

**PERSONNEL DEVELOPMENT AT AN EDUCATIONAL
INSTITUTION IN SWAZILAND**

by

CARLOS VICENTE MBANZE

submitted in fulfilment of the requirements
for the degree of

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF A E VAN ZYL

30 NOVEMBER 2005

ACKNOWLEDGMENTS

The completion of this dissertation was made possible by the assistance and encouragement of many people. Although I cannot mention them all, I must express my gratitude to those who participated directly during the writing of this dissertation. I wish to express my gratitude to the Faculty of the Nazarene College of Theology for their time and contributions during and after the interviews as well as their words of encouragement.

I want to thank Rev. H. Friberg and Mrs. E. Friberg for their invaluable editorial assistance. I wish to express my appreciation and gratitude to Prof. A. E. Van Zyl for his guidance and critical reading of various manuscripts as well as his helpful suggestions on stylistic and structural changes.

My wife, Phindile A. Mhlongo-Mbanze deserves a special word of thanks for her understanding patience and provision of an atmosphere conducive to research. She has been always wonderful mother to our sons, Prince and Angelo, also during my extended period of research and writing.

Student number: 3161-147-8

I declare that PERSONNEL DEVELOPMENT AT AN EDUCATIONAL INSTITUTION IN SWAZILAND is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

(MR C V MBANZE)

DATE

SUMMARY

This dissertation examines personnel/staff development at Nazarene College of Theology (NCT) in Siteki, Swaziland. The argument developed is that an educational institution needs a personnel development programme that will continuously improve the teaching skills of its teachers/lecturers and improve their performance.

A literature study was used to investigate the historical and educational developments that occurs at NCT. Data was collected by means of two interviews. The study was limited to a small group of eight respondents since the entire staff at NCT amounted to that number.

The findings indicated that two activities, namely, continuing education and participation in academic/professional conferences are being used. The findings also revealed the limitations related to the high cost of tertiary education, personal problems, the length of time to complete a university course and a lack of adequate staff development policy. Based on these findings, brief recommendations to improve practice of staff development are suggested.

Key Terms

staff development

personnel development

professional development

managing staff development

principles for staff development programme

tertiary education

theological education

in-service education

continuing education

educational changes

DEDICATION

This work is dedicated to my parents Prof. Vicente J. Mbanze and Mrs. Rosita F. Mandlate-Mbanze, who have dedicated their lives to develop *Caravana*, an educational programme in the Church of the Nazarene which was designed to help young people acquire technical skill so that they could support themselves. To maintain the quality of the *Caravana* programme, my parents promoted personnel development programmes that would equip the teachers with teaching skills.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

This chapter introduces the research and is divided into nine sections.

The first section presents the research background which describes educational changes that affected the Nazarene College of Theology at Siteki, Swaziland, and raised the need for personnel development. The second section presents the statement of the problem in the form of one major question and two sub-questions. This is followed by the third section which presents the aims of the study. Under this section, the researcher presents what he intends to accomplish at the end of the research, namely, to describe personnel development at the Nazarene College of Theology (for which the abbreviation NCT will henceforth be used) in terms of certain focal points and to suggest ways that could be used to improve the quality of personnel development programmes. The fourth section briefly presents the method and procedures used to collect and analyse the data. Under this section the following aspects are briefly discussed: the research approach and method, the sampling techniques and the instruments to be used to collect and analyse data. A fuller exposition of the research methodology is covered in chapter three. The fifth section presents the theoretical framework upon which the study and the arguments were based. The sixth section presents the demarcation of the study. This is followed by the seventh section which presents the value of the research and the eighth section which presents the division of the chapters. The final section of this chapter presents the

summary of what was discussed.

1.2 THE RESEARCH BACKGROUND

The Twenty-fourth General Assembly of the Church of the Nazarene, held at San Antonio, Texas, USA, on 22-27 June 1997, upon the recommendation of the International Board of Education¹ (IBOE), approved and adopted an educational policy that introduced changes to the curricula and the manner in which theological education in the Church of the Nazarene had been structured and managed (Church of the Nazarene 1997:179-181; Church of the Nazarene 1997a:138-144; Church of the Nazarene 1997b:212-215). Some of the changes included: (1) the introduction of outcome-based education, (2) the accreditation of the Nazarene universities (in the U.S.A.) by appropriate accrediting agencies, (3) the affiliation of the theological institutions to local universities, (4) the introduction of four training/educational programmes, (residential classes, extension classes, directed studies and continuous education), (5) the use of electronic media (video, computer and Internet) to provide instruction, (6) the revision of curricula (a work which demanded the writing of new teaching aims and objectives, curriculum statements and school evaluation procedures), (7) the establishment of international

¹The International Board of Education (IBOE) is a board that is responsible for the maintenance of the quality of the education offered by the educational institutions sponsored by the Church of the Nazarene worldwide. To achieve that goal, the board “is charged with providing such support services as consulting, advising, recommending, coordinating and accrediting in the areas of curriculum, improvement of instruction, professional development, administrative procedures, personnel needs and placement, legal advice, financial counseling, theological reflection, policy formulation, mission clarification, and strategic planning” (Nazarene Education Commission 1989:147).

educational bodies, for example, the International Higher Education Council (IHEC)² and the International Course of Study Advisory Committee (ICOSAC),³ (8) the establishment of regional educational bodies named Course of Study Advisory Committees (COSAC)⁴ (of which the African committee is called the Africa Region Course-of-Study Advisory Committee (ARCOSAC)) as well as (9) the establishment of bodies of regional educational leaders, for example, the Regional Education Coordinators (REC) (Nazarene Education Commission 1989:126-149; Church of the Nazarene 1997:179-181; Church of the Nazarene 1997a:138-144; Church of the Nazarene 1997b:212-215; Pastoral Ministries, Church of the Nazarene 1998:S-2-1 - S-2-6; Association of Nazarene Colleges, Africa Region 2000:13-14; Africa Region Course-of-Study Advisory

² The International Higher Education Council (IHEC) is a board composed of the presidents, principals, rectors or directors of 'U'(Undergraduate) and 'G'(Graduate) level institutions of the Church of the Nazarene, the Regional Theological Education Coordinators, the Education Commissioner, the World Mission Division director, and the responsible General Superintendent for the International Board of Education. The work of the council is to receive and deal appropriately with yearly reports from the Education Commissioner summarizing the following information from all (U and G-level) Nazarene institutions: (1) the annual statistical report, (2) the annual audit report, and (3) the annual fiscal budgets for the upcoming year (Church of the Nazarene 1997a:144).

³ The International Course of Study Advisory Committee (ICOSAC) is the board that has the authority to validate ministerial courses of study which have been recommended by the Regional COSAC (Church of the Nazarene 1997:178).

⁴ The Course of Study Advisory Committees are boards set up to review the regional sourcebooks and evaluate courses of study intended to prepare ministers for ordination from each region. These committees are composed of various individuals with different leadership positions and professions such as pastors, district superintendents, educators, laymen, students and other leaders nominated from the fields by the Field Directors and selected by the Regional Education Coordinator to broadly represent the geographical and cultural diversity of the regions. The Church of the Nazarene has fifteen regions, namely, Africa, Asia-Pacific, Canada, Caribbeans, Central U.S.A., East Central U.S.A., Eastern U.S.A., Eurasia, Mexico & Central America, North Central U.S.A., Northwest U.S.A., South America, South Central U.S.A., Southeast U.S.A., and the Southwest U.S.A. regions (Church of the Nazarene 1997:24, 178-179; Africa Region Course of Study Advisory Committee 2003:5-6).

Committee 2003:5-6).

There are two major reasons that led to the approval and adoption of the 1997 Educational Policy of the Church of the Nazarene. The first reason was the dissatisfaction with the ministerial preparation voiced by the members of boards of the District Ministerial Credential Board⁵ and the District Ministerial Studies Board⁶ of the Church of the Nazarene from different countries. The complaints were made to the Office of the Ministry, an office of the Church of the Nazarene, which is responsible for theological education in the Church of the Nazarene (Scott 1993:4). The Office of the Ministry together with denominational leaders paid attention to those complaints, and in 1985 the General Assembly of the Church of the Nazarene appointed an Education Commission to study the situation of ministerial preparation in the Church of the Nazarene and to make recommendations to the Twenty-second General Assembly to be held at Indianapolis, Indiana, USA, on 25-30 June 1989 (Scott 1993:4). The Education Commission conducted its study and made the following recommendations:

⁵ The District Ministerial Credential Board is a board composed of not less than five nor more than fifteen ordained ministers. Its duties are among others (1) “to examine and evaluate all persons who have been presented to the district assembly for election to the order of elder, the order of deacon, and for minister’s license” and (2) “examine and evaluate all persons desiring to receive a certificate for any of the assigned roles of ministry, including all lay and ministerial candidates aspiring to be recognized for ministries beyond the local church” (Church of the Nazarene 1997:115)

⁶ The District Ministerial Studies Board is a board composed of not less than five nor more than fifteen ordained ministers. This boards is “responsible, in cooperation with the regional college/university and the [Office of the Ministry], and under the general guidance of the district superintendent, for the promotion of continuing education for ordained ministers and other staff ministers on the district” (Church of the Nazarene 1997:119).

1. The writing of a mission statement⁷ that would be the pillar for all Nazarene institutions and to which all Nazarene institutions would align their mission statements (Nazarene Education Commission 1989:128-134);
2. the creation of the International Board of Education (IBOE) that would serve as the general church's advocate for educational institutions in the Church of the Nazarene worldwide, and provide planning, coordination and support services to the Nazarene institutions of higher education (Nazarene Education Commission 1989:122,145-148);
3. the creation of the post of the Commissioner of Education whose role would be to work with all Nazarene institutions worldwide, "recommending consultations, cooperative arrangements, innovative educational delivery systems, and plans for leadership and faculty development to bring resources and needs together" (Nazarene Education Commission 1989:123);
4. placing more emphasis on ministerial preparation (Nazarene Education Commission 1989:138-139);
5. the establishment of proper budgeting systems and the division of the funds to all institutions according to their needs. (Nazarene Education Commission 1989:141-143).

The second reason that led to the approval and adoption of the 1997 Educational Policy of the Church of the Nazarene was the need brought by the political, social, technological and economic changes affecting the world. The report presented by Jerry D. Lambert, the Education Commissioner in the Church of the Nazarene (in Church of the Nazarene 1997b:212) to the Seventy-fourth Annual session of the Proceedings of the General

⁷ Educational mission statement of the Church of the Nazarene: "Education in the Church of the Nazarene [is] rooted in the biblical and theological commitments of the Wesleyan and Holiness movements. [The Church of the Nazarene] aims to guide those who look to it in accepting, in nurturing, ... in expressing in service to the church and ... [and] Christian understanding of social and individual life. Additionally [it seeks] to provide a curriculum, quality of instruction, and evidence of scholastic achievement that will adequately prepare graduates to function effectively in vocations and professions such graduate may choose" (Church of the Nazarene 1997:159).

Board of the Church of the Nazarene, held at Kansas City, Missouri, USA, on 23-24 February 1997, presents a description of the changes and the need for the introduction of such changes:

As the 20th century comes to a close, men, women, and children are turning their eyes toward the dawn of the new century. The dawn of a new century forces people to evaluate the nature/purpose of their existence. People, organizations, companies, and the catholic (Universal) Church are planning for the next century through goal setting and vision casting. All denominations are formulating plans for ministry and survival in the new century. The Church of the Nazarene is not exempt from this situation.

As our first century comes to a close, we are forced to evaluate who we are and where we have been so that we can determine our future direction. What does our church look like after a century of existence? What is the church going to look like in the new century?...

Yet questions still need to be asked during this period of self-evaluation. Are we still a Holiness (sic) denomination in practice as we are in belief? Have we done a good job in discipling our members into a life of Christlikeness? Will the Church of the Nazarene remain a denomination committed to holiness? If so, what do we need to do to transmit effectively this biblical truth to the people of the 21st century? (Church of the Nazarene 1997b:212).

In compliance with the recommendations of the Education Commission, the Office of the Ministry in a joint effort with the Department of Church Growth, sponsored the first in a series of meetings called the “Consultation on Ministerial Preparation” in 1989. Those meetings were held yearly until 1997 in Breckenridge, Colorado, USA, and are frequently referred to as the “Breckenridge Meetings”. Those consultations recommended the following aspects in 1992:

1. *the increase of attention in spiritual formation;*
2. *emphasis on “praxis” or the practice of ministry in ministerial*

- preparation;*
3. *the creation of the “4 Cs”⁸ and introduction of outcomes based education;*
 4. *the development of the International Sourcebook for Ministerial Development and establishing of mechanisms for the creation of sourcebooks from each region of the Church of the Nazarene (Scott 1993:5).*

These recommendations made it clear that the dependence upon initial training of the lecturers at the Nazarene educational institutions around the world,⁹ Africa included, and especially Nazarene College of Theology in Siteki, was no longer adequate. The need for the introduction of staff development programmes was therefore accentuated.

As a result of the above mentioned realisation, the Association of Nazarene Colleges in Africa and the Africa Region Course-of-Study Advisory Committee in collaboration with the office of the Nazarene Education Services Coordinator in Africa, began to conduct workshops and consultation conferences in 1993. These workshops and conferences were mostly held at Johannesburg, South Africa, once a year. The aim of these workshops and conferences was to inform both the administrators and the lecturers at all Nazarene theological colleges in Africa about the changes and the intended goals, as well as

⁸ The “4 Cs” refer to the words “content”, “competency”, “character” and “context” which are the four categories of study for the minister in the Church of the Nazarene.

⁹ The Church of the Nazarene has fifty-seven educational institutions offering tertiary education all over the world. The institutions include universities, a seminary and colleges. The institutions are located in forty countries around the world. Seventeen of them are in Africa. Fifteen of those are institutions that offer theological education. These include one university, four residential colleges, a day college and nine distance learning institutions. Besides that the Church of the Nazarene has one teacher training college and a nursing training college.

providing the lecturers with the appropriate teaching and management skills they needed to implement the changes. However, because of the limited number of the workshops/conferences (one per year) and lack of adequate initial instructional and managerial training, the lecturers at the NCT were facing various difficulties as they implemented the proposed changes.

One example that can be used to demonstrate the problems and difficulties faced by lecturers at NCT regarding the implementation of the changes, is the results of a survey this researcher conducted, in 2002, with regard to the implementation of the outcome-based education policy at Siteki's Nazarene College of Theology. When asked about the implementation process, the lecturers presented various problems they had encountered. The first problem that the lecturers presented was inadequate training. The lecturers said that the workshops/conferences were not enough to give them adequate knowledge about the policy and the methods that they needed for its implementation. The lecturers said that three workshops in a year were required to give them adequate information about the outcome-based education policy. Further the lecturers said that the time provided for each workshop was too short. The workshops lasted for two or three days and had to cover huge amounts of information.

The second problem that the lecturers presented was that each year the workshop/conference focused on a different topic. That led to the lack of continuity of the material covered by the conferences or workshops each year. For example the conference that was held during July 2000 at Johannesburg dealt with outcome-based education and the conference that was held in 2001 dealt with the formation and the

selection of members of regional educational bodies like the Africa Regional Course-of-Study Advisory Committee (ARCOSAC). The outcome-based education policy, however, was once again the subject under discussion in the November 2003 conference that was held at Johannesburg.

The third problem that the lecturers presented was that their representatives who attended the conferences or workshops were not able to communicate the message effectively to their colleagues. Most of the latter, too, were not well informed about the policy. That was evident when they were asked about the philosophy and the goals of the policy. Most of the lecturers were not able to provide that information (Mbanze 2002:2-8). Having such problems, the lecturers at NCT continually asked themselves the following questions:

1. How do we best design curricula that incorporate the 4 Cs for the three educational programmes?
2. How do we modify our teaching in order to incorporate all four of the 4 Cs? (see footnote no. 8).
3. How do we assess or evaluate each of the 4 Cs, especially the “character outcome”?

It was from those parameters that the researcher decided to engage in this study to help the college with consultations that would give light in relation to needs assessment, professional development and policy formulation.

1.3 THE RESEARCH PROBLEM

The researcher was challenged to examine the activities undertaken by the Nazarene College of Theology in relation to personnel development. For that reason, the researcher asked himself the following main question:

How is personnel development being conducted at Nazarene College of Theology at Siteki, Swaziland?

The sub-questions that complement the main question are:

1. What activities are being conducted at Nazarene College of Theology in relation to personnel/staff development?
2. How effective are the activities in helping the lecturers acquire subject knowledge and teaching skills?
3. How should the activities be improved?

1.4 THE AIMS OF THE STUDY

For a researcher to be able to conduct and complete his/her research, he/she must have specific aims or objectives since they direct the project and provide the basis for the evaluation of the research. The objectives of this study derived from the research problem are the following:

4. to describe personnel development at Nazarene College of Theology at Siteki, Swaziland;
5. to indicate possible limitations of personnel development programmes at Nazarene College of Theology at Siteki, Swaziland;
6. to indicate ways through which personnel development programmes at Nazarene College of Theology at Siteki, Swaziland can be improved.

1.5 METHODOLOGICAL ISSUES

This section briefly presents the method and procedures used to collect and analyse the data. The following aspects are briefly discussed: the research approach and method, literature study, the sampling technique, and the instruments used to collect and analyse data. A detailed exposition of the research methodology is covered in chapter three.

1.5.1 The research approach

The research approach selected for this study is the qualitative research approach. This approach was selected because it enables the researcher to explore, understand and describe the phenomenon under investigation (in this case personnel development) from the participants' perspective and social setting (Booyse 1999:22; Burgess 1985:4-5; Merriam 1998:6-7). Since it is the aim of the researcher to explore and describe personnel development in the context of NCT the qualitative approach is appropriate for this research. Another reason for selecting the qualitative approach is the fact that in writing the report for this type of research, the researcher uses mainly words rather than numbers (Booyse 1999:25; Merriam 1998:8).

1.5.2 The research method

The research method selected for this study is the case study. There are four reasons that served as the basis for selecting the case study as the research method for this study. First, the case study enables the researcher to achieve a holistic and in-depth

understanding of the factors and/or issues of a particular phenomenon under investigation. Second, the case study was selected because the researcher wanted to investigate a particular phenomenon (staff development) within a specific context, in this case the context of the Nazarene College of Theology. According to various scholars, for example Yin (1981:23), the case study is the method that allows the researcher to conduct an investigation of a phenomenon within its natural context. Third, the case study design was selected because this type of design allows for the use of a limited number of selected respondents from which data is collected. Since this study is conducted within the parameters of a specific educational institution, the need for a small number of respondents is essential. Finally, the case study was selected because of its ability to provide feedback to participants that can be used for personnel or staff development (Cohen & Manion 1994:150).

1.5.3 Literature study

Knowing that no research can be conducted without consulting existing literature regarding that particular subject, the reading of written material on staff/personnel development was done. The researcher needed to read literature that addresses personnel/staff development to (1) gain the basic information on the subject, (2) identify aspects or areas to be explored and (3) identify principles that could possibly be used to improve the quality of teaching skills and performance of the lecturers at the Nazarene College of Theology. Also the literature study helped the researcher to integrate the findings to the wider context of personnel development.

The literature study included the reading of primary and expert/authoritative sources. The primary sources included, inter alia, the college's catalogues, educational source books, the Manual of the Church of the Nazarene and reports of the General Assemblies of the Church of the Nazarene. The expert/authoritative sources included books and journals.

Some of the books are:

Africa Region Course of Study Advisory Committee (ARCOSAC). 2003. *Sourcebook for ministerial development, Africa region manual extension*. Florida: Nazarene Education Services.

Church of the Nazarene. 1997a. *Journal: 24th General Assembly of the Church of the Nazarene*. Kansas City: Nazarene Publishing House.

Church of the Nazarene. 1997b. *Proceedings of the General Board of the Church of the Nazarene and its departments: seventy-fourth annual session*. Kansas City: Nazarene Publishing House.

Church of the Nazarene. 2001. *Manual of the Church of the Nazarene 2001-2005*. Kansas City: Nazarene Publishing House.

Houston, W. R. and Pankratz, R. (eds) 1980. *Staff development and educational change*. Reston: Association of Teacher Educators.

McBride, R. (ed). 1989. *The in-service training of teachers: some issues and perspectives*. London: Falmer.

Partington, P. and Stainton, C. 2003. *Managing staff development*. Philadelphia: Open University Press.

Pink, W. T. and Hyde, A. A. (eds) 1992. *Effective staff development for school change*. Norwood: Ablex.

Swaziland Nazarene Bible College. 2002. *Catalogue 2002*. Siteki: Swaziland Nazarene Bible College.

The journals included, inter alia,

American Educational Journal, 1987 24(2):173-183.

Education today 1989, 39(1):23-30.

NASSP Bulletin, 1996 May:22-29.

South African Journal of Education 1992 12(3):292-295.

Teachers Journal,1989, 29(1):6-12.

The Principal, 1997 September:20-22.

1.5.4 Sampling technique

Purposeful sampling was used to select the respondents. This method was selected because it enables the researcher to select the information-rich respondents who can give the appropriate information about the subject being discussed (Patton (1990:169; Merriam (1998:61). In other words, the respondents were selected because they are the ones who are involved in the planning and implementing of personnel development programmes at NCT.

The study was limited to a small group of respondents because of the research method and design selected (qualitative case study). A small number of respondents is acceptable and typical for the above type of research (Merriam 1998:61).

NCT is a relatively small institution. Because of its size, the college has eight lecturers. Considering the relatively small size of the teaching staff at the college, all the lecturers (eight in number) were included as participants in this study.

1.5.5 Data collection

Data collection for this research was done through unstructured-focus-group interviews and the reading/analysis of written sources. The reason for selecting the unstructured-focus-group interview as the instrument for collecting data is that it is one of the instruments used to collect data for qualitative research (Booyse 1999:28-30; Merriam 1998:69-70, LeCompte et al. 1992:19-29; De Vos et. al. 2002:298-299, 309).

Two sessions of unstructured-focus-group interviews were held and all the lecturers at NCT - eight in number - participated. See section 3.4 and 3.5 for more detailed information.

There are three specific reasons that served as the basis for selecting the unstructured-focus-group interview as an instrument for data collection. First, the unstructured-focus-group interview constitutes a technique that makes it possible for people who work together to come together and discuss their work and to make suggestions on how to improve the work and their working conditions (Schulze 1998:16). It was the desire of this researcher to bring together the lecturers and administrators of NCT to discuss staff/personnel development and the methods that could be used to make it a success. Second, using the unstructured-focus-group interview, the interviewer is able to pick up non-verbal cues that can give additional meaning to the subject under discussion (Anderson 1990:222). Finally, the unstructured-focus-group interview was selected because it is believed to be the appropriate tool for obtaining information about what people know, expect, want, intend to do or have done (Schulze 1998:4; Hoberg 1999:81).

In other words, the unstructured-focus-group interview was selected because it would allow the researcher to explore the quality of personnel development programme from the participants' perspective in the context of the Nazarene College of Theology.

1.5.6 Data Analysis

The Hycner's guidelines for data analysis were adopted (see section 3.7 for a complete list of the Hycner's guidelines). The researcher would like to point out that not all of the Hycner's guidelines were used, instead he selected those that could be useful for this research. The following is the list and a brief description of the Hycner's guidelines that were selected and used for this study. The list is as follows:

1. Listening to the interviews
2. Transcription of the interviews
3. Delineation of the general meanings
4. Delineation of the units of meaning relevant to the research question and objectives
5. Writing a summary of each individual interview
6. Conducting the following interviews after the writings of the summary of the previous interview
7. Writing of a composite summary

During the interview, the researcher took notes using a note book and recorded the procedures by means of a tape recorder. At the end of the day, the researcher read the notes and listened to the recorded information to analyse, understand, expand and clarify what was said or discussed. After that, the researcher identified units of general meaning that appeared to be common among the majority of the interviewees (Schulze 1998:20-

21; Hoberg 1999:51, 68). Once the units of general meaning were identified, they were then reduced to units of meaning relevant to the research objectives. Furthermore, the researcher looked for specific themes that were unique to particular respondents. That was followed by the writing of a summary of the first interview. With the summary of the first interview written down, the researcher conducted the second interview. The steps used to analyse data after the first interview, again were employed to analyse data of the second interview (Cohen and Manion 1989:329-333).

1.6 THEORETICAL FRAMEWORK

The theoretical framework on which this study was based is that an educational institution (whether primary, secondary or tertiary) needs personnel development programmes that will continually improve the teaching skills of its lecturers, improve the lecturers' performance and make it possible for the institution to accomplish its goals. Effective personnel development programmes can be designed and implemented after the institution as a whole (lecturers and administrators included) has undertaken evaluation of the activities related to personnel development that the institution has been doing.

1.7 DEMARCATION OF THE STUDY

The present study was limited to the examination and evaluation of activities conducted at the NCT for personnel development programmes. The study focussed on the following

key aspects pertaining to personnel development: (1) the identification of specific activities undertaken by the NCT toward personnel development programmes, (2) the examination of how these activities are implemented, (3) the effectiveness of those activities in improving the instructional and management skills of the lecturers.

1.8 VALUE OF THE RESEARCH

The importance of this research/study is that it provides information that may be used to improve and maintain the quality of professional development programmes used to improve lecturers' performance and institutional development at the NCT in Siteki, Swaziland. Besides that, there are two other contributions that the research will make. The first contribution is that this research, for the first time in the history of the college, will present a description of how personnel development is conducted at NCT. The second contribution the researcher hopes to make is to present recommendations which could be used to improve personnel development programmes at NCT.

1.9 CHAPTER DIVISION

The dissertation was divided into five chapters. Chapter one presents the overview of the study. In it the following aspects are presented: the research background, the statement of the problem, the aims of the study, the research approach and method, the theoretical framework upon which the study and the arguments were based, the demarcation of the

study, and the value of the research.

Chapter two presents a detailed literature review on personnel/staff development. The chapter also presents the definitions of the concepts that are used in the research. Therefore, this chapter presents the theoretical background for the study.

Chapter three presents the research methodology. In it the following aspects are discussed: the research approach and method, the sampling technique used to select the respondents, the instruments for data collection and the procedures for data analysis.

Chapter four presents and discusses the findings regarding personnel/staff development activities at the NCT at Siteki.

Chapter five presents the conclusions and recommendations.

1.10 SUMMARY

The chapter introduced the research. To introduce the research, the following aspects were discussed: the research background, the statement of the problem, the aims of the study, the method and approach used for this study, the theoretical framework upon which the study and the arguments were based, the demarcation of the study, the value of the research and the chapter division.

CHAPTER TWO

LITERATURE REVIEW: PERSONNEL/STAFF DEVELOPMENT

2.1 INTRODUCTION

This chapter presents a literature review on personnel/staff development. It is divided into three major sections. The first section presents the definitions of the three key terms used in the study. The terms are: *Nazarene College of Theology (NCT)*, *personnel* and *personnel/staff development*. The second section provides a discussion of relevant information concerning the NCT. In the discussion, the following aspects are covered: the historical background of NCT and educational developments that occurred along the years. The rationale for including the historical background and educational developments/changes is that it helps understand the need for staff development of an institution which has achieved much in preparing prospective ministers of the Church of the Nazarene as well as other denominations.

The third section discusses the importance/value and principles of personnel/staff development. The value of the section is that it: (1) provides the background information on the subject (staff/personnel development), (2) highlights areas that could be explored, and (3) helps the researcher to establish a frame of reference to describe and evaluate personnel development at NCT as well as making suggestions that would help to improve staff development programmes at the NCT. Added to that, the section helped the

researcher to identify appropriate aspects that were to be included in the interviews.

2.2 CLARIFICATION OF TERMS

It is a tradition that when people meet together to discuss or exchange ideas about a particular subject, they should attach a common meaning to the key terms used in the subject under discussion. Taking that as an important aspect for the understanding of this dissertation, the writer decided to give clarify major terms that were used in the writing of the dissertation. The terms are: (1) *Nazarene College of Theology* (2) *personnel* and (3) *personnel/staff development*.

2.2.1 Nazarene College of Theology (NCT)

NCT is a theological institution offering tertiary theological education, especially undergraduate courses. The institution belongs to and is sponsored by the Church of the Nazarene and it is located at Siteki, Swaziland (see section 2.3).

2.2.2 Personnel

Generally speaking, the term “*personnel*” is defined as the body of persons employed in an organization, school, college or university (Oxford Student’s Dictionary 1988, S.v. ‘Personnel’). Based on that definition, the term “*personnel*” includes all the people that are employed at the NCT, for example, lecturers, the finance manager and the librarian.

In this dissertation, the meaning of the term “*personnel*” is, however, limited to lecturers since this dissertation is concerned with the professional development of the lecturers. In this regard it is important to point out that educational literature uses various interchangeable terms, namely, “*staff*,” “*faculty*” and “*personnel*” when referring to lecturers (cf. Jalbert 1980:53-60; Pankratz 1980:11-21; Ryan 1987; Hewton 1988; Dunlap 1995:148-150; Steyn 1996:38-39). Therefore, in this dissertation the expressions “*personnel*” and “*staff*” are used interchangeably to mean one and the same thing, that is, lecturers.

2.2.3 Personnel development

The preceding paragraph pointed out that there are various synonyms for the term “*personnel*”. The existence of these synonyms has a direct implication on the existence of various names given to programmes for continuing teacher/lecturer education following graduation and employment. These include: “*personnel development*”, “*staff development*”, “*in-service education/training*”, “*professional development*” and “*staff training*” (Ryan 1987:1-3; Lambert 1988:668; Maurice 1990:13; Hyde & Pink 1992:3-4; Craft 1996:6-7; Partington & Stainton 2003:2-4).

When addressing the subject “*personnel development*”, the concepts, *professional development*, *skills development* and *effectiveness* appear on a regular basis (Jalbert 1980:53-60; Pankratz 1980:11-21; Ryan 1987:1-3; Hyde & Pink 1992:3-4; Craft 1996:6-7; Partington & Stainton 2003:2-4). Consequently, it can be said that *personnel development* is a programme designed to enhance teachers’/lecturers’ professional

development and performance and to secure quality educational results. (Also see section 2.4 which inter-alia presents definitions for staff/personnel development as provided by Main, Oldroyd and Harris).

In this dissertation the terms “*personnel development*” and “*staff development*” are used interchangeably to mean all types of professional learning undertaken by teachers or lecturers beyond the point of initial training. The learning may be done through different activities, for example, participation in professional conferences and workshops, staff meetings, field trips, sabbatical leave, interdisciplinary teaching, inter-school/college visits, teacher/lecturer exchanges, research, professional writing, seminars, self-evaluation, clinical supervision, coaching, faculty or instructional resource centers, team teaching, partnerships and peer observation (Jalbert 1980:58-60; Oldroyd et. al. 1984:15-16, 36-51; Ryan 1987:2-3; Jones et. al. 1989:100-109; Govender 1990:14; Craft 1996:13-24; Day 1999:152-172).

2.3 NAZARENE COLLEGE OF THEOLOGY (NCT): HISTORICAL BACKGROUND AND EDUCATIONAL DEVELOPMENTS

This section presents the historical background of NCT and educational developments that occurred along the years. As mentioned, the rationale for the presentation of the historical background and educational developments/changes is to help us understand the need for staff development.

2.3.1 Historical background

NCT is located at Siteki in the eastern part of the Kingdom of Swaziland. The college was established in 1915 by Rev. H. F. Schmelzenbach (generally known as Rev. “Sibaha”) at Endzingeni, Swaziland, and it was moved to Siteki in 1933 (Swaziland Nazarene Bible College 1986:8; Parker 1988:130; Swaziland Nazarene Bible College 1994:10). Rev. H. F. Schmelzenbach established the school to teach new converts how to read and write and to train prospective ministers for ministerial work. For that reason, upon its establishment, the curriculum of the school included basic school subjects such as arithmetic, reading and writing as well as biblical and theological modules, for example, Old Testament and New Testament, Introduction to Christian theology, and Pastoral Management (Swaziland Nazarene Bible College 1986:8; Parker 1988:125; Swaziland Nazarene Bible College 1994:10)

Since the name *Nazarene College of Theology* (NCT) only came into existence in 2003 some people may not be able to identify the college which has changed its names four times since 1933. The college was initially called *Bible School* when it was located at Endzingeni and Pigg’s Peak between 1915 and 1932. In 1933 when the college moved to Siteki its name was changed to the *Siteki Bible School*. The name *Siteki Bible School* in turn was changed to *Nazarene Bible Training School* in the early 1960s. In the early 1980s the name of the college was changed from the *Nazarene Bible Training School* to the *Swaziland Nazarene Bible College* and in 2002 the name *Swaziland Nazarene Bible College* (SNBC) was changed to the *Nazarene College of Theology* (NCT). The catalogues and the records of the college do not indicate exact dates on which the

changes of the names took place and the reasons behind the changes. However, it is deduced from the existing information that the changes of the names were made as a result of changes and developments that occurred, for example, the change of location in 1933, the erection of a number of classrooms and an administration block in the early 1950s and the building of a two-story wing with classrooms in 1973 (Swaziland Nazarene Bible College 2002:6).

The change of the name *Swaziland Nazarene Bible College* (SNBC) to *Nazarene College of Theology* (NCT) was effected because the name of an institution that needs to secure affiliation with the University of Swaziland for its degree programme has to depict an academic field of specialisation and reflect its tertiary educational nature.

2.3.2 Educational developments

Apart from the changes of the names, other developments have occurred. The developments covered the following areas: school facilities, courses of study and curriculum.

2.3.2.1 College facilities

The developments in relation to school facilities may be divided into four periods. The first period ran between 1933 and 1958. During those years various school facilities were built including classrooms, administration offices, men's and ladies' dormitories and faculty houses. The second period began in 1970 and ended in 1973. During that time a two-story building with five classrooms and three offices was completed (Swaziland

Nazarene Bible College 1986:8; Swaziland Nazarene Bible College 1991:8). The third period ran between 1985 and 1989. During these years “two [new men’s] dormitories, a kitchen-dining hall facility that seats two hundred people, a new chapel and a new library facility were added” (Swaziland Nazarene Bible College 2002:6). Besides the above mentioned facilities other buildings were added, for example, three lecturers’ houses and cottages for married students. The last period began in 2003 and is scheduled to be completed early 2005. During this time attention is paid to the renovation of the school facilities by means of the use of red-bricks (Magagula 2004).

2.3.2.2 Courses of study

The developments in relation to courses of study included the development of three instructional programmes, namely, a two years’ Christian Worker’s Certificate, a four years’ Diploma in Theology and a four years’ Bachelor of Theology Degree.

Upon its establishment, the college provided elementary education and basic Bible training to help new converts how to read, write and to train prospective ministers. In 1941 the course was revised and changed to a two year Bible certificate. The aim of the college at that time was to prepare those who were called for ministerial work. That course was revised and upgraded to a three year Bible diploma in 1958, and in 1978 that course was changed to a four year diploma in theology (Swaziland Nazarene Bible College 1994:10). The aim of the college in introducing the Diploma in Theology was to help

those who sense a call to full-time ministry and [was to serve as] a means of

intellectual and functional preparation towards serving Christ in a multi-ethnic context ... and it fulfills the minimum education requirements for ordination as an elder or a deacon as set forth in the Manual of the Church of the Nazarene (Swaziland Nazarene Bible College 2002:10-11).

The Christian Worker's Certificate was added in the 1980s in order "to help [Christians] prepare for more effective service in the local church with a special focus on Sunday school and youth work" (Swaziland Nazarene Bible College 2002:10).

The Christian Worker's Certificate and the Diploma in Theology share the curriculum. Learners enrolled into the certificate programme, graduate at the end of the second year of study, while the learners enrolled for the diploma programme proceed to the third and fourth years (see Appendix A). The curricula and the academic requirements for the Diploma in Theology and the Bachelor of Theology degree as well as entrance requirements for the abovementioned programmes differ (see Appendix A and Appendix B). Consequently, a learner who graduates with the Diploma in Theology has to take all the modules offered in the degree programme if he/she wants to further his/her education.

Both the Christian Worker's Certificate and the Diploma in Theology are internally validated by the college.

The Bachelor of Theology degree was introduced in 1972 and it was "designed for academically capable students who, besides seeking to prepare for the full-time ministry, may desire to pursue post-graduate studies" (Swaziland Nazarene Bible College 2002:11). From 1972 to 2005 the bachelor of theology degree was offered through the

affiliation with the *Canadian Nazarene College* now called the *Canadian Nazarene University College* located in Alberta, Canada. In accordance with the educational changes¹⁰ brought by the educational policy which was approved and adopted by the *Twenty-fourth General Assembly* of the Church of the Nazarene, held in June 1997 (see section 1.2), the college submitted an affiliation application to the University of Swaziland in 2000. The application was approved in June 2005, therefore, the college is officially an affiliate of the University of Swaziland and the B. Th. degree will be granted through the University of Swaziland.

2.3.2.3 Curriculum

The developments that occurred in relation to the curriculum were the revisions and upgrading of the curricula for the three courses of study (Christian Worker's Certificate, Diploma in Theology and Bachelor of Theology Degree) offered by the college.

2.3.2.3.1 *The curriculum of the Christian Worker's Certificate and Diploma in Theology*

The available college documents indicate that major changes in the curriculum of the

¹⁰ As referred to in section 1.2, the changes included the affiliation of the theological institutions to local universities, the use of contemporary technological teaching instruments and/or aids, the revision of the curriculum every five years, the establishment of international and regional educational bodies and the introduction of outcome-based education (Church of the Nazarene 1997:179-181; Association of Nazarene Colleges, Africa Region 2000:13-14; Africa Region Course of Study Advisory Committee 2003:5-6).

Christian worker's certificate and diploma in theology began to take place from 1986¹¹. Before 1986 the curriculum of the Christian worker's certificate and diploma in theology was composed by the following yearly modules: *Bible, Theology, Church History, Speech Communication, Work of the Church, and Psychology* (Nazarene Bible College s.a.:5). In 1986 these yearly modules were turned into *areas of study* and each one of them contained different modules (Swaziland Nazarene Bible College 1989:32-39). *Appendix A* provides the curricula of the Christian worker's certificate and diploma in theology from 1986 to 2004.

In 1989 a new curriculum was introduced. The new curriculum brought an additional area of study, namely, *General Knowledge*, thus there were six areas of study: *Bible, Theology, Work of the Church, Church History, Communication and General Knowledge* (Swaziland Nazarene Bible College 1989:32-39). The area of *General Knowledge* introduced seven modules from the humanities, which included, *inter alia*, *How to Study, Psychology* and *English Literature*. The introduction of the new modules from humanities was motivated by two purposes: (1) to help the learners (future ministers) to understand human behaviour and (2) to equip the learners with the necessary learning and writing skills. Six new modules were introduced in the area of *Theology*, including the *Old Testament Theology* and *New Testament Theology* (Swaziland Nazarene Bible College 1989:38-39). The addition of those modules increased the total number of the

¹¹ The curriculum of the Christian worker's certificate is comprised by the curriculum of the first two years of the diploma in theology. Therefore, they are treated concurrently. At the end of the first two years learners decide to exit with the certificate or continue in pursuit for the diploma. The learners who decide to continue with their studies enrol for the third and fourth year modules and they complete and graduate with the Diploma in Theology at the end of their fourth year.

modules from forty-one to forty-eight (see Appendix A).

Between 1991 and 1996 three major changes were introduced. First, the curriculum was revised and upgraded to be an academic and ministerial qualification. To comply with the academic standards, new course requirements were introduced which included research papers of no less than 2000 words instead of 1500 words, and reading assignments of not less than 500 instead of 250 pages (Swaziland Nazarene Bible College 1991:35-36).

The second major change that occurred between 1991 and 1996 is that the names of the areas of study were changed. The following table presents the changes:

Old Areas of Study	New areas of Study
Bible	Biblical Studies
Theology	Doctrinal Theology
Church History	Historical Theology
Work of the Church	Pastoral theology
General Knowledge and Communication	Humanities

The combination of the *General Knowledge and Communication* areas made the new area of *Humanities* to have a high number of the modules. New modules were introduced, for example *Sociology, Anthropology, Grammar and Composition I, II and Communication*. The area of *Biblical Studies* also experienced changes. Two modules, *Old Testament Survey* and *New Testament Survey* were discontinued and a new module, *Introduction to the Bible* was introduced (Swaziland Nazarene Bible College 1991:35-

36; Swaziland Nazarene Bible College 1996:31-36).

The last major change was the change of the overall focus from *Biblical Theology* to the *Doctrinal Theology*, especially the *Wesleyan Theology*. As a result, more modules dealing with *Wesleyan Theology* and the *Doctrine of Holiness/Sanctification* were introduced. Some of the modules are: *Wesleyan Theology*, *Theology of Holiness* and *Preaching Holiness* (Swaziland Nazarene Bible College 1999:6-8). The emphasis on Wesleyan theology gave the college its unique character and conformed the college to the doctrine of the Church of the Nazarene.

2.3.2.3.2 *The curriculum of the Bachelor of Theology degree*

From 1972 to 2003 the curriculum of the Bachelor of Theology degree was reviewed five times (see Appendix B for all five B. Th. curricula). The revisions were done in 1985, 1988, 1994, 2000 and 2002-2003 (SNBC 1986:45-47; SNBC 1989:31, 40-46; SNBC 1999:7, 8; SNBC 2002:5).

The revision which was conducted in 1985 basically organised the modules into seven different areas of studies, namely *Communication and Humanities*, *Natural Science and Mathematics*, *Social and Behavioural Science*, *Biblical Studies*, *Doctrinal Theology*, *Historical Theology* and *Practical Theology*. Besides that, a few modules were renamed (Swaziland Nazarene Bible College 1989:45-46).

In 1988 the structure of the curriculum of the Bachelor of Theology degree was changed

incisively. New modules were introduced and the number of the modules increased from twenty nine to fifty three. The areas that received a great number of new modules were: *Biblical Studies, Doctrinal Theology and Practical Theology*. Another change that was made in the same year was related to the overall emphasis of the whole degree programme. Wesleyan Theology became a major focal point for the degree as was the case with the Christian Worker's Certificate and the Diploma in Theology. The Doctrine of Holiness featured almost in all of the modules. More modules focusing on Wesleyan Theology and the Doctrine of Holiness/Sanctification were introduced, for example *Wesleyan Theology, Theology of Holiness and Preaching Holiness*.

Parallel to that, new learning requirements were also introduced which included (1) the writing of research papers of approximately 2500 to 4000 words instead of 2000, and (2) reading assignments of about 750 to 1000 pages excluding the textbooks, instead of 500 pages (SNBC 1989:30-31, 40-46).

In 1991, an attempt was made to create a curricular alternative with a major concentration on missions and evangelism within the Bachelor in Theology degree. Only three students graduated with that major in 1997 and 1998 and the programme was subsequently discontinued in 2000 (SNBC 1999:8).

The revisions made in 1994 and 2000 reduced the number of the modules from fifty-three to forty-five. Another important aspect that was introduced was the provision of the opportunity to choose modules among the elective modules, (see Appendix B).

The last revision was conducted between 2002 and 2003. That particular revision was executed as a response to the 1997 educational policy of the Church of the Nazarene (see section 1.2) and the affiliation requirements set by the University of Swaziland. The 1997 educational policy introduced an outcome-based education based on the 4 Cs (content, competency, character and context) and required that all theological colleges belonging to and supported by the Church of the Nazarene review their curricula to incorporate the 4 Cs (Church of the Nazarene 2001:182-184; Africa Region Course of Study Advisory Committee 2003:30-37). The 4 Cs are stipulated as follows:

Content: *[This comprises] knowledge of the content of the Old and New Testaments; the theology of the Christian faith, and the history and mission of the [Nazarene] Church [which] is essential for ministry. Knowledge of how to interpret Scripture, the doctrine of holiness and Wesleyan distinctiveness [in this regard], and the history and policy of the Church of the Nazarene [have to] be included in these courses.*

Competency: *[This implies] skills in oral and written communication, management and leadership, finance, and analytical thinking as essentials for the ministry. In addition to general education in these areas, courses providing skills in preaching, pastoral care and counselling, worship, effective evangelism, Christian education and Church administration [have to] be included. Graduation from the course of study requires the partnering of the educational provider and a local church to direct students in ministerial practices and competency development.*

Character: *[This refers] to personal growth in character, ethics, spirituality, and personal and family relationships as vital [components] for the ministry. Courses addressing the areas of Christian ethics, spiritual formation, human development, the person of the minister, and marriage and family dynamics [have to] be included.*

Context: *The minister must understand both the historical and contemporary context and interpret the world view and social environment of the culture where the [Nazarene] Church witnesses. Courses that address the concerns of*

anthropology and sociology, cross-cultural communication, missions and social studies [have to] be included (Church of the Nazarene 2001:183-184).

2.3.2.3.3 *The relevance of the curricula changes to the present research*

When a curriculum is reviewed changes occur, for example, the introduction of new materials, new teaching-learning activities, new textbooks, change of teaching-learning objectives, and new evaluation methodology. The occurrence of such changes brings new demands, for example, new teaching-learning approaches (Joyce & Showers 1988:44-46; Elam et. al. [S.a.]:6-7) as well as a need of a “deep understanding of the curriculum itself - its rationale, process, structure and materials” (Joyce & Showers 1988:46). The new teaching-learning approaches, expertise and understanding of the changes as well as their implementation can only be acquired from staff development programmes. Various scholars, for example, Pankratz (1980:11-21) and Joyce and Showers (1988:44-47) to mention three only, pointed out that a poor level of implementation of proposed educational changes will occur if there are not good staff development programmes that precede and accompany the introduction of the changes. Thus staff development programmes are needed at the NCT to accompany the implementation of the changes brought by the revisions of the curricula.

2.4 THE IMPORTANCE/VALUE AND PRINCIPLES OF PERSONNEL DEVELOPMENT

The value and principles of something is mostly derived from its definition(s). For this

reason, this section commences by presenting four definitions of staff/personnel development that the writer of this dissertation subscribes to and which he believes contain the values and basic principles of staff development:

Staff development is a term used to signify activities aiming at increasing the readiness to accept and promote innovations (Main 1985:2).

Staff development is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff [members] for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and the implementation of programmes of staff activities designed for the harmonious satisfaction of those needs (Main 1985:4).

[Staff development includes the] activities planned and practised within schools [colleges included] by and for the staff of those schools, primarily to improve their professional knowledge and skills (Oldroyd et. al. 1984:14).

[Staff development is a term used to mean] any planned program of learning opportunities afforded staff members of schools, colleges, or other educational agencies for the purpose of improving the performance of the individual in already assigned positions (Harris 1989:18).

From these definitions it can be concluded that staff development is important because it (1) prepares lecturers for educational changes, (2) helps lecturers get job satisfaction, (3) improves lecturers' performance and skill, and (4) promotes the effectiveness of the college. The above four aspects concur with what Steyn (1996:38) says in relation to the importance of staff development:

[It] improves [lecturers'] performance, creates opportunities for personal fulfilment and institutional effectiveness, enhances creativity and facilitates changes to the system, promotes the attainment of quality teaching and learning, enables staff members to cooperate in order to achieve their personal aims and those of the system, and provides a meaningful programme in which the strengths

and talents of each individual in the system can be utilized.

Besides the values/importance mentioned above, the following principles of staff development can be deduced from the above definitions: (1) personnel development should be an ongoing process, (2) both lecturers and administrators should be involved in the designing and implementation of personnel development programme activities, and (3) personnel development should cater for both individual and organizational needs.

The next sections discuss the importance and the principles of staff development. The researcher would like to acknowledge the fact that most of the books that were consulted dealt with staff development either at a primary or secondary school. The researcher, nevertheless, believes that the values and the principles of staff development contained in those books are applicable to all educational institutions. Also the researcher would like to justify the use of the terms “teacher(s)” and “school(s)”. The term “teacher(s)” in this dissertation is used to mean all the people involved in the teaching/lecturing profession (lecturers and teachers), and the term “school(s)” is used to mean any type of educational institution (for example, primary or secondary school and college or university).

2.4.1 The importance of personnel development

The literature on staff development contains various aspects that portray the value or importance of staff development. Staff development is important because it (1) improves employees’ performance, (2) creates opportunities for personal fulfilment and

institutional effectiveness, (3) promotes the attainment of quality teaching and learning, (4) enables staff members to cooperate in order to achieve their personal aims and those of the system, and (5) provides meaningful programmes in which the strengths and talents of each lecturer can be utilized (Castetter 1986:291; Webb, Montello & Norton 1994:235). Addressing the same subject Steyn, (1996:39) is of the opinion that the value of personnel development is shown in the fact that it “ensure[s] the development of individual teachers, the broadening of their outlook, the heightening of their professionalism and ... the improvement of their effectiveness”.

Various scholars, for example, Garret (1997:100, 108-115), Kendall (1989:23-30) and Fullan (1993:28-33), include teachers' motivation as an important aspect that shows the value of personnel development programmes. However, the inclusion of teachers' motivation as an important aspect of personnel development programmes is a result of the findings of research that was done in relation to the implementation of educational change. Research indicated that the introduction of educational change usually affects the morale of both teachers and lecturers. The introduction of change makes teachers and lecturers uncomfortable. Therefore, the need to renew their morale by the use of personnel development programmes has to be addressed (Garret 1997:100, 108-115; Kendall 1989:23-30; Van Wyk & Van Der Linde 1997:36-37). It has also been shown that if lecturers are not motivated, they tend to resist change. Such resistance works negatively on the accomplishment of new goals (Garret 1997:100, 108-115; Kendall 1989:23-30; Fullan 1993:28-33).

From the aspects mentioned above, the following aspects were selected for discussion:

(1) preparation of lecturers for educational change, (2) helping the lecturers to get job satisfaction, and (3) improving lecturers' performance and skills.

2.4.1.1 Personnel development prepares lecturers for educational change

Addressing the implementation of change, various scholars, for example Griffin (1983:1-4), Kendall (1989:27-28) and Garrett (1997:99-113) agree that change must be accompanied by preparatory programmes in order to counteract resistance (Kendall (1989:23-25; Garrett 1997:108-111). As a way forward, various scholars developed various staff development programmes that would help educational leaders with the implementation of change and counteract resistance.

2.4.1.2 Personnel development helps lecturers attain job satisfaction

The second aspect pertaining to the importance of staff development is the promotion of job satisfaction. Steyn (1996a:36) defines job satisfaction "as a multidimensional concept [which] comprises a present-and-past-oriented pleasurable feeling that results when the educator evaluates his or her work role". Building on that definition Steyn (1996a:36) says that job satisfaction increases the commitment of the staff to the organisation. Quoting Vecchio (1990:118) and Longenecker and Pringle (1984:428), Steyn (1996a:37) continues to say that job satisfaction is important because it (1) enables the staff to "have better physical and mental health records", (2) enables the organisation to "attract and retain qualified people" and (3) reduces staff "turnover, absenteeism, and union-organising activities and filing of grievances".

2.4.1.3 Personnel development improves lecturers' professional development

The third aspect pertaining to the importance/value of staff development is the promotion of professional practice. Professional development implies the following aspects: improvement of lecturers' knowledge, performance and teaching/lecturing skills and classroom management; promotion of quality educational outcomes, career advancement and accountability; and the formation of positive relationships with colleagues (Oldroyd et. al. 1984:17; Rudduck 1988:206-207; Day 1999:1-21,48-69, 105, 146). It can therefore be concluded that professional development is something of great value.

Addressing the matter, Dunlap (1995:148) says that professional development is valuable because it helps the lecturers to continually improve his/her knowledge of the contents of his subject, the teaching-learning process and teaching methods. Added to that, Dunlap (1995:148) states that professional development makes lecturers to "inquire into the teaching/learning process throughout his or her career". Furthermore, he says that professional development enables the lecturers to practice equity and social justice to all learners (Dunlap 1995:150). Concerning knowledge that lecturers obtain from professional development programmes, Eraut (1996:1) says that it enables the lecturer to "perform professional tasks, roles and duties with quality". Day (1999:53) is of the opinion that the knowledge that lecturers obtain from professional development programmes gives them the "the ability to understand and interpret events in their classroom and helps to look beyond the specific to the more general purpose of education" (Day 1999:53).

Speaking about the need of professional development, Sockett (1996:26) states that professional development is needed because

teaching in contemporary society demands both high academic standards and great practical sophistication. [It enables the lecturer to] be capable of profound reflection on practice; [be] competent to enter into a dialogue of the practice they know and the theory or literature they read; [be] able to engage in the teacher community of interpretation and critique with colleagues and with children; and able to observe, document, and analyze their own practice and experience... (Sockett 1996:26).

Addressing the matter of staff development, Steyn (1996:38-39) says that “within the education system people are indispensable for performing practically every task which ensures the extension and maintenance of quality education and teaching programmes”. Likewise Castetter (1986:291) and Webb et. al. (1994:235) are of the opinion that professional development is needed since it improves teachers’ performance, enhances personal fulfilment, promotes quality teaching and learning outcomes, enables cooperation of the staff members and develops the strengths and talents of lecturers. Commenting on the matter, Sergiovanni (1992:41-45) echoes the words of many scholars by saying that professionalism makes lecturers recognize their obligations, be committed to teaching, share their knowledge with others, work together as a community and lessen the need for leadership. From the above discussion it can be concluded that professional development is important because it improves lecturers’ performance.

To conclude this section this researcher would like to quote Bellings’s (in Main 1985:5-6) list of aims of staff development because it contains all that has been discussed regarding the value/importance of staff development and covers the themes which appear

amongst the objectives and aims of many staff development programmes. The list reads as follows:

1. *To maintain appropriate staff expertise and experience for current and projected courses*
2. *To ensure that each member of staff is or becomes and remains a fully competent and responsive teacher of his subject and so is able to do his job more effectively in his present role*
3. *To encourage staff to contribute to innovation in their own subject and its teaching*
4. *To enable staff to broaden and update their knowledge and to advance their personal development and their academic and professional achievements*
5. *To permit staff to change their subject and/or level at which they teach in order to cater for changing patterns of courses*
6. *To equip staff to cater for the social welfare as well as the academic needs of students, and to develop an awareness of students' needs and educational experience*
7. *To enable staff to understand the college structure, context and philosophy and to play an effective role in its administration and management, including contributing to the clarification of its aims and the formulation of its policies and plans*
8. *To improve communications and personal relationships and to encourage staff to contribute to the maintenance of an academic community*
9. *To enhance the personal satisfaction gained by each member of staff from his work, by making full use of staff capabilities throughout their careers*
10. *To encourage in staff a positive response to change, to broaden experience and to prepare for new and changing roles inside and outside the institution, involving different or increased responsibilities and so to enhance career development*
11. *To encourage staff to review periodically and discuss their individual progress, interests and opportunities and to ensure that the abilities and wishes of staff are known by those responsible for coordinating development programmes.*

2.4.2 The principles governing personnel development

Generally speaking, the principles of a programme direct the planning, implementation and evaluation of activities in order to ensure its effectiveness. Based on this assumption, it can be concluded that the principles of personnel development direct the planning, organizing, implementation and evaluation of a personnel development programme to assure its effectiveness.

Before discussing the principles of personnel/staff development, the writer would like to acknowledge the existence of a substantial number of principles and guidelines of personnel development¹². Since an extensive study of the principles revealed a great degree of similarities, it was devised to discuss the following overarching principles: (1) personnel development should be an ongoing process, (2) both lecturers and administrators should be involved in the designing and implementation of personnel development programmes/activities, and (3) personnel development should cater for both individual and organizational needs.

2.4.2.1 Personnel development should be an ongoing process

A significant principle of staff development is that personnel development should be an ongoing process (Daresh 1987:22; Harris 1989:31; Dunlap 1995:147-150; Craft 1996:37). Defending the validity of this principle, various scholars, for example

¹² Examples that can be given regarding the existence of numerous principles of staff development are the seven major principles developed by Joyce and Showers (1995:8-11), the forty-nine principles developed by Harris (1989:30-33), the six principles developed by Billington, Hopkins and West (1990:9-10) and the six major principles and additional minor ones developed by Craft (1996:36).

Connacher (1989:6), Dunlap (1995:147-150) and Sparks (1997:21), are of the opinion that continuous staff development is needed since educational change (for example, curriculum innovation, adoption of new materials, re-organisation of existing structures and the use of new teaching methods) always occur. According to the above-mentioned scholars, change brings innovations which require lecturers to continually improve their knowledge in content areas and teaching-learning strategies. Apart from that, change requires lecturers to inquire into the teaching-learning process throughout their career. Addressing the subject, Dunlap (1995:147) states:

In order to prepare students for an ever-changing world, teachers must be given the opportunity to deal with the impact created by these changes. Teacher education can no longer end with entry into the profession. There needs to be a lifelong education process that keeps pace with the continuous changes taking place ... All people who are licensed to work in schools should be engaged in continuous professional development that will address their own needs for growth but also the needs of their students and goals of the school ...

Adding to that, Craft (1996:5; 38) says that an ongoing staff development helps lecturers to update and improve their skills and enables them to be engaged intellectually with the assumptions and values behind new or changing practice.

2.4.2.2 Lecturers and college administrators should be involved in the planning and implementation process

Another significant principle of staff development stipulates that both lecturers and college administrators should be involved in the planning, designing and implementation of personnel development programmes/activities (Houston 1980:7; Daresh 1987:22-23; Harris 1989:30-31; Bradley 1991:6, 9-23). The following question may be asked: Why

should both lecturers and administrators be involved in the planning, designing and implementation process? Responding to the question, various scholars provide different and valuable arguments. Daresh (1987:20) says that the involvement of lecturers and administrators opens the opportunity to include the views of all participants in the selection of content and material to be used. Adding to that Daresh (1987:20) mentions that the inclusion of the views of the participants gives credibility to the programme. In obtaining information from interviews to establish the position of personnel development at NCT, this researcher also deemed it necessary to include the views of both lecturers and administration personnel. In fact all lecturers were interviewed.

Harris (1989:34-36) provides three reasons that necessitate the involvement of the lecturers in the process of planning and implementation of staff development programmes/activities. First, Harris (1989:34-35) says that the involvement of the lecturers in the process of planning and implementation of staff development programmes/activities is necessary because staff development programmes/activities should be designed around the needs of the lecturers. Added to that, Harris (1989:35-36) says that the involvement of the lecturers helps to ensure that individual needs are better served. Also he says that the involvement of the lecturers in the process of planning and implementation of staff development programmes/activities is important because it makes the process more effective and efficient.

The exclusion of lecturers in the process makes the college administrators to design programmes based on the administrative perspective. According to Goddard (1989:15-16), Hopkins (1989:87), MacLure (1989:76-83) and McBride (1989:106), the designing

of personnel development programmes by schools' administrators alone has serious consequences: (1) the programmes tend to be irrelevant to the needs of the lecturers, (2) the programmes do not address practical issues that lecturers encounter in classrooms and their daily lives; instead the programmes tend to be theoretically based and (3) lecturers do not become interested in the programmes, resulting in the devaluation of the programmes.

Addressing the matter, Miller and Verduin (1979:94-98) say that the involvement of both lecturers and administrators highlights the value of team work or 'group work' as they put it. In their discussion they say that group work creates opportunities in which lecturers and college administrators can interchange ideas, values, goals, practices, experiences and factors pertaining to personnel development (Miller & Verduin 1979:94-95). Consequently, quality personnel development programmes can be designed.

From the above discussion it can be concluded that the involvement of lecturers and administrators in the planning, designing and implementation of staff development programmes/activities enables the designers to design programmes that are relevant to the needs of the lecturers.

2.4.2.3 Personnel development programmes should be based on individual and organisational needs

A third significant principle stipulates that personnel/staff development should be based on both individual and organisational needs (Daresh 1987:23; Hewton 1988:37-74; Jones et al. 1989:36-73; McBride 1989:76-97; Wood 1989:27-40; Craft 1996:37-49). Commenting on the relationship between individual needs and organisational needs Eraut (in Hewton 1988:38) states that

... the profession as a whole and its capacity to improve the service is dependent on the quality of its needs assessment. Hence to enhance teachers' and administrators' capacities for making a good needs assessment must surely be a principal aim of staff development programmes. Needs assessment is not just a beginning, a first stage in formulating some new development or plan. It is also an end, essential to the profession's capacity to properly direct its resources and efforts to the ultimate benefit of our pupil clients. Needs assessment is not just a matter for consultation and report, it lies at the heart of the educational process itself.

Addressing the topic of needs assessment Miller and Verduin (1979:42-43) say that

needs are the stated differences between the 'is' and the 'should be'.... The addressing and closure of these ... needs or 'gaps' are the source for planning staff development programs and activities. These needs become the guidelines for initiating changes that are desirable, and the content for writing measurable objectives and designing professional improvement activities and plans. ... A systematic needs assessment provides data for a staff development program based on evidence rather than conjecture, on actual needs rather than on symptoms, and on staff needs rather than administrative desires.

The emphasis on individual and organisational needs does not imply that only these two types of needs are essential for staff development programmes. The other two types (client and curriculum needs) are also important and need to be considered (Hewton

1988:42-45).

Since the emphasis here is mainly upon individual and organisational needs, some examples of each of the two categories are now being given. The individual needs may include the following: (1) the need to up-grade lecturer's education and training, (2) the need to improve lecturer's performance, (3) the need to help a lecturer know how to establish a good rapport with learners, (4) the need to motivate the lecturers to participate in extra-mural activities and (5) the need to keep the lecturers at pace with contemporary educational technological developments (Jalbert 1980:55-59; Hewton 1988:37-45). The organisational needs may include the following: (1) writing of the mission statement of the college, (2) improvement of communication between administrators and lecturers as well as other members of staff, (3) introduction of induction programmes to orient new lecturers and help other lecturers with structural changes, (4) revision of the curriculum, and (5) reviewing lecturers' salaries (Jalbert 1980:55-59; Hewton 1988:37-45; Dunlap 1995:147-158).

There are many methods of needs identification. Some of them are: questionnaires, checklists, interviews, peer and self evaluation, appraisal, school based reviews and force-field analysis (Hewton 1988: 50-74; Jones et. al. 1989:39; McBride 1989: 99-106; Hopkins 1989:86-91-97). The decision concerning methods to be used depends on the views of the co-ordinators of staff development. According to Jones et. al. (1989:38) this decision is influenced by the following aspects:

[1] the colleges' attitude to the 'needs' or 'development' issue, [2] the priorities - national [or local] priorities, instructional, functional or individual needs, [3] the characteristics of the school [e.g. size, stage, location] and [4] the experience

of the staff with this kind of exercise.

2.5 SUMMARY

The chapter was divided into three major sections. The first section presented the clarification of the key terms used in the study: *Nazarene College of Theology (NCT)*, *personnel* and *staff development*. The second section presented the historical background of NCT and its educational developments. The historical background traced the origin and discussed major educational changes concerning school facilities, courses of studies and curricula that occurred at the college. The information presented in this section, especially the information contained in section 2.3.2.3 is important to this study since it makes the reader aware of the need for a staff development programme at the NCT.

The following section discussed the importance and principles of staff development that are applicable to any staff development programme. The discussion revealed that staff development is important because it: (1) prepares lecturers for educational changes, (2) helps lecturers to get job satisfaction and (3) improves lecturers' professional development. The discussion also revealed that there are principles upon which staff development should be based. The principles that were discussed are: (1) personnel development should be an ongoing process, (2) both lecturers and administrators should be involved in the designing and implementation of personnel development programme activities, and (3) personnel development should cater for both individual and organisational needs.

Having established the key areas of personnel development, the researcher now has to collect data that would describe staff/personnel development at the NCT. In order to collect the data, the researcher first needs to formulate his research methodology which is presented in the next chapter. Chapter three will, therefore, describe the steps that will be used to gather and analyse data for the research.

CHAPTER THREE

RESEARCH DESIGN

3.1 INTRODUCTION

This chapter presents the research design used for this study. First, the chapter presents the approach and method, namely the qualitative approach and the case study method. Then it presents important information on data collection. Under this section the sampling technique used to select the respondents and the instruments used to collect data are discussed. Finally the chapter describes how the data will be analysed.

3.2 THE USE OF THE QUALITATIVE APPROACH

The research approach selected for this study is the qualitative approach. Two questions may be asked: (1) What is qualitative research? and (2) Why was the qualitative approach selected?

Various definitions of qualitative research have been written. Strauss and Corbin (1990:17) define qualitative research as “any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification”. Schurink (1998:240) defines it as a “multi-perspective approach (utilising different qualitative techniques and data collection methods) to social interaction, aimed at describing, making sense of, interpreting or reconstructing this interaction in terms of the meaning

that the subjects attach to it". Bogdan and Biklen (1992:29-33), Booyse (1999:25-28) and Schurink (1998:242-243) define qualitative research by presenting its characteristics. The following table presents a list of the summarised characteristics of qualitative research as presented by the above mentioned scholars.

Characteristics of Qualitative Research

Bogdan and Biklen (1992:29-33), Booyse (1999:25-28)	Schurink (1998:242-243)
<ol style="list-style-type: none"> 1. Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument 2. Qualitative research is descriptive 3. Qualitative researchers are concerned with the process rather than simply with outcomes or products 4. Qualitative researchers tend to analyze their data inductively 5. 'Meaning' is of essential concern to the qualitative approach 6. Studies may be designed and redesigned 7. Data collection and data analysis occur simultaneously 8. The qualitative researcher looks at settings and people holistically 9. For the qualitative researcher all perspectives are valuable 10. Qualitative methods are humanistic 11. Qualitative researchers emphasise validity in their research 	<ol style="list-style-type: none"> 1. Qualitative research uses an inductive form of reasoning: develops concepts, insights and understanding from patterns in the data 2. Qualitative research derives meaning from the subject's perspective 3. Qualitative research aims to understand the meaning that people attach to everyday life 4. Qualitative research regards reality as subjective 5. The researcher captures and discovers meaning once he becomes immersed in the data 6. The concepts are in the form of themes, motifs and categories 7. Qualitative research seeks to understand phenomena 8. Participant observations, focus group interviews, documents are used to collect data 9. Data are presented in the forms of words, quotes from documents and transcripts 10. The research design is flexible and unique and evolves throughout the research process 11. Data are analysed by extracting themes 12. The unit of analysis is holistic, concentrating on the relationship between elements, contexts, etc. The whole is more than the sum

One of the primary objective of this research is to describe staff development in the context of NCT (see section 1.4). The nature of the research requires that an exploratory

methodology which would enable the researcher to ask exploratory questions be used.

Qualitative research is considered appropriate for the present study due to its following characteristics:

3.2.1 The researcher works in natural settings and tries to understand people from their own frame of reference

Qualitative research is concerned with life as it is lived, things as they happen, and situations as they are constructed on a daily basis. Smith (1987:174) says that qualitative researchers study qualities or entities and seek to understand them in a particular context. Edson (1988:46) concurs that qualitative research is context specific. Likewise, the researcher of this dissertation tries to understand staff development in the context of the NCT. On these grounds, qualitative research is considered appropriate for the present study.

3.2.2 Qualitative research uses small samples

Lemmer (1992:294) argues that although qualitative research does not exclude the use of large samples, most qualitative research studies use small samples. The use of small samples makes the research to focus on the details of the information provided as well as the quality of individuals or small group's experiences. This was also done in this study.

3.2.3 Qualitative research may be designed and redesigned

Burgess (1984:8) says that all methods within qualitative research are characterised by their flexibility. Subsequently, researchers can formulate and reformulate their work. This was also applicable to this study since the researcher had to re-write the paper as the analysis of data proceeded.

3.2.4 Qualitative research aims to extend understanding within the context of a particular situation

Fraenkel and Wallen (1990:379) point out that the objective of qualitative research is not to generate results that would be applicable for other situations but to generate results that may be used to understand a particular phenomenon within a particular situation. This was also the objective of the present study. The researcher needed to understand staff development in the context of NCT. However, the results may be useful to other institutions.

3.2.5 Qualitative research is hypothesis-generating and descriptive

Vullian, Lewin and Stephens (1990:110) argue that qualitative research does not aim at testing preconceived hypotheses as is the case in quantitative research. However, qualitative research aims at generating hypotheses and theories from the data that emerges. Furthermore, qualitative data is often in the form of words rather than numbers. The data is detailed, thick in description, using quotations to capture people's personal perspectives and experiences (Patton 1990:40). This is applicable to this dissertation

because its major objective is to describe personnel development at the NCT, with a view to improve it.

3.2.6 The researcher is the key instrument

In qualitative research the researcher is regarded as the “instrument” in the sense that much depends on what he/she sees and his/her ability to observe and listen. In this regard, the researcher needs interpersonal skills that facilitate the negotiation of access both into private places and private thoughts (Hammersly, Gomm & Woods 1994:59). In this research the researcher therefore needed to build a relationship of reciprocal trust and rapport with the respondents as the quality of the data depends on their truthfulness.

3.3 THE QUALITATIVE CASE STUDY METHOD

Cohen and Manion (1989:41) define research methods as the techniques and procedures used to collect data. Anderson (1990:107) defines research methods as approaches or ways used to address a research question or problem. Based on those definitions, in this dissertation, the expression ‘research methods’ is used mainly to refer to the case study which this researcher describes as the main methodical thrust to address his research problem.

Cohen and Manion (1989:v-x) identify seven research methods: historical research, developmental research, ex-post facto research, surveys, case studies, correlational

research, action research. Anderson (1990:111, 113-191) identifies eight methods: historical, descriptive, experimental or quasi experimental, correlational, ethnographic, program evaluation, case study and policy research method. From all of these, the case study was found to be the most appropriate for this research.

Addressing the same subject, Merriam (1998:11-20) identifies five types of qualitative research: basic or generic qualitative study, ethnography, phenomenology, ground theory, and case study. The terminology and the number of the methods or types may differ from one scholar to another, but the descriptions given indicate that they all share the essential characteristics of qualitative research: the goal of eliciting understanding and meaning, the researcher as primary instrument for data collection and analysis, the use for fieldwork, an inductive orientation to analysis, and findings that are richly descriptive (Merriam 1998:11).

As mentioned in chapter one (section 1.5.2) and in an above paragraph, the main research method selected for this study is the case study. There are four reasons that served as the basis for selecting the case study as the basic research method. First, the case study enables the researcher to achieve a holistic and in-depth understanding of the factor, issue or a particular phenomenon under investigation (Merriam 1988:21). Second, the case study was selected because the researcher wanted to investigate a particular phenomenon (staff development) within a particular context, in this case the context of NCT. According to various scholars, for example Yin (1981:23), the case study is the method that allows the researcher to conduct an investigation of a phenomenon within its natural context. Third, the case study was selected because this type of design allows for the use

of a limited number of selected respondents from which data may be collected (De Vos et. al. 2002:275, 331). Finally, the case study was selected because of its ability to provide feedback to participants that can be used for personnel or staff development, programme evaluation and development of programmes for a particular social setting (Cohen and Manion 1994:150).

3.4 THE SAMPLING TECHNIQUE

There are basically two types of sampling, namely, probability and non-probability sampling¹³. Examples of probability sampling are inter alia random sampling, cluster sampling and systematic sampling. Examples of non-probability sampling are inter alia accidental sampling, purposive/purposeful sampling and quota sampling. Honigmann (1982:84), Merriam (1998:61) and Patton (1990:169) agree that non-probability sampling and especially purposeful sampling is the sampling method commonly used for qualitative research. To support his argument, Merriam (1998:61) said that purposeful sampling is appropriate for qualitative research because it is “based on the assumption that the investigator wants to discover, understand and gain insight” concerning the phenomena under investigation.

¹³Probability sampling is a sampling method in which each individual in the population group has the same known probability of being selected. The selection of persons from the population is based on random procedures. Non-probability sampling is a non-random method. The researcher selects the participants who can give the appropriate information about the subject being investigated (Merriam 1998:60-61; De Vos et. al. 2002:203-204, 209).

Purposeful sampling was used to select the respondents. This technique was selected because it enables the researcher to select respondents who can give the appropriate information about the subject being discussed. Referring to the views of Patton (1990:169) and Merriam (1998:61), purposeful sampling was selected because it enables the researcher to select information-rich respondents. In other words, the respondents were selected because they were the ones who were involved in the planning and implementing of personnel development programmes at NCT.

Eight respondents participated in the study and the main criterion for selection was that the respondents had to be administrators and/or lecturers at NCT. The study is limited to a small group of respondents since the entire Siteki personnel (academic and/or administrative) amount to eight. The instruments used to collect data was the unstructured-focus- group interview. A small number of respondents is acceptable and typical of a research that uses a qualitative case study, unstructured-focus-group interview (Merriam 1998:61; Schurink 1998 et. al.:314, 317).

NCT is a relatively small institution. Because of its size, the college has eight lecturers. Considering the relatively small size of the teaching staff at the college, all the lecturers (eight in number) were included as participants in this study. Six of them were both lecturers and administrators and two were lecturers only. The administration posts included that of: the principal, the vice principal, the registrar, the academic dean, financial manager and the librarian.

3.5 DATA COLLECTION INSTRUMENTS

Two instruments are associated with qualitative research: participant observation and interviews. Characteristics shared by these instruments are that they are inductive and generally result in descriptive or narrative data. Furthermore, these instruments generate data from the perspectives of the respondents (Patton 1990:196-276; Bogdan and Biklen 1992:58-152; LeCompte et al. 1992:19-29; McGee-Brown 1994:125-135; Booyse 1999:28-30).

Interviews can be divided into different categories or types: person-to-person and group interview (the latter is commonly known as focus group interview); and structured and unstructured interviews¹⁴ (Hitchcock and Hughes 1989:79-88; Cohen and Manion 1989: 307-327; De Vos 1998:297-325; McGee-Brown 1994:131-135). A combination of this classification of the interviews was used, namely, unstructured-focus-group interview.

As mentioned in chapter one section 1.5.5 there are three specific reasons that served as the basis for selecting unstructured-focus-group interviews as the instruments for data collection. First, the unstructured-focus-group interview constitutes a technique that makes it possible for people who work together to come together and discuss their work,

¹⁴Structured interview (also known as standardized interview) is a type of interview in which the questions and the order in which they (questions) are asked are determined ahead of time. Structured interviews are mostly used to gather common socio-demographic data, for example, age, marital status and level of education. Structured interviews use closed questions. Unstructured interview (also known as in-depth interview) is a type used to determine individuals' perceptions, opinions and potential solutions to the phenomenon being investigated. This type of interview uses open-ended questions. The questions are formulated to guide the interview (Merriam 1998:72-73; De Vos et al. 2002:298).

make suggestions on how to improve the work and their working conditions (Schulze 1998:16). The unstructured-focus-group interview was used because it enables the researcher to understand the respondent's life experiences or situation as expressed in his/her own words as well as provision of an in-depth interaction between equals to obtain research-relevant information (Schurink 1998:297-299). It was the desire of the researcher to bring together lecturers and administrators of NCT to discuss staff/personnel development and the methods that could be used to make it a success.

The unstructured-focus-group interview was also selected because of its advantages. Some of the advantages include: (1) the availability of opportunity to give more input/information, (2) the provision of an in-depth examination of the information being shared by the respondents, (3) the provision of an opportunity to the researcher to probe the respondents for more information, (4) the ability to allow the interviewer to pick up non-verbal cues that can give additional meaning to the subject under discussion and (5) the provision of the use of a schedule¹⁵ or interview guide (Anderson 1990:222; Schurink, 1998:299; Schurink, et. al. 1998:324-325).

Speaking about the advantages of the focus-group interview compared to other data collection instruments, Anderson (1990:241) says that:

The focus group [interview] has advantages over other approaches to data collection such as the questionnaire or the [general] interview. The use of

¹⁵ According to Schurink (1998:299-300) the schedule is a guideline for the interviewer and contains questions and themes that are important to the research. There is no particular order or sequence that the researcher has to follow when asking the questions. The questions only exist to ensure that all the relevant topics are covered during the interview.

questionnaires in data collection permits no input other than that of the individual respondent. There is no opportunity to clarify questions or for the respondent to expand his or her own perceptions by sharing and comparing them to those of others. In the case of interviews, there is some opportunity for clarification and other input in that the interviewer might probe and suggest ideas which give rise to views and opinions which the respondents may not have shared in a written questionnaire. The focus group goes one step further. It not only discloses what is important to individual respondents, but it attempts to provide a situation where the synergy of the group adds to the depth and insight. Thus, the group strives to provide in-depth qualitative data which could not be obtained as efficiently any other way.

Finally, the unstructured-focus-group interview was selected because it is believed to be the appropriate instrument for obtaining information about what people know, expect, want, intend to do or have done (Schulze 1998:4; Hoberg 1999:81). In other words, the unstructured-focus-group interview was selected because it allowed the researcher to explore the quality of personnel development programme from the participants' perspective and the context of NCT.

Two interview sessions were held. The sessions were conducted in the afternoon at NCT. The duration of each interview session was determined by the willingness of the respondents to share their information. Two hours was the time limit for each session. The two hours were set as time limit because it was the time allocated for the discussions by the college administration. Another reason for the setting of the two hours was that the lecturers had other assignments and the researcher did not want to disturb the daily routine of the lecturers.

Schedules or interview guides were used. However, the schedules did not dictate what was to be discussed or limit the participants' discussion of aspects which they considered to be important. In other words, the respondents were free to raise and elaborate on points of discussion which they deemed to be important. The schedules only served as starting points, as guiding instruments or assistants to cover the main points involved in the research (Schurink 1998:299-300; De Vos et. al. 2002:302). See Appendix C and Appendix D for the interview schedules.

3.6 THE READING AND ANALYSIS OF WRITTEN MATERIAL

Literature on educational research also include literature review as an instrument for data collection (Hitchcock and Hughes 1989:108-132; Bogdan and Biklen 1992:132-152). Therefore, the reading and analysis of written material was used as a source for data collection. Hitchcock and Hughes (1989:108-132), and Bogdan and Biklen (1992:132-152) divide written documents into four categories: official, personal, internal and external documents. The example of official documents is a government report on a particular issue; an example of personal documents is a biography; examples of internal documents are the minutes of staff meetings and school policy documents; and examples of external documents are the statements of philosophy, journals and books that address educational matters (Hitchcock and Hughes 1989:125; Bogdan and Biklen 1992:135-136; De Vos et. al. 2002:323-324). From the above list the following materials were used: college policy documents (catalogue), journals and books that address staff development.

Generally, no research can be done without consulting existing literature. The researcher needed to read literature that addressed personnel/staff development to determine what questions to ask and to identify principles that could be used to improve the quality of teaching skills and performance of the lecturers at the NCT. Parallel to that, the reading of the documents helped the researcher to integrate his findings to the wider context of personnel development. Added to that, the literature review on staff development especially, the college documents, was done because the researcher believed that (1) those documents could provide a profound understanding of how lecturers and administration of the Nazarene College of Theology valued staff development and (2) the documents could provide the official perspectives on staff development at the Nazarene College of Theology (Bogdan and Biklen 1992:135-136). Related information from these documents was integrated in the analysis of the interviewee responses which is provided in chapter four especially, sections 4.2 and 4.3.

3.7 DATA ANALYSIS

The process of data collection is not an end in itself. The data collected needs to be analysed, interpreted and reported. Bogdan and Biklen (1992:153) define data analysis as a process during which the researcher systematically searches and arranges the data so that he/she would understand them and present the findings to others. Explaining the process, Bogdan and Biklen (1992:153) say that data analysis should involve the “organizing [of data], breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is to be learned, and deciding what

[the researcher] will tell others” (Bogdan and Biklen 1992:153).

To help the researcher accomplish quality data analysis, various scholars, for example, Hycner as quoted by Cohen and Manion (1989:329-333) formulated guidelines. For this study, the Hycner’s guidelines¹⁶ for data analysis were adopted. However, it is important to note that not all of the Hycner’s guidelines were used. The researcher selected those that could be useful for this study. The following is a list of the guidelines, that were selected and used in this study:

1. Listening to the interviews
2. Transcription of the interviews
3. Identification of the units of general meaning and relating them to the research question and objectives
4. Eliminating redundancies
5. Identification of specific themes that were unique to particular respondents
6. Writing a summary of each individual interview
7. Conducting the following interview
8. Writing of a composite summary (Cohen and Manion 1989:329-333)

During the interviews, the researcher took notes using a note book and recorded the

¹⁶ The Hycner’s guidelines are: (1) Transcription of the interviews, (2) bracketing and phenomenological reduction of the information, (3) listening to the interview for a sense of the whole, (4) delineation of the general meanings, (5) delineation of the units of meaning relevant to the research question, (6) elimination of redundancies, (7) clustering of the units of relevant meaning, (8) determining themes from clusters of meaning, (9) writing a summary of each individual interview, (10) conducting the following interviews after the writings of the summary of the previous interview, (11) modification of themes and summary, (12) identification of general and unique themes for all the interviews, (13) contextualization of themes and (14) writing of a composite summary (Cohen and Manion 1989:329-333).

procedures by means of a tape recorder. At the end of each interview, the researcher read the notes and listened to the recorded information in order to be able to analyse, understand, expand and clarify what was said or discussed. After that, the researcher identified units of general meaning that appeared to be common among the majority of the interviewees (Schulze 1998:20-21; Hoberg 1999:51, 68). Once the units of general meaning were identified, they were then reduced to units of meaning relevant to the research. Furthermore, the researcher looked for specific themes that were unique to particular respondents (Schulze 1998:20-21). That was followed by the writing of a summary of the first interview. With the summary of the first interview written down, the researcher conducted the second group interview. The steps/guidelines used after the first interview again were employed to analyse the information obtained in the second interview:

Data from the respondents was blended with the information from documents. Therefore, not only what was said by the respondents was reported, but theoretical information was included.

Research is not meaningful if it is only appreciated by scholars and not by the workers. Parallel to that it is said that research that only satisfies academic requirements and is only pleasing to scholars is not truly research since it does not benefit the working masses (Babbie 1986: 348-358; Borg and Gall 1989: 323,346). It was the desire of the researcher that the findings could be beneficial to academicians, the administrators and the lecturers at the NCT at Siteki, Swaziland. To make sure that all the parties (academicians, administrators and lecturers of NCT) appreciate the study, as well as to

ensure that the study fulfills the requirement of a qualitative case study, the findings were reported using descriptive language.

3.8 SUMMARY

This chapter presented the research design. It was divided into five sections. First, the chapter presented the approach used in the research, namely the qualitative approach. Second, it dealt with the method, namely the qualitative case study method. Third, the chapter presented the sampling technique. The non-probability sampling technique especially the purposive/purposeful sampling technique was discussed. Fourth, it presented the instruments used for data collection. The following instruments were discussed: the focus group interview, the unstructured interview and literature review. Finally, the chapter described how the data was analysed.

Chapter four presents the results and the discussion of the findings.

CHAPTER FOUR

RESULTS AND DISCUSSION OF THE FINDINGS

4.1 INTRODUCTION

The first two objectives of this study are to describe and indicate the limitations of personnel development programmes at NCT (see section 1.4). Building upon the principles and guidelines of staff development that were discussed in section 2. 4, this chapter describes staff development and limitation of personnel development at NCT. The third objective, which deals with the improvement of personnel development at NCT will be dealt with in chapter five.

The chapter is divided into three sections. Under the section dealing with staff development the following activities are discussed t: (1) formal/continuous education, and (2) conferences or workshops. The second section presents the problems that limit staff development at the NCT. Following the same format as in the previous section, this section discusses the limitations of staff development under the following headings: (1) formal/continuous education and (2) conferences or workshops. The final section of this chapter presents the summary of what was discussed.

The reader will note that the designations *Lecturer A*, *Lecturer B* and so forth were used in the writing of the dissertation. These designations were used because the lecturers asked the researcher not to use their names. Since six lecturers also held administrative positions (principal, vice principal, registrar, academic dean, financial manager and

librarian) they were identified as *Lecturer X/Admin*. The specific administration post could not be indicated since that would be a breach of anonymity. However, along the interviews, some personnel spoke as administrators and consented to the use of their position in the writing of this dissertation.

4.2 ACTIVITIES OF THE STAFF DEVELOPMENT PROGRAMME AT NAZARENE COLLEGE OF THEOLOGY

In its official document (the Catalogue) NCT recognizes the value and the importance of staff/personnel development. That recognition is seen by the way the college gives importance to staff development and provide a list of staff development activities that she plans to use. The activities listed are: in-service training, formal and informal study, research and writing, educational travel, and participation in academic and professional conferences and/or workshops (Swaziland Nazarene Bible College 2002:157-158). However, the study revealed that two activities, namely, formal study (continuing education) and participation in academic and professional conferences/workshops are being used. These two activities used at NCT are regarded as the units of meaning referred to in sections 3.7. The themes derived from the clusters of meaning (see section 3.7) are discussed under the headings *formal/continuing education* and *academic and professional conferences and/or workshops* (see sections 4.2.1 and 4.2.2).

4.2.1 Formal/continuing education

Formal study or continuing education is the activity that is mostly promoted and used at the NCT. To promote continuing education, various sections of the *Faculty and Staff Policy* found in the catalogue of the college (Swaziland Nazarene Bible College 2002:157-167) place great emphasis on continuing education. *Section A* states that “a person who would be considered as a prospective [lecturer at the NCT] would be expected to exhibit ... personal commitment to continued academic and professional development” (Swaziland Nazarene Bible College 2002:157). *Section B, 1*, states that

[Lecturers] in the college have a primary responsibility for continued efforts at maintaining and upgrading their competence in the academic discipline(s) relevant to the instructional programme(s) of the college. This responsibility will be fulfilled by such means as:

- a. continued formal study*
- b. personal study, research, and reflection in their particular academic disciplines in order to be knowledgeable concerning current developments in their field (Swaziland Nazarene Bible College 2002:157).*

Adding to that, *Section B, 2*, states that

[Lecturers] ... have a primary responsibility to maintain a consistently high level of professional competence through such activities as:

- a. formal study of teaching/learning theory and methods through courses taken at other institutions and/or in-service continuing education courses at the college (Swaziland Nazarene Bible College 2002:157-158).*

To help lecturers further their education, the college provides two benefits, namely sabbatical leave and financial support. Addressing sabbatical leave, *Section Q* of the

Faculty and Staff Policy, states that

to be of maximum value to [NCT], faculty should not only teach effectively but also develop their scholarly abilities. Within this context [NCT] recognises the important role of sabbatical leave... Sabbatical leave should be available to all permanent full-time faculty at intervals which allow them to increase their abilities as lecturers and scholars (Swaziland Nazarene Bible College 2002:167).

4.2.1.1 Sabbatical leave

The discussions revealed that none of the lecturers directly benefitted from the provision of a sabbatical leave. *Lecturer G*, a lecturer who has been teaching at the college for 35 years, never had the opportunity to take sabbatical leave. When the lecturer enrolled for the Bachelor's Degree in Theology she was asked to teach two modules (see Appendix E). Likewise, *Lecturer A* and *Lecturer F/Admin* who both have been at the college for 15 years, never had the opportunity to go on sabbatical leave (see Appendix E). *Lecturer C/Admin* pointed out that the major problem that causes the college administration not to allow the lecturers to take their sabbatical leaves is staff shortage. And he continued to explain that if one of the lecturers could be allowed to take his or her sabbatical leave, the teaching would be affected (see Appendix E).

4.2.1.2 Scholarship fund

Another provision that the college made in conjunction with the office of the Education Coordinator of the Church of the Nazarene in Africa, was the establishment of the then *Swaziland Nazarene Bible College Graduate Scholarship Fund*. That fund was established to help pay the academic fees of the lecturers who could further their

education. Through that fund, four lecturers were sent to the United States of America for master's degrees; however, three of them have since left the college after their return, (the last lecturer left the college in the early 1990s). One lecturer was sponsored for the Bachelor of Theology degree; and another lecturer was sponsored for a Higher Diploma in Accounts (see Appendix E).

Speaking about the aid that the fund provided her, *Lecturer F/Admin* (see Appendix E) said:

I am thankful for the opportunity and the financial support that the college provided me to further my education, especially in accounts [at Swaziland Business College]. The diploma [AAT Level III] that I obtained improved my knowledge in accounts and my teaching skills. Besides that, the education that I received improved my work as the college's financial manager.

Lecturer H/Admin brought a different point that indicated that not all lecturers benefitted from the fund. The lecturer (see Appendix E) said:

When I was home [USA] on furlough, I enrolled for a Library Science course and I did informal studies on the English language. The college did not help me to pay the fees. It was the desire to have more knowledge in library sciences that prompted me to continue to learn even though the fees were high. Also I think that there are other lecturers who are doing their post-graduate studies and the college does not help them with the payment of their fees. However, those lecturers are good examples in that they do their best to pay for their education.

4.2.1.3 Necessity for and benefits of higher degree

Another aspect that demonstrates that formal education or continuing education is promoted at the NCT is the current call for higher degrees, especially masters' and

doctoral degrees, that the administration of the college and the university with which the college is affiliated requires from the lecturers. *Lecturer A/Admin* an administrator, used that opportunity to encourage the lecturers to be involved in further education by saying (see Appendix G):

... Let me take this opportunity to appeal to the faculty to take this matter [post-graduate education] seriously. [The] time is coming when all lecturers will have to have [a] postgraduate qualification, especially a master's degree, to lecture at the college. Let us make this our business and consider all the opportunities available to us. ... As the principal of the college, I will help you if there are funds available, and I will do all that I can to lighten your work at the college.

In response to the call, three lecturers are making preparations to enroll either at the University of South Africa or Africa Nazarene University for the honours, the master's or doctoral degrees in the year 2005. This researcher is currently studying for the Master's Degree in Education (Educational Management) at the University of South Africa.

The study also revealed that the NCT recognises that further education of its lecturers has numerous benefits. The recognised benefits are: (1) the lecturers obtain/gain the necessary knowledge and skills needed for their work, (2) the lecturers obtain higher degrees, (3) the lecturers set themselves up for potential advancements within theological education and adult education and (4) the lecturers gain a sense of achievement (see Appendix E).

Speaking about the knowledge and teaching skills that lecturers gained from further education, *Lecturer C/Admin* (see Appendix E) said:

The courses (Post-Graduate Diploma in Tertiary Education and the Post-Graduate Diploma in Education (Educational Management) that I completed at the University of South Africa are helping me with my teaching skills especially in the following aspects: class preparation, lesson delivery and time management. My first degree was a Bachelor's Degree in Theology and when I was asked to lecture at the college the knowledge and teaching skills that I gained from the courses that I have completed are giving me confidence with my teaching. Added to that, this year [2004] I was asked to serve as the Acting Academic Dean. Having learned about the principles of school management, staff development and school improvement to mention a few, I am able to do my work effectively.

Generally, the completion of a university degree makes a person feel a sense of achievement. That is also the case with the lecturers at the NCT. During the discussions the lecturers revealed that they feel they have made great achievements in their lives. To demonstrate the sense of achievement *Lecturer G* (see Appendix E) said,

One of my goals in life was to obtain a bachelor's degree. Thanks [be] to God my dream was achieved. The degree that I have improved my religious knowledge and my teaching abilities. This year I am teaching a number of modules, but I feel confident with my work and I am doing a better job.

Another benefit that was expressed by the lecturers was that they have set themselves up for potential advancements in theological education and adult education (see Appendix E). As the lecturers further their education they become aware that they need to obtain more knowledge in relation to theological education and adult education. Speaking about this aspect *Lecturer C/Admin* (see Appendix E) said, “the degrees and diplomas (in Theology and Education respectively) that I obtained inspire me to continue with my theological and educational studies until I obtain doctoral degrees in both fields”.

4.2.2 Academic and professional conferences and/or workshops

Responding to the question, “What staff development activities are held or undertaken at the NCT?”, the lecturers gave various responses which indicated that conferences and/or workshops are part of the activities used for staff development programmes at the NCT.

Lecturer B/Admin (see Appendix E) said, “One of the activities of staff development is the participation of the lecturers in conferences and workshops.” Adding to that, *Lecturer A/Admin* (see Appendix E) said, “... the conferences, workshops and the research and writing are activities used for staff development at the college.”

To support their arguments, the lecturers gave practical examples of the conferences and the workshops that they attended. In that regard, *Lecturer F/Admin* (see Appendix E) said:

As part of staff development [programmes]...I attended various workshops organized by the Association of Nazarene Colleges in Africa (ANCA), the office of the Nazarene Education Services and the Ministry of Education in Swaziland. The workshop organized by the Ministry of Education in Swaziland dealt with curriculum development and teaching skills. The workshops organized by ANCA and the office [of] Nazarene Education Services dealt with issues encountered by [the lecturers lecturing at the] colleges sponsored by the Church of the Nazarene in Africa.

Lecturer B/Admin (see Appendix E) said: “Last November, the faculty attended the 2003 Africa Nazarene Regional Conference and the 2003 Nazarene Theological Conference in which various theologians presented papers which addressed various theological

issues....” Adding to that, *Lecturer A/Admin* (see Appendix E) said:

Apart from the two conferences that the last speaker mentioned, I ... and other faculty members, for example, Lecturer F/Admin and Lecturer D/Admin, each year [we] attend or have attended various workshops organised by the office of the Education Coordinator of the Church of the Nazarene in Africa.

The discussions also revealed that in the past, the administration of the college used to organise workshops in which various speakers were invited to address special topics, for example, curriculum development, examinations and career development. Speaking on that aspect, *Lecturer D/Admin*, said: “...[a] few years back, approximately nine, the college invited a lecturer from the University of Swaziland to come and address the faculty about the setting and marking of examinations in a tertiary institution” (see Appendix E).

Summarising the ideas/points presented by the lecturers in relation to the conferences and/or workshops, it can be said that most of them (conferences and/or workshops) are organised by the office of the Education Coordinator of the Church of the Nazarene in Africa and are mostly held at Johannesburg, South Africa.

As the discussion concerning workshops and/or conferences continued the lecturers voiced their dissatisfaction regarding the time, place and the subjects covered. However, that will be dealt with in the next section.

4.3 LIMITATIONS OF ACTIVITIES OF STAFF DEVELOPMENT USED AT THE NAZARENE COLLEGE OF THEOLOGY

This section presents the limitations of the activities (continuous/formal education and participation in academic and professional conferences/workshops) used for staff development at the NCT. Another aspect that is discussed as part of the limitations is the lack of a staff development policy which affects the process of staff development as a whole.

4.3.1 Limitations to continuous/formal education

The study revealed four limitations or problems related to formal/continuous education: (1) high educational cost, (2) personal problems and (3) the time to complete a university course.

4.3.1.1 High educational cost

The cost of attending a university degree is high. Regarding this problem, four lecturers said that higher education fees charged by universities hinder them from furthering their education. Speaking about this problem *Lecturer G* (see Appendix E) said:

The lecturers are willing to continue with their studies and pay for themselves. Unfortunately, they do not earn high salaries. Therefore they do not have enough money to pay for the postgraduate educational fees. Let me give you one example: Two lecturers are interested to continue with their studies but because of financial problems, and the high fees charged by universities, they are not able to enroll with any university. Therefore, they have to wait for their sabbatical leave and hope that the college will pay the educational fees.

This problem is aggravated by the fact that the fund that was established by NCT in conjunction with the office of the Education Coordinator of the Church of the Nazarene in Africa to help the lecturers to further education is no longer available. Answering the question “Why is the college not continuing to send lecturers to the USA?”, *Lecturer A/Admin* (see Appendix E) pointed out the cause for the closure of the fund when he said:

Presently, the college is facing financial constraints which hinder the college to continue to send lecturers to the USA for master’s or doctoral degrees. ... Let me add that the lecturers who were sent to the USA for master’s degree were helped by a special fund that was created for that purpose. Presently, that fund is no longer available. The closure of the fund was caused by the withdrawal of the donors because they thought that the recipients of the scholarship did not honour the agreement to work for the college after the completion of their studies.

4.3.1.2 Problems experienced at personal level

Adult learners have their personal problems which affect the learning process, and lecturers at the NCT are not an exception. The research revealed that the following personal problems are experienced by the lecturers at the NCT: (1) the balancing of the study and work load and (2) the decrease of learning abilities and (3) the length of time to complete a university course.

4.3.1.2.1 *The balancing of the study and working load*

Six lecturers out of eight hold both teaching and administrative positions. The administrative positions are: the principal, vice principal, academic dean, registrar,

librarian and financial manager. Because of that, lecturers feel that if they were to become involved in continuing education they would be overloaded. Speaking about this problem of balancing of the study and work, *Lecturer B/Admin* (see Appendix E) said: “Apart from teaching, most of us hold administrative positions and it is difficult to balance the study and working load.” Adding to that, *Lecturer C/Admin* (see Appendix E) said:

I am a living example of what Lecturer B/Admin said in relation to the balancing of the study and work loads. I am presently doing a postgraduate study with Unisa and I have problems in balancing the work and study loads. There are times when the work load is big and I am forced to neglect my studies.

4.3.1.2.2 *The decrease of learning abilities*

Another personal problem that was mentioned in the interviews is the decrease of the lecturers’ learning abilities. Speaking about this problem, *Lecturer B/Admin* said: “Another problem that [should not be forgotten] is the fact that most of [the lecturers] are between 40 and 55 years of age. Because of that, we feel that we are no longer able to perform well in our studies like when we were young.” *Lecturer G*, was seen whispering some words to second *Lecturer B’s* contribution in relation to age related problems in learning (see Appendix E). The contents of what the *Lecturer G* said could not be fully recorded. But it was observed that the facial expression of Lecturer G was totally in accord with what was said before.

Addressing the problems faced by the older adults in the learning process, Adey (1996:53) says that “adults, and particularly older adults, sometimes have the feeling that

their intellectual abilities are not what they were and that they will encounter difficulties in [their studies]”. Crous (1995:290) concurs with Adey’s view when he says that this feeling is caused by the decrease in visual and auditory perceptions as well as the slower operation of the central nervous system. Most of the lecturers at the NCT are older adults¹⁷ and their resistance toward formal education may have a valid basis.

4.3.1.2.3 *The length of time to complete a university course*

The last aspect that was revealed by the group discussion as problematic in relation to continuous education is the length of time required to complete a university course. Speaking about the length of time required to complete a university course, *Lecturer A/Admin* (see Appendix E), seconded by *Lecturer C/Admin*, pointed out that it will take them a considerable time to complete the requirements of a programme because they will further their education through distance education on a part-time education basis.

Lecturer A/Admin (see Appendix E) said:

Let me add another problem that I foresee in relation with distance learning. Let me clarify why I selected distance education or learning. It is the only available option that most of us are considering for postgraduate [studies]. [Most of the curricula] of postgraduate courses comprise of five or ten modules. For each of the modules there are various requirements to be met, for example, writing of papers, mastering the contents and examinations. To accomplish these requirements ... takes a considerable amount of time. [These requirements] discourage me; I don’t wish to enroll for my doctoral studies as a part-time student. However, the high fees [charged by residential universities] make it difficult for us, especially me, to enroll as a residential student.

¹⁷The term *older adult* is used to mean people who are 50 years old and above.

Lecturer C/Admin (see Appendix E) said:

I concur with the previous speaker. I have been doing my post-graduate studies with the University of South Africa and for each module that I had to take there were two papers to write, an examination to write at the end of the year and mastering the contents. Let me tell you that the doing of the assignments and writing of the papers was not an easy work.

4.3.2 Limitations of the academic and professional conferences /workshops

The group discussion revealed four limitations or problems related to academic and professional conferences/workshops: (1) the non-participation of the lecturers in the planning and organising of the conferences, (2) time limitation, (3) the focus on different topics each year, which display lack of continuity of the material covered by the conferences, and (4) the inability of lecturers to participate in conferences.

4.3.2.1 The non-participation of the lecturers in the planning and organising of the conferences

Speaking about this problems *Lecturer C/Admin* (see Appendix E) said:

[One of the problems that] I see regarding the conferences/workshops is that the lecturers do not take part in the planning and organisation of the seminars/workshops. The conferences/workshops [as also pointed by this researcher and his colleagues, especially Lecturer F/Admin and Lecturer B/Admin] are organised by the office of the Education Coordinator of the Church of the Nazarene in Africa. I acknowledge the fact that the Education Coordinator organises the conferences to enhance staff development programmes at theological institutions sponsored by the Church of the Nazarene in Africa, NCT included. However, he is not able to cover all the needs of all lecturers throughout Africa. We the lecturers at [NCT] we have our specific needs which should be considered when planning conferences.

The conferences/workshops organised by the Education Coordinator of the Church of the Nazarene in Africa to enhance staff development programmes at theological institutions sponsored by the Church of the Nazarene in Africa do not seem to be able to cover all the needs of all staff represented throughout Africa. The staff members at NCT indeed have specific needs which should be considered when planning conferences. Oldroyd (1985:14-15, 18-19), Bell (1991:10-18) and Blandford (2000:127) say that activities of staff development (conferences included) that are more effective are those that are planned, organised and implemented by the staff of those institutions. There is therefore a need for the college to organise conferences and/or workshops by means of its lecturers who should be responsible for the planning and implementation process.

4.3.2.2 Time limitation

Another problem related to conferences and workshops used as activities of staff development at NCT is that of little time. The lecturers said that the time provided (two or three days for a workshop or conference) is not enough. For example, speaking about the *2003 Theological Conference*, *Lecturer F/Admin* (see Appendix E) said that the various papers presented required more time for quality discussions. Because of limited time the contributions by various participants could not be dealt with in depth. The following is the opinion of *Lecturer F/Admin* (see Appendix E) in this regard:

Sir, let me add another problem that comes into my mind regarding conferences/workshops. The problem is time limitation. Most of the conferences last for two or three days while the agenda is long. Let me give one ... [example].

At the 2003 Nazarene Theological Conference, there were various papers that were presented and more time was needed for quality discussions. But because of time limitation various participants did not have time to present their contributions.

Speaking about the 2000 Conference, Lecturer F/Admin (see Appendix E) pointed out that because of time limitation the participants were not able to obtain adequate knowledge concerning outcome-based education and the methods that are needed for its proper implementation. In this regard she said:

The 2000 Conference dealt with outcome-based education. Because of time limitation we were not able to obtain adequate knowledge about the subject (outcome-based education). Consequently, we have problems with the implementation of outcome-based education at the NCT.

4.3.2.3 The focus on different topics each year and the lack of continuity of the material covered by the conferences

Another limitation of the conferences is that each year the workshops/conferences focus on a different topic. For example, the conference that was held in June 2000 addressed outcome-based education and the conference held in November 2003 dealt with theological and social issues. This results in a lack of continuity of the material covered by the conferences/workshops each year. It is important to address a subject repeatedly until it is fully grasped by the people. Speaking on this issue and supported by four other lecturers, (Lecturer B/Admin, Lecturer E, Lecturer F/Admin and Lecturer G) Lecturer C/Admin (see Appendix E) said:

From what has been said by the previous speaker, I may conclude that each year the workshop/conference focuses on a different topic. For example, the conference that was held in June 2000 addressed the outcome-based education

and the conference that was held in November 2003 dealt with theological and social issues.

4.3.2.4 The inability of lecturers to participate in conferences

The last problem presented in relation to the conferences/workshops is that not all lecturers are able to participate in the conferences due to various reasons, for example, lack of funds and distance. Johannesburg is located far from Siteki. For a lecturer to travel to attend a conference in Johannesburg requires a considerable amount of money to cover both accommodation and transportation. Therefore, they are not able to participate. The college is not able to pay for all lecturers to travel to Johannesburg each time a conference or workshop is organised. The comment made by *Lecturer B/Admin*, supported by three other lecturers (*Lecturer E, Lecturer F/Admin and Lecturer G*), clearly expresses this idea:

Let us not forget the financial requirements Most of the conferences are held at Johannesburg. For a lecturer to travel to Johannesburg requires a considerable amount of money. Mind you, there is also the accommodation fees. Some time we are not able to raise the money, thus we are not able to participate. I would like to acknowledge the fact that the college has done its best to help us when such conferences are organised, but it is also a fact that the college does not always pay for all of us to attend these conferences.

4.3.3 Lack of staff development policy

Another major problem that negatively affects staff development at NCT is the existence

of inadequate staff development policy. However, *Section Q* and *Section D*¹⁸ of the college's *Catalogue* present aspects that can be regarded as part of the staff development policy because those sections give some information regarding the “when”, “who”, “how” and “what” of staff development. The following paragraphs discuss those sections.

The first section to be discussed is *Section Q*, a section which deals with sabbatical leave. *Section Q* states that the college provides sabbatical leave to help the faculty to further their education (Swaziland Nazarene Bible College 2002:167). Added to that, the section provides explanations about “when” and “how” a lecturer can apply for sabbatical leave. The section states that lecturers are eligible for sabbatical leave after three years and/or after six years (Swaziland Nazarene Bible College 2002:167). The duration of the sabbatical leave after three years is six months with eighty percent (80%) of the salary and full benefits. The duration of the sabbatical leave after six years is one year with eighty percent (80%) of the salary and full benefits (Swaziland Nazarene Bible College 2002:167). To obtain the leave the Lecturer H/Admin has to submit the request to the Academic Dean a year in advance (Swaziland Nazarene Bible College 2002: 168).

Section D, No. 3 of the NCT's *Catalogue* is the second to be discussed. This section describes the duties of the Academic Dean in relation with staff development. The section states that the Academic Dean is “to assume the leadership of the educational

¹⁸ *Sections Q* is found in *appendix three* and *Sections D* is found in *appendix two* of the college's *catalogue*. *Appendix two* presents the *By-Laws* and *appendix three* presents the *faculty and staff policy* (Swaziland Nazarene Bible College 2002:146-156, 157-167).

programme of the faculty and help formulate and institute a definite programme of continuing education for each faculty member, in consultation with the Faculty Committee” (Swaziland Nazarene Bible College 2002:149).

Apart from the Academic Dean, the administration of the college is a body that is also responsible for the planning and organisation of staff development. That can be seen by the following statement

[NCT] recognizes its responsibility to assist faculty in meeting [lecturers'] certification requirements both academically and practically. The administration of [NCT] shall bi-annually plan for and organize in-service training seminars in the areas of adult education methods (Swaziland Nazarene Bible College 2002:168).

The problem with the above statement is that it does not indicate “who” among the administrators is responsible for the planning and organising of the in-service training seminars. Therefore, the reader is left to speculate whether the Academic Dean or the Principal is responsible. This problem also arose during unstructured-focus-group interviews (see Appendix E) when the lecturers were asked to identify the person(s) responsible for the planning and implementation of staff development programmes/activities.

Responding to the question “*Who is responsible for the planning and implementation of staff development programmes/activities?*”, the lecturers at first showed uncertainty about the person responsible and it seemed that they did not want to give an answer. Then *Lecturer E* and *Lecturer F/Admin* were observed whispering. *Lecturer E* whispered (see Appendix E):

most of the time the interested lecturer is actually the one who is responsible if one considers continuous education and that the office of the Education Coordinator of the Church of the Nazarene in Africa is responsible for the organisation for conferences/seminars.

To keep the discussion going, the researcher posed the following questions: “*From what was said before there are lecturers who are enrolled or are planning to enrol for postgraduate studies. For those who are presently involved in postgraduate studies did you plan for your studies or was the college involved in the planning? For those who are planning is the college involved?*” In answering this question, the lecturers were divided. One group indicated that the individual lecturer is the one responsible for the planning of staff development. The other group indicated that the college is (or used to be) involved in the planning of postgraduate studies for its lecturers (see Appendix E).

Two lecturers (*Lecturer C/Admin* and *Lecturer B/Admin*) gave answers that supported the idea that lecturers are the ones responsible for the planning of furthering their education. *Lecturer C/Admin* (see Appendix E) said: “When I came to the college I [was already enrolled for] postgraduate studies. Therefore, the college was not involved in the planning of my education. However, the administration is supportive to what I am doing....” Adding to that, *Lecturer B/Admin* (see Appendix E) said, “[Next year, 2005] I am planning to enrol [at] UNISA for [the] Master [Degree] in Theology. The initiative to enroll with UNISA was mine. However, the administration is happy with that and I am receiving encouraging words.”

Two lecturers (*Lecturer A/Admin* and *Lecturer C/Admin*) gave answers that indicated

that even though the individual lecturers are the ones responsible for the planning of staff development activities, the college also is involved. In that regard, *Lecturer A/Admin* (see Appendix E) said:

Earlier on, I [pointed out] that in the past the college sent lecturers to the USA for postgraduate studies. It was the administrators of the college, in particular the Principal and the Academic Dean, who took the initiative to speak with the people concerned about that possibility. Also let me point out to you that in the middle of the 1990s I as the Principal of the college spoke with one of the then lecturers [regarding this matter]. Arrangements were made; however, there was a problem and the lecturer left the college.

To support the previous speaker, *Lecturer C/Admin* (see Appendix E) said:

Acting in my capacity as the Acting Academic Dean for the year 2004, in my Annual Report to the Board of Trustees [see Appendix F], I asked the members of the board to help the college to identify people who could be sent for Master's or Doctoral Degrees. As a result of that I, in conjunction with the principal, were able to identify two interested young men who in the year 2005 will be sent to Nairobi¹⁹ for their Master's Degree.

From the above submissions it can be concluded that the individual lecturers are mainly responsible for the planning and implementation of staff development, especially continuous education. However, as seen, the Principal and the Academic Dean were mentioned as people who had been involved with the planning and implementation of staff development activities. It is good to make the lecturers responsible for their education. However, granting them total responsibility may not be the appropriate thing to do since a tertiary institution should also take part in the planning and implementation of continuous education.

¹⁹ One of the identified persons is already at Nairobi. The second person was not able to go because of personal problems and will only be going to Nairobi in the year 2006.

4.4 SUMMARY

Chapter four presented and discussed the findings of the empirical research. The following topics were discussed: (1) activities pertaining to the staff development at NCT and (2) limitations of staff development at NCT. With regard to the first aspect it was revealed that two activities, namely, formal study (continuing education) and participation in academic and professional conferences/workshops are being used as activities of staff development at NCT. Concerning the second aspect it was found that the activities used for staff development at NCT have various limitations. The limitations or problems related to formal/continuing education are: high educational cost, personal problems and the length of the courses. Four limitations or problems related to academic and professional conferences/workshops were revealed, namely: (1) the non-participation of the lecturers in the planning and organising of the conferences, (2) time limitation, (3) the focus on different topics each year, and the lack of continuity of the material covered by the conferences, and (4) the inability of lecturers to participate in conferences.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

One of the objectives of this study was to indicate ways through which staff/personnel development programme at NCT could be improved (see section 1.4). Building upon the discussion of the findings presented in chapter four, chapter five presents conclusions and recommendations that can be used to improve staff development at NCT. The recommendations are based on the suggestions made by the lecturers during the second unstructured-focus-group interview (see Appendix G). Lastly, the chapter also provides a final synthesis in which the author determines whether the main research problem and the aims of this research have been addressed satisfactorily.

The significance of the suggestions made by the lecturers is dependent on the value/worthiness of the instrument used for data collection, in this case the unstructured-focus-group interview. Various scholars, for example Schulze (1998:16), say that the unstructured-focus-group interview constitutes a technique that makes it possible for people who work together to come together, discuss their work and to make suggestions on how to improve the quality of their work and their working conditions. Also, Schulze (1998:4) and Hoberg (1999:81) say that the unstructured-focus-group interview is an appropriate tool for obtaining information about what people know, expect, want, or intend to do. Based upon the values inherent in unstructured-focus-group interviews, the researcher considers the suggestions made by the lecturers as valuable for the

improvement of staff development at NCT.

The chapter is divided into three sections. The first section presents the conclusions deduced from the analysis of the findings presented in chapter four. Based upon the conclusions, section two presents three recommendations that can be implemented to improve the status of staff development at the NCT. And finally the third section presents the summary of the major aspects that were discussed.

5.2 CONCLUSIONS

After the analysis of the information presented in chapter four (see sections 4.2 and 4.3) the following conclusions were arrived at:

1. Even though the NCT recognises and intends to use various activities for staff development, only two activities are used, namely, formal/continuous education and conferences. Of the above-mentioned activities continuous education is the mostly promoted and used (see sections 4.2.1 and 4.2.2)
2. The college entrusts the responsibility for the planning and implementation of continuous education to individual lecturers (see sections 4.2.1 and 4.3.3)
3. The lack of financial help hinders lecturers from enrolling for further education (see section 4.3.1.1)
4. The NCT's policy of staff development does not clearly identify and outline the aims and the duties of the individual administrators, for example, that of the principal and the academic dean in relation to staff development (see section

4.3.3)

5. The workshops/conferences that are used as staff development are not planned and organised by the college. The conferences are planned and organised by other bodies, for example, the office of the Education Coordinator of the Church of the Nazarene in Africa, and the Ministry of Education in Swaziland. This implies that the conferences/workshops do not completely address the needs of the institution (NCT) and its lecturers (see sections 4.2.2 and 4.3.2)

Based upon the above conclusions, the following section presents recommendations that can be used to improve the status of staff development at NCT.

5.3 RECOMMENDATIONS

The recommendations are based on the suggestions made by the lecturers during the second session of the focus group discussion. Three recommendations are presented, namely: (1) to increase the number of staff development activities, (2) to improve the two activities that are currently being used and (3) to improve the college's staff development policy.

5.3.1 The need to increase the number of staff development activities

The first recommendation is to increase the number of staff development activities. The research revealed that two activities (continuous or formal education and

conferences/workshops) for staff development are being used at NCT (see sections 4.2.1 and 4.2.2).

Two activities are not enough to cover all areas of professional development that lecturers need. There is a need to introduce other activities that will enhance other professional aspects, focusing on, for example, how to deal with problems of adult learners and problems with class presentation. The lecturers suggested (see Appendix G) that the following activities be introduced to increase the number of staff development: (1) research and writing and (2) short courses.

5.3.1.1 Research and writing

Speaking about the need to include research and writing as part of staff development, *Lecturer D/Admin* (see Appendix G) said, “there is a need to increase the number of the activities used for staff development. ... the college should revive the research and writing of papers”. To emphasise his point, *Lecturer D/Admin* (see Appendix G) pointed out the advantages of research and writing, saying: “... when a lecturer is involved in research and writing he gains new information that can increase his/her subject knowledge, improve his/her teaching skills, improve his/her performance and update him with current developments in theological education”(see Appendix G).

Lecturer A/Admin echoed the words of *Lecturer D/Admin* when he said, “to improve staff development the college needs to revive some of the activities, for example, the research and writing ...”(see Appendix G).

Another person who spoke about the need to include research and writing was *Lecturer C/Admin*. *Lecturer C/Admin*'s suggestion was directed toward immediate revival and implementation of research and writing. He suggested that "the college administration should assign two lecturers each semester to do research and present the findings during the convocations and [or] Pastors' Conferences" (see Appendix G).

The researcher believes that the involvement of lecturers in research and writing would have various benefits to both the college and the lecturers themselves. The benefits to the lecturers would include, inter alia, the gaining of more knowledge in the field of specialization, the opening of the doors for communication with other theological scholars and increase of proficiency in scientific writing. The benefits related to the college may include, inter alia, that the college will be known as an institution that is engaged in scientific research, something that could improve the status of the college.

5.3.1.2 Short courses

The lecturers' continuous education need not only depend on academic degrees, for example, master's and doctoral degrees. It should include other alternatives, such as a two-week course on teaching/lecturing methodology. Such courses may be used to advance lecturers' knowledge on a particular aspect, or to improve lecturers' teaching skills and performance. Speaking on this subject *Lecturer G* (see Appendix G) said:

... the college must organize short courses or seminars in which lecturers from tertiary institutions, for example, UNISWSA could come to the college and make presentations on particular aspects that are problematic to us. What I am trying to say is that the college must organize courses or workshops that will deal with

problems pertaining to the lecturers' professional development.

Likewise, *Lecturer A/Admin* (see Appendix G) pointed out the need for short courses when he said, “to improve the staff development programme the college needs to ... invite experts from other tertiary institutions to come and address various subjects [related to tertiary education]”.

5.3.2 Improvement of the current staff development activities

This section presents the recommendations made to improve staff development activities used at NCT. The recommendations concerned with continuous education are: (1) the college should be directly involved in the planning and motivation of the lecturers to undertake postgraduate studies, (2) the college should help the lecturers with the payment of their educational fees and (3) the college should reduce the work load carried by each lecturer. The recommendations concerned with conferences/workshops are: (1) the administration of the college should plan and organise conferences/workshops to cater for the needs of the lecturers and (2) the lecturers should be involved in the process of planning and implementation of conferences/workshops.

5.3.2.1 Continuous education

The study revealed that continuous education is the activity that is mostly used for personnel development at NCT. However, there are aspects that the college should consider for its improvement. As mentioned earlier, it is recommended that (1) the

college should be directly involved in the planning of continuous education with each individual lecturer, (2) the college should help with the payment of the educational fees and (3) the reduction of the lecturers' work load should be aimed at.

Speaking about the motivation of the lecturers to be involved in continuous education,

Lecturer A/Admin, (see Appendix G) said:

[The administration of the college] need to encourage the lecturers to engage themselves in further education. ... Let me take this opportunity to appeal to the faculty to take this matter seriously. [The] time is coming when all lecturers will have to have a postgraduate education, especially a master's degree to lecture at the college. Let us make this our business and consider all the opportunities available to us. ... As the principal of the college, I promise to help you if there are funds available, and I will do all that I can to lighten your work load.

It is therefore recommended that the administration of the college should encourage the lecturers to submit their plans regarding postgraduate education. Building upon the individual lecturers' plans, the college should make and circulate a provisional schedule for their sabbatical leaves in which individual lecturers indicate the prospective postgraduate studies which he wishes to undertake.

Another recommendation in relation to continuous education, made especially to increase teachers' willingness to be enrolled in further education, is the payment of educational fees for postgraduate studies. For that to happen, the college should seek for possible sponsors. *Lecturer A/Admin's* words (see the previous quotation) when he encouraged the lecturers to enroll for postgraduate education gave hope for financial help.

To help the college raise funds that could be used to pay for the lecturers' educational

fees, *Lecturer H/Admin.* (see Appendix G) said,

One thing that would change or improve the status of staff development, especially the raising of funds that would be used to pay for the postgraduate studies of the lecturers, is the creation of a staff development budget. I suggest that the college should set aside a staff development budget.

“Sir let me interrupt here,” said *Lecturer A/Admin.* (see Appendix G), “the college has the budget set aside for staff development. The problem is that the money is not used. Frankly, let me say that the available money is not enough.” At this moment the researcher interrupted and asked the following questions: “How is the money not enough? Who is responsible to tell the others about the money?” *Lecturer A/Admin* (see Appendix G) responded saying: “... there is a lack of communication channels between the college administration and the faculty members and ...” *Lecturer D/Admin* (see Appendix G) interrupted and said,

I suggest that the office of the academic dean should lead on this matter. The academic dean in conjunction with the principal and the business manager should notify the faculty members about the money available for staff development and plan some activities that may be used for staff development.

From what has been discussed it can be concluded that, even though the college has a budget for staff development, a budget which is not enough, the lecturers do not have knowledge about it and how it works. Therefore there is a need to establish an efficient communication channel (between the administration and the faculty) that will inform the faculty about the available means that would help the lecturers to obtain funds that would help them to further their education.

The third aspect that needs the attention of the administration of the college is the

reduction of lectures' work load. Speaking about this aspect *Lecturer B/Admin* said,

Another aspect that may improve staff development at the college is to reduce the work load. Heavy teaching and administrative loads de-motivates the faculty. Most of us we are afraid to enroll for [the] master's degree because we know that there is much work in a master's degree. The work load that we are carrying at the college makes us to think that we can't make it. Therefore, I suggest that a lecturer must not teach more than fifteen hours a week. And those who are working as administrators their teaching time must not be more than nine hours.

The researcher agrees with *Lecturer B/Admin* who recommended that a lecturer should teach twelve hours per week and those who serve as lecturer-administrators should teach nine hours per week. If that is done, the lecturers will have enough time for postgraduate studies and will be able to complete the requirements and finish the degrees in a short time. Besides that, the lecturers will have enough time for the preparations of their lectures and family matters.

The reduction of the numbers of teaching hours is a good proposal. However, the shortage of lecturers makes the implementation of the proposed changes to be impossible. Related with the problem of the shortage of lecturers is the problem of offering a correct number of modules that a learner should take in a given semester. Normally, each learner should take five modules per semester. Because of the shortage of staff, the college is not always able to offer the necessary five modules per semester. To counteract that situation the college offers modules during semester breaks (commonly known as the inter-terms), thus a lecturer is sometimes required to teach during vacations. Some times, a lecturer is requested to teach more than five modules to enable graduating students to complete their course work on time.

Based on the above discussion it can be concluded that the reduction of the teaching hours may be feasible if the college get more funds that will enable it to can hire more lecturers.

5.3.2.2 Conferences or workshops

The data indicated that the conferences/workshops used for staff development at NCT are planned and conducted by the office of the Nazarene Education Service. Consequently, those conferences or workshops are more generally oriented and do not address the specific needs of the lecturers at NCT. Therefore, it is recommended that: (1) NCT should plan and organise its own conferences/workshops and (2) lecturers at NCT should be involved in the process of planning and organising the conferences/workshops.

The college should plan and conduct conferences/workshops so that it can cater for the needs of its lecturers and take responsibility for all that is addressed and executed in the conferences. The involvement of the lecturers in the planning of the conferences will improve the staff development programme concerning three aspects. First, the involvement of lecturers in the planning and organisation of conferences will make it possible for the scope of the conferences to be geared toward the meeting of the needs of the lecturers. Second, the lecturers will have the opportunity to include their views in the selection of the content and material to be used. Third, the involvement of the lecturers in the planning and organising of the conferences will result in the lecturers' attaching value to the conferences.

5.3.3 Staff development policy

If a staff development programme is to succeed at NCT, a staff development policy needs to be designed. The policy should clearly define the aims and describe how those aims will be achieved.

In the designing of the policy, the following aspects should be given special attention: (1) aims of the staff development programme, (2) definitions of the roles and responsibilities of the following people: the principal, academic dean and the individual lecturers, (3) stages in the process of staff development including need assessment, planning, implementation and evaluation of staff development activities and (4) the various staff development activities to be employed, such as workshops, and research and writing.

5.4 FINAL SYNTHESIS

In this section the researcher wishes to ascertain that the research problem and the aims of this research as provided in sections 1.2, 1.3 and 1.4 have been dealt with completely.

To establish the research problem, section 1.2 described the educational changes that affected NCT and the research problem was formulated as questions (one major question and three sub-questions) in sections 1.3. The major question was:

How is personnel development being conducted at Nazarene College of Theology

at Siteki, Swaziland?

And the sub-questions were:

6. *What activities are being conducted at Nazarene College of Theology in relation to personnel/staff development?*
7. *How effective are the activities in helping the lecturers acquire subject knowledge and teaching skills?*
8. *How should the activities be improved?*

Parallel to these questions the following aims were formulated:

9. to describe personnel development at Nazarene College of Theology at Siteki, Swaziland;
10. to indicate possible limitations of personnel development programmes at Nazarene College of Theology at Siteki, Swaziland;
11. to indicate ways through which personnel development programmes at Nazarene College of Theology at Siteki, Swaziland can be improved.

The answers to these questions and the description of the aims of the research have been satisfactorily achieved since the researcher (1) described personnel development at NCT in section 4.2, (2) presented and described the limitations of personnel development at NCT in section 4.3 and (3) outline possible ways that could be used to improve personnel development programmes at NCT in section 5.3.

Formal/continuing education and academic and professional conferences/workshops were listed and discussed as the current activities of personnel development at NCT. Lecturers were involved in or were planning to further their education and viewed this as the most valued activity. Speaking about academic and professional conferences, the lecturers revealed that they attended the conferences and workshops organised inter alia

by the office of the Education Coordinator of the Church of the Nazarene in Africa and the Swaziland Ministry of Education.

The answer to the second question (*how effective are the activities in helping the lecturers acquire subject knowledge and teaching skills?*) and the description of the second objective (*to indicate possible limitations of personnel development programmes at Nazarene College of Theology at Siteki, Swaziland*), were presented in sections 4.2.1, 4.2.2 and 4.3. It was indicated that continuing education was effective because it provided the lecturers with new information and improved their teaching skills (see section 4.2.1.3). Contrary to that, the lecturers voiced their dissatisfactions regarding conferences and/or workshops. They said that the conferences did not address their needs, and demonstrated lack of continuity of the material covered (see sections 4.2.2 and 4.3.2).

To answer the last sub-question (*how should the activities be improved?*) in conjunction with the last objective (*to indicate ways through which personnel development programmes at Nazarene College of Theology at Siteki, Swaziland can be improved*) three major recommendations were presented in section 5.3. The recommendations were: (1) an increase in the number of staff development activities, (2) a direct involvement of the college in the planning of lecturers' postgraduate studies and the planning and implementation of conferences/workshops and (3) a re-evaluation and improvement of the staff development policy.

5.5 SUMMARY

This chapter presented conclusions drawn from the study regarding staff development at NCT. The following conclusions were presented: (1) the college only uses two activities for staff development, namely, formal/continuous education and conferences, (2) the college places great responsibility for the planning and implementation of continuous education to individual lecturers, (3) the lecturers do not receive adequate financial aid to help pay their educational fees and consequently most of them are not able to enroll for further education, (4) the NCT's policy of staff development does not clearly identify and outline the aims and the duties of the individual administrators, for example, the principal, the academic dean in relation to staff development, (5) the workshops/conferences that are used as staff development are not planned and organised by the college but by other bodies, for example, the office of the Education Coordinator of the Church of the Nazarene in Africa, and the Ministry of Education in Swaziland, and (6) the conferences/workshops do not address the needs of the institution (NCT) and its lecturers

Based upon the above-mentioned conclusions this chapter also presented three major recommendations that could be implemented to improve staff development at NCT. First it was recommended that the college should increase the number of staff development activities. The following activities were suggested: research and writing and short term courses. Second it was recommended that the college should improve the status of the two activities, namely, formal/continuous education and conferences/workshops, that are currently used for staff development. To improve the status of those activities, the college has to be directly involved in the planning of the lecturers' postgraduate education and the planning and organization of conferences. Third it was recommended that the college

should improve the staff development policy. To improve the staff development policy it was recommended that the following aspects should be clearly defined and outlined: (1) aims of the staff development programme, (2) definitions of the roles and responsibilities of the administrators involved in the staff development programme as well as those of individual lecturers, (3) stages involved in the process of developing a staff development programme and (4) the various staff development activities to be employed.

Finally, the chapter provided a synthesis in which the researcher indicated that the research problem and the aims of this research were addressed satisfactorily.

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APPENDIX A

**CURRICULA FOR THE CHRISTIAN WORKER'S
CERTIFICATE AND THE DIPLOMA IN THEOLOGY**

The Christian Worker's Certificate and the Diploma in Theology share one curriculum. Learners registered for the certificate programme, graduate at the end of the second year of study, while the learners enrolled for the diploma programme proceed to the third and fourth year. The admission requirement into the certificate programme is the completion of a primary school education, that is Standard VII. The admission requirement for the diploma programme is Form III or Grade 9 (Swaziland Nazarene Bible College 2002:10-11, 26).

There is no transfer of credit between the Diploma in Theology and the Bachelor Degree in Theology. The learner in the diploma programme may be admitted to the degree programme under the following conditions: (1) if s/he has a minimum of four credits²⁰ in the General Certificate of Education (GCE) "O" Level or (2) if s/he has meet the mature student requirements²¹ at the time of his admission to the diploma programme (Swaziland Nazarene Bible College 2002:26-27)

Each module contains a code which comprises of letters and numbers. The letters represent the major area and the numbers represent the year of study. The letters BS, BSD and BIB refer to biblical modules, the letters DT, DTD and DTH refer to theological modules, the letters PT, PTD and PTH refer to modules in practical theology, the letters CH, HTD and HTH refer to historical modules, the letters CM, GK and HUM refer to modules pertaining to humanities. The 100s refer to 1st year modules, the 200s refer to 2nd year modules, the 300s refer to 3rd year modules and the 400s refer to 4th year

²⁰Swaziland uses the grading system used by the United Kingdom and Commonwealth countries. A credit is a grade that ranges from A to C. A minimum overall grade of C is required for admission to tertiary education and no subject is accepted bellow C grade.

²¹A mature student is a student who does not have the necessary entry qualifications into the BTh programme. The student must meet the following requirements: (i) s/he must be at least 25 years of age on the 1st day of the college academic year in which admission is sought, (ii) s/he should, normally have completed his full-time school or college education at least five years before the date he is seeking admission, (iii) s/he should be able to show that (a) that s/he has attended extra-mural classes in the last five years and (b) that s/he has attended and completed a course of study in the last five years at an institution recognised by NCT.

modules.

The following list of the modules was taken from catalogues of the college. The years indicated are those of the catalogues.

Before 1986:

Bible

Theology

Church History

Speech Communication

Work of the Church

Psychology

1986-1988

Bible

BS 121a	Old Testament Survey
BS 121b	New Testament Survey
BS 211	The Pentateuch
BS 212	Synoptic Gospels
BS 213	Minor Prophets
BS 311	Acts and the Pauline Epistles
BS 312	Major Prophets
BS 313	Hebrews and the General Epistles
BS 411	Books of Poetry and Wisdom
BS 412	Johannine Literature
BS 413	Romans

Theology

DT 131 a, b, c Introduction to Christian Theology

DT 211 Systematic Theology I

DT 212	Systematic Theology II
DT 213	Systematic Theology III
DT 311	Doctrine of Holiness
DT 312	Wesleyan Theology
DT313	Theological Systems
DT 411	Enemies of the Cross
DT 412	The Christian Faith in Africa
DT 413	Social Ethics and Action

Work of the Church

PT 111	Sunday School Work
PT 122	Christian Education I
PT 123	Christian Education II
PT 211	Church Growth and Evangelism
PT 212	Conservation of Converts
PT213	Church Growth
PT 311	Pastoral Theology
PT 312	Ministry of Pastoral Counselling
PT 313	Bookkeeping
PT 411	The Manual and the Meaning of Church Membership
PT 412	Church Business Meetings
PT 413	Statistics

Church History

CH 131	History of the Christian Church
CH 231	History of te Church of the Nazarene
CH 321	History of Christian Missions
CH 313	History of Nazarene Missions
CH 421	History of the Christian Church in Africa
CH 413	History of the Church of the Nazarene in Africa

Communication

CM 131	Elementary Introduction to Speech
CM 231	Fundamentals of Homiletics
CM 331	Homiletical Practice
CM 431	Rituals, Funeral, Weddings, Radio

1989 - 1990

Bible

BS 121a	Old Testament Survey
BS 121b	New Testament Survey
BS 211	The Pentateuch
BS 212	Synoptic Gospels
BS 213	Minor Prophets
BS 311	Acts and the Pauline Epistles
BS 312	Major Prophets
BS 313	Hebrews and the General Epistles
BS 411	Books of Poetry and Wisdom
BS 412	Johannine Literature
BS 413	Romans

Theology

DT 131 a, b, c	Introduction to Christian Theology
DT 211	Doctrine of Holiness: An Historical View
DT 212	Doctrine of Holiness: A Theological View
DT 213	Wesleyan Theology
DT 311	Old Testament Theology
DT 312	New Testament Theology
DT313	Theology and Ethics in African Context
DT 411	Systematic Theology I
DT 412	Systematic Theology II
DT 413	The Christian Faith in Africa

Work of the Church

PT 111	Sunday School Work
PT 122 a, b	Christian Education
PT 211	Personal and Mass Evangelism
PT 212	Developing Disciples
PT 213	Church Growth
PT 311	Pastoral Theology
PT 312	Ministry of Pastoral Counselling
PT 313	Rituals, Funeral, Weddings and Radio
PT 411	The Manual and the Meaning of Church Membership
PT 412	Church Business Meetings
PT 413	Bookkeeping and Statistics

Church History

CH 131 a-b-c	History of the Christian Church
CH 231 a-b-c	History of the Church of the Nazarene
CH 321 a-b	History of Christian Missions
CH 313	History of Nazarene Missions
CH 421 a-b	History of the Christian Church in Africa
CH 413	History of the Church of the Nazarene in Africa

Communications

CM 131 a-b-c	Elementary Introduction to Speech
CM 231 a-b-c	Fundamentals of Homiletics
CM 331 a-b-c	Expository Preaching
CM 431 a-b-c	Homiletical Study of Holiness

General Knowledge

GK 121 a-b-	How to Study
GK 112	Spiritual Formation
GK 221 a-b	Composition
GK 212	Literature

GK 311 a-b-c Psychology
 GK 411 Journalism
 Gk 422 a-b Creative Writing

1991-1995

Course Requirements

1. Courses numbered in the 100s and 200s
 - a) Research papers, essays or projects of no more than 1500 words
 - b) Assigned reading, including textbooks, of no more than 250 pages
 - c) A final examination (or mid-term and final examination) of at least two hours duration of not less than 30% of the total of the examination

2. Courses numbered in the 300s and 400s
 - a) Research papers, essays or projects of no more than 2000 words
 - b) Assigned reading, including textbooks, of no more than 250 pages
 - c) A final examination (or mid-term and final examination) of at least two hours duration of not less than 30% of the total of the examination

Bible

BSD 111, 112, 113	Introduction to the Bible
BSD 211	The Pentateuch
BSD 212	Synoptic Gospels
BSD 213	Minor Prophets
BSD 311	Acts and the Pauline Epistles
BSD 312	Major Prophets
BSD 313	Hebrews and the General Epistles
BSD 411	Books of Poetry and Wisdom
BSD 412	Johannine Literature
BSD 413	Romans

Theology

DTD 111, 112, 113	Introduction to Christian Theology
DTD 211	Wesleyan Theology
DTD 212	Theology of Holiness
DTD 311	Introduction to Biblical Theology
DTD 312	Theology and Ethics in African Context
DTD 411	Systematic Theology I
DTD 412	Systematic Theology II
DTD 413	The Christian Faith in Africa

Work of the Church

PTD 111	Sunday School Work
PTD 122	Christian Education
PTD 211	Church Growth and Evangelism
PTD 212	Personal Evangelism and Discipling
PTD 311	Pastoral Theology
PTD 312	Ministry of Pastoral Counselling
PTD 411	The Manual and the Meaning of Church Membership
PTD 402	Church Business Meetings
PTD 403	Bookkeeping and Statistics

Church History (note change from CH to HTD)

HTD 111, 112, 113	History of the Christian Church
HTD 211, 212	History of the Church of the Nazarene
HTD 311, 312	History of Christian Missions
HTD 313	History of Nazarene Missions
HTD 411, 412	History of the Christian Church in Africa
HTD 213	History of the Church of the Nazarene in Africa

Communications

CMD 111, 112	Elementary Introduction to Speech
CMD 211, 212, 213	Fundamentals of Preaching

CMD 331, 312, 313	Expository Preaching
CMD 411, 412	Preaching Holiness

General Knowledge (Note the change from GK to HMD)

HMD 111	Introduction to Grammar and Composition
HMD 113	Introduction to Church Music
HMD 221, 212	Composition
HMD 412	Literature
HMD 311, 312	Psychology
HMD 411	Creative Writing
Internship	

1996-2000

Humanities

HUM 111	Communication
HUM 112	Speech
HUM 113	Bookkeeping
HUM 114	Literature
HUM 115	Creative Writing
HUM 116	Personal Devotional Life
HUM 117	African History
HUM 118	Grammar & Composition I
HUM 218	Grammar & Composition II
HUM 121	Sociology or Anthropology
HUM 122	Psychology

Biblical Studies

BIB 111	Introduction to the Old Testament
BIB 112	Introduction to the New Testament
BIB 211	Expository Preaching

BIB 212	Pentateuch
BIB 311	Acts and Pauline Epistles
BIB 312	Biblical Theology
BIB 313	Biblical Study of Holiness
BIB 314	Synoptic Gospels
BIB 411	Prophets
BIB 312	Johannine Literature

Doctrinal Theology

DTH 111	Introduction to Christian Theology
DTH 112	Religious Pluralism
DTH 211	Wesleyan Theology
DTH 212	Faith of the Christian Church I
DTH 213	Faith of the Christian Church II
DTH 311	Faith of the Christian Church III
DTH 411	African Theology in Tradition & Context
DTH 412	Ethics in African Perspective

Historical Theology

HTH 111	History of the Church of the Nazarene
HTH 112	History of the Church of the Nazarene in Africa
HTH 211	History of the Ancient and Medieval Church
HTH 212	History of the reformation and Modern Church

Pastoral Theology

PTH 111	Pastoral Leadership
PTH 211	Sermon Construction & Fundamental Preaching
PTH 212	Evangelism and Church Growth
PTH 213	Evangelism in the Local Church
PTH 214	Theology & Practice of Missions
PTH 215	Introduction to Christian Education
PTH 311	Preaching Holiness
PTH 312	Church Music and Liturgy
PTH 313	Manual & Church Business Meetings
PTH 314	Pastoral Counseling
PTH 112	Spiritual Formation
PTH 304	Internship

2001 -2004**Humanities**

HUM 111	Communication I
HUM 112	Speech
HUM 113	Bookkeeping
HUM 114	Literature
HUM 117	African History
HUM 118	English I
HUM 218	English II
HUM 121	Sociology

- HUM 122 Psychology
HUM 211 Communication II

Biblical Studies

- BIB 111 Introduction to the Old Testament
BIB 112 Introduction to the New Testament
BIB 211 Expository Preaching
BIB 212 Pentateuch
BIB 311 Acts and Pauline Epistles
BIB 312 Biblical Theology
BIB 313 Biblical Study & Preaching Holiness
BIB 314 Synoptic Gospels
BIB 411 Prophets
BIB 412 Johannine Literature

Doctrinal Theology

- DTH 111 Introduction to Christian Theology
DTH 112 Religious Pluralism
DTH 211 Wesleyan Theology
DTH 212 Faith of the Christian Church I
DTH 213 Faith of the Christian Church II
DTH 311 Faith of the Christian Church III
DTH 411 African Theology in Tradition & Context

Historical Theology

- HTH 111 History of the Church of the Nazarene
HTH 112 History of the Church of the Nazarene in Africa
HTH 211 History of the Ancient and Medieval Church
HTH 212 History of the Reformation and Modern Church

Practical Theology

- PTH 111 Introduction to Pastoral Theology

PTH 113	Leadership Dynamics
PTH 211	Sermon Construction/Fundamental Preaching
PTH 212	Evangelism and Church Growth
PTH 214	Theology & Practice of Missions
PTH 215	Introduction to Christian Education
PTH 216	Spiritual Formation
PTH 312	Church Music and Liturgy
PTH 313	Manual & Church Business Meetings
PTH 314	Pastoral Counseling
PTH 304	Internship

APPENDIX B

CURRICULA FOR THE BACHELOR DEGREE IN THEOLOGY

The Bachelor of Theology degree is a programme separate from the other two programmes, namely, the Christian Worker's Certificate and the Diploma in Theology. The learner is admitted to the degree programme under the following conditions: (1) if the learner has a minimum of four credits²² in the general certificate of education (GCE) "O" Level or (2) if the learner has meet the mature student requirements²³ (Swaziland Nazarene Bible College 2002:26-27).

There is no transfer of credit between the Diploma in Theology and the Bachelor Degree in Theology since the entrance qualification on the diploma level are lower (Grade 9).

Each module contains a code which comprises of letters/characters and numbers. The letters represent the major area and the number represent the year of study. The letters BS, BSD and BIB refer to biblical modules, the letters DT, DTD and DTH refer to theological modules, the letters PT, PTD and PTH refer to modules in practical theology, the letters CH, HTD and HTH refer to historical modules, the letters CM, GK and HUM refer to modules pertaining to humanities. The 100s refer to 1st year modules, the 200s

²²Swaziland uses the grading system used by the United Kingdom and Commonwealth countries. A credit is a grade that ranges from A to C. A minimum overall grade of C is required for admission to tertiary education and no subject is accepted bellow C grade.

²³A mature student is a student who does not have the necessary entry qualifications into the BTh programme. The student must meet the following requirements: (i) s/he must be at least 25 years of age on the 1st day of the college academic year in which admission is sought, (ii) s/he should, normally have completed his full-time school or college education at least five years before the date he is seeking admission, (iii) s/he should be able to show that (a) that s/he has attended extra-mural classes in the last five years and (b) that s/he has attended and completed a course of study in the last five years at an institution recognised by NCT.

refer to 2nd year modules, the 300s refer to 3rd year modules and the 400s refer to 4th year modules.

The following list of the modules were taken from catalogues of the college. The years indicated are those of the catalogues.

1972 - 1985

Communication Skills

Speech and Communication

Creative Writing

Greek

Content of the Old & New Testament

Pentateuch and Prophets

Synoptic Gospels

Acts and the Epistles

Johannine Literature

Hebrews and General Epistles

Introduction to Christian Doctrine

Systematic Theology

Biblical Theology

Wesleyan Theology

Pastoral Theology

Introduction to Sociology

Introduction to Psychology

Introduction to Philosophy

Economics

English Electives

Philosophy Electives

Fine Arts

Science and Religion

History Electives

History of Christian Doctrine

Early Christianity

Modern Christianity

Mission and Church Growth

History of the Church of the Nazarene

Homiletics

Introduction of Christian Education

Pastoral Counseling

Church Administration

Church Music

Contemporary Evangelism

1986-1988

Communication & Humanities

Choir

Speech Communication

Communication

Literature I

Literature II

Fine Arts

Language (SiSwati/Zulu)

Creative Writing

Church Music

Philosophy

Natural Science and Mathematics

Science I

Mathematics I

Bookkeeping

Social and Behavioural Science

History I

Psychology I

Sociology I

Biblical Studies

Greek I

Biblical Studies I

New Testament I

New Testament II

Old Testament I

Old Testament II

Doctrinal Theology

Theology I

Theology II

Theology III

Historical Theology

Church History I

Church History II

Practical Theology

Christian Education I

Evangelism I

Pastoral Theology I

Homiletics I

Comprehensive Examination

1989-1994**Biblical Studies**

BS 121	Introduction to the Bible
BS 122a	History of Israel
BS 122b	Christian Origins
BS 221	Principles of Exegesis
BS 222	Pentateuch
BS 331a	Pauline Epistles I
BS 331b	Pauline Epistles II
BS 311a	Old Testament Theology
BS 311b	New Testament Theology
BS 421a	Synoptic Gospels
BS 421b	Johannine Literature
BS 422a	Hebrew Prophets I
BS 422b	Hebrew prophets II
BS 423	Psalms and Wisdom Literature

Doctrinal Theology

DT 211	Wesleyan Theology \ Doctrine of Holiness
DT 331a	Faith of the Christian Church I
DT 331b	Faith of the Christian Church II
DT 331c	Faith of the Christian Church III
DT 421a	African Theology in Tradition and context
DT 421b	Ethics in African Perspective
DT 421c	Enemies of the Cross

Historical Theology

HT 222	History of the Church of the Nazarene
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HT 331a	History of the Ancient and Medieval Church
HT 331b	History of the Reformation and Modern Church

Practical Theology

PT 112	Music and Liturgy
PT 212a	Evangelism and Church Growth
PT 212b	Theology of Mission
PT 221a	Introduction to Christian Education
PT 221b	Philosophy of Christian Education
PT 222	Sermons Construction
PT 322	Preaching Holiness
PT 431a	Pastoral Leadership
PT 431b	Pastoral Counseling
PT 431c	Church Administration
PT 411	Internship

Humanities

HM 010	Communication
HM 011	Speech
HM 013	Literature (Shakespeare)
HM 014	Creative Writing
HM 111	Fine Arts
HM 112a	Western Literature
HM 112b	Non-Western Literature
HM 113a	World History
HM 113b	African History
HM 121	Sociology
HM 122	Psychology
HM 221a	New Testament Greek I
HM 221b	New Testament Greek II
HM 222a	Introduction to Philosophy
HM 222b	Philosophy

Sciences

SC 011	Biology
SC 012	Bookkeeping
SC 013	Mathematics

1995-2000**Biblical Studies**

BIB 111	Introduction to the Bible
BIB 112	History of Israel
BIB 123	Christian Origins
BIB 211	Principles of Exegesis
BIB 212	Pentateuch OR BIB 213 Psalms and Wisdom Literature
BIB 311	Pauline Epistles I
BIB 312	Pauline Epistles II
BIB 313	Biblical Theology
BIB 314	Synoptic Gospels
BIB 411	Hebrew Prophets I
BIB 412	Hebrew Prophets II
BIB 413	Johannine Literature
BIB 411	Hebrews & General Epistles

Doctrinal Theology

DTH 111	Introduction to Christian Theology
DTH 211	Faith of the Christian Church I
DTH 212	Faith of the Christian Church II
DTH 311	Faith of the Christian Church III
DTH 312	Wesleyan Theology
DTH 411	African Theology in Tradition and Context
DTH 412	Ethics in African Perspective
DTH 413	Religious Pluralism

Historical Theology

HTH 111	History & Polity of the Church of the Nazarene
HTH 211	History of the Ancient and Medieval Church
HTH 212	History of the Reformation and Modern Church

Practical Theology

PTH 111	Pastoral Leadership
PTH 211	Pastoral Administration and Account
PTH 212	Sermons Construction
PTH 213	Evangelism and Church Growth
PTH 214	Theology of Practice & Mission
PTH 215	Introduction to Christian Education
PTH 311	Preaching Holiness
PTH 312	Church Music and Liturgy
PTH 313	Pastoral Counseling
PTH 112	Spiritual Formation
PTH 304	Internship

Humanities

HUM 001	Communication
HUM 101	English I
HUM 102	English II

HUM 003	Typing (optional)
HUM 111	Literature (Shakespeare) OR HUM 112 Non-Western Literature
HUM 002	Speech
HUM 114	World History
HUM 214	Philosophy
HUM 211	New Testament Greek I
HUM 212	New Testament Greek II

Social and Behavioural Science

STH 311	Marriage & Family OR PTH 113 Leadership Dynamics
STH 111	Sociology OR STH 112 Cultural Anthropology
STH 113	Psychology

2001 - 2004

Humanities and Social Sciences

HUM 101	English I
HUM 102	English II
HUM 103	Study and Research
HUM 104	Speech
HUM 111	Shakespeare Literature OR HUM 112 Non-Western Literature
HUM 114	World History
HUM 211	New Testament Greek I
HUM 212	New Testament Greek II
HUM 213	Introduction to Philosophy
STH 111	Sociology
STH 113	Psychology
STH 311	Marriage and Family Life OR PTH 113 Leadership Dynamics

Biblical Studies

BIB 111	Introduction to the Bible
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BIB 112	History of Israel
BIB 113	Christian Origins
BIB 211	Principles of Exegesis
BIB 212	Pentateuch
BIB 311	Pauline Epistles
BIB 313	Biblical Theology
BIB 314	Synoptic Gospels
BIB 411	Hebrew Prophets
BIB 413	Johannine Literature

Doctrinal Theology and Church History

DTH 111	Introduction to Christian Theology
DTH 211	Faith of the Christian Church I
DTH 212	Faith of the Christian Church II
DTH 311	Faith of the Christian Church III
DTH 312	Wesleyan Theology
DTH 411	African Theology in Tradition and Context
DTH 413	Religious Pluralism
HTH 111	History & Polity of the Church of the Nazarene
HTH 211	History of the Ancient & Medieval Church
HTH 212	History of the Reformation & Modern Church

Pastoral Theology

PTH 111	Introduction to Pastoral Theology
PTH 112	Spiritual Formation
PTH 211	Pastoral Administration & Accounts
PTH 212	Sermon Construction
PTH 213	Evangelism & Church Growth
PTH 214	Theology & Practice of Mission
PTH 215	Introduction to Christian Education
PTH 312	Church Music & Liturgy
PTH 313	Pastoral Counseling

PTH 304 Internship

APPENDIX C
INTERVIEW SCHEDULE FOR
THE FIRST UNSTRUCTURED-FOCUS-GROUP
INTERVIEW

1. What is staff development?
2. What staff development activities are held or undertaken at Nazarene College of Theology?
3. Who is responsible for the planning and implementation of staff development programmes/activities?
4. How effective are the activities in: (a) helping you to improve your lecturing skills and performance? (b) in helping you to improve the subject knowledge (especially the area of your specialisation)? (c) providing you with current development in theology and especially in theological education?
5. What are the problems related with your staff development activities? And how much do the problems affect the efficiency of the activities?

APPENDIX D
INTERVIEW SCHEDULE FOR
THE SECOND UNSTRUCTURED-FOCUS-GROUP
INTERVIEW

1. What can be done to improve staff development activities? The improvement of the activities should be based on the following aspects: (1) helping the lecturers to acquire subject knowledge, (2) help the lecturers to improve their teaching/lecturing skills, (3) help the lecturers to improve their performance and (4) help the lecturers to be acquainted with current theological developments and especially developments in theological education.

2. Does the college have enough resources (financial, personnel and facilities) to support the present staff development activities? If not, how can the college improve the available resources (financial, personnel and facilities)?

APPENDIX E

THE VERBATIM TRANSCRIPTION OF THE FIRST UNSTRUCTURED-FOCUS-GROUP INTERVIEW

The first unstructured-focus-group interview was held on the afternoon (14:00 to 16:30) of 24th of June 2004 in the conference room at Nazarene College of Theology, Siteki, Swaziland. Eight lecturers participated. To begin the session the researcher welcomed the lecturers and presented the reasons for the meeting. Also he asked permission to transcribe the interview. The lecturers granted him the permission and requested that he should not use their proper names but attributed designations. In honour to the request the researcher attributed a designated letter to each of the eight lecturers. Six of the lecturers held administrative post and the acronym *Admin* was therefore added in six cases. The following is the list of the designation given to the lecturers:

Lecturer A/Admin
Lecturer B/Admin
Lecturer C/Admin
Lecturer D/Admin
Lecturer E
Lecturer F/Admin
Lecturer G
Lecturer H/Admin

The researcher made a brief introduction on the subject ‘staff development’ and explained that the discussion would focus on this subject. The introduction pointed out that the term “staff development” meant all activities planned and practised within the college by and for the staff, with the aim to improve professional knowledge, teaching/lecturing skills and lecturer’s performance.

The following questions guided the discussion:

1. What is staff development?
2. What staff development activities are held or undertaken at NCT?
3. Who is responsible for the planning and implementation of staff development programmes/activities?
4. How effective are the activities in: (a) helping you to improve your lecturing skills and performance? (b) in helping you to improve the subject knowledge (especially the area of your specialisation)? (c)

providing you with current development in theology and especially in theological education?

5. What are the problems related with your staff development activities? And how much do the problems affect the efficiency of the activities?

It is important to note that other questions arose during the discussions, and they were explored.

Researcher: What staff development activities are held or undertaken at Nazarene College of Theology?

Lecturer B/Admin: Some of the activities of staff development used at the college are conferences and/or workshops.

Lecturer A/Admin: Added to the conferences and workshops the college uses or better used [the respondent used the word *used* because the college was no longer promoting this type of activity at the time of writing the dissertation] research and writing as one of the activities for staff development.

Lecturer F/Admin: One of the staff development activities that is promoted by the college is continuous education. As part of [the] staff development [programmes] ... I enrolled for a[n] AAT course. Added to that, I attended various workshops organized by the Association of Nazarene Colleges in Africa (ANCA), the office of the Nazarene Education Services and the Ministry of Education in Swaziland. The workshop organized by the Ministry of Education in Swaziland dealt with curriculum development and teaching skills. The workshops organized by ANCA and the office of the Nazarene Education Services dealt with issues encountered by [the lecturers lecturing at the] colleges sponsored by the Church of the Nazarene in Africa

Lecturer D/Admin: [A] few years back, approximately nine, the college invited a lecturer from the University of Swaziland to come and addresses the faculty about the setting and marking of examination in a tertiary institution.

Lecturer A/Admin: Few years back, the college sent three lecturers to the USA for master's degrees and ...

The Researcher: Sir, can you give us [a] specific time frame regarding the expression

‘few years ago’?

Lecturer A/Admin: I suppose it was about 10 or 15 years back.

The Researcher: Why is the college not continuing to send lecturers to the USA?

Lecturer A/Admin: Presently, the college is facing financial constraints which hinders the college to continue to send lecturers to the USA for master’s or doctoral degrees.... Let me add that the lecturers who were sent to the USA for master’s degrees were helped by a special fund that was created for that purpose. Presently, that fund is no longer available. The closure of the fund was caused by the withdrawal of the donors because they thought that the recipients of the scholarship did not honour the agreement to work for the college after the completion of their studies.

The Researcher: Does the college think of sending lecturers to other African countries, for example, Kenya or South Africa?

Lecturer A/Admin: That is an option that the college is looking at. Two years ago the college wanted to send one faculty member to Nairobi, but things did not go well and that particular lecturer left the college. However, the college is looking into a possibility to send one or two lecturers to Nairobi for [a] Master’s of Arts degree in Religion

The Researcher: Are the lecturers willing to help finance their postgraduate studies? Or are they waiting for the college to pay for them?

Lecturer G: The lecturers are willing to continue with their studies and pay for themselves. Unfortunately, they do not earn high salaries. Therefore they do not have enough money to pay for the postgraduate educational fees. Let me give you one example: Two lecturers are interested to continue with their studies but because of financial problems, and the high fees charged by universities, they are not able to enroll with any university. Therefore, they have to wait for their sabbatical leave and hope that the college will pay the educational fees.

All the lecturers were observed talking in groups. What they were saying concurred with the contribution presented by Lecturer G regarding the fees and low salaries paid to the lecturers.

Lecturer H/Admin: Let me take you a step back. When I was home [USA] on furlough, I enrolled for a Library Science course and I did informal studies on the English language. The college did not help me to pay the fees. It was the desire to have more

knowledge in library sciences that prompted me to continue to learn even though the fees were high. Also I think that there are other lecturers who are doing their post-graduate studies and the college does not help them with the payment of the fees. However, those lecturers are good examples in that they do their best to pay for their education.

Lecturer D/Admin: Let us not forget the research that the lecturers do when preparing for their classes. Some of the modules require practical involvement, therefore, the lecturers are required to go to the field in this case the churches and communities.

Lecturer A/Admin: To add to what the previous speaker said, in the past, the faculty used to research and make presentations during the time set for convocations. That needs to be revived. The presentation of the papers can be made at faculty meetings and pastors' conferences and other special occasions.

The Researcher: Thanks for your responses". Let us move to the next question: "Who is responsible for the planning and implementation of staff development activities?"

At first there was silence and no one wanted to give an answer. The lecturers showed uncertainty about the people responsible for the planning and implementation of staff development activities.

Speaking about *continuous education*, Lecturer E and Lecturer F/Admin were observed whispering to each other saying: "most of the time the interested lecturer is actually the one who is responsible if one considers continuous education and the office of the Education Coordinator of the Church of the Nazarene in Africa is responsible for the organisation of conferences/seminars.

To keep the discussion going on, the researcher asked the following question: From what has been said before, there are lecturers who are enrolled or are planning to enrol for postgraduate studies. For those who are presently involved in postgraduate studies, did your plan for your studies or was the college involved in the planning? For those who are planning, is the college involved?

Lecturer C/Admin: When I came to the college I [was already enrolled for the] postgraduate studies. Therefore, the college was not involved in the planning of my education. However, the administration is supportive to what I am doing even though it does not support me financially. The administration of the college is encouraging me to continue with my studies.

Lecturer B/Admin: [Next year, 2005] I am planning to enrol [at] UNISA for [the] Master [Degree] in Theology. The initiative to enroll with UNISA was mine. However, the administration is happy with that and I am receiving encouraging words.

Lecturers A/Admin and G were observed whispering words that indicated that they agreed with the above submissions on that most of the times, the individual lecturers are the ones who take the initiative.

Lecturer A/Admin: Earlier on, I [pointed out] that in the past the college sent lecturers to the USA for postgraduate studies. It was the administrators of the college, in particular the Principal and the Academic Dean, who took the initiative to speak with the people concerned about that possibility. Also let me point out to you that in the middle of the 1990s I as the Principal of the college spoke with one of the then lecturers [regarding this matter]. Arrangements were made; however, there was a problem and the lecturer left the college.

There was whispering among the lecturers and it was deduced from their sayings that the lecturers supported the submission made by Lecturer A/Admin. Also it was deduced that the lecturers were supporting the previous submissions made by other lecturers.

Lecturer C/Admin: Acting in my capacity as the Acting Academic Dean for the year 2004, in my *Annual Report to the Board of Trustees* (see Appendix F), I asked the members of the board to help the college identify people who could be sent for Master's or Doctoral degrees. As a result of that I, in conjunction with the principal, were able to identify two interested young men who in the year 2005 would be sent to Nairobi²⁴ for their Master's degree.

Lecturer E: From what I know, all of the conferences and workshops that I have attended were organised by the office of the Nazarene Education Services or by the office of the Regional Director in the Church of the Nazarene.

Lecturer F/Admin: Earlier on I said that I have attended various workshops and seminars. Those workshops and seminars were planned and organised by the office of the Nazarene Education Services and the Ministry of Education in Swaziland. As far as I remember the college did not organise any conference or workshop.

²⁴ One of the identified persons is already at Nairobi. The second person was not able to go because of personal problems and will only be going to Nairobi in the year 2006.

Lecturer D/Admin: I agree with the previous speakers. As it was mentioned before, the college invited people from other tertiary institutions or organisations to come to the college and make presentations. One example is the lecturer from the University of Swaziland who was asked to come and address the faculty about the setting and marking of examination in a tertiary institution. I recognise the fact that at the present moment the college is no longer inviting those people. But I hope that one day the college will reconsider the need to invite people from other tertiary institutions to come to make presentations.

The Researcher: Thank you for your input. However, we have to move to the next question: 'What does the catalogue of the college says about the person responsible for staff development?'

It was observed that the lecturers were not able to point out what the catalogue says about the person responsible for staff development. As a result, the researcher decided not to pursue the question.

The Researcher: May we move to the next question which deals with the effectiveness of the staff development activities. The questions is 'How effective are the activities in (a) helping you to improve your lecturing skills and performance? (b) helping you to improve the subject knowledge (area of your specialisation)? and (c) providing you with current developments on theology and especially in theological education? In other words, what benefits did you as a lecturer gain from these staff development activities?'

Lecturer F/Admin: I am thankful for the opportunity and the financial support that the college provided me to further my education, especially in Accounts [at Swaziland Business College]. The diploma [AAT Level III] that I obtained improved my knowledge in Accounts and my teaching skills. Besides that, the education that I received improved my work as the college's financial manager.

Lecturer C/Admin: The courses (Post-Graduate Diploma in Tertiary Education and the Post-Graduate Diploma in Education (Educational Management) that I completed at the University of South Africa are helping me with my teaching skills especially in the following aspects: class preparation, lesson delivery and time management. My first degree was a Bachelor's Degree in Theology and when I was asked to lecture at the college the knowledge and teaching skills that I gained from the courses that I have completed are giving me confidence with my teaching. Added to that, this year [2004] I was asked to serve as the Acting Academic Dean. Having learned about the principles of school management, staff development and school improvement to mention a few, I am able to do my work effectively.

Lecturer G: One of my goals in life was to obtain a bachelor's degree. Thanks [be] to God my dream was achieved. The degree that I have improved my religious knowledge and my teaching abilities. This year I am teaching a number of modules, but I feel confident with my work and I am doing a better job.

Lecturer B/Admin: Last November, the faculty attended the *2003 Africa Nazarene Regional Conference* and the *2003 Nazarene Theological Conference* in which various theologians presented papers which addressed various theological issues. The papers provided us with current issues in theological discussions. Also the papers in one or in other way touched our areas of specialisation, thus giving us more information on those areas.

Lecturer A/Admin: Apart from the two conferences that the last speaker mentioned, I ... and other faculty members, for example, Lecturer F/Admin and Lecturer D/Admin, each year [we] attend or have attended various workshops organised by the office of the Education Coordinator of the Church of the Nazarene in Africa.

The Researcher: From what I heard you say, am I correct to say that there are no problems in relations to the activities related with staff development?

Lecturer G: Sir, remember what I said before when we were speaking about money? There are problems that we are facing. Let me talk about problems related to educational fees. Most of the universities charge high educational fees. The high fees hinder some of us to continue with our education. As it was pointed out, the lecturers at this college do not earn high salaries. Even though most of us would like to further our education we are not able because of high fees.

Lecturer B/Admin: Let me speak about personal problems. Apart from teaching, most of us hold administrative positions and it is difficult to balance the study and work loads. Another problem that [should not be forgotten] is the fact that most of [the lecturers] are between 40 and 55 years of age. Because of that, we feel that we are no longer able to perform well in our studies like when we were young.

Lecturer G : I support what Lecturer B/Admin said. I am an old individual and it is hard for me to do well in my studies.

Lecturer C/Admin: I am a living example of what Lecturer B/Admin said in relation to the balancing of the study and work loads. I am presently doing a postgraduate degree at Unisa and I have problems in balancing the work and study loads. There are times when the work load is big and I am forced to neglect my studies and vice-versa.

Lecturer A/Admin: Let me add another problem that I foresee in relation with distance learning. Let me clarify why I selected distance education. It is the only available option that most of us are considering for postgraduate [studies]. [Most of the curricula] of postgraduate courses comprise of five or ten modules. For each of the modules there are various requirements to be met, for example, writing of papers, mastering the contents and examinations. To accomplish these requirements it takes a considerable amount of time. [These requirements] discourage me; I don't wish to enroll for my doctoral studies as a part-time student. However, the high fees [charged by residential universities] make it difficult for us, especially me, to enroll as a residential student.

Lecturer C/Admin: I concur with the previous speaker. I have been doing my postgraduate studies with the University of South Africa and for each module that I had to take there were two papers, an examination to write at the end of the year and mastering the contents of the module. Let me tell you that the doing of the assignments and the writing of the papers was not an easy work.

The Researcher: Much has been said about further education, can we speak about the problems related with conferences or workshops. In other words, What are the problems related with conferences or workshops?

Lecturer C/Admin: The first problem I see regarding conferences/workshops is that the lecturers do not take part in the planning and organisation of the seminars/workshops. The conferences/workshops are organised by the office of the Education Coordinator of the Church of the Nazarene in Africa. I acknowledge the fact that the Education Coordinator organises the conferences to enhance staff development at theological institutions sponsored by the Church of the Nazarene in Africa, NCT included. However, he is not able to cover all the needs of the lecturers throughout Africa. We the lecturers at [NCT] we have our specific needs which should be considered when planning conferences.

Lecturer F/Admin: Sir, let me add another problem that comes into my mind regarding conferences/workshops. The problem is time limitation. Most of the conferences last for two or three days while the agenda is long. Let me give one or two examples. At the *2003 Nazarene Theological Conference*, there were various papers that were presented and more time was needed for quality discussions. But because of time limitation various participants did not have time to present their contributions. The *2000 Conference* dealt with outcome-based education. But because of time limitation various participants did not have time to present their contributions.

Lecturer C/Admin: From what has been said by the previous speaker, may I conclude

that each year the workshop/conference focuses on a different topic. For example, the conference that was held in June 2000 addressed the outcome-based education and the conference that was held in November 2003 dealt with theological and social issues. From this I can say that there is a lack of continuity of the subjects covered by these conferences/workshops.

Lecturer B/Admin: Let us not forget the financial requirements. Most of the conferences are held at Johannesburg. For a lecturer to travel to Johannesburg requires a considerable amount of money. Mind you, there is also the accommodation fees. Some time we are not able to raise the money, thus we are not able to participate. I would like to acknowledge the fact that the college has done its best to help us when such conferences are organised, but it is also a fact that the college does not always pay for all of us to attend these conferences.

APPENDIX F

**REPORT FROM THE OFFICE OF THE ACADEMIC DEAN
TO THE BOARD OF TRUSTEES**

The Chair of the Board of Trustees, Dr. A. Nxumalo

The Members the Board of Trustees of NCT

First of all, I would like to express my appreciation for the trust and confidence that you had on me when Rev. Dana Harding recommended that I should serve as the Acting Academic Dean for the year 2004.

And now I present to you this report.

1. Student enrolment

There are sixty-nine (69) students who are enrolled in the college this year. The following table gives the numbers of the students in each programme.

	Diploma	Degree
Resident Students	26	12
Part-Time Students	12	19
Total	38	31

Note that this year, the report does not indicate the numbers of students at the Lomahasha and Manzini Centres. Those centres are temporarily closed because of the shortage of lecturers. However, the students from those centres commute to Siteki for their classes and they are taking more modules than ever.

2. Faculty

Presently, the college has nine (9) lecturers, five (5) of which teach in the B. Th. Programme and four (4) in the Diploma Programme.

Rev. Dana Harding is on furlough. The Fribergs will be on furlough from June 2005. The going of the Fribergs' next year will reduce the number of the B. Th. lecturers to three. This week, I received an e-mail from Mr. Ron Compton indicating that he is interested to teach at the college when the Fribergs will be on furlough. God is providing us with the necessary help that the college needs! What a mighty God we serve!

3. Affiliation with the Canadian Nazarene University College

The 31st December 2004 was to mark the end of our affiliation with the Canadian Nazarene University College, but the college requested for a one year extension and it was granted. The granting of the extension required an inspection visit. For that reason, Dr. Riley Coulter, President of the Canadian Nazarene University College, conducted an inspection visit last May.

4. Affiliation with the University of Swaziland

To this day, my office does not have a positive response from the University of Swaziland. And that is giving the college administration a hard time, because we do not know the future of the B.Th. Programme. Because of that no student was admitted into the programme this year.

Last month, I and Rev. Magagula went to Uniswa to talk with Dr. H. Ndlovu the Academic Dean for the Faculty of Humanities concerning possible transfer of credits for the current students. The discussions were negative and I could conclude that Uniswa will not take the responsibility to see the current students graduate. It is our responsibility to see that the students graduate from another Nazarene institution of higher education. Pray with us about this matter.

5. Curriculum changes

The Twenty-fourth General Assembly of the Church of the Nazarene, held at San Antonio, Texas, USA, on 22-27 June 1997, approved and adopted educational policy that introduced changes to the curricula offered by Nazarene theological institutions. One of the changes was the introduction of the outcome-based education (OBE). The office of the Coordinator of Education of the Church of the Nazarene in Africa is urging all

theological institutions in Africa to revise their curricula to conform with the OBE standards. As you know, the curriculum of the B. Th. Degree was revised two years back, this year the college will begin to revise the curriculum for the Diploma Programme.

6. Personnel/staff development programme

The introduction of the above mentioned changes and the affiliation with Uniswa requires the lecturers to further their education and acquire teaching skills. Presently the college administration, especially myself, I am encouraging individual lecturers to further their education in their appropriate fields of study. In response to that, three lecturers (Rev. C. Magagula, Rev. A. Matse and Rev. E. Ginindza) are making preparations to enroll either at the University of South Africa or Africa Nazarene University for the Honours or Master's or Doctoral degrees. Myself, I am to complete the Master's Degree in Education (Educational Management) at the University of South Africa, but the work load may prevent me to finish the dissertation this year.

7. 2004 graduands

The Academic Executive Committee of NCT recommends the following students to the board of trustees for graduation approval on 4 December 2004.

This approval is contingent upon the successful completion of current modules for the four students who will receive a Diploma in Theology, and the successful approval of the Academic Dean of Canadian Nazarene University College for the students who are in the Degree Programme.

Diploma in Theology

Mr. Jonathan Dlamini, Nazarene (Swaziland)

Mr. Oscar Shoba, Nazarene (Swaziland)

Mrs. Elizabeth Magagula, (Swaziland)

Mrs. Nomvula Dlamini, Nazarene (Swaziland)

Mrs. Futhi Hlanze-Dlamini, Nazarene, (Swaziland)

Bachelor of Theology Degree

Miss. Irene Matsenjwa, Evangelical Church, (Swaziland)

Mr. Rickson Nkata, Nazarene, (Zambia)

Mr. Vusi M. Magagula, Nazarene, (Swaziland)

Mr. Sibusiso Masilela, Nazarene, (Swaziland)

8. Recommendations

To respond to the shortage of the faculty, the college needs to allocate and train local lecturers who will be able to teach the B. Th. Programme. Your cooperation in regard to this matter will be appreciated.

Some staff members are willing and are making preparations to enrol for the Honours, Master's and/or Doctoral degrees. However, as you all know the cost of university degrees is high, therefore, these lecturers need your encouragement and financial support.

9. Conclusion

To conclude my report, I would like to thank the administration, the faculty and staff of NCT for their cooperation as I was doing my work. Also I would like to thank you for the opportunity that you gave me to serve as the Acting Academic Dean. May the Good Lord bless you all.

Respectfully submitted

Mr. Carlos/Charles V. Mbanze

Acting Academic Dean

Nazarene Theological College

Manzini, 28 August 2004

APPENDIX G

THE VERBATIM TRANSCRIPTION OF THE SECOND UNSTRUCTURED-FOCUS-GROUP INTERVIEW

The second unstructured-focus-group interview meeting was held at Nazarene College of Theology, on the 26th of June 2004, in the conference room from 14:00 to 16:00. To begin the discussion, the researcher presented a brief summary of what was discussed in the previous interview and told the lecturers that the second session will focus on possible solutions to the problems or limitations of staff development.

The following question guided the discussions:

1. What can be done to improve the activities of staff development? The improvement of the activities should be based on the following aspects: (1) helping the lecturers to acquire subject knowledge, (2) helping the lecturers to improve their teaching/lecturing skills, (3) helping the lecturers to improve their performance and (4) helping the lecturers to be acquainted with current theological developments and especially developments in theological education.

2. Does the college have enough resources (financial, personnel and facilities) to support the present staff development activities? If not how could the college improve the available resources (financial, personnel and facilities)?

The Researcher: Ladies and gentle men, ‘What can be done to improve the staff development at the college?’ Consider the following aspects in your presentations: (1) helping the lecturers to acquire subject knowledge, (2) helping the lecturers improve their teaching/lecturing skills, (3) helping the lecturers improve their performance and (4) helping the lecturers to be acquainted with current theological developments and

especially developments in theological education.

Lecturer D/Admin. In the first meeting it was indicated that there is a need to increase the number of the activities that are being undertaken for staff development. If I am not wrong it was suggested that we should revive the research and writing. In the writing of research papers, a lecturer gains new information and that information can help the lecturer to increase his/her subject knowledge, improve his/her teaching skills, improve his or her performance and to update him/her with major current developments in theological education.

Lecturer A/Admin: To improve staff development the college needs to revive some of the activities, for example, the research and writing, and inviting experts from various tertiary institutions to come to the college and address particular subjects pertaining [to] tertiary education. Besides that, we need to encourage the lecturers to engage themselves in further education. Let me take this opportunity to appeal to the faculty to take this matter [post graduate education] seriously. [The] time is coming when all lecturers will have to have [a] postgraduate qualification, especially a master's degree to lecture at the college. Let us make this our business and consider all the opportunities available to us. As the principal of the college, I will help you if there are funds available, and I will do all that I can to lighten your work at the college.

Lecturer C/Admin: I would like to say that the college administration should assign two lecturers each semester to do research and present the findings during the convocations and [or] Pastor's Conferences.

Lecturer D/Admin: Let us not forget the impact of the revision of the curriculum and the inspection visit that Dr. Coulter made this year. The revision of the curriculum brought tremendous changes. Consequently, the lecturers need to adjust their lecturing style. The inspection visit also encouraged us to improve our teaching. In other words let us make the daily activities inspiring moments for us to improve our teaching.

Lecturer B/Admin: Another aspect that may improve staff development at the college is to reduce the work load. Heavy teaching and administrative loads de-motivate the faculty. Most of us we are afraid to enroll for [the] master's degree because we know that there is much work in a master's degree. The work load that we are carrying at the college makes us to think that we can't make it. Therefore, I suggest that a lecturer must not teach more than fifteen hours a week. And those who are working as administrators, their teaching time must not be more than nine hours.

Lecturer G: It may be wise if the administration could contact Uniswa . Like in the past the college must organize short term courses or seminars in which lecturers from tertiary institutions, for example, UNISWA could come to the college and make presentations on particular aspects that are problematic to us. What I am trying to say is that the college must organize courses or workshops that will deal with problems pertaining to the lecturers' professional development.

Lecturer H/Admin: One thing that would change or improve the status of staff development, especially the raising of funds that would be used to pay for the postgraduate studies of the lecturers, is the creation of a staff development budget. I suggest that the college should set aside a staff development budget.

Lecturer A/Admin: Sir let me interrupt here. The college has the budget set aside for staff development. The problem is that the money is not used. Frankly, let me say that the available money is not enough.

The Researcher: How is the money not enough? Who is responsible to tell others lecturers about the money? Who is supposed to organise staff development activities?

Lecturer A/Admin: I agree there is a lack of communication between the college administration and the faculty members. I ...” [At this time Lecturer D/Admin interrupted].

Lecturer D/Admin: I suggest that the office of the academic dean should deal with this

matter. The academic dean in conjunction with the principal and the business manager should notify the faculty members about the money available for staff development and plan some activities that may be used for staff development.

The Researcher: Thanks to all of you. You came and gave the best possible suggestions that can be used to improve staff development at the college. May the Good Lord bless you all. I promise that after I have completed my dissertation I will avail one copy to the college. You are welcomed to read the dissertation and suggest more aspects that you have forgotten at the moment. Let us work together for the improvement of staff development at the college.