

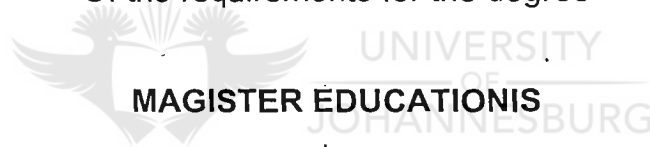
**PERCEPTIONS OF THE EZAKHENI COLLEGE OF
EDUCATION COMMUNITY ON THE CULTURE OF
TEACHING AND LEARNING AT THE INSTITUTION**

by

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ABSTRACT

This study was conducted as an effort to investigate the causes of the lack of a culture of teaching and learning at Ezakheni College of Education. This study was born out of the researcher's realisation that teaching and learning is less effective in this institution.

In this study the participants were drawn from two sectors of the college community, namely the academic staff and the students. This study had a qualitative research design. To investigate the research problem, in-depth interviews and group interviews were conducted with the academic staff and student population at Ezakheni College of Education in Ladysmith, Kwazulu-Natal.

The inquiry found that there is no effective teaching and learning taking place at the institution. Both students and academic staff seem to blame it on poor managerial skills. However, they also admit that for an effective educational environment to be established they all have to work together as a community.

An important contribution of the study is that it has encouraged a learning process in which students and lecturers who participated, were encouraged to work as a community. This could provide an important strategy to restore a culture of teaching and learning at this college of education.

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SECTION ONE

ORIENTATION OF THE STUDY

1. INTRODUCTION

Teaching has always been considered a very important profession. The reason being that the progress of a nation is in the hands of the teacher. Teaching in South Africa has been a dehumanising and undermining experience for most teachers. Teachers have carried out their task in an authoritarian system, and have faced repressive action when they have challenged this system.

Now that political struggle for the new South Africa has been won, and the celebrations are over, the education system is expected to change. This is a difficult process because it means that old ways of doing things must be changed and new ways adopted. These new ways are not always what people thought they were going to be. The curriculum, the rights, responsibilities and working conditions of teachers and learners are all targeted for change.

1.1 Background to the problem

Ezakheni College is in Ladysmith in KwaZulu-Natal. At present it is offering a pre-service teacher education programme. It is in Ezakheni Township which is 23 km from town. There are six hundred and twenty students enrolled. The college has a total of sixty nine staff members of which two members are from the white community and two from the Indian community.

Beare (1989:197) maintains that "the primary purpose of the college is the teaching and learning activity of the staff and students". Therefore a major task for the college rector, educators and support staff is creating a safe environment maximally conducive to learning. In this institution students are taught the skills to teach, to manage the classrooms by way of developing discipline procedures, and to test and

evaluate pupils. Varied teaching methodologies are taught. Due to the problems that are encountered by educators and students at this college, this process of teaching and learning is becoming less effective. There are continuous class boycotts which lead to a lack of dedication, absenteeism, poor work ethic and low staff morale. It is argued that the culture of teaching and learning is being destroyed by all these factors.

Hofmeyr (1995:66) states that "in many contact colleges, staff are poor professional role models because of their absenteeism, late coming and lack of dedication". He also claims that the work ethic in many teacher education institutions is poor. This is true for this college. Lecturers seem to work only when they are policed. They are always in their offices, while learners roam the college grounds and neighbourhood. It is argued that staff morale is generally low in contact colleges of education.

From this viewpoint, Davidoff (1997:100) claims that "teachers themselves are sometimes in the teaching profession by accident, or have other motives besides wanting to educate children". The lack of motivation amongst lecturers and students is a matter of concern. Seemingly many students opted for teaching through sheer lack of other alternatives. Hofmeyr (1995:75) claims that many students in colleges are not committed to teaching and are enrolled merely to obtain a tertiary qualification. In many cases they are not suited for the profession. As a result it becomes very difficult to teach them. Reeves (1994:96) highlights the fact that some students come into teaching for the wrong reasons. According to him they are attracted by the housing subsidy, a steady salary and a pension upon retiring. It is suggested that for the culture of teaching and learning to be restored the overall culture of demotivation has to be shifted.

Jones (1989:119) argues that

colleges should strive to create a positive and tolerant atmosphere as opposed to an authoritarian one, in terms of educator - student relationship, and all other aspects of college life.

In this college it looks like lack of transparency around issues that involve those affected, lack of general experience, confidence and competence of those in management positions, has rendered the college less effective.

1.2 The aim of the research

Against this background, the aims of the study will be:-

1. To find out what the educators and students believe to be an effective college.
2. To find out what the educators and students perceive as their roles.
3. To gain insight into the problem that cause teaching and learning to be less effective in the college through the perceptions of the participants.
4. To identify a suitable, practical strategy for restoring the culture of teaching and learning.

1.3 Research questions

1. What are the lecturer and student's perception of an effective college?
2. What are educators' and students' perceptions of their roles as stakeholders?
3. What are educators' and students' perception of the cause of the lack of a culture of teaching and learning at their college?
4. What strategies could be implemented to restore a culture of teaching and learning in the institution?

1.4 Significance of the problem

Student teachers should realise the importance of the position of teachers, not only for the pupils but also for the community as a whole. As a teacher, one has the community at one's mercy, which could be either for the good or the bad for that community. In the disadvantaged communities, teachers are over-exalted. Whatever they say or do, bad or good, is always believed and acted upon without questions or verification. It is in such communities that some teachers, intentionally or otherwise, start taking advantage of the ignorance and trust of the community.

Not only do such teachers keep the community at a standstill, but they mislead it, causing difficulties for the teachers who succeed them.

It is important that responsibility and commitment be inculcated to students while still in college. It is argued that at Ezakheni College of Education, both lecturers and students are irresponsible. The way they present themselves to the community add to this impression. One wonders as to the type of teachers these students will become. Some lecturers do not behave like professionals, and are not exemplary to the student teachers. Their image is that of undisciplined lecturers.

A lecturer can only perform his/her professional duties if there is order and discipline both in the classroom and in the institution as a whole. Newly appointed lecturers are not adequately inducted into the life of the college, or given proper guidance as to what the expectations are of them. This means that they have to find their own way into teaching. Given the current *laissez-faire* culture of the college, they usually get absorbed into this culture after a while and offer very little that is new or different in terms of being productive and innovative educators.

Although students are involved in the college governance structures, sometimes it becomes very difficult to work with them. Students always demand the administration to listen to their grievances and expect them to respond positively. It is very difficult to respond positively to their demands because most of the time their demands are unreasonable. What they consider as grievances brings chaos and disorder to the campus. Unfortunately, when their grievances are rejected they always resort to class boycotts. This approach, instead of minimising conflicts between the students and the administration, maximised it.

1.5 Delimitations of the study

The research is delimited to the college of Ezakheni only. This means that the findings will be generalisable to only this college community due to each college being unique in its problems.

1.6 Methodology

The qualitative methods would be used to gather information.

The in-depth focus group interview will be conducted with students. The in depth focus group interview is an interview with a small group of people on a specific topic Paton (1987:135). The reason for using focus group interviews is because it would be easy for the researcher to gather information from more than one student at once. This is important especially when time constraints exist. In-depth interviews will be conducted on separate days with lecturers. Six lectures will be interviewed.

1.7 Definition of terms

Culture

Luthuli (1997:14) defines the cultured group as:

the peculiar and distinctive way of life of group or class, the meanings, values, and ideas embodied in institutions, and social relations, in system beliefs, in norms and customs.

From this definition of culture it is clear that the culture is carried, communicated and shaped through the individual's ability to understand, master and participate in the group.

Culture of teaching

This refers to the shared responsibility whereby educators help students achieve knowledge, skills and attitudes. This guidance encourages the learner to do things that result in the desired learning. To be a good teacher one must be able to establish good personal relations with your students.

Culture of learning

This refers to the shared responsibility of both the teacher and the student, to facilitate the student in his learning. Teaching creates conditions that will encourage and stimulate learning. For learning to be effective a person must be ready to learn and be motivated.

1.8 Organisation of the study

This study will consist of four sections which will be organised as follows:

- Section one – Orientation to the study. The background and statement of the problem, aims, research questions and research methodology of the study will be discussed.
- Section two – The literature review. The sources addressing similar and related problem will be discussed.
- Section three – Data collection methods will be discussed including analysis and processing of data.
- Section four – Findings, suggestions and recommendations. In this concluding section the findings are discussed and recommendations are forwarded.

SECTION TWO

THE LITERATURE REVIEW

2. INTRODUCTION

This section will focus on the college as a community establishment, choosing teaching as a career and the essential tasks of the college which are effective teaching and learning, among others. Leadership and democracy will also be discussed. Evidence for these aspects will be obtained from different theorists' views and other literature sources which address similar problems. I will start off by clarifying and defining concepts such as community and a college of education to assist the readers' understanding of the context of the study.

2.1 A college of education

A college of education is an institution of higher learning which offers teacher education programmes. Colleges of education are customarily accepted as educational institutions firmly located within the sphere of tertiary education. The college staff is regarded as lecturers but in reality their pedagogical style and material often relate more closer to their colleagues in schools than those in universities. The ultimate objectives of a teacher education course must be to enable would-be teachers to operate competently and confidently within both the academic and practical confines of their work. The transition of high school to college seems to be a relatively painless one for students, as both institutions share many commonalities such as uniforms, rigid timetables and even in some cases, the Pavlovian ringing of bells.

2.2 Community

A group of people living together, and who share interests, are referred to as a community. According to Davidoff (1977:26) community refers to "the group amongst which organising occurs". Institutions are examples of such groups. Institutions are the groupings of people with common characteristics, goals or circumstances. A college of education is an example of such an institution. According to Sergioivanni (1994: 4) "in communities, the connections of people are not based on contracts but commitments". People in a community are committed to achieving goals that they have in common.

From the above definitions it could be concluded that a college of education, as a community is characterised by students and lecturers who share values and ideas. They are bonded together by common goals and interests.

2.3 The college as a community establishment

One of the major functions of the college is to serve the community in various ways. Another main function of a college is to prepare its students for good citizenship. The college therefore commands an important place in the community. In fact, the college itself is a small community of students and their educators. Adults in any community normally look up to the college to help mould the characters of the prospective teachers. Kruger (1996:57) focus our attention on the fact that the college as an educational institution was established by the society. The purpose was to provide the developing generation with the opportunity to acquire knowledge and skills. It is argued that such skills would allow them to become adequate participants in the life of the communities and society in general. Thus the college as an institution cannot exist in isolation because of the close interaction between education, the community and society.

The college serve all the members of the community whether or not they are students in the college. One wonders as to the causes of dissent that exist between the students of Ezakheni College and the community members. Community

members are not allowed to utilise the college resources. This adds to the difficulty the community has to work together with the college. Townsend (1994:107) maintains that colleges need to communicate with their local communities. He believes college systems need to communicate with society as a whole, about the value of the college activities for the community. This could prevent the community from having a negative view of the college. Therefore, it is the role of the college to include meaningful activities for the community.

It is the duty of the stakeholders to create a positive college climate. Schreuder (1993:22) defines the college climate as the result of interaction between the rector, educators, students and parents. It is claimed that close co-operation between these groups are in the interests of the students' education and leads to a positive college climate. A positive and pleasant atmosphere in the college will encourage students, educators and the community to become involved in and contribute to college activities. Educators and students who feel good about their college, work together spontaneously without needing continual encouragement to become involved. A positive college climate not only encourages the educators, students and parental community to participate actively, but also leads to increased productivity. In my opinion education has two components, an individual component and a social or community component. The objective of education should be to teach the kinds of values that the community deems to be important.

Reevers (1994:102) argues that colleges should teach students social responsibility so that they know that their learning is not just for themselves but for the community at large. This is true in that they will be aware that when they complete the course, they will go out into the community and apply the knowledge gained. They will be expected to serve the community as a whole not just the school children they teach. This means that students must learn what is useful to the community and they must learn how to share the benefits of their education with others. From what has been said it is clear that students from institutions which do not inculcate all of the above cannot be of much benefit to the community.

2.3.1 The educator and the community

The educator must accept the principle that the college serves the community and respects the customs and codes of the community. Robinson (1980:149) maintains

that although the educator's goal is to rear an academic individual in the student, the elements in community living should not be lost sight of.

It is therefore the duty of the educator to create a friendly atmosphere which fosters a community spirit of give and take among students.

To achieve this the educator should cultivate the elements of good citizenship in his class. By doing this he would be creating a mini-community in his class in which he too, is an active participant. In such situations, the community image instead of the teacher image must prevail. This could restore the "we" identity and could promote working interdependence.

An educator should recognise that the teaching profession occupies a position of public trust. It does not only involve individual educator's personal conduct but also the interaction of the college and the community. Therefore his actions and conduct shall be of such a nature that he commands the respect of the community and enhances the image of the profession. Kruger (1996:167) points out clearly that

an educator should not conduct himself in a disgraceful, improper or unbecoming manner because it is detrimental to his position as an educator.

This is true because some educators at Ezakheni College are spoken of as being a disgrace to their profession because of not doing their work properly. Their complacency with low standards lower the standards of the college as well.

There is a need for a new image of educators. Sometimes educators do not behave in a proper manner because of the learner's attitudes towards them. Mkabela and Luthuli (1997:9) point out

that some African learner's attitudes towards an educator who was taken as the maintainer of the status quo, originate in the hatred and resentment of the former government.

Sometimes learners label educators as enemies while some of these educators are merely performing their duties. With this history of education one wonders what kind of relationship can be expected from such negative attitudes.

2.4 Teaching as a career

One of the most important decisions anyone ever makes is deciding what he will choose as a career. No one should really make this decision for any one else. The entire life of an individual will be affected by the choice he makes. Mncwabe (1993:15) suggests that students who want to become teachers, should give serious thought to their decision when choosing teaching as a career. A student must be convinced that he really wants to be a teacher. There are teachers who are in the teaching profession by accident or have other motives besides wanting to educate children.

There are still difficulties of selecting suitable candidates for admission to the teaching profession (Salmon, 1991:19). The rector is the person who makes the final selection. It is believed that some students who are selected into teaching are not the most suited candidates. When college students become unruly, one wonder as to the kind of teachers they will become. It could also be said that these students landed up in teaching because they had few alternatives and choices.

There are some important personal qualities that a teacher should have. One has to be certain of those personal qualities before finally deciding to become a teacher. According to Mncwabe (1993:19) a teacher should be well-balanced, approachable, enthusiastic, patient and sober. In addition to those qualities the teacher must have good physical health, mental health, intelligence and a good general educational background. Some educators fail because of lack of mental balance or mental stability. Personality is closely related to physical and mental health. Some

personalities are not suited for teaching. Some people who would make good doctors would not make good teachers. In his entirety, the teacher should represent the best possible blend of fine personal qualities and professional skills.

2.5 The essential task of the college

A college of education should strive to create an environment in which each student is afforded the opportunity to grow and develop as an individual. Schreuder (1993:15) believes that one aspect of effective teaching is that the effective educator is able to motivate his students to achieve well. It is obvious then that educators should equip students in a special way to contribute to the broader community as adults.

It is believed that a number of factors combine to form an environment that is conducive to teaching and learning. Educators and students share a key role in the establishment of the desired climate. Tait, in Yule (1992:4) claims that effective educators create a different learning environment in which to develop socially; emotionally as well as academically. This can only happen if both students and educators are motivated and possess a willingness to work together. In Ezakheni College both teachers and students seem to be demotivated because of the high rate of absenteeism and class boycotts. When students boycott classes, educators absent themselves from work instead of addressing the problem. McManus (1989:96) describes this as the delaying tactics that hinder the process of teaching and learning. It is argued that educators, no matter how effective, will need to confront and deal with student misbehaviour from time to time.

Students have a tendency of behaving badly to such an extent that the learning process is disturbed. Student's misbehaviour refers to "any behaviour by a student that undermines the educator's experiences in the classroom" (Kyriacou 1994:153). Clearly, many inter-related factors influence the degree and type of misbehaviour that occurs. Sometimes students complain of educators who are highly qualified but fail to deliver the goods in the form of good educational practice. When they fail to cope, students respond by going on rampage. According to Mncwabe (1991:6) the

test of a good educator is not whether he writes clearly on the board, or keeps good discipline or knows how to work the latest visual aid, but whether his students learn what he tries to teach them. When students are not satisfied with the teaching, they boycott classes. This affects the whole institution negatively, and the whole educational process gets disrupted. When students spend most of the learning time boycotting classes, it results in poor academic results. This contributes to the ineffectiveness of the college on both academic and administrative level.

2.6 An effective college of education

An institution is effective if it accomplishes the goals that were set. A college cannot be either efficient or effective unless it has objectives and targets to achieve. Townsend (1984:104) believes that a more appropriate framework for developing effectiveness would be to consider the notion that all students have the opportunity to achieve the goals of the institution. Students should be aware of the goals that were set for the college so as to participate actively in the culture of learning. Townsend (1984:105) stresses the fact that the range of goals could be broader than the strictly academic perspective. Obviously the college goals should cover the entire spectrum of human needs if the college is to be truly effective.

Some ineffective colleges complain of not having enough resources. According to Beare (1989:13) being effective as a college does not mean seeking more resources, it assumes achieving better outcomes with the resources you already have. It is clear then that the college could be effective irrespective of whether there are enough resources or not. The available college resources could even be made available to the community. This could create positive working attitudes between the college and the community.

Attitudes play a very important role in making the college to be effective. Langa, in Yule (1992:16) argues that "attitudes are important in triggering interests and motivation to accomplish established goals". Hence it is essential for educators to develop sound and positive attitudes in students. It is argued that Ezakheni College has stakeholders that show a negative attitude towards making the college

effective. The tone of the college and its effectiveness depends upon good attitudes and commitment. Each staff member is expected to be committed to the whole college and what it stands for. With such expressed commitment, both teaching and learning will be personalised.

In an effective college the rector should be exemplary, transparent and accountable. The rector should work extremely hard and set high standards in terms of what he expects from his staff. This could decrease discipline problems because students' needs are being met by educators who are committed to their work. This could result to the college improving its outside image of being effective and admired. According to Beare (1989:65) colleges could be characterised by the expectation of learning well, systematic evaluation and assessment, and an orderly and safe climate.

These characteristics form one basic building block for creating an excellent institution. There is a need to discuss these characteristics further as they are interrelated. The college stakeholders namely students and lecturers should live up to the expectations the college has of them. When all the stakeholders are involved in the decision making process of education, students are likely to excel in their work. How the student has managed should not only lie in the hands of the educator. There should be a link between community involvement and college achievement. The community expects the college to turn out teachers that are competent because they have been educated well. The rector and educators should always have expectations that students will perform well.

No organisation can be effective unless it has goals to be accomplished. Effectiveness means goal accomplishment. It is not surprising, then, that good colleges have a curriculum which is constantly evaluated, and that student progress is regularly assessed. At Ezakheni College, students sometimes refuse to write tests for no apparent reasons. Educators have to beg them to write tests. It becomes impossible to assess them. Mncwabe (1993:60) maintains that student achievement is related to students and educators knowing where they are heading.

In an institution where students sometimes refuse to be evaluated for one reason or another, it becomes difficult for the educator to monitor their progress. Evaluation should be considered an integral part of teaching and learning. It is argued that students of Ezakheni College always expect a pass symbol, irrespective of whether they have been pulling their weight or not. Obviously, it becomes difficult to evaluate students who have been out of the class most of the time. Such students might become anxious which results in misbehaviour. No teaching, in isolation, may be regarded as educative and effective without there being evidence of some sort of learning that took place.

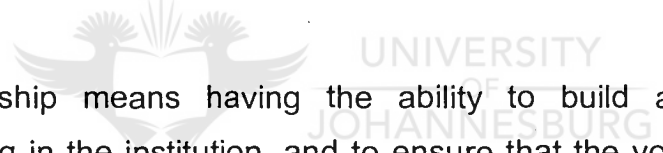
According to Beare (1989:66) educators will perform their duty better if they are satisfied with their jobs and have faith and trust in the leader. The working climate should be safe and orderly for all the stakeholders. Educators have to ensure that college experiences allow students to form positive attitudes. It is unfortunate that educators are interacting with a new generation of township youth that have lost respect for authority. I want to state that students of Ezakheni College have lost respect for the college authority. In my opinion, these students are a generation who have been radically politicised, who themselves have challenged authority and have tasted success. Educators feel helpless in the face of undisciplined, uninterested and lawless students. Seemingly this is a generation of students who are aggressive and demanding, and who have never acquired a culture of learning.

It would seem that authority has broken down in their homes and educators are expected to stand in and do what their parents were unable to do in the line of discipline. In an institution where there is order and discipline, the situation becomes more conducive to teaching and learning.

2.7 Leadership and democracy in colleges of education

Democracy has to do with improving and extending relationships within society. It aims at bringing about peace and stability. Its basic promise is that all people are equal and therefore shall be treated equally. Democracy should be practised throughout all sectors of society, even in tertiary institutions. Reeves (1994:107) states that authoritarian college management practices must be replaced by new styles of leadership. These styles of leadership should be based on the principle of democracy and accountability. In my opinion, the democratic institution is a successful institution because people are treated equally. This leadership style demands that the rectors as heads of institutions must be democratic in their leadership.

Davidoff (1977:43) maintains that



good leadership means having the ability to build a culture of self-understanding in the institution, and to ensure that the voices of all the role players contribute towards the overall direction of the college.

It is being thought that at Ezakheni College, the rector does not listen to the voices of the staff members. At the same time he does listen to the voices of students irrespective of what they say or demand from him. As the head of the college, the rector is vested with complete authority to run the college. Nevertheless, he can achieve a greater measure of success if he decentralises that authority instead of making it absolute. In a democratic college, the rector tries his best to involve all the participants in policy and decision-making. He ensures that every member of the college feels important and is encouraged to make contributions. Students too, should be involved when decisions are being made. However, they should not be given unfair privilege over lecturers.

Students must be guided to accept the fact that democracy does not exclude authority. It is a known fact that the years of struggle for liberation by the youth, led to a new attitude towards authority. It resulted in students' rejection of the authority of educators and rectors. The slogan " pass one pass all " became common in institutions. A culture of learning was superseded by a culture of violence. This is still happening in some colleges, also at Ezakheni. Students continue to reject authority, sometimes unconsciously. Therefore there is very strong evidence to indicate that the ability of a college to move forward with purpose and conviction rests largely on the formal leadership within the college. It is claimed that the management of the Ezakheni College is not committed to its professional responsibilities and that poor management contributes to the ineffectiveness of the college.

2.7.1 Prerequisite for successful leadership in a college of education

Some people are born with the necessary characteristics and skills for the teaching profession. In other words these characteristics are inherent. Ability may be regarded as being essential to act as a leader. Successful leadership could only be achieved if the college has a vision. Beare (1989:21) asserts that the rector's vision for his college is his vision of the future. It comprises the educational goals and means of achieving them. A vision helps the rector to extend his scope beyond everyday events in the college. It is his duty to ensure that the vision is realised in the daily events. As a community establishment, the college should work together with the community. Giving more control to the college and community will increase public confidence in the college and the needs of the students are more likely to be met.

In a sense the rector's vision is the compass used to determine and monitor the direction in which the college must move. Townsend (1994:130) states that it is critical that the whole college community be involved when developing a college vision. This ensures that the views expressed are representative of the community and the various groups within it. This could also ensure commitment to following the

vision through. Jones (1989:6) agrees with this view by saying that leaders who lack a sense of vision may achieve competence, but will fail to achieve excellence. Obviously, full participation in the shaping of the vision will ensure continuous improvement. The rector who conveys his vision to personnel and students is usually equipped to handle any complex situation confidently. Such a leader creates a positive college climate.

2.8 Conclusion

Colleges cannot be effective if leadership is not effective. In a college where the rector is reluctant to keep an eye on educators, little teaching takes place. It may well be true that during the apartheid years, educators were forbidden to do anything that was not part of their instructions. Educators were extremely resentful about that. The new government is taking a radically different line. It is encouraging educators largely to write the instruction themselves. Colleges are able to take on the challenge of providing young people with the confidence to take up roles of leadership in a new social order. The rector, educators and students should become more of a professional community. They must care about each other and help each other to learn and to lead more productive work lives. This could promote teaching and learning effectiveness in the institution.

SECTION THREE

DATA COLLECTION METHODS

3. INTRODUCTION

The research inquiry investigated how lecturers and students of Ezakheni College of Education, perceive the culture of teaching and learning in their institution. However, other aspects of the college affairs were examined too, such as the criteria for staff and student admissions, the roles of lecturers and students, and their perceptions of an effective college.

3.1 The setting of the inquiry

Ezakheni college of Education is an institution of higher learning, which offers a pre-service teacher education programme. There are six hundred and twenty students enrolled. The college has sixty-nine staff members. The college management consists of the rector, the vice rector and the heads of department.

The participants of the study were drawn from two sectors of the college community, namely, the academic staff and the students. The respondents were six lecturers and eight students. In depth interviews were conducted in the third quarter of the year. Lecturers were interviewed either in my office or in their offices.

A focus group interview was conducted with the students. Students were randomly selected and the interview was conducted off campus at my place because I have a room that is spacious. The atmosphere was also relaxed and non-threatening to them. All the interviews lasted for forty five minutes. Before the interviews started, the participants were made to understand the purpose of the interviews. The questions were open ended. All the data was recorded using a tape recorder and was transcribed thereafter. The purpose for the use of the tape recorder was explained before the interviews started.

3.2 Data presentation

3.2.1 Criteria for staff admissions

I asked all the lecturers what the criteria was for being appointed as faculty members at the college. All the lecturer respondents agreed that the recognised criteria consists three items, namely academic qualifications, professional qualifications and experience. Translated into actual expectations, this means that all academic staff should possess at least a Bachelor's Degree, a recognised teaching qualification and a minimum of five years teaching experience. There is no emphasis on any particular criteria. The respondents made it clear that, although the criteria might appear straightforward, a number of staff members who did not meet these criteria were still employed as lecturers. Some of the respondents were appointed with less than the required five years minimum teaching experience, and were gaining their experience at this college, not at a school as is normally the case.



3.2.2 Criteria for student admissions

To find out what type of students and lecturers the college draws, the staff and students were asked about the admissions criteria, procedure and policies. The researcher sought to elucidate what is regarded as the main issues of access to the college and who the key people are. The response was that students who meet the entrance criteria complete application forms for the college and return them before the closing date. The forms are sorted out by the clerical staff, who use the points system as a method of selection. Those who qualify are invited to write an aptitude test. Should a student pass this aptitude test, he is then interviewed to determine his personal qualities, attitude and background. These processes are seen as sufficient to guarantee that the students who were accepted will turn out to be good teachers. The final selection is done by the registrar. Despite this apparently systematic process, responses from both staff and students indicate that there is little coherence to the procedure, and that much depended on the rector and the

registrar. The following table shows their views about the selection of students into this college:

Table 1: Students responses on admission process

	Number of Responses	Percentage
Inconsistencies	5	63%
Nepotism	2	25%
Corruption	1	12,5%
Total	8	100%

Lecturer's responses on the admission process

	Number of Responses	Percentage
Inconsistencies	4	67%
Lack of centralised info.	1	16,5%
Nepotism	1	16,5%
Total	6	100%

During the interviews with students on admission policy the majority of the respondents cited cases of irregularities. Despite being less versed in the official procedure than staff, some were inevitably sensitised to some of the irregularities, either through discussions or personal experience. One student respondent said:

some applicants never get any responses. Other students gain entry by unfair means especially through the clerical staff... there is an element of bribery, but this is very secret.

The student responses suggest that most bribery occurs at the stage when admission forms are being sorted out by clerical staff, a duty instructed to them by the rector and the academic colleagues. Some lecturers feel they are left out although they are the ones who are ultimately expected to prepare the new students for the profession. Clerks would be less immediately concerned with ensuring that only good quality applicants gain entrance. Not only is the process questionable, but poor student selection also makes the lecturers' professional tasks infinitely more difficult, according to them. One lecturer's comment was:

Admission is not fair because non-qualifiers are admitted through friends. People involved with admissions should be fair.

In addition to citing cases of bribery among non-academic staff, lecturers pointed out the occurrence of nepotism which further distorts the admission process. The lecturers expressed their feelings of anger and frustration with the demands made on the rectorate by prominent community members to accept students who might not normally fulfil the official criteria. These demands are made irrespective of the available space in the college or the time of the academic year. One respondent pointed out that even interviews are not standardised because special cases come with a note saying: Interview and Admit.

Obviously there is also interference from people in high positions wanting certain students admitted. Having been admitted to Ezakheni College, students were asked whether teaching was their first career choice. This is how they responded:

3.3 Students motivations for becoming teachers

When the students were asked whether teaching was their first career choice, it became clear that that was not the case. Many opted for teaching through sheer lack of alternatives.

What was clear from the students' responses was that the decision to go to a college of education is often a financial one as personal aspirations are overridden in favour of more pragmatic options. The three responses below reflect these views:

Student 1: No, it was not my first career choice. I actually wanted to be a policeman. When South Africa experienced political problems which resulted in the killings of many policemen, then I decided to be a teacher.

Student 2: Truly speaking, I did not want to be a teacher. I wanted to be a lawyer and my parents did not have enough money for the university education, it was then decided that I come to this college.

Student 3: It has never been my aim to become a teacher. I wanted to be a nurse but waited too long to be called to any hospital, I then resorted to teaching.

When lecturers were asked if they were satisfied with the type of students that they teach, they expressed their concern of preparing students who are neither equipped academically to become effective teachers nor prepared in terms of attitude. From these negative responses that students gave, it was important for them and the lecturers to say what their roles are, now that they find themselves in this institution.

3.4 The roles of students and lecturers

Both sample groups were asked to describe their roles in this institution. Students pointed out clearly that their role was to learn and get diplomas. Lecturers described their role as to impart information and teach critical thinking. A common response

from the lecturers was that it was their role to prepare students for the challenges of the outside world. They also indicated that it was their role to shape up students' personalities, and to contribute to the smooth functioning of the college. Their answers correspond with the roles that the lecturers and students need to play. The respondents suggested that if all the stakeholders were to play their roles, the college would be effective.

3.5 Perceptions of an effective college

The sample groups were asked what they perceive to be an effective college. In reply to this there was little difference in the responses of both students and lecturers.

Table 2: Students' perception of an effective college

	Number of Responses	Percentage
Teacher & Student commitment	4	50%
Well managed college	1	12,5%
Has a mission	1	12,5%
Good communication	1	12,5%
Produce good results	1	12,5%
TOTAL	8	100%

Lecturers' perception of an effective college

	Number of Responses	Percentage
Commitment	3	50%
Conducts surveys	1	16,5%
Teach effectively	1	16,5%
Has a vision	1	16,5%
TOTAL	6	100%

The respondents stated that to be effective, a college has to convey through clear communication what its goals are. This will help in the whole system running smoothly. One respondent said: "An effective college has to have a very sensible and excellent plan whereby everybody understands the goals to be achieved".

The student respondents felt there is a necessity for teacher and student commitment if a college is to be effective. The students' view of an effective college is that it is well managed, has a mission and produces good results. As Table 2 indicates, teachers also tended to judge the effectiveness of the college by the commitment showed. They also commented that surveys should be conducted to find out what the work and industries need. To find out what skills students need to possess so that they are able to face a life which is worth living. One respondent from the lecturers, stressed the importance of direction if a college is to be effective. He said: "If a college has a vision and is well managed, it will be able to do what it is built for, produce good results and teach effectively".

Both groups were in agreement about commitment. A major indicator of commitment to one's work would be the enjoyment derived from it. With this in mind,

the lecturers were asked to comment on the aspects of their work which gave them most satisfaction:

Table 3: Lecturers' opinions on enjoyable aspects of work

	Number of Responses	Percentage
Teaching	2	33%
Contact with students	2	33%
Fringe benefits	1	17%
Stepping-stone to other goals	1	17%
TOTAL	6	100%

When asked what part of their occupation they generally enjoyed most, some staff members cited that interaction with students and dealing with the academic subject content were rewarding, and they enjoyed that.

However, others claimed to find teaching the least enjoyable aspect of their work, declaring that they found lecturing demotivating, exhausting and unsatisfying. One lecturer said:

Only when the results are good (do I enjoy my job)as I feel that the status of the teacher (and the lecturer) is generally low in society. Unless the teacher is given status by the government, he will remain an "inferior citizen". This should come with decent remuneration and better privileges.

What was clear during the interviews, was that almost all staff respondents saw themselves as being in a powerless position. Students were then asked what

commitment is and whether both students and lecturers were committed to their work.

3.6 Commitment: perceptions of students and lecturers

Table 4: Students' perceptions of commitment

	Number of Responses	Percentage
Dedication	4	50%
Love for one's work	2	25%
Hardworking	2	25%
TOTAL	8	100%

The student respondents spoke about the idea that one needs to be dedicated, to love, to be hardworking and be reliable if he is committed to his work. One student respondent said: Commitment means that one has love for what he is doing because he is aware of the benefits at the end.

From what they understood to be commitment, students were asked whether their lecturers were committed to their work. 75% of them said that their lecturers were not committed, while only 25% believed that their lecturers were committed. When the lecturers were asked whether they are committed to their jobs, a third of them said that they are not.

Many students indicated that lecturers are not committed to their work. A category that I identified that relates to commitment was that of professionalism. This is explained below:

Category	Professionalism
Characteristics	- prepared for lecturers
	- punctual
	- present in class
	- be presentable
	- be self controlled

The students notions of professionalism were elicited when they were asked what they perceived to be the most important qualities of a lecturer. A look at interview responses shows that they placed the high priorities as competence and professionalism. One student said:

Some of the lecturers are lazy. You find that we are prepared to learn but we sit in class for the first four periods without any lecturer coming to teach us. Sometimes during the fifth period, which is the last period before break, the lecturer will then come. These that do not come are not professional enough and are not committed to their work.

Most of the students were emphatic that they become angry because no explanations are given by the lecturers when they fail to honour their periods. Most student responses indicated that less time is spent in class with lecturers. Many of the answers express concern about the situation of some lecturers not being sure of their role.

When lecturers were asked about their commitment to their work they admitted that not all of them are committed. The respondents stated that those lecturers that say they are less committed, have never been committed to the profession. According

to them this is caused by neither external nor internal forces, they are lazy and irresponsible by nature. Responses show that many lecturers are committed but they are forced to be less committed by students who are not serious with their work.

3.7 Students lack of commitment

Both sample groups were asked why students are not committed to their work. It also came from students that they too are not at all committed to their work. The following table indicates the reasons given by students and lecturers as to why students lack work dedication.

Table 5: Students' reasons for their lack of commitment

	Number of Responses	Percentage
Poor college management	4	50%
Teacher unemployment	2	25%
Lack of motivation from the college	2	25%
TOTAL	8	100%

Lecturers' views of the students' lack of commitment

	Number of Responses	Percentage
Poor management	5	83%
College closure	1	17%
TOTAL	6	100%

Both sample groups blamed the management of the college for the lack of commitment. Respondents indicated that the college has no vision to which leads to the standards of learning dropping lower every day. One student said:

I think the rector, as the head of the college, has contributed a lot in lowering the standards of our learning. He should supervise his lecturers, see to it that they do their work. The college should have rules and regulations for it to be governable and manageable. Both students and lecturers do as they wish, without accounting to anybody.

Both student and staff sample groups felt that if the management was effective, they will be motivated to be good students. Students felt that if the rector and his management could do their job well, both students and lecturers could be accountable and the culture of responsibility can be inculcated. It was evident that there was a lack of accountability in this college. Both lecturers and students shifted the blame to the management. This proved that there were no elements of community in this college. Lecturers suggested that a friendly atmosphere could foster a community spirit among the stakeholders. Working together as a community was encouraged, though it became evident that there was no work interdependence in existence.

Another issue that the students raised which they say impact on their commitment, is the poor economy, and how it affects workers. Their parents being retrenched from work and the high rate of teacher unemployment were mentioned as contributory factors. Students expressed their fear of not finding employment after completing the course. They even gave examples of students who were fully committed to their work and passed with distinctions but who are not working.

They justified their lack of commitment by saying that they are just working for a pass symbol and don't want to make the investment for nothing. Lecturers agreed with the students that students are not going to benefit from what they are doing. It is likely that students anticipate themselves not securing any job anywhere. The lecturers also voiced their concern about the departmental announcement that the

colleges of education will close down. This demotivates students. From the above responses, both sample groups were asked how they perceive the culture of teaching and learning in their institution.

3.8 Perceptions of the culture of teaching and learning

When asking the lecturers about the culture of teaching and learning at this institution, this is how some lecturers responded:

Lecturer 1: ... very poor and almost non-existent. Absenteeism is at its best. Many factors contribute to this regard.....there is no satisfaction among lecturers and no motivation from management. There seems to be a huge gap between lecturers and management. At times students regard lecturers as enemies and vice-versa. Students know they do not have to bother attending classes because whether or not they do, at the end of the day they will get their diploma with distinctions.

Lecturer 2: ... hm, I would say teaching and learning in this institution is predominantly not effective, not at all. I think the reason is that the administration is not working co-operatively with lecturers and students. There is a lack of good communication. Most of the time students are not in class, they get into class only if they wanted to be in class.

Students indicated that they are a generation of democracy and do everything under that guise. When asked what they perceive to be examples of a lack of culture of teaching and learning is, the responses were: the high rate of class boycotts, absenteeism, late coming of all the stakeholders and irresponsibility. Furthermore, of the eight respondents, six blamed the managing structure at the college for the situation.

Students stressed the fact that they always boycott classes for minor demands because they know the college management is not solid. Their demands are always met by the management irrespective of how minor they might be. For students the

time spent on learning is less than the time spent boycotting classes. To many respondents the problem is largely emanating from the poor college administration and the lack of vision. Some lecturer respondents expressed their wish to leave the college because it is not functioning properly. They say that they are not gaining any fruitful teaching experience from being in this institution. One lecturer even quoted an incident in which students manhandled the rector in front of them. When they talk about this incident they become angry because in most cases they are not informed about students' grievances. It becomes the rector's thing, and the rector does not communicate properly with the lecturers.

Students claim that boycotting classes has become a procedure, in fact they believe it has become the culture of the college. The lecturers put the number of days students stay out of the class for the semester at one to two weeks. The understanding of the lecturers was that students have a number of days set aside for class boycotts. They cynically stated that after the teaching practice period, students need a rest. They will have a number of days reserved for them to regain whatever they might have lost when they were waking up early in the morning for teaching practice. When lecturers were asked how they make up for the lost time, one lecturer said:

We do not make up for the lost time and that is one reason that motivates students never to go to class as expected. They know once they lose a certain number of days, certain amount of work is going to be cut down, never to appear on either their test question paper or examination.

The lecturers expressed the opinion that even organising some extra classes does not help. Students will hardly enjoy doing that and they hardly entertain such an idea. So, lost time is just lost. A high percentage of responses from lecturers show that lecturers are committed to their work although some situational factors somehow demotivate them. Asked if their work is evaluated, the responses were vague but the stress was on the genuineness of the practice. Their work is supposed to be evaluated by their immediate supervisors, because at present the whole situation is mixed up, this is done as a routine exercise which is not genuine.

As far as the lecturers are concerned, everybody has lost direction and they are never encouraged. To these lecturers, things are upside down, and disorderly. The question they asked was: "How could justice be done in an unjust situation, so there is no one to blame except the top management?"

3.9 The lecturers' opinions on the quality of the teachers they train

Many answers clustered around the college turning out teachers who are not up to standard. The lecturers claim not to be proud of the teachers they train. For example, one respondent expressed his fears about students who can hardly express themselves in any of the official languages.

One lecturer mentioned that lecturers always encourage students to use official languages. Students do not like to use these languages. They interpret the lecturer's attitude as that of an enemy or somebody who thinks he is better than them. Some lecturers claimed that some teachers who have graduated from this college, have already demonstrated a lack of skills needed in the field. They have demonstrated this during the interviews, when these students applied for jobs. This lecturer stated that one gains one's pride out of the kind of product one turns out. The lecturers were also aware that at present the college does not have a good image in the community at large.

3.10 Strategies to be implemented to restore a culture of teaching and learning

The data that was presented thus far detailed the views of respondents on the culture of teaching and learning in this institution. It is necessary, however, to explore how this culture of teaching and learning can be restored. Table 11 demonstrate the respondents' responses to what strategies could be implemented to restore an educational environment at the college.

Table 6: Students' responses to strategies to be implemented to restore a culture of teaching and learning

	Number of Responses	Percentage
Change of management style	6	75%
Have college rules	1	12,5%
Inculcate responsibility	1	12,5%
TOTAL	8	100%

Lecturers' responses to strategies to be implemented to restore a culture of teaching and learning

	Number of Responses	Percentage
Reshuffling of the present management	6	100%
TOTAL	6	100%

From the students point of view the rector needs to change his managing style. If he could be able to motivate his lecturers, they in return will be able to motivate students. They suggested that there should be disciplinary measures taken against lecturers and students who break the rules. The college administrators must convince everyone that they are in control. They could do this using rules and regulations. They need to monitor and supervise educators. Educators in turn must control students. Students expressed their concern about learning bad things from lecturers, like dodging classes and late coming because nothing is done to reprimand them. They also felt that there was too much freedom and say that too much of it is bad for a student.

The lecturers on the other hand stressed the importance of reshuffling the present management. They indicated that people who work with the rector fail to challenge his ideas. The rector's word is final. Some respondents expressed their feelings of anger for being labelled sell-outs when challenging the rector's ideas. It was their wish to have a staff association which will work toward the smooth running of the college. Such an organisation would also take care of the problems that emerges out of the situation. Lastly, the issue of communication and getting people involved to strategise for the way forward was stressed.

3.11 Conclusion

From the data obtained from the interviews, it could be concluded that if the Ezakheni College stakeholders want to raise their status and the standard of the college, they must begin to reassess their roles and see themselves as accountable for producing competent teachers. All the respondents agree that there are problems that cause teaching and learning to be less effective. Such problems are poor college management, lack of motivation from the college and lack of working interdependently. The rector is blamed for all these problems.

They suggested that all the stakeholders must work together as a team to achieve the goals that were set for the college. If they work as a community, they will be committed to their work. Community members connect with each other as a result of felt interdependencies, mutual obligations and other ties.

Section four will explore the findings and will forward suggestions on how the culture of teaching and learning could be improved in this institution.

SECTION FOUR

FINDINGS, SUGGESTIONS AND RECOMMENDATIONS

4. INTRODUCTION

In section three the data was presented, analysed and interpreted. In this section, conclusions are drawn and recommendations are made.

4.1 Findings: Admission criteria

4.1.1 Lecturers

Despite the prescribed criteria for the staff entrance, the findings indicate that some lecturers did not fulfil the basic academic requirements needed to hold down the positions in which they were appointed. There is an indication that some lecturers only had between one and four years teaching experience when they took up their posts and some were appointed without any teaching experience whatsoever. This indicates the extent to which the college is compelled, through lack of many applications by suitable people to dilute the official requirements. It could also be due to nepotism that unqualified people gain entry to these positions.

For effective teaching and learning to take place, it is fair to say that the needs of students should dictate who is employed, rather than the meeting of specific and inflexible criteria. In reality, the criteria serve as valuable guidelines, but the difficulties of attracting staff who fulfil all three components, academic, professional, and experiential are evident. 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.

4.1.2 Student admission policies

Research findings indicate that there are cases of irregularities when students are being admitted to the college. It is obvious then that there are students who are not supposed to be at this college for various reasons. During interviews, all the lecturers unanimously expressed dissatisfaction with the present system of students selection. Three quarters of the staff cited cases of inconsistencies, while some complained of the lack of centralised information and others spoke about nepotism. Students too, tended to be very critical of the prevailing admission procedures with 63% expressing their dissatisfaction about inconsistencies, 25% about nepotism and 12,5% complaining about corruption. Lecturers seem not to be having any internal mechanism that ensures the quality of students being admitted. Such prevailing irregularities result in poor student selection.

In most cases, students apply to more than one college. They may well be accepted by more than one institution and can then decide on their preference. Yet they often fail to inform the other colleges of their choice. It frequently occurs that a college has accepted its full consignment of students without realising that a proportion of those students have elected to study elsewhere. Thus, although all places are officially full, the term may begin with some vacancies of which the college had not been previously aware. Not surprisingly, applicants who have not been accepted by any college try to gain entrance into the college at the last minute by filling these vacancies, and at the beginning of the first term prospective students arrive in the hope of gaining entrance into college simply by being in the right place at the right time. The need for the whole procedure to be centralised should be considered.

The findings of this research indicate that lecturers, regardless of their workload, should be involved in the selection of students. Lecturers feel that of all the people involved in the selection, the rector is the least qualified for the task. According to the lecturers, the rector does not teach the students and yet is responsible for selection .

We can generalise from the sample of this study to the entire population of students and say that many students who are in this college are not good material for the teaching profession. The research findings indicate that many students opted for teaching because there were no other alternatives. The majority of the student respondents stated that they do not like teaching. To many students, teaching was not their first career choice and from their responses they do not like teaching, and do not enjoy being at this college. Lecturers are faced with a problem of teaching people who happen to be in this college unwillingly. Such students lack motivation and are problematic. Due to their lack of motivation, students of this college spend a lot of time on non-academic activities.

4.2 College ineffectiveness

Lecturers and students perceive an effective college as having people who are committed to their work and studies. Research findings indicate that both the lecturers and students know how the institution should operate if it was to be effective. Such an institution is well managed, has a mission to accomplish and produces good results. Teaching and learning is also effective in an effective institution. Although students and lecturers have such a positive and clear understanding of an effective college, they acknowledge the fact that their college is ineffective when it comes to teaching and learning. Why? Who is to blame?

My initial assumptions were that lecturers are demotivated because of the prevailing disturbances in the Department of Education. Contrary to this, the findings indicate that 66% of the lecturers like teaching and enjoy contact with students. Though they are committed to their work their perceptions indicate a low and decreasing level of morale.

It is a very small but significant percentage of lecturers who do not enjoy teaching. According to them there are some other factors that contribute to the ineffectiveness of the college with the major cause being poor management. We can generalise from the sample of this study to the entire population of students and educators that the college is poorly managed.

Students have become the managers of the college because the rector is always on their side irrespective of their behaviour. Students do as they wish and are very excited about this. They attend classes when they feel like it. Students are not accountable to anybody. During the interviews students indicated that they like the rector because he does not communicate with their parents about their behaviour on campus. At the same time they acknowledged that they do not like the freedom they are enjoying because it hinders progress. Students said that attending classes is a matter of choice. They were aware that the lecturers are now tired of reprimanding them. Lecturers too have joined students in bunking classes. This bad practice is promoted by the fact that no one is accountable to anybody. They are not working together as a community. Another big problem is the lack of communication between the management and the lecturers. Both the educators and students agree that the college has no vision. Where there is no vision people lose direction.

Although the college is not effective enough, students and lecturers know what their roles are. Although students are demotivated because of teacher unemployment they know that their role is to learn and to be responsible members of the student body. Lecturers know that they need to educate students in totality. It is their job to promote professionalism and competence. According to them, a prominent figure at the college is the rector whose importance lies not in the external authority accorded him by virtue of his appointment, but in his ability to unite the staff and develop a common vision for the college. As the college does not have a vision, this hinders progress and promotes disorderly conduct among lecturers and students.

4.3 The culture of teaching and learning at the college

The research findings indicate that the culture of teaching and learning is almost non-existent. This is in line with what I have been observing at this college. Surprisingly enough, lecturers claim that they are committed to their work. At the same time they do not deny the fact that teaching is not effective. Contrary to what I thought, the cause of this is not lecturer demotivation.

Although lecturers are committed to their work, there are certain things that disturb them in their work which make them look uncommitted in the eyes of students and the public. This is so, as 75% of the student population perceived the lecturers as not committed to their work. Lecturers point fingers at students and vice-versa. Absenteeism, late coming and class boycotts were all listed as contributors to these conditions. A crucial and positive aspect of the results, however, is that staff who participated in the research indicated that their self-discipline, and loyalty to the college, whilst on the decrease, remains extremely high.

A high percentage of both the student and lecturer population perceive the college management as being the major cause of the prevailing disorder. If the institution is not well managed, the possibility of failure is high. Lecturers feel that the rector, as the head of the institution, is running the college alone. He does not involve lecturers when decisions are being made. Students are always given preference at the expense of lecturers. There is a gap between the management and the rest of the staff that need to be bridged in order to foster more productive and creative working relationships. Such factors lead to a breakdown in commitment.

One of the most important characteristics of being a good manager, is to be able to communicate well with the staff members. Furthermore, the way in which the information is disseminated is very important. Lecturers feel that informal activities such as daily problem solving, staff discussions and report-backs from other courses are not done. There is more that lecturers can do to make the college run smoothly if only they were involved in these processes. To be involved means to be given an opportunity of participating in all the college activities.

They complain that decisions are made which affect their daily activities though they are not involved in the decision-making process. Students are informed about college activities before the lecturers are. This leads to students undermining the lecturers because they come first with the rector. When students absent themselves from class, they tell the lecturers that the rector knows the reasons. This renders lecturers powerless.

When there is a lack of openness, trust and transparency, communication will definitely falter and relationships tend to become defensive rather than mutually supportive and enriching.

Irrespective of their behaviour students are the leaders of the future and the college has to prepare them for that. Students should not be victims of poor college management. South Africa has a young democracy with many possibilities and the rector and lecturers need to work hard to make things work well. However, responsible actions from students will facilitate these outcomes.

Lecturers are not proud of the teachers that the college turns out. Spending most of the teaching and learning time out of the class, results in the production of incompetent teachers. Some who qualified have displayed incompetency in the field, because they experienced very little teaching and learning at this college.

4.4 Strategies that could be implemented to remedy the situation

There are many issues that the college is grappling with: accountability, lack of staff motivation, lack of clear leadership, lack of vision and direction and lack of student commitment. The ability of an institution to move forward with purpose and conviction rests largely on the formal leadership within the institution. The respondents suggested that the present management be reshuffled. It would also be better if the college could have rules and regulations to be governable.

Ideally it is the responsibility of all the students to ensure that they leave behind a legacy for future students in the form of a well organised and motivated student body. This should be recognised by students and staff as an indispensable component of the college management structure. It could also benefit the college to consider the possibility of actively recruiting suitable candidates, rather than admitting students for whom teaching is a stop gap rather than an informed career choice. The college should also be proactive in trying to attract the kind of staff who

would have the most to offer in terms of commitment, work experience and expertise.

Building a community within this college can provide an important strategy to restore a culture of teaching and learning. This could restore the "we" identity and could promote working interdependence. Pointing fingers at one another will not solve the problem. But working together as a community can help in achieving the goals of the college community. A college that is a true community consists of a group of individuals who have learned to communicate honestly with one another Sergiovanni (1994:33). Such a group develops significant commitment to rejoice together, mourn together and make others' conditions their own.

All the college stakeholders need to know what is required of them to make learning and teaching a great deal more fruitful than it has been thus far. Commitment, determination, and love are factors that could rive them to achieve college goals.

4.5 Recommendations



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As recommendations, the researcher presents some direction which may be helpful to the staff and students of Ezakheni College of Education. I would recommend that the college attract lecturers for whom the basic official criteria is offset by evidence of initiative and inspiration, and students for whom teaching is a calling.

Lecturers need to acknowledge and internalise their role not as passive transmitters of knowledge, but as creators and interpreters of knowledge, values, attitudes and ideologies.

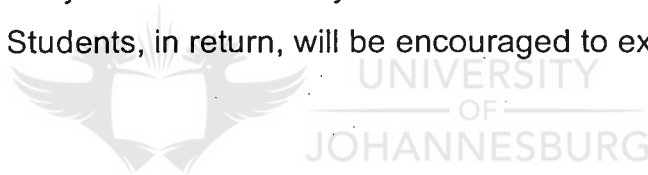
The apparent lack of communication channels between students, staff and management, kindles frustration and demotivation and ultimately engenders a sense of powerlessness and helplessness. Development, communication and good working relations is important.

It is strongly recommended that the rector consciously strives to develop a vision for the college which is shared by students and staff, and promoted by them all.

4.6 Conclusion

In Section four I interpreted the data findings, reached conclusions and made recommendations. What emerged from this research was the crisis of management which seems to be the cause of most of the problems the college is faced with. The results also point to some remarkable findings such as lack of work interdependence which results in poor academic performance.

The staff and the rector should begin to link motivation to satisfaction and enjoyment and then look at ways in which they could start making their work enjoyable. A way to accomplish this is by creating the right conditions for job satisfaction. Should they be satisfied they will be able to motivate and educate students effectively. Students, in return, will be encouraged to excel in their work.



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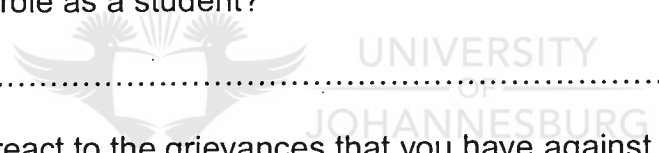
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APPENDIX A

STUDENTS' INTERVIEW

1. How did you get admission to this college?
.....
2. How do you feel about the selection of students into this college?
.....
3. Was teaching your first career choice?
.....
4. Are you proud of being a student of this college? Why? Why not?
.....
5. What is your role as a student?
.....
6. How do you react to the grievances that you have against the college?
.....
7. What does commitment mean to you?
.....
8. Do you think you are committed to your work? Give reasons for your answer?
.....
9. What is your view of an effective college?
.....
10. What is your view of the culture of teaching and learning in this institution?
.....



11. How often do you boycott classes?

.....

12. How do you make up for the lost time?

.....

13. How do lecturers feel about your lack of commitment?

.....

14. Are lecturers committed to their work?

.....

15. What causes teaching and learning to be less effective in this institution?

.....

16. What strategies do you think could be implemented to restore a culture of teaching and learning in this institutions?

.....



APPENDIX B

LECTURERS' INTERVIEWS

1. How did you get admission to this college?
.....
2. Are you satisfied with the selection procedure for new students?
.....
3. What do you think are the most important personal qualities of a college lecturer?
.....
4. What is your role as a lecturer?
.....
5. How do you measure success in your work?
.....
6. What is your view of an effective college?
.....
7. What does commitment mean to you?
.....
8. How effective is teaching and learning in this institution?
.....
9. What can you say about educator commitment in this college?
.....
10. Are students committed to their work? Discuss the pros and cons.
.....

11. What might be the causes of a lack of commitment from students and lecturers?

.....

12. What is the management reaction to the ineffectiveness of the college?

.....

13. What strategies could be implemented to restore a culture of teaching and learning in this institutions?

.....

