve the various parts of the province. With the upgrading of physical facilities at these colleges many communities may benefit from their functioning around the province (cf. par. 5.4.1).

- Teaching practice is regarded as an important programme in the curriculum of the teacher training and emphasis must be placed on introducing an internship of one year to reduce institute training (cf. par. 5.4.1).
- The learners at a college of education should be recruited nation-wide and should be of both sexes and from a diversity of cultural groups (cf. par. 5.4.1).
- The educators should be recruited on the basis of their competence and they should come from any cultural group and also be proficient in both English and Afrikaans (cf. par. 5.4.1).
- Efforts should be made to upgrade the physical facilities at colleges of education to facilitate learning (cf. par. 5.4.1).
- Each college should choose its own medium of instruction (cf. par. 5.4.1).
- The support services at colleges of education should focus on the learner, teaching services and structures and the educators (cf. par. 5.5).

On the basis of the short summary of the findings made above, the following short summary of important recommendations is made:

- Colleges of education in the North West Province should give immediate attention to their vision and mission. The greatest weakness is that they undertake only one-sided, career-specific training.
- Developing communication and relations with other colleges and educational institutions are crucial for colleges to function to their fullest potential.
- The target group of colleges of education in the North West Province should be broadened to include practising teachers and post-school youth.
- Emphasis must be placed on training teachers of scarce subjects like mathematics, physical science and technical subjects.
- Alternative training facilities for alternative occupations should be provided for at colleges of education. This can be attained by making some colleges of education community colleges to offer such alternatives.
- It will be impossible for the state to finance colleges of education alone. Since tertiary education is not free, other stake-holders must also contribute in the financing of colleges of education like business, NGOs and contributions by the students themselves.
- In the linkages between colleges and universities/technikons an atmosphere of genuine trust and commitment must prevail for substantial collaboration to occur. Linkages formed through suspicion and mistrust are doomed to failure.

6.4 FINAL REMARK

Although colleges of education may have some aspects of tertiary institutions, they are through own curricular programmes, inevitably linked to the education programmes of primary and secondary schools. They therefore sit uneasily between secondary and tertiary terrain. They have a narrow mission, prescribed by law, that limits them to the training of teachers for a specific sector of the state household. They can only be cost-effective if they diversify and concentrate on programmes other than the training of teachers.

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APPENDIX A

PERMISSION LETTER FROM THE PROVINCIAL DEPARTMENT

NORTH WEST PROVINCE

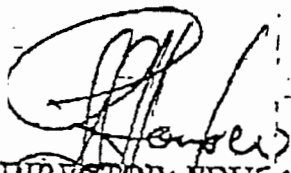
DEPARTMENT OF EDUCATION, SPORT AND RECREATION

PRIVATE BAG X1044 MMABATHO 2735 TEL. (0140) 873431 FAX (0140) 873775

TO : RECTORS OF COLLEGES
FROM : EDUCATOR TRAINING
DIRECTORATE
DATE : 20 JUNE 1996
SUBJECT : PERMISSION TO DISTRIBUTE
A QUESTIONNAIRE

Permission is hereby granted to Mr M.D. Mochwanaesi to distribute a questionnaire to colleges of Education in the North West Province for his M.Ed Programme.

This permission is granted with understanding that participation is voluntary and that the names of colleges and participants remain confidential at all times.


DIRECTOR: EDUCATOR TRAINING
M A SEAKAMELA

APPENDIX B

LETTER TO STAKEHOLDERS

P.O. Box 121
Pampierstad
8566
Tel: (01405) 51376 (w)
(01405) 61552 (h)
Cell: 083 265 6495
Fax: (01405) 51354

THE ROLE OF COLLEGES OF EDUCATION IN THE NORTH WEST PROVINCE

Colleges of education may altogether cease to be “monotechnic” establishments concerned only with professional education in a narrowly specialised role. The proposal is a recurring theme in the current discussion of the future of teacher education and is part of the general debate about the creation of a more co-ordinated and flexible pattern of higher education.

A research project is being undertaken with the aid of a grant from the Human Sciences Research Council to ascertain the role of colleges of education in the North West Province. Put differently, it wishes to determine to what extent colleges of education in the North West Province as institutions are adjusted to their real potential environment and how they serve their communities so that adjustments could be made if necessary. A literature study has already been completed to this effect.

Your informed opinion and participation in this study as one of the stakeholders is requested by completing the attached questionnaire. Your co-operation will not only help educational planners in the province but will also help shape the future of education in the country.

MD MOCHWANAESI

APPENDIX C

FIRST QUESTIONNAIRE

QUESTIONNAIRE

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

- Please answer all the questions.
- Should you like to give more information or voice an opinion, please make use of the provided space.
- Mark the response of your choice by making a cross in the applicable block.

Questionnaire nr.

Card nr. 1

	(1-3)
1	(4)

SECTION A: BIOGRAPHICAL DATA

1. What is your position in the organisation or at the institution?

- 1.1 Rector of a college of education
- 1.2 Member of the College Council
- 1.3 Member of the College Senate
- 1.4 Director of Education
- 1.5 Research Associate / Educational Research
- 1.6 Member of INSET staff
- 1.7 Other

	1	(5)
	2	
	3	
	4	
	5	
	6	
	7	

In case of 1.6 or 1.7 please specify:

SECTION B

In this section you are requested to indicate your personal opinion by making a cross in the block of your choice. Choose only one item.

2. Which of the following value system alternatives should be applied to a college of education in the North West Province? A college of education in the North West should (Choose only one option):

- 2.1 Be value free.
- 2.2 Differentiate with regard to different philosophies of life.
- 2.3 Allow only one philosophy of life to be extended and promoted at that college of education.
- 2.4 Allow only the Christian philosophy of life to be promoted and transferred.
- 2.5 Other remarks:

	1	(6)
	2	
	3	
	4	
	5	

3. A vision for a college of education could be as follows (Choose one option):

- 3.1 The college of education is an institution with self-reliant management which plays a leading role in its area to provide a teacher training of a high standard.
- 3.2 The college of education is an institution which primarily provides for formal teacher training, but also renders service to the community by introducing non-formal education programmes.
- 3.3 The college of education is an institution where teachers are primarily being trained in extra-mural activities to be able to become fully involved in their communities as practising teachers.
- 3.4 The college of education provides teacher training in close collaboration, also administratively, with other tertiary institutions, like universities in their specific area.
- 3.5 Colleges of education will in future be fully incorporated in other tertiary institutions, and for that reason will close down.
- 3.6 Other remarks about a vision:

	1	(7)
	2	
	3	
	4	
	5	
	6	

4. The most important goal that can be set for a college of education is as follows (Choose one option):

- 4.1 To provide professional training for students who want to become teachers.
- 4.2 To prepare students for the extra-mural responsibilities associated with the teaching profession.
- 4.3 To train students for the leadership role that a teacher has to play in some communities.
- 4.4 To provide students with multi-cultural training so that later in their teaching career they can play an important role in reconciling people of different cultural backgrounds.
- 4.5 To be a service centre where expertise, support and teaching aids can be placed at the disposal of practising teachers.
- 4.6 To be an in-service training centre where practising teachers can undergo further training.
- 4.7 To serve as a Community College where non-formal education programmes can be presented.
- 4.8 Other remarks:

	1	(8)
	2	
	3	
	4	
	5	
	6	
	7	
	8	

5. The following position in educational policy and negotiation powers should be granted to colleges of education (Choose one option):

- 5.1 The status quo should be maintained. Colleges of education form, together with schools, the so-called CS (College-School) sector.
- 5.2 Colleges of education obtain, like Universities and Technikons, full tertiary status, and form a homogeneous College sector, with their own legislation and Advisory Committee for colleges of education and a recognised Committee of college of education Rectors.
- 5.3 Form with Universities and Technikons a larger tertiary sector. The Advisory Committee for Universities and Technikons should be extended to include colleges of education (AUT becomes AUTCE).
- 5.4 All colleges of education are incorporated in other tertiary institutions and should be closed down.
- 1.5 Other remarks:

	1	(9)
	2	
	3	
	4	
	5	

6. Colleges of education should be controlled as follows (Choose one option):

- 6.1 Be directly controlled by the Department of Education.
- 6.2 Departments of Education, formed in different provinces, can control colleges of education on a provincial basis.
- 6.3 A university controls the colleges of education and the college becomes an institute or school of Education of such a university (Satellite institution of a university can be founded in other regions)
- 6.4 Each college of education is an institution with self-reliant management and functions independently.
- 6.5 Activities of neighbouring colleges of education can be co-ordinated by the formation of a Provincial College Advisory Board.
- 6.6 The role that colleges of education play can be taken over completely by other tertiary institutions that also train teachers so that all colleges of education cease to exist.
- 6.7 An agreement of co-operation with a university is also a management option (for example: Salaries of full-time college staff are paid by the state; the university maintains all the physical facilities; all enrollment and tuition fees go to the university; composition of courses as well as lecturing responsibilities are mutually decided upon by the university and the college).
- 6.8 Other remarks:

	1	(10)
	2	
	3	
	4	
	5	
	6	
	7	
	8	

7. In the financing of colleges of education the following options should be considered (Choose one option):

- 7.1 The state finances all colleges of education. The total budget of each college of education is controlled by the state. Training for students is free, but they must teach at state schools for a period equaling the length of the training course.
- 7.2 Colleges of education must recover all expenses, excluding staff salaries, from students' tuition boarding fees (Model C-School principles).
- 7.3 Colleges of education should, in accordance with full independence, generate all funds for their continued existence themselves.
- 7.4 With a view on rationalisation and saving money, all colleges of education should close down and be incorporated in other tertiary institutions that also train teachers.
- 7.5 Other remarks:

	1	(11)
	2	
	3	
	4	
	5	

SECTION C

In this section you are kindly requested to indicate your personal opinion by applying the following scale for the whole questionnaire. Indicate your opinion by making a cross in the block of your choice.

1 = Disagree completely

2 = Uncertain

3 = Agree

4 = Strongly agree

8. The following factors can be seen as determinants in deciding on the institutions extension or curtailment of initial teacher training:

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
8.1	The political situation that prevails and the constitution by which the country is ruled.	1	2	3	4	(12)
8.2	The cultural composition of the community being served by the institution.	1	2	3	4	(13)
8.3	Demographical tendencies, such as birth rate, urbanisation and other patterns of settlement that occur within the target group.	1	2	3	4	(14)
8.4	The general condition of the national economy.	1	2	3	4	(15)
8.5	Educational legislation by which general policy regarding teacher training is determined.	1	2	3	4	(16)
8.6	National requirements in respect of peoples power, which in turn determines requirements of type of education needed, such as technical or academic schooling.	1	2	3	4	(17)
8.7	Standard of secondary education in the country.	1	2	3	4	(18)
8.8	Other remarks:	1	2	3	4	(19)
						(20)

9. Evaluate the following aspects concerning the target group of colleges of education:

	DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
9.1 All colleges of education should recruit students on a nation-wide basis.	1	2	3	4	(21)
9.2 Students of a specific college of education should only be taken from the direct vicinity of that college.	1	2	3	4	(22)
9.3 Students of only one cultural group should be enrolled at a specific college of education to ensure a homogeneous mono-cultural student community.	1	2	3	4	(23)
9.4 Students from any cultural group should be enrolled in order to ensure cultural diversity and a multi-cultural student community.	1	2	3	4	(24)
9.5 Students should be taken primarily from one cultural group but numbers could be supplemented from other cultural groups.	1	2	3	4	(25)
9.6 Because all colleges of education should be closed down, students can be trained at other institutions.	1	2	3	4	(26)
9.7 Other remarks:	1	2	3	4	(27)
					(28)

- | | | DISAGREE
COMPLETELY | UNCERTAIN | AGREE | STRONGLY
AGREE | |
|-------|---|------------------------|-----------|-------|-------------------|------|
| 10.1 | Small-group training of students. | 1 | 2 | 3 | 4 | (29) |
| 10.2 | Thoroughly-trained and well-qualified personnel. | 1 | 2 | 3 | 4 | (30) |
| 10.3 | Geographical distribution of colleges of education (also in remote rural areas over the entire country). | 1 | 2 | 3 | 4 | (31) |
| 10.4 | Periodically, during practice teaching, students are exposed to the real teaching situation. | 1 | 2 | 3 | 4 | (32) |
| 10.5 | Mono-cultural training can be provided to one cultural group only. | 1 | 2 | 3 | 4 | (33) |
| 10.6 | Students are offered the opportunity to associate with other cultures to get to know and understand them better in order to render more relevant education in future South African circumstances. | 1 | 2 | 3 | 4 | (34) |
| 10.7 | Versatile training is possible because students are trained in the academic and extra-mural aspects of education. | 1 | 2 | 3 | 4 | (35) |
| 10.8 | Co-operation with other tertiary institutions exists through which the general standard of initial teacher training is raised. | 1 | 2 | 2 | 4 | (36) |
| 10.9 | Colleges of education specialise in the training of students only for primary and pre-primary education. | 1 | 2 | 2 | 4 | (37) |
| 10.10 | Inculcation of common values, across ethnic differences, can be accentuated. | 1 | 2 | 2 | 4 | (38) |
| 10.11 | Other remarks: | 1 | 2 | 3 | 4 | (39) |
| | | | | | | (40) |

12. The following can serve as opportunities that can be utilised to realise goals even more effectively in future:

	DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
12.1 Extensions of the vision and goals to cope for the rendering of community services like non-formal education programmes.	1	2	3	4	(48)
12.2 Broadening of the target group in order to accommodate students from a diversity of cultural backgrounds.	1	2	3	4	(49)
12.3 In-service training programmes to under-qualified teachers in the vicinity of the colleges of education.	1	2	3	4	(50)
12.4 Implementing distance education programmes in order to give further training to under-qualified teachers.	1	2	3	4	(51)
12.5 Establishment of an internship year to place partially-trained student teachers at schools so that a shortage of teachers in some communities can be alleviated.	1	2	3	4	(52)
12.6 Establishing or extending co-operation with other tertiary institutions.	1	2	3	4	(53)
12.7 Other remarks:	1	2	3	4	(54)
					(55)

13. The following can be seen as threats to the achievement of goals in the future of colleges of education:

Card Nr. 2					2	(1)			
					DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
13.1	Multi-cultural teacher training.				1	2	3	4	(2)
13.2	Rationalisation programmes by the state.				1	2	3	4	(3)
13.3	Uncertainty in teacher training because of constitutional reform.				1	2	3	4	(4)
13.4	Intolerance of some people to co-operate with people from different ethnic or cultural backgrounds.				1	2	3	4	(5)
13.5	Lack of co-operation with other tertiary institutions.				1	2	3	4	(6)
13.6	Closing down of colleges of education for reasons that are not pedagogically/educationally founded.				1	2	3	4	(7)
13.7	Other remarks:				1	2	3	4	(8)
									(9)

14. Evaluate the following aspects regarding the staff at colleges of education:

	DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
14.1 All lecturing staff as well as students at colleges of education should be of the same cultural background.	1	2	3	4	(10)
14.2 Some lecturers, depending on their competence and the subject on which they lecture, could be taken from other cultural groups, for example a lecturer in African Languages at an Afrikaans college of education.	1	2	3	4	(11)
14.3 Lecturers at colleges of education should intentionally be taken from different cultural groups in order to equip students better to teach in multi-cultural societies.	1	2	3	4	(12)
14.4 Lecturers must be proficient in using both English and Afrikaans as medium of teaching.	1	2	3	4	(13)
14.5 Lecturing staff at colleges of education must also be subjected to visit from superintendents of education.	1	2	3	4	(14)
14.6 Other remarks:	1	2	3	4	(15)
					(16)

15. Give your opinion of the students that should be enrolled at colleges of education:

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
15.1	Students of both sexes should be accepted at the same college of education.	1	2	3	4	(17)
15.2	Separate colleges of education should be established for male and female students.	1	2	3	4	(18)
15.3	The minimum requirements for admission to colleges of education should be the Senior Certificates, without any further limitations.	1	2	3	4	(19)
15.4	Apart from having obtained the Senior Certificate, candidates should also have passed at least two subjects on the higher grade of which one must be a language.	1	2	3	4	(20)
15.5	To alleviate the shortage of teachers in some rural communities, candidates for the pre-primary and primary courses should be admitted after having passed standard eight.	1	2	3	4	(21)
15.6	Practising teachers with insufficient qualifications should be allowed unconditionally to any college of education.	1	2	3	4	(22)
15.7	Other remarks:	1	2	3	4	(23)
						(24)

16. Colleges of education should present training programmes for the following levels of education:

	DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
16.1 Courses in pre-primary, primary and secondary education.	1	2	3	4	(25)
16.2 Course only in pre-primary and primary education with training for secondary education only presented at universities.	1	2	3	4	(26)
16.3 Courses only in pre-primary and primary education with exceptional courses in secondary education for which permission must be obtained from the government.	1	2	3	4	(27)
16.4 Apart from training in pre-primary and primary education some colleges of education should also be allowed to train secondary teachers for any course after having been accredited by a university.	1	2	3	4	(28)
16.5 Other remarks:	1	2	3	4	(29)
					(30)

17. Apart from formal training programmes, as mentioned above, the following should also receive attention:

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
17.1	An internship of one year should be introduced. Distance education can be used to increase academic knowledge to internship-students and institute-training can be reduced.	1	2	3	4	(31)
17.2	Training in multi-cultural education should be part on any teacher training programme.	1	2	3	4	(32)
17.3	A bridging course for all prospective teacher students whose secondary school training hasn't prepared them adequately for tertiary study.	1	2	3	4	(33)
17.4	Colleges of education should also render community service through non-formal education programmes.	1	2	3	4	(34)
17.5	Other remarks:	1	2	3	4	(35)
						(36)

18. The language policy of a college of education should be as follows:

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
18.1	Each college of education must be free to present courses in the language medium of its choice.	1	2	3	4	(37)
18.2	All Afrikaans medium colleges of education should be forced to repeat training given in Afrikaans in English at another time on the timetable (e.g. morning sessions repeated in the afternoon).	1	2	3	4	(38)
18.3	All lecturers at colleges of education should be prepared to present bilingual lectures to ensure that the same subject can be presented simultaneously to both language groups on the same standard.	1	2	3	4	(39)
18.4	It must be ascertained that students within one geographical region can be trained in the language of their choice.	1	2	3	4	(40)
18.5	Other remarks:	1	2	3	4	(41)
						(42)

19. Which aspect with regard to physical facilities should receive the most attention at colleges of education?

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
19.1	Improvement of the condition of the lecture rooms/halls.	1	2	3	4	(43)
19.2	Increasing the number of lecturing rooms.	1	2	3	4	(44)
19.3	Establishing or extending library facilities.	1	2	3	4	(45)
19.4	Establishing or improving sport facilities.	1	2	3	4	(46)
19.5	Purchasing of new and modern technological teaching aids.	1	2	3	4	(47)
19.6	Establishing or extending residence facilities.	1	2	3	4	(48)
19.7	Other remarks:	1	2	3	4	(49)
						(50)

20. The following ancillary services should be rendered at colleges of education:

	DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
20.1 A library and information service.	1	2	3	4	(51)
20.2 Sport and recreational facilities.	1	2	3	4	(52)
20.3 A well-organised psychological and guidance service.	1	2	3	4	(53)
20.4 A research service.	1	2	3	4	(54)
20.5 A public relations office for fund-raising and recruitment of students.	1	2	3	4	(55)
20.6 Other remarks:	1	2	3	4	(56)
					(57)

21. What is, in conclusion, your opinion of the future of colleges of education?

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
21.1	Colleges of education should exist independently.	1	2	3	4	(58)
21.2	Colleges of education should retain their own identity, but be linked to other tertiary institutions as Institutes or Schools of Education.	1	2	3	4	(59)
21.3	Colleges of education should be fully incorporated into other tertiary institutions and should therefore be closed down.	1	2	3	4	(60)

THANK YOU!

APPENDIX D

SECOND QUESTIONNAIRE

STUDENT QUESTIONNAIRE

ALL RESPONSES ARE IN STRICT CONFIDENCE

INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

- Please answer all the questions.
- Should you like to give more information or voice an opinion, please make use of the provided space.
- Mark the response of your choice by making a cross in the applicable block.

Questionnaire nr.

	(1-3)
--	-------

SECTION A: BIOGRAPHICAL DATA

Which college of education do you attend?

- a. Taung College
- b. Lehurutshe College
- c. Mankwe College
- d. Potchefstroom College
- e. Tlhabane College
- f. Moretele College
- g. Hebron College

	(4)

Sex:

- a. Male
- b. Female

	(5)

What course are you studying?

- a. Pre-Primary
- b. Senior Primary
- c. Secondary
- d. Secondary Technical
- e. B Prim Ed
- f. University Diploma in Education (Primary)
- g. University Diploma in Education (Secondary)

	(6)

SECTION B

In this section you are kindly requested to indicate your personal opinion by applying the following scale for the whole questionnaire. Indicate your opinion by making a cross in the block of your choice.

1 = Disagree completely

2 = Uncertain

3 = Agree

4 = Strongly agree

1. Evaluate the following aspects concerning the target group of colleges of education:

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
1.1	All colleges of education should recruit students on a nation-wide basis.	1	2	3	4	(7)
1.2	Students of a specific college of education should only be taken from the direct vicinity of that college.	1	2	3	4	(8)
1.3	Students of only one cultural group should be enrolled at a specific college of education to ensure a homogeneous mono-cultural student community.	1	2	3	4	(9)
1.4	Students from any cultural group should be enrolled in order to ensure cultural diversity and a multi-cultural student community.	1	2	3	4	(10)
1.5	Students should be taken primarily from one cultural group but numbers could be supplemented from other cultural groups.	1	2	3	4	(11)
1.6	Because all colleges of education should be closed down, students can be trained at other institutions.	1	2	3	4	(12)

2. The following can be seen as merits of colleges of education which contribute most strongly towards attaining preconceived goals:

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
2.1	Small-group training of students.	1	2	3	4	(13)
2.2	Thoroughly-trained and well-qualified personnel.	1	2	3	4	(14)
2.3	Geographical distribution of colleges of education (also in remote rural areas over the entire country).	1	2	3	4	(15)
2.4	Periodically, during practice teaching, students are exposed to the real teaching situation.	1	2	3	4	(16)
2.5	Mono-cultural training can be provided to one cultural group only.	1	2	3	4	(17)
2.6	Students are offered the opportunity to associate with other cultures to get to know and understand them better in order to render more relevant education in future South African circumstances.	1	2	3	4	(18)
2.7	Versatile training is possible because students are trained in the academic and extra-mural aspects of education.	1	2	3	4	(19)
2.8	Co-operation with other tertiary institutions exists through which the general standard of initial teacher training is raised.	1	2	2	4	(20)
2.9	Colleges of education specialise in the training of students only for primary and pre-primary education.	1	2	2	4	(21)
2.10	Inculcation of common values, across ethnic differences, can be accentuated.	1	2	2	4	(22)

3. Evaluate the following aspects regarding the staff at colleges of education:

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
3.1	All lecturing staff as well as students at colleges of education should be of the same cultural background.	1	2	3	4	(23)
3.2	Some lecturers, depending on their competence and the subject on which they lecture, could be taken from other cultural groups, for example a lecturer in African Languages at an Afrikaans college of education.	1	2	3	4	(24)
3.3	Lecturers at colleges of education should intentionally be taken from different cultural groups in order to equip students better to teach in multi-cultural societies.	1	2	3	4	(25)
3.4	Lecturers must be proficient in using both English and Afrikaans as medium of teaching.	1	2	3	4	(26)
3.5	Lecturing staff at colleges of education must also be subjected to visit from superintendents of education.	1	2	3	4	(27)

4. Give your opinion of the students that should be enrolled at colleges of education:

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
4.1	Students of both sexes should be accepted at the same college of education.	1	2	3	4	(28)
4.2	Separate colleges of education should be established for male and female students.	1	2	3	4	(29)
4.3	The minimum requirements for admission to colleges of education should be the Senior Certificates, without any further limitations.	1	2	3	4	(30)
4.4	Apart from having obtained the Senior Certificate, candidates should also have passed at least two subjects on the higher grade of which one must be a language.	1	2	3	4	(31)
4.5	To alleviate the shortage of teachers in some rural communities, candidates for the pre-primary and primary courses should be admitted after having passed standard eight.	1	2	3	4	(32)
4.6	Practising teachers with insufficient qualifications should be allowed unconditionally to any college of education.	1	2	3	4	(33)

5. Colleges of education should present training programmes for the following levels of education:

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
5.1	Courses in pre-primary, primary and secondary education.	1	2	3	4	(34)
5.2	Course only in pre-primary and primary education with training for secondary education only presented at universities.	1	2	3	4	(35)
5.3	Courses only in pre-primary and primary education with exceptional courses in secondary education for which permission must be obtained from the government.	1	2	3	4	(36)
5.4	Apart from training in pre-primary and primary education some colleges of education should also be allowed to train secondary teachers for any course after having been accredited by a university.	1	2	3	4	(37)

6. Apart from formal training programmes, as mentioned above, the following should also receive attention:

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
6.1	An internship of one year should be introduced. Distance education can be used to increase academic knowledge to internship-students and institute-training can be reduced.	1	2	3	4	(38)
6.2	Training in multi-cultural education should be part on any teacher training programme.	1	2	3	4	(39)
6.3	A bridging course for all prospective teacher students whose secondary school training hasn't prepared them adequately for tertiary study.	1	2	3	4	(40)
6.4	Colleges of education should also render community service through non-formal education programmes.	1	2	3	4	(41)

7. The language policy of college of education should be as follows:

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
7.1	Each college of education must be free to present courses in the language medium of its choice.	1	2	3	4	(42)
7.2	All Afrikaans medium colleges of education should be forced to repeat training given in Afrikaans in English at another time on the timetable (e.g. morning sessions repeated in the afternoon).	1	2	3	4	(43)
7.3	All lecturers at colleges of education should be prepared to present bilingual lecturers to ensure that the same subject can be presented simultaneously to both language groups on the same standard.	1	2	3	4	(44)
7.4	It must be ascertained that students within one geographical region can be trained in the language of their choice.	1	2	3	4	(45)

8. In the financing of colleges of education the following options should be considered:

	DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
8.1 The state finances all colleges of education. The total budget of each college of education is controlled by the state. Training for students is free, but they must teach at state schools for a period equaling the length of the training course.	1	2	3	4	(46)
8.2 Colleges of education must recover all expenses, excluding staff salaries, from students' tuition boarding fees (Model C-School principles).	1	2	3	4	(47)
8.3 Colleges of education should, in accordance with full independence, generate all funds for their continued existence themselves.	1	2	3	4	(48)
8.4 With a view on rationalisation and saving money, all colleges of education should close down and be incorporated in other tertiary institutions that also train teachers.	1	2	3	4	(49)

9. Which aspect with regard to physical facilities should receive the most attention at colleges of education?

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
9.1	Improvement of the condition of the lecture rooms/halls.	1	2	3	4	(50)
9.2	Increasing the number of lecturing rooms.	1	2	3	4	(51)
9.3	Establishing or extending library facilities.	1	2	3	4	(52)
9.4	Establishing or improving sport facilities.	1	2	3	4	(53)
9.5	Purchasing of new and modern technological teaching aids.	1	2	3	4	(54)
9.6	Establishing or extending residence facilities.	1	2	3	4	(55)

10. The following ancillary services should be rendered at colleges of education:

	DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
10.1 A library and information service.	1	2	3	4	(56)
10.2 Sport and recreational facilities.	1	2	3	4	(57)
10.3 A well-organised psychological and guidance service.	1	2	3	4	(57)
10.4 A research service.	1	2	3	4	(59)
10.5 A public relations office for fund-raising and recruitment of students.	1	2	3	4	(60)

11. What is, in conclusion, your opinion of the future of colleges of education?

		DISAGREE COMPLETELY	UNCERTAIN	AGREE	STRONGLY AGREE	
11.1	Colleges of education should exist independently.	1	2	3	4	(61)
11.2	Colleges of education should retain their own identity, but be linked to other tertiary institutions as Institutes or Schools of Education.	1	2	3	4	(62)
11.3	Colleges of education should be fully incorporated into other tertiary institutions and should therefore be closed down.	1	2	3	4	(63)

THANK YOU.