

H.J. Mosha
Associate Professor
University of Dar es Salaam

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Introduction

Staff development attracted a lot of attention and stimulated interest among those responsible for university education in the developed world during the 1960s and 1970s. Attention and interest in staff development has increased because of the continuing concern that universities address problems caused by the technological changes that have affected the political and socio-economic order in contemporary society. Failure to cope effectively with such changes has led to general disenchantment among students, parents, legislators, the client system and the general populace about the quality and relevance of university education today. Hence, all these groups have demanded greater accountability: efficiency in the economic sense in the way universities deliver their programmes, as well as effectiveness in an educational sense.²

On the African continent the hey days of individually tailoring staff development programmes are almost over. The concerns that faced universities of the developed world in the 1960s and 1970s are upon us at the same time as the additional challenges posed by science and technology the world over. Worse still, unique and nerve-touching problems remain unresolved. Yet society expects African universities to suggest ways to solve such problems.

A wave of interest in improving university teaching and learning has broken upon concerned educators who recognize the need for systematic and organised programmes for staff development in African universities. As the fire for change has been ignited in several African universities³, interest is fueling the dry savannah grass across the whole continent. Conceptualisation of the major parameters of a comprehensive model of staff development remains, however, inadequate. The existing models of staff development in African Universities towards improvement of Teaching and Learning are insufficient, for they do not adequately reflect either the aspirations of university education and the roles of university staff and students, or the complexity of their work environment. This concern is shared by Ramaiah who maintains that "the review of literature on faculty development clearly indicates that despite their large number, diversity and complexities of models, no comprehensive model has been endorsed".⁴ Unfortunately, Ramaiah did not make any attempt to tackle this problem.

The purpose of this paper, therefore, is to attempt to synthesize the body of literature on the subject; to inject some colleagues' contributions during past Improvement of Teaching and Learning in African Universities (ITLAU) workshops and meetings of the Continental Coordinating Committee (CCC); and help to develop a comprehensive model of staff development for African Universities. It is anticipated that the model so derived will provide missing links in existing models and map out the major areas that require attention in studies of staff development.

A comprehensive model of staff development has to take into account the University lecturer's or professor's roles as a subject specialist, teaching and learning facilitator, researcher and publisher, consultant and guidance coun-

cellor. These attributes are summarized in Figure 1. Each attribute is developed in greater detail in ensuing sections of the paper. Interlinkages among the five role areas are discussed in the process of deriving the comprehensive model of staff development.

Subject Specialist

University dons all over the world are expected to be properly trained in their subject area specialties so that they can accomplish one of the greatest tasks of university education: to prepare young men and women "for clear thinking, for independent thinking, for analysis and for problem solving at the highest level."⁵ Once trained, university lecturers and professors need to be kept abreast of new developments in their field in order to be able to cope with the rapid obsolescence of knowledge. Kamba notes that 90 per cent of all scientists who ever lived are alive today. He adds that technical journals available now; and that the number doubles every fifteen years. Hence, he cautions that the idea that many one person could have a grasp of an entire field of knowledge is absurd.⁶ Toffler argues that awareness about rapid obsolescence of knowledge has prompted the establishment of in-service programmes for teachers, particularly at lower levels, to keep them abreast of new developments in their subject area specializations. At institutions of higher education, colleges and universities, the traditional approach common at lower levels (primary and secondary), is practised in a slightly different form.⁷

Stordahl maintains that the form of staff development practised in most campuses involves matters of orientation of new faculty, sabbaticals, visiting professorships, and sometimes reduction in teaching loads.⁸ Such programmes embrace the career stages suggested by Toombs which include pre-service training, followed by the development of the new inexperienced, new experienced, and, eventually, old staff.⁹ The purpose of the pre-service training is to identify, select, train, and certify candidates who are capable and indigenous to obtain advanced or higher academic qualifications. The training of the new inexperienced and new experienced staff involves induction programmes to make lecturers and other employees welcome and secure in the classroom and places of work; to help them become members of the team; to inspire them towards excellence in performance; to help them adjust to the work environment; to provide information about the community, university system, facilities, faculty and students as well as to acquaint the individual with other employees with whom she/he will be associated; and to come to know the annual routine.¹⁰ The new experienced lecturer still needs some direction from older colleagues in the professions; in gathering more knowledge, skills, ability and experience in the field so that one may handle teaching and research responsibilities effectively. The professors need to be given opportunities of keeping abreast and up-to-date with developments in their areas of specialization through sabbatical leaves, attendance at conferences and workshops, or through challenges posed in solving real-life problems. Ramaiah has succinctly summarized the components of this attribute as he gives account of the practice at a university in a developing country:

..... the practice consists of training schemes to obtain higher degrees, sabbatical leaves, travel grants to professional conferences, involvement with professional organizations..... and practice in industries, clinics, and other such institutions, so as to be better equipped to serve society.¹¹

In order for such knowledge to be acquired and used, proper teaching is necessary.

Teaching and Learning Facilitator

Mosha and Biswalo's position is that the history of university teaching shows that what is taught in the lecture theatre, seminar rooms or the laboratories is considered more important than how it is taught. They add that very little attention is given either to the methods of teaching or to the process of learning.¹²

Diverse writers; the Commonwealth Secretariat, Pendaël, Matheson, Mansfield et al, Harding, Kamba and Ngeno have expressed concern over this inadequacy, especially in today's universities.¹³ In fact, a similar cry was made by Johnson who stated that "it is a devastating and tragic weakness of many so-called intellectuals that they are long on know what and short on know how".¹⁴ Universities cry out for change, and change has begun. Consequently, interest is growing in improving teaching and learning skills.

Bergquist and Phillips, Centra, Freedman and O'Banion have added that the increasing diversity of student attitudes, abilities and backgrounds; the increased complexity of instructional technology; the academic staff's own re-evaluation of their role in the classroom; and the decrease in financial resources all call for increased efficiency and effectiveness in the provision and delivery of university education.¹⁵

Furthermore, increased enrolment in African Universities; student activism, student demand for quality of teaching, and society's demand for teacher and institutional accountability all point out the need for improved performance in teaching by university lecturers and professors.¹⁶ Ramaiah notes that "there has also emerged of late a growing concern about the effectiveness of academic staff in carrying out their teaching responsibilities."¹⁷ Kamba and Ngeno have added that most universities seem to assume that lecturers and professors are born teachers and examiners.¹⁸ It has always been taken for granted that simply acquiring a master's or a doctoral degree and some competence in research, equips anyone for the effective transmission of knowledge; teaching without further ado. This assumption has led to university academics being the only practitioners who did not feel, unlike their counterparts, the primary and secondary school teachers, that they needed any training to qualify them in the profession, even though they might never have heard of anything called teaching methods, course outlines, lecture plans and the like. Yet, in fact, no other profession permits its members to engage in activities or profession without some form of formal preparation and guidance.

Ngeno further observes that, once recruited, university lecturers and professors walk into the classroom, read their lecturer notes or lengthy pieces from books, and the students copy down as much as they can.¹⁹ The assumption is that the more information the teacher emits by whatever method, the more the students learn. This unsatisfactory situation poses a serious challenge to African universities in their present way of teaching.

Kamba notes that "too often teachers have their lecture notes — an affair of scissors and paste. These notes last them all their life".²⁰ Okatcha observes that some lecturers have the habit of using the same notes for several years without major modifications so "the paper on which lectures were prepared five or ten years ago looks brownish or yellowish, hence the lecture materials become "brown or yellow notes."²¹

Kamba cautions that the dangers of using such materials is that the lecture notes pass from the notebook of the teacher to the notebook of the student without passing through the mind of either.²² Such a process defeats the primary purpose of a university education, that of facilitating learning and exploration; to permit own interest; to open everything to questioning and exploration; to recognise that everything is in the process of change. Out of such a context would arise true students; real learners, creative scientists and scholars and practitioners, the kind of individuals who can live in a delicate but ever-changing balance between what is presently known and the flowing, moving, altering problems and facts of the future.

As Toffler would suggest, by teaching the student to learn, unlearn and relearn, a powerful skill will have been added to the educational system.²³ Rogers had earlier on declared that the only man who is educated is the man who has learned how to learn; the man who has realized that no knowledge gives a basis for security.²⁴ Continuous change, reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world. Dewey succinctly stated that "growth leads to more growth".²⁵ In the mechanistic model man has to be taught and trained. The organismic model allows the learner to take what Thelen calls "captaincy of self", i.e., personal responsibility for one's own learning to ensure maximum growth for the individual.²⁶

Knowledge and skill in teaching is also becoming an important asset for university lecturers and professors so that they can know how to motivate students to learn. As Chikering has clearly stated, students may not be motivated to learn because they lack either intrinsic or extrinsic drive that could have been ignited by a good teacher.²⁷ Mayhew adds that one explanation of students not being motivated to learn may be that instruction is not fitting their needs.²⁸

Morstein and Gaff's survey of instructional preferences of students revealed that:

The highest ranked preferences were for teachers (1) to stimulate interests of students in the subject matter; (2) to convey more enthusiasm for their courses; (3) to encourage more vigorous discussions in class; and (4) to relate the subject matter more to the interests and concerns of the students.²⁹

An affective University lecturer or professor also needs to be a competent evaluator. The focus of evaluation is mainly on the learner and learning, lecturing and lecturers, the course content, change in elusive behaviours such as values and attitudes as well as administrative and support staff and the teaching learning environment. Data from all these sources provide useful information on factors which facilitate or inhibit learning. A detailed account of each of these attributes is provided in Moshia and Bukhala.³⁰

Clearly, then, sound pedagogical preparation of a university lecturer or professor is necessary in order to be able to overcome these teaching and learning problems as well as to meet the needs of the client hence, although certain elements common to all teachers should be known by all of them, distinction of the calibre of the teacher one wants to develop has not yet been made. There are different categories of teachers: teachers for children (of varying abilities, aptitudes, interests and handicaps); teachers of teens, teachers of illiterate and semi-illiterate adults; tutors of teachers (lecturers and professors in education faculties); the other university teachers (for intelligent adults); trainers or resource persons who are to teach the university teachers; and the superior teachers who

are to teach the resource persons. Each category requires an entirely different set of skills in order to handle its clients well.

Furthermore, the issue of whether university lecturers and professors who prepare students in a variety of fields should be trained in similar methods in pedagogy/andragogy needs to be resolved. If not, an explanation is needed for the existence of varying methods for preparing teachers in specific subject areas for the lower levels. Other questions might include: Have the methods for preparing teachers for all subjects at universities been thought of? Should the methods of teaching the subject matter, practical work, research, consultancy guidance and counselling or preparing people who might in turn become training agents in all fields covered in university education be the same or different and why? Where does the demarcation line lie?

Considering the plethora of models and techniques for staff development in the area of pedagogy/andragogy, it is undoubtedly essential and timely that those engaged in promoting improvement of teaching and learning strategies in African universities reflect seriously upon the above questions and find objective answers. In order to solve some of these problems, research work must be initiated.

Researcher and Publisher

Research and publication are fundamental for survival at all universities. The significance of research and publication is clearly reflected in the dictum "publish or perish". Seldom is it "teach or quit". Close study of the process of preparing university lecturers and professors shows, however, that a number of universities provide individuals with skills adequate only to complete a graduate dissertation or thesis. Research programmes in institutions are so diverse that some are rigorous while others are very soft. The result is that faculties comprise individuals trained in various universities, individuals that Miles has termed as "hard and soft data sociologists".³¹ The Commonwealth Secretariat has, however, maintained that universities must have a special institutional commitment to scholarship and research. They need to live up to this expectation. Individuals need to be well-trained in research.

Further analysis has revealed that most attention in universities is devoted to equipping individuals with knowledge of planning and executing research in their narrow specialities. Little training is provided in planning, directing, supervising and co-ordinating pure research that cuts across various disciplines. Little training is given in action research aimed at exploring the causes and effects of the major problems inhibiting effective classroom teaching and learning either in institutions of higher learning or in other institutions. That is to say nothing about other societal problems that need to be researched, that need ways and means of solution. In the process of undertaking some research, universities are also being encouraged to involve strategic implementers in their design and implementation so that they can develop their own internal research capacity to make objective analysis and evaluation of elementary problems without undue need for referral to experts. Such co-operation is also necessary in soliciting the support required in carrying out research, and in implementing the study recommendations.

Of late, demand has increased for skill in research on research or counter research, and research for planning, due to a number of reasons. Research on research is normally initiated in order to countercheck research findings. It can also be used to check on the soundness of the design, methods and procedures

used to collect and analyse data. Research on research can also be initiated as a means of countering deliberately biased findings arising from either judging data, using dubious techniques or portraying a bleak picture about reality due to biases arising from value differences. When, for example, the bias is held that socialism has nothing good to offer, rightist ideologists like King would argue that such programmes are bound to fail.³²

Research for planning, on the other hand, is intended to generate information or data to provide orientation, establish priorities, conditions for production and diffusion of education innovations so as to attain optimum results. It seeks to evaluate, diagnose and forecast the course of educational systems so as to determine which design, plans and educational programmes ought to be implemented. It also defines the roles to be assumed by various people as well as the strategies to be followed by the implementers.³³ The expected outcomes for initiating and using such research data are to design educational programmes that are more responsive and relevant to the demands of current and future generations. Knowledge and skill in these areas are being demanded of university lecturers and professors due to the costs of innovations in education as well as the consequences of misleading findings.

Evaluation research is basically applied research with a particular purpose which is to understand and explain the manner of success or failure of an innovation with a view to improve, continue or terminate the innovation at policy, instruction, or other educational practices. Today, evaluation research is an integral part of all educational innovations. It is inbuilt, consciously or unconsciously, from needs assessment, design, implementation to monitoring the outcomes and impact of the programme on the clientele or national development.

As publishers, university lecturers and professors must ensure that what they write is suitable to the needs and level of the reader. They must also contribute to extension of knowledge in the subject matter and enhance critical thinking.

The content of published materials must not only be relevant to the needs of learners but also those of society in which the learners live or are to serve. The content also ought to be up-to-date and must be balanced in terms of breadth and depth.

The content needs to be organized in such a way as to provide tools for inquiry, basic starting points and practice grounds. It should also be of some utility (usefulness in bringing about desired ends) and practical (provide opportunities for attacking real-life problems). Given the acute shortage of published materials for use in African Universities, all effort should be made by lecturers and professors to reproduce quality materials in any form.

Although models of research and publication provide systematic, coherent, and replicable steps for designing and implementing research studies, very few such models deal either with stages of disseminating research findings³⁴ or with the development of research capacities among the clientele. This explains why most research reports are just left to collect dust on shelves.

Effective dissemination of research findings has to take into account problems of organisation and labour. Under organisation, there is need to ensure that the right infrastructure, dissemination capacity and climate have been created. Adequately skilled and committed leaders must be available to undertake such tasks. Formal and informal networks need to be established.

Research findings should not only be policy relevant but should also comprise a quality that determines a favourable climate for adoption if

tion making process. Mowat maintains that dissemination of research findings can be enhanced by applying two basic principles — of involvement and reinforcement.³⁵ The principle of involvement requires deliberate attempts to be made to allow policy makers, technical and professional staff, to seek advice from a variety of people placed in many positions within and outside government; and as much participation from the local level as is deemed possible.

Under reinforcement, study reports need to be distributed as widely as possible in a language that all who were involved can decipher. Follow-up seminars, visits and evaluation teams need to be incorporated into planning and implementation stages. A University lecturer or professor, therefore, needs to be well informed on how to ensure successful dissemination of research findings and overcome bottlenecks.

From the publication's point-of-view, printed materials can be more easily disseminated if factors such as cost, range of given materials, suitability to the needs of a given programme, durability, ease of use by teachers and students, attractiveness to the reader, adequacy of guide to users, ease of acquisition and use, quantities available and overall quality are taken into account.

If universities are to retain their status as institutions committed to scholarship and research as cherished by the Commonwealth Secretariat,³⁶ then they need to encourage the development in each lecturer and professor of research skills in all research and publication areas discussed in the preceding section. Research and publication skills would not only help implement better research studies, and evaluate the soundness of programmes, but would also facilitate more objective evaluation of contributions in various areas as decisions are made about the quality of work. Research and publication demands should also encourage the cultivation of competence among lecturers and professors in planning, organisation, co-ordinating, directing, supervising, and managing co-operative research projects and disseminating research findings so that they may always be ready to handle research tasks assigned to them in any of the areas related to their day-to-day work.

Closely related to research undertakings in universities are consultancy tasks.

Consultancy

Consultancy is fundamentally a process of giving professional help to a person, institution or system that needs assistance in a voluntary, temporary relationship which is mutually advantageous. Consultancy involves two parties: the giver of help (consultant) and receiver of help (the client), operating in a mutually advantageous relationship. At the individual level, consultancy services are normally referred to as guidance and counselling, whereas at the institutional level it is normally referred to as activity or management consultancy.

Consultancy is gaining a lot of attention at the institutional and systems level due to continual changes in every human undertaking. Indeed, Kamba maintains that "social scientists tell us that the only constant variable in the modern world is CHANGE".³⁷ Hence, expert advice is required in order to be able to cope with new changes as well as tackle problems arising from such changes.

In most African universities, expert advice is also needed to ascertain the quality of programmes, staff, as well as other activities. The practice of employing external consultants as external examiners, programme review teams, reviewers of staff publications for promotion or termination of services, or as resource persons in all forms of training is acceptable to faculty members for the pur-

poses of comparison and objectivity, or due to the respect they command and ability they have in handling the problem better than insiders.

Of late, however, debate and impetus have been growing towards developing on internal consultancy capacity, for a number of problems could indeed be solved by a strong internal consultancy team which could curtail the over-dependence on external assistance, which is sometimes expensive, artificial, and cut-off from reality due to political, social, cultural or ecological differences. Indeed, pressure has been mounting on government bureaucrats in most African countries that questions employing external consultants when there are intellectually-able lecturers and professors who should be given an opportunity to practise what they preach.

Increased interest in consultancy among university lecturers and professors has also been prompted by mounting pressure from politicians who think university lecturers and professors constitute a powerful force of the most intellectually able and highly trained individuals in their respective countries.³⁸ They need to serve as useful models of successful experimentation through their teaching and actions; they can use their knowledge to solve real-life problems in institutions of higher learning, industry and society at large. Nyerere maintains that university dons should be able to use their expertise to revolutionise the conditions in which their people live (hunger, disease and poverty) so that the majority are assured of the basic necessities of life and are able to live in decency and dignity.³⁹

Benveniste also sees growing reliance of politicians on consultants as an attempt to ensure that the right expertise is at hand so that declared policies can be put into action.⁴⁰ Since such appointments are often from respectable departments within universities, more members of staff are becoming aware of the need to acquire basic knowledge and skill in consultancy so that they can better accomplish their assignments.

It is obvious that consultancy work is highly paid and is accompanied by high status and trust when the work is well done. In order to overcome the risks that are often associated with incompetence in undertaking such tasks, the demand for better knowledge and improved skill in consultancy seems to be mounting amongst university lecturers and professors. Hence, each consultant should at least be well informed about the five principal stages in consultation namely entry (e), diagnosis (d), response (r), disengagement (ds), and closure (c), which seem to be common to all forms.

Entry: Entry normally represents a stage where some pain or disequilibrium is experienced by the client and/or client system and a consultant is called into the scene. Once the consultant is in, problems are jointly explored, perceived needs and symptoms are discussed, relationships are clarified, goals and roles are defined, resource parameters identified, methodology clarified, and ultimately a contract negotiated. Throughout the entry phase, both parties do some scouting to ascertain the degree to which the consultation will be a potentially advantageous relationship.

Diagnosis: Diagnosis, according to Bell and Nadler,⁴¹ is a process of determining by examination the cause and nature of the problem. It begins with the understanding of the problem as perceived by the client, and is followed by an appreciation of the client's goals, knowing the amount of resources available and the client system's culture, values, norms and beliefs.

Response: Bell and Nadler maintain that the response or action phase includes the selection of a course of action, redefinition of consultative goals,

and identification of appropriate objectives, strategies and roles.⁴² It also includes the planning and engagement of structured activities or interventions employed to correct a problem or improve the situation which is spelled out in the contract.

Disengagement. In this phase, results are evaluated to determine not only if the response has been successful and is progressing as planned, but also whether there is a need for response, revision or additional resources. Based on the evaluation, planning for continuous process maintenance is conducted to ensure permanent integration and lasting change.

Effort is also made to decrease the client's dependence on the consultant and to develop within the client system the ability to use self-generated data by involving the client system in monitoring progress and in evaluating results, for change can only be sustained if the client system attains sufficient growth during the consultation.

Closure. Closure involves termination of the working relationship, having ensured continuity and internal support during the disengagement stage. Termination may also mean leaving the client system or ceasing one effort and starting another. The challenge of the helpers, therefore, is to bring the party being helped to a point at which the helper is no longer necessary.

Although the distinctive models on consultancy vary in terms of the detailed stage involved in fulfilling roles in each area, most of these stages can be slotted into the five general phases of consultancy. One can easily demonstrate this point by using the abbreviations (e), (d), (r), (ds) and (c) against every corresponding stage of a few models on consultancy. A detailed account of each model will not be made due to limitation of space. Accounts, however, can be found in the relevant references.

From the management consultancy point of view, Benveniste⁴³ suggests the following stages: building a relationship (e), uncovering uncertainties (d); legitimisation (r), analysis of political climate, knowing the institutions to be involved (d); acquisition of power (r); bargaining for time and quality staff (ds & r); coalition formation, strategy mapping (r); and the place of experts in a democratic system (d). Writers on OD,⁴⁴ change agent roles⁴⁵, and action research⁴⁶ conceive consultancy roles in terms of stages of awareness: persuasion stage (e); decision stage (d); implementation stage (r); confirmation stage (ds); and communication plus feedback stage (c); Havelock has also approached consultancy in these areas in terms of stages: building relationship (e); diagnosis (d); acquisition of information and resources (d & r); choosing (r); acceptance (r) and self-renewal (ds & c).⁴⁷ Nash and Culbertson have approached consultancy from change agent's roles of a provocateur (e); process helper (r); programme facilitator, information linker, product peddler, technical assister, action researcher (r); data feedbacker and educator (d); capacity builder (ds & r). The five stages will, therefore, be adopted for the purposes of this paper, while taking into account the fact that detailed steps may differ, depending on the consultancy activity being considered. University lecturers and professors have yet another vital role to play, guidance and counselling students.

Guidance Counsellor

Guidance and counselling assistance is now needed in universities more than ever before due to mounting anxieties and conflicts caused by socio-economic dislocations inherent in present-day society. At the individual level, anxieties caused by fear of tutors or lecturers — students pose critical problems that could in-

professors by providing the services required to improve teaching and learning. Knoop's findings show that motivation of students comes through cooperation among themselves as well as with academic staff, the administration, categorised staff, the client system and the general society.

A mini-survey conducted by Bukhala and Moshia revealed that, whereas lecturers and professors, administrators and parents talk about lazy, dull, inattentive, sloppy students, very little effort has been undertaken to determine why they were so.⁵⁶ Likewise, students, administrators and informed members of the community refer to active, bogus, cocktail, dead and earthen lecturers and professors who are uncommitted and whose hearts are not in university teaching and learning, but in non-academic commitments. Okatcha argues that some lecturers and professors are not necessarily inept but they are not motivated to teach.⁵⁷ ITLAU, Moshia and Edwards and Kiwia have also cited several instances of university administration that is lax, passive and sometimes totally paralysed.⁵⁸ Yet little has been done either to establish why such situations prevailed or to try to find lasting solutions to the problems.

Furthermore, a close study of prevailing conditions in most African universities shows that the work environments in which students, lecturers and professors toil are sometimes very hostile and the necessary support is not forthcoming. Basic materials and equipment required to implement one's tasks effectively such as books, periodicals and chemicals are not readily available. Support services are poor, and working conditions are not that attractive either, when compared to other institutions that offer a good house, fringe benefits, travel and status to their employees. Sometimes universities are accused of harbouring radicals who sow seeds of discord among societal members. Worse still, the war is still waged against intellectuals. Intellectuals are rich in theory but dehydrated in practice; intellectuals cannot translate what they preach in classrooms into reality. Such comments may demoralise students, lecturers and professors who struggle under difficult conditions to fulfil their tasks.

It would be naive, therefore, to expect students, university lecturers and professors to do good work if they are not motivated. Porter and Steers have flatly declared that if students, lecturers and professors are not motivated to remain at the university and contribute to the university goals, the issue of their being effective becomes academic.⁵⁹

Motivation models concerning learners, also focus on the process whereby motivation influences learning and memory. The prevailing model is the expectancy model, which is normally established prior to the process of learning itself and sets the stage for feedback and reinforcement. Giroux et al. stipulate that this model consists basically of seven stages: attention or selective perception; rehearsal; coding, search and retrieval; generalisation or transfer of learning; response generation; feedback and reinforcement.

Attention refers to an array of stimulations that reaches the learner through her/his sensory register and is acted upon selectively so that salient features are attended to and perceived. At the rehearsal stage, further processing takes place in the form of actively relating new information to that already acquired. Under coding, the newly-learned item is related to larger bodies of information and translated into an image. During search and retrieval, materials stored in memory become accessible; selected portions can be retrieved and recorded by short-term memory and can be used in further learning or as inputs in response generation. The generalisation stage involves transfer of knowledge to new situations, depending on how the knowledge was stored and upon the kind of

hibit learning. Students with study difficulties and associated problems (the fear that they are not capable of accomplishing as much as their colleagues or that they are unable to meet tutors' expectations) cause anxieties which can be resolved through guidance and counselling.

As guidance counsellors, University lecturers and professors ought to assist students to make right decisions on what and how to study, and what career and vocation to prepare for. In addition, they need to understand students' needs; their scholastic and personal growth and adjustment so that they can tailor their instruction accordingly.

They also need to identify students with special abilities so that they may be referred to specialists and may have the opportunity to attend special classes. Students must also be helped to recognise and understand their weaknesses and strengths to determine measures, not only to exploit the strong points but convert the knowledge of their weaknesses and disabilities into a strength.

Apart from academic anxieties, UTMU has identified other specific anxieties and stresses arising from students' social and emotional life (financial hardships, marital life, love life) or any other stress situation.⁴⁸ Such anxieties, when not well handled, argue Enns and Housego, could lead to serious moral and ethical problems such as smoking marijuana, committing sexual crimes, vandalism, and maleficent, arbitrary and deceptive behaviour.⁴⁹ Although university lecturers and professors may not have the personality, understanding or patience to help students resolve problems in this area, UTMU suggests that some basic knowledge about theories of personality and psychopathology might help them in acting as agents for screening and referral to experts.⁵⁰ The attempt to improve students social and learning positions will establish closer ties between staff and students and make instruction more effective.

Guidance counsellors also need to motivate learners so that they may learn effectively.

Koontz and O'Donnell conceptualize motivation as a force embracing motives and an inner state that energises, activates or moves, directs or channels behaviour towards a goal.⁵¹ It was stated elsewhere that the primary goal of university education is to promote teaching and learning of the highest level. Hence, the lecturers and professors are obliged to motivate students to realise such an objective. The university administration, other support staff and the community at large are also supposed to provide leadership, services and support to teachers and students so that they can implement their tasks well. Close scrutiny, however, of the literature on staff development shows but a mention in passing, without analytic discussion, of the essence of motivation of students in staff development programmes. Since its importance is being recognised, more attention to motivation is justified.

Unruh and Turner and McKeachie maintain that incentives, aspirations, expectations and satisfaction need to be considered when thinking of student motivation.⁵² Knoop found job satisfaction to be related to goal attainment.⁵³ Jackson had earlier found that the leadership exercised in universities was important to students, lecturers and professors, for the administration sets the tone of interpersonal relations, influences organisational climate and generally exercises a significant influence over the work environment of students, lecturers and professors.⁵⁴ Knoop adds that when the work climate is favourable, students, lecturers and professors interact freely, borrow ideas, and develop a common educational philosophy. Co-workers can also assist students, le-

cues available for recovering it in the new situation. Transferability of knowledge and skill are a matter of great importance to the design and conduct of instruction. Response generation involves an appeal to the long-term memory/information to recover the working memory and to transform the performances of the learner so as to enable an external observer to verify that learning has actually taken place. Feedback is a process of informing the learner that his performance has met certain expectations. Those events that provide positive feedback are therefore identified as reinforcement.

Hence, under this model Giroux et al saw the need to prepare students for learning during the process of instruction by activating students' interests.⁶⁰ The teacher's communication would relate these interests to an expectancy of what the student will be able to do once she/he has learned. Indeed, this model calls for a clear reflection upon factors within the school and at home that motivate students to learn. For an excellent account of such factors, refer to Broofenberner, Kilnowski and Sloane, and Madaus et al.⁶¹

Summary and Conclusion

The fundamental variables that have emerged from the preceding presentation and discussions are the ones that need to be considered when mapping out comprehensive staff development programmes. These attributes are summarised in Figure 1. The selected attributes constitute the core of the factors that need to be considered. The framework surrounding them is subject to refinement and enrichment.

Furthermore, depending on the area one wants to emphasize at any given point in time, the attributes in certain areas could be amplified while other areas could be diminished.

From a global perspective, however, staff development activities should reflect all the attributes. Each attribute contributes to the attainment of excellence, to the achievement of the purposes for which universities were established. Current teaching and learning improvement programmes on the African continent have mainly concentrated on the lecturing role, albeit scratching the surface. The other roles of University lecturers and professors are yet to be given equal weight. An effective on-campus staff development programme is, therefore, one that will systematically develop modular contents in each of these roles, systematically present and deal a la carte with each module—until the curiosity is fulfilled.

One can also see that improvement of teaching and learning in universities is not only a function of lecturers and professors who are versatile in the execution of their teaching and other roles alluded to in preceding paragraphs but is as much a function of: *students* who know how to learn and make best use of the University resources; permissive *administrative and support* staff who are not only sensitive to needs of lecturers and students, but excel in the application of management techniques and principles in doing their job; *technical support staff* — *laboratory audiovisual aids technicians and librarians* who are well trained in their fields; and *secretariat* — *reprography staff*, and drivers, janitors, cooks and all others that University employ—all working together, like the system's components, to facilitate Universities' fulfilment of their mission role in the five principal areas discussed elsewhere.

Each of the occupations mentioned in the preceding paragraph has a hand in facilitating the execution of the lecturer's or professor's teaching and learning in one attribute — teaching and learning among the academic staff. An ef-

fective University staff development programme is, therefore, one that will eventually endeavour to cover the other attributes as well as other groups of university employees, including re-orientation and teaching of students how to learn.

These attributes indicate how complex and interrelated the various University staff functions and roles are; and how their proper fulfilment requires a variety of people, each of whose ineptitude in action has an impact on others' efforts; the need for a comprehensive staff development programme need not, therefore, be overstated.

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FIG. 1: A COMPREHENSIVE MODEL FOR STAFF DEVELOPMENT IN AFRICAN UNIVERSITIES: ROLE DEMANDS OF UNIVERSITY LECTURERS AND PROFESSORS

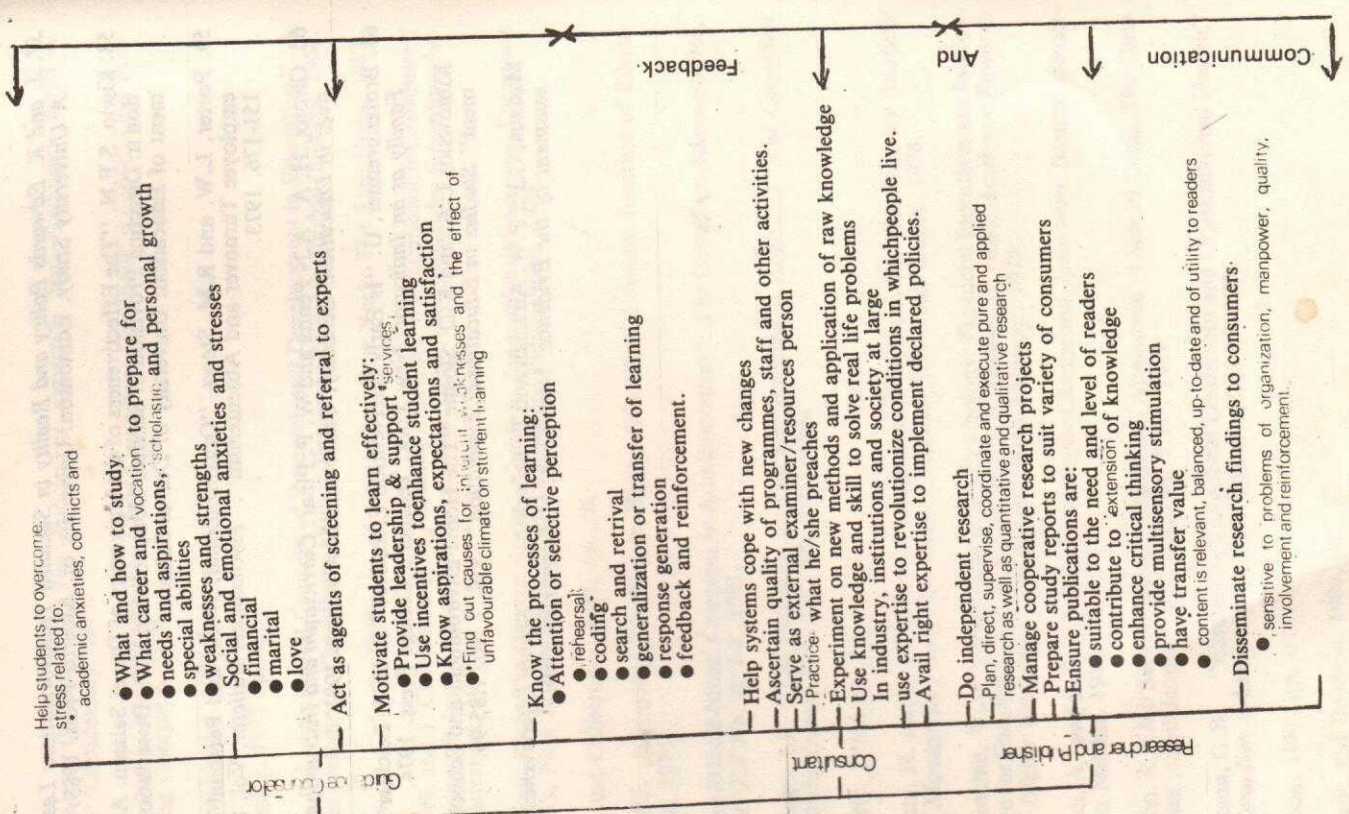


FIG. 1 Cont...

