MODULE 3
ACADEMIC STAFF MANAGEMENT OF INSTITUTIONS OF TEACHER EDUCATION

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5.5 Self Assessment ......................................................................................................................36

Unit 6: Career Development and Appraisal of Academic Staff in TEIs .............................37
6.1 Introduction ..........................................................................................................................37
6.2 Unit Objectives ..................................................................................................................37
6.3 Key Concepts ......................................................................................................................37
6.4 Why is Career Development Important? ........................................................................37
6.5 Career Paths Available in TEIs .......................................................................................38
6.6 Staff Appraisal ...................................................................................................................39

7.0 Conclusion Remarks ........................................................................................................43
PRELIMINARIES

NOTES TO THE USERS

This module addresses issues of academic staff management in Teacher Education Institutions (TEIs), but as pointed out later in the module, this does not presuppose that non-teaching staff are of less importance. Both academic and non-academic staff are important and many of the principles discussed here apply across the board. Whereas it is true that TEIs vary in the manner in which they are organized, all of them will, however, need high quality academic staff. This module is therefore meant to motivate you to assess the environment in which you operate and motivate your staff to work towards more effective and efficient realisation of your institute’s vision and the overall improvement of education in your country.

This module has six units that discuss a variety of issues. It will also have a number of activities and questions for reflection that you should make every effort to do. Some case studies have also been provided to illustrate some of the points being discussed and to motivate you to reflect on your own situation and practice. At the end of each Unit, you will find self-assessment questions. You should make every effort to answer these questions. They will give you opportunity to assess your progress and establish how much of the unit you understood and remember.

At the end of this module, you will find appendices of a sample staff evaluation form and staff appraisal form. You can study these and see how you can either improve upon your own instruments or design new ones.

Lastly please note that this module is designed in such a way that you can study it alone. But, it can also be used to spark off discussions and debates in a group activity. Enjoy your study and good luck as you strive to improve your staff management.
INTRODUCTION

Staff are central to the operations of any Teacher Education Institution (TEI) because, if any TEI is to carry out all its functions in a manner that ensures quality functioning, then it must have both academic and non-academic staff capable of carrying out these functions. Every TEI must therefore strive to recruit and retain the best staff, and as it becomes increasingly challenging to do this, it is vital that managers of TEIs explore the subject of academic staff management. Although this module is focusing on academic staff management, it should still be remembered that non-academic staff are equally important. They complement each other and sufficient attention must be paid to the management of both.

MODULE OBJECTIVES

This module has been prepared to help you as a manager of a TEI. So, by the end of this module, you should be able to:

1. Establish and appreciate the environment in which your teacher education institution is set and operates;
2. Assess the training needs of your staff and plan for relevant staff development;
3. Identify the legal issues impacting staffing in teacher education in your country;
4. Develop/adapt a staff appraisal instrument for your institution and successfully use this to appraise your staff;
5. Identify key performance indicators and lay strategies for the utilization of these indicators in ensuring quality teacher education in your institution;
6. As a change agent, develop confidence in your ability to bring about change in the education system in your country.

However, before delving into the major topics of this module, here are some questions for your reflection.

QUESTIONS FOR REFLECTIONS

Please do take time to think about these questions because it will help you make a good start on the module. You might also find it useful to note down your thoughts on these questions, and you can return to these answers again and again as you progress through the module.
1. Attracting and retaining staff in teacher education institutions is not always easy. What do you think you need to do to attract and retain the best teacher educators in your institution?

2. What do you think constitutes good staff management practice?

Your answers to question 1 should be the beginning of examining your institute’s practices in attracting and retaining staff; while question 2 should help you link staff retention to staff management.
UNIT 1: THE CONTEXT OF ACADEMIC STAFF MANAGEMENT IN TEACHER EDUCATION INSTITUTIONS

1.1 INTRODUCTION

Teacher Education does not take place in a vacuum. It takes place within a specific context. So, as an introduction to academic staff management, we will explore the key issues that constitute this context. The major elements of the context that will be discussed in this module are:

- Social demand for education and
- Demand for teachers

Take note, however, that the context of teacher education may be influenced by many more issues than these two. But for purposes of discussing staff management, we will focus only on the two elements mentioned.

1.2 UNIT OBJECTIVES

This unit is meant to help you achieve the following specific learning objectives:

1. Revisit your Institute’s mission.
2. Identify the major contextual issues impacting on the provision of teacher education in Africa

1.3 KEY CONCEPTS

Change agent
Staff: student ratios
Untrained teacher
Under-trained teacher

1.4 PURPOSE OF A TEI

As we prepare to discuss the reasons why TEIs exist, please study what is given in boxes 1 and 2. Box 1 gives the purpose of TEIs according to Campos (2005) and Box 2 gives the purpose of a teacher training programme according to UNESCO (1966).
BOX 1: Purpose of teacher training institutions

Teacher training institutions have a high degree of responsibility for the pedagogical practices of teachers and for the manner that teachers engage in their work in schools. Professionals trained for teaching rather than for learning, for transmitting rather than for communicating, for memorization rather than for reasoning, will merely reproduce that which they have learned from their professors and what they have experienced in normal schools, colleges of education, and pedagogical institutes. (Campos 2005:12)

BOX 2: Purpose of a teacher training programme

The purpose of a teacher preparation programme should be to develop in each student his general education and personal culture, his ability to teach and educate others, an awareness of the principles which underlie good human relations, within and across national boundaries, and a sense of responsibility to contribute both by teaching and by example to social, cultural, and economic progress. (UNESCO 1966 - Recommendation V 19)

Now do activity one.

ACTIVITY 1

1. Having read through what is given in boxes 1 and 2, do you think these two views capture your view of the purpose of a teacher training institution, and the purpose of a teacher training programme?

2. What is your institution’s mission? Do you think it sufficiently gives the purpose for which your institution exists?

Every TEI has a mission, and that mission statement should articulate the purpose for the institution’s existence. A TEI should train teachers with potential to serve a nation, carry out quality research and mentor young people.
In addition, a TEI should also generate knowledge that helps improve teacher education, teaching and education in general. Therefore in spite of the environment within which your TEI operates in, it is expected that it is fulfilling this broad purpose for its existence.

**1.5 SOCIAL DEMAND FOR EDUCATION**

Populations in many sub-Saharan countries have over the last decades, been increasing rapidly. It is expected that by 2050, Africa’s population will grow to 1.69 billion from about 752 million at present. SSA is one of the regions that is expected to contribute the highest numbers to the world’s population. According to Heilig, (1996)

> Fertility is still so high in sub-Saharan Africa that it can offset the effect of rising mortality... The third largest contributor to world population growth between 1950 and 2050 will be Pakistan with an increase of 318 million people. The ranking of the other 7 countries is as follows: Nigeria (+306 million); Indonesia (+ 239 million); Ethiopia (+ 194 million); United States of America (+ 190 million); Brazil (+ 189 million); Bangladesh (+ 176 million) and Iran (+ 153 million).

This growth in the population has, in addition to global interest in education, led to an enormous increase in the demand for higher education. In some countries, this demand is faster than the capacity to finance and provide higher education including teacher education (1992). Besides, this growth is happening in the midst of declining public financing of higher education. Module 1 explores this issue of social demand for higher education in greater detail. If you do not recall the major reasons for this increase, please read through Module 1 section 2 again.
1.6 DEMAND FOR TEACHERS

TEIs train teachers for schools. But, if there is no need or demand for teachers, then a nation will waste time and resources training teachers. The reality, however, is that throughout the world and in sub-Saharan Africa in particular, the need for teachers is enormous. For example, if SSA is to achieve the EFA goals by 2015, it requires 4 million additional teachers (UNESCO 2004). The gap in some countries is enormous. The following table gives some of the statistics indicating the numbers of primary school teachers needed in a number of countries in SSA to achieve the UPE/EFA goals.

**ACTIVITY 2**

Examine the following table closely. It shows that many countries need a huge number of teachers to be able to meet the demand for teachers. How do you think SSA can meet this huge need for teachers?

<table>
<thead>
<tr>
<th>Country</th>
<th>No. of teachers in 2004</th>
<th>No. of teachers needed by 2015*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chad</td>
<td>16,000</td>
<td>67,800</td>
</tr>
<tr>
<td>2. Cameroon</td>
<td>55,000</td>
<td>69,100</td>
</tr>
<tr>
<td>3. Kenya</td>
<td>150,000</td>
<td>161,700</td>
</tr>
<tr>
<td>4. Mozambique</td>
<td>55,000</td>
<td>123,800</td>
</tr>
</tbody>
</table>

* This includes figures to cater for attrition

**Source:** UIS (2006:2)

This table shows that many countries clearly have huge gaps, and the school systems are plagued by lack of trained teachers. This leads to the deployment of under-trained and untrained teachers. To bridge this gap will demand huge investments in teacher education and use of innovative ways, including the use of distance and open learning methodologies. However, training teachers using these new methodologies will require that teacher educators and administrators acquire different sets of skills.

Using distance and open learning implies that the students and teachers are separated by time and space. The study package will therefore go beyond lectures to include a combination of options including, among others,
o Study materials which will vary depending on the technology being used for providing and distributing these materials;
o Student support like face to face sessions, student discussion groups, tutor visits, telephone support, e-mail and other electronic supports;
o Individual study, since the student is often away from the TEI for most times of the training and is required to carry out a lot of independent study.

All these will demand a teacher educator possesses skill, abilities and attitudes that will enable him/her develop learning materials, support students using a variety of ways and give students tasks that allow them to take charge of their learning. This is not the traditional role of a teacher educator in a TEI that has full time internal students.

1.6.1 Impact of increased demand for education on staffing

Increased social demand for education has had impact on all aspects of education including staffing of TEIs. Some of these effects are:

- High staff student ratios
- Large class sizes
- More under-trained and untrained teachers
- Brain drain

We will now briefly discuss these in the next sub sections. You should, however, take note that this list is not exhaustive and you might have been able to identify other effects of increased demand for education on staffing in your TEI. But, before we discuss these effects of increased social demand, first do the following activity.

**ACTIVITY 4**

Has there been an increase in the demand for education in your country? If so, what have been the effects of this increase on staffing in your institution? Fill out the following table.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Nos. in 2000</th>
<th>Nos. in 2007</th>
<th>Effects on staffing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Institution</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The answers you have given in this table should help you follow the discussions given in the next sub sections.

*a) High staff student ratios*

For effective teaching and learning to take place in any class, it is important to have optimum staff-student ratios. In higher institutions of learning, this ratio could be 1:25 for arts and humanities and 1:15 for the sciences. Unfortunately, increased demand for education has not been matched by an equivalent increase in staffing, and this has led to poor staff-student ratios in some countries. One of the reasons for this is failure to attract and retain sufficient staff because of various challenges discussed in Unit 3. For example, the average student staff-ratio in Makerere University was 1:33 by 2005, which the Uganda National Council of Higher Education deemed as unacceptably high (NCHE 2006:)

*b) Large class sizes*

Closely related to high staff-student ratios is the problem of larger class sizes as a result of more students enrolling for programmes, but because staff remains small, these large classes are not split. In some TEIs, especially universities, it is not uncommon to have classes as large as 400 students. Such large class sizes imply decreased interactions in the classrooms and a reliance on teacher-centred teaching methods. To cope with this, staff would require special training in how to handle large class sizes and would also demand that the lectures are followed by smaller group tutorials to encourage student participation in the teaching learning process. But this is not always forthcoming.
High staff-student ratios and large class sizes have implications on the quality of teacher training, and ultimately on the quality of the teachers. Managers of TEIs must therefore work hard to ameliorate the negative impact of increased social demand of education on staffing in the TEIs. Poor teacher training leads to poor teachers and ultimately to a poor school system and a poor teaching/learning experience. This in turn results in poor quality school graduates who are admitted into the TEIs as teacher trainers. This creates a vicious cycle of poor quality education which must be broken, and one strategy is to ensure that teacher training is of a high quality. This is illustrated in this figure.

![Diagram of a vicious cycle of poor quality education]

**Figure 1: A vicious cycle of poor quality education**
Source: Adapted from Aguti (2003)

c) Under-trained and untrained teachers
A number of countries in sub-Saharan Africa (SSA), while seeking to fulfil the Millennium Development Goals (MDGs), have introduced Universal Primary Education (UPE) and, for some countries, Universal Secondary Education (USE). However, in many of these countries, there has not been adequate lead time to train all the teachers required for the implementation of these schemes. This is compounded by already over stretched education systems, and as a result, SSA still has inadequate numbers of teachers, and many under-qualified and untrained teachers are deployed. For example, two thirds of the primary school teachers in Chad are ‘volunteer parents’ with little or no training at all while by 2003, in Lesotho nearly 51% of the teachers in the mountainous areas were unqualified (Phamotse et. al 2005)

As mentioned earlier, it is believed that SSA will require 1.5 million additional teachers by 2015 if the EFA goals are to be achieved. However, this cannot be achieved if current
teacher education modes are retained, and if TEIs are not able to attract sufficient numbers of teacher trainees. Countries in SSA must, as of necessity, revisit their training modes. Saint (1992) suggests that SSA could adopt more school-based programmes including the use of distance education. As a manager of a TEI, you will need to be prepared for the increased need for trained teachers and the challenge of introducing new training modes so as to meet this need. The other strategies that TEIs can adopt to cope with this challenge is the use of team teaching, tutorials, and lead teachers. In all these, the untrained or under-trained teacher works with a trained teacher who leads the team and provides support to the rest of the team members.

**ACTIVITY 5**

As has been mentioned, TEIs are not able to attract sufficient numbers of trainees. What do you think can be done to attract more teacher trainees into the TEIs?

**d) Brain drain**

Brain drain is still a huge challenge in Africa. This migration is largely because staff are searching for ‘greener pastures’. Poor working conditions in many African TEIs make it difficult to retain staff. Sadly, the more experienced and/or more highly qualified the staff is, the more likely s/he is to migrate. Africa is spending heavily in training its staff only to lose them to North America and Europe. Africa is also losing many of its teachers to North America, Australia, the United Kingdom and to some Asian countries, many of which now have recruitment agencies in some countries in Africa.

- Nearly 235 000 professionals left South Africa between 1987 and 1997. Since 1997, the brain drain has cost the country $7.8 billion, according to the Paris-based Institute for Research and Development...
- Arabic African countries annually lose 50% of their doctors, 23% of engineers and 15% of scientists. Of all Arab students abroad, only 4.5% return home.
- About 80% of Ghana’s doctors leave the country within five years of graduation; and about 25% of all doctors trained in Africa work abroad.
- About 20 000 professionals leave Africa every year, according to the International Organisation for Migration.
- A recent study of 10 African countries showed an average loss of 40% of their university graduates, with massive brain drains from Cape Verde (67%), The Gambia (63%), Seychelles (59%), Sierra Leone (53%) and Mozambique (45%).

Source: Macfarlane (28 October 2007)

Box 2: Measuring the brain drain
Whereas brain drain is a growing foreign exchange earner in some countries, the negative impact of losing the best-trained staff cannot be underestimated.

Having discussed the major effects of increased demand for education on staffing in TEIs, it is now necessary to explore the key principles of good academic staff management. This is what Unit 2 will focus on.

1.7 CONCLUSION

Institutions should strive to provide education that is relevant to its community. One way of ensuring that this is achieved is to fully understand and appreciate the context in which the education system works. This is equally important in both teacher education and the management of staff of TEIs. Teachers trained should be relevant to their education system and to the community in which they will operate. Also, any head of a TEI will administer and manage his/her institution within a specific environment, which will often influence his/her work. It is therefore crucial to understand this environment.

In this unit, we have identified some of the major contextual issues that are likely to impact on staff management, and as a manager of a TEI, you need to bear this in mind as you plan for your staff and as you manage the institution.

1.8 SELF ASSESSMENT

1. Do you think there has been an increase in social demand for education in your country? What is the evidence of this increased demand?

2. How do you think teacher education institutions in your country can contribute to meeting this increased demand?
UNIT 2: ADMINISTRATIVE AND ORGANIZATIONAL ASPECTS OF TEIs

2.1 INTRODUCTION

Teacher education institutions are often organised differently, depending on your country’s education system and on the institution’s vision and mission. However, regardless of how your institution is organised, there are basic principles of good management that all managers need to bear in mind. Also, it ought to be remembered that every TEI needs both the academic and non-academic staff for the achievement of the institution’s mission and the fulfilment of all its objectives.

2.2 UNIT OBJECTIVES

1. Outline how teacher education in your country is organised
2. Identify key principles of good management of academic staff
3. Determine the place and importance of non-academic staff in a TEI

2.3 KEY CONCEPTS
Models of organisational management of TEIs
Democracy in staff management

2.4 ORGANIZATION OF TEIs

Teacher education institutions train teachers for primary and secondary school and are therefore organised and managed in many different ways. Across SSA, many TEIs training primary school teachers admit students that have completed 11 – 13 years of schooling. These colleges offer training that lasts 2 – 3 years. The secondary school teachers, on the other hand, are trained both in colleges and universities. These admit students who will have completed 12- 13 years of schooling. The administrative and organizational management of these different institutions is likely to differ.
In some countries, the colleges are directly under the ministries of education which take close interest in the curriculum, recruitment of the teacher trainers and the heads of the TEIs. With the universities on the other hand, although the ministries of education may have interest on what goes on in the universities, the latter have greater autonomy than colleges.

Box 4: Teacher Education in Africa

The case studies 1 and 2 presented in box 5 and 6 below provide examples on the different models of organizational management of TEIs. Case study 1 is from Anglophone Africa, while Case study 2 is from Francophone Africa.

Before reading through the case studies given in boxes 2 and 3, here is a small task that you should do.

**ACTIVITY 6**

Answer the questions given in the following table. This should remind you of the different teacher education institutions in your country.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Primary school teacher</th>
<th>Secondary school teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How many years of schooling must one have before joining to train as a teacher?</td>
<td>a) ____________</td>
<td>a) ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) ____________</td>
<td>b) ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) ____________</td>
<td>c) ____________</td>
</tr>
<tr>
<td>2</td>
<td>What are the different types of institutions training these teachers?</td>
<td>a) ____________</td>
<td>a) ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) ____________</td>
<td>b) ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) ____________</td>
<td>c) ____________</td>
</tr>
<tr>
<td>3</td>
<td>How long is the training?</td>
<td>a) ____________</td>
<td>a) ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) ____________</td>
<td>b) ____________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) ____________</td>
<td>c) ____________</td>
</tr>
</tbody>
</table>

Now read through the case studies and as you do so, compare the information you will gather from them with what you will have done in the above task.
Box 5: Case study 1

Teacher Education in Kenya
Teacher training programmes are offered at certificate, diploma and degree levels. There were 29 public teacher training colleges and eight private ones offering certificate courses for primary school teacher in 2005. In addition, there were three diploma awarding colleges training secondary school teachers. Enrolment to the teachers’ college is open to Kenya Certificate of Secondary Education (KCSE) candidates who attain a minimum of C grade for certificate courses and C+ for diploma programmes. Certificate courses run for two years while the diploma ones go for three years.

In 2005, there were 20,200 students enrolled in primary teachers colleges while 2,080 were enrolled in the diploma colleges. Other than the certificate and diploma courses, there are degree programmes in education offered at the public and private universities. Graduate teachers are deployed to secondary schools, teacher training colleges, technical and vocational training institutions. With parallel degree programmes offered at the public universities, a number of graduate teachers are also deployed in primary schools.

Source: Kenya UNESCO Commission (--)
how teacher education is organised in that country and regardless of how the TEIs are organised and managed.

2.5 NON ACADEMIC STAFF IN TEI
All TEI institutions have both academic and non-academic staff. So, although this module focuses on the management of academic staff, it must be emphasised that non-academic staff are equally important. As a manager, you should pay close attention to the needs and aspirations of the non-academic staff in much the same way as you would for the academic staff.

ACTIVITY 7

Think about your institution, what are the different categories of non-academic staff that you have?

What problems would your institution face if you did not have non-academic staff?

2.6 KEY PRINCIPLES IN GOOD ACADEMIC STAFF MANAGEMENT
There are various strategies that can be adopted so as to achieve good academic staff management. However, regardless of the strategies, there are a few principles that must cut across and these are:

- Promoting the TEI’s vision and mission
- Promotion of democratic practices
- Valuing each staff member
- Careful planning and management of the recruitment and promotions process

The next sub sections will explore these in more detail.

In some countries, the state interferes in the management of institutions as well. It is vital for the government to maintain interest in the institutions, but the TEIs should be left to maintain a high level of independence in the management of the institutions. This is one way of ensuring quality in teacher education provision.
a) Importance of democracy in academic staff management in teacher education

ACTIVITY 8

What do you think is democratic academic staff management? Write down at least four characteristics of democratic academic staff management.

One of the cardinal values of modern states the world over is promotion of democratic values; therefore, practicing democracy in institutions is one way to inculcate democratic values in both the teacher trainees and the teacher trainers. Though there is no agreed definition of democracy, it is believed to have some common values including:

- Respect of other people’s views even when these views may differ
- Giving opportunity to all without discrimination
- Involvement of all in decision making
- Transparency and accountability

Teachers and students in universities, colleges, and all other educational institutions need to value and esteem democracy at all levels. The results of practising democracy in a TEI include among others:

Organisations working for the common good
Since the institutions will be governed by principles that promote the common good, they are then more likely to work for the benefit of the community rather than that of individuals. In TEIs, it is important for staff to have a shared vision of what is to be achieved in the TEIs and to have commitment to the institution. This can be achieved through the promotion of democratic practices in a TEI.

Teacher trainers can instil good values in the trainees
Instilling good values to teacher trainees can have a multiplier effect in schools and in the communities. If teacher trainees leave colleges as teachers that value democracy, then it is likely that these teachers will practice democracy in their schools. It is vital that in an increasingly competitive and sometimes selfish world, it is important for teachers to show their students that though competitiveness is not destructive in itself, it is still important to value your community and to work for the common good without destroying one another.
Schools work with many young people who need to be empowered and helped to value democracy. So teachers that work with the children need to be those that value and practice democracy. Teachers can and do achieve this through having teacher trainers who are role models and through studying in an environment that promotes and practices democracy.

Promotion of equity and fairness
Democracy also ensures that salary payments and financial compensation is fair and equitable (see module 2). This is vital for the motivation of teacher trainers. An institution that appears to segregate its staff in the remuneration paid out is likely to have a staff that is divided and disgruntled. Every staff member ought to be made to feel important and valued by their institution, only then can they put their very best to the service of the institution.

Democracy also helps ensure that the teacher trainers have access to professional development. An undemocratic head of a TEI has the potential to deny ‘unruly’ staff opportunities for study, or use these opportunities to reward cronies in the institution. Ensuring quality in the TEIs requires that the teacher trainers have access to continuous professional development (CPD).

Transparency and accountability
Transparency and accountability can be achieved if democratic processes are adopted. In every institution, it is important for the staff to trust the management they have. One way of achieving this is through ensuring transparency in management to ensure accountability at all levels within the institution. Just as managers demand accountability from their subordinates, it is equally vital for the managers to be accountable to their subordinates.

Here are a few other questions that you can reflect on. Answers to these questions should give you an idea of how democratic your institution is with regard to academic staff management.
ACTIVITY 9

- Who are the top managers of your TEI and how were they elected/appointed? How democratic was this process?
- Who controls the TEIs in your country?
- What powers do the TEIs have in the recruitment, development, promotion etc of staff?

Recruitment of teacher trainers

How democratic is the recruitment process, and how far does it guarantee the recruitment of the right persons? A recruitment process that is riddled by corruption or sectarianism is not likely to attract the best staff. Besides, managing staff that have ‘god fathers/mothers’ in either the top management or the ministry of education can be quite challenging. It can, for example, be very difficult to discipline an errant staff member who is a close relative of the TEI principal.

ACTIVITY 10

What other problems can you think of that are likely to arise out of a recruitment process that is riddled by corruption or sectarianism?

Student involvement in the management of the institutions

Although this may have very little to do with academic staff management, it is an important factor in the maintenance of harmony in an institution. There is a greater emphasis today in the importance of students being involved in the management of their institutions. As stakeholders, their involvement and participation could lead to quality assurance and also to the needs of the teacher trainees being taken into account. This implies representation of students in some key decision making committees of the TEI. For example, governing councils, Senates, and faculty boards are key in the management of universities and colleges. Having students on these key organs could ensure more active involvement of students in the decision-making processes of the institutions. Student governments like the student guilds can also be incorporated into the management of the institution.
Of direct importance, however, to academic staff management is the role of students on staff evaluation. One way of achieving quality in the teaching learning environment is through student involvement in the evaluation of the lecturers. This can be done annually or at the end of each course (See appendix 1 for a sample of a form that can be used to involve students in staff evaluation). The result of such an evaluation can then be used in planning staff development programmes. See section 3.5 for a further discussion on staff appraisal.

Staff involvement in the management of the institutions
Some college administrators and managers are reluctant to have the staff participate in the administration and management of the institution, and if they let them, then it is by coercion. Staff involvement helps promote unity amongst the staff, and some of the strategies of doing this are through staff meetings, committees, staff associations etc. One important aspect of efficient management is delegation. It ensures involvement of other staff and promotes shared responsibility. Staff involvement should also include involvement in the management of finances. See module 2 for details on financial management.

Control and management of information
It is often said that information is power. Indeed, in academic staff management, how information is generated and shared can be an indicator of how democratic an institution is. A TEI head who is unwilling to involve staff in the management of the institution is likely to hoard information and not make it accessible to the rest of the staff.

ACTIVITY 11

- Think about your own TEI, how is information generated and how is it distributed?
- How does this inhibit or promote administration?

To achieve all these, the management style chosen should be the kind that has standard procedures and communication channels that are relevant to the demands and needs of the institution. In addition, the decision making processes should help in achieving ownership of decisions made. It is important that academic staff feel their views are taken into account in the decision making process and that they have a sense of ownership of these decisions. Implementation and monitoring of the decisions taken in this way is much more likely to be less problematic. However, if the staff have no sense of belonging and ownership of the TEI,
but see it simply as a place that gives them employment and therefore as a source of pay only, then when pay is not a motivating factor, their commitment is likely to suffer.

2.7 CONCLUSION
Education systems in sub-Saharan Africa differ, and so the TEIs are also organized differently. However, despite these differences, all TEIs need to be governed properly and to do so requires adherence to basic principles of good staff management. These principles require that all staff, both academic and non-academic, are recognized as important in the achievement of the institution’s mission and so should all be treated with fairness taking into account their aspirations and interests. No teacher education institution can effectively and efficiently serve its clients if the non-academic staff are ignored and not recognised as important.

2.8 SELF ASSESSMENT
1. How do you think the management of teacher education affects staffing in the institutions?

2. A number of principles for good academic staff management were discussed in the unit. Are any of these principles lacking in your institution? What do you think needs to be done to address these?
UNIT 3: LEADERSHIP IN THE MANAGEMENT OF TEIs

3.1 INTRODUCTION
Management in any institution will need leaders; people that will have the charisma and the convictions to carry out the tasks and responsibilities of the institution. Whereas managing an institution requires people that have the training to oversee all the activities of the institution, leaders will still be required to effectively implement the aspirations of the institution. In addition, the managers themselves ought to be leaders for them to be effective.

**Box 7: Definition of leadership**

Leadership is a dynamic process at work in a group whereby one individual over a particular period of time, and in a particular organisational context, influences other group members to commit themselves freely to the achievement of group tasks or goals.

(Cole 2002:65)

As Cole (2002) says, leaders are important because they influence other members of the organisation to work towards the achievement of institutional goals. Every institution will therefore need to have leaders to influence others, and a manager needs to be a leader to be able to influence those she/he manages.

3.2 UNIT OBJECTIVES
This unit will have the following objectives:
1. Establish the importance of leaders in a TEI
2. Identify the characteristics of a good leader

3.3 KEY CONCEPTS
Leadership
Managers
Grooming leaders

3.4 CHARACTERISTICS OF GOOD LEADERS
Every institution needs leaders, and some of the characteristics of a good leader will be discussed in this unit. This is expected to enable you identify leaders in your institution. You may also discover that you too have the features of a good leader yourself.
ACTIVITY 12

1. Is there anyone in your career that you have admired as a good leader?
2. What is it that you admired about this leader?
3. How do you think you can develop these characteristics yourself?

The answers you have given to these questions should be a good start for us to examine the characteristics of good leaders. We will now discuss the following:

Box 8

- Self confident
- Trustworthy
- Inspiring and charismatic
- Tactful

Of leaders and managers

“Many people, by the way, are both. They have management jobs, but they realize that you cannot buy hearts, especially to follow them down a difficult path, and so act as leaders too”.


Self confident

A manager should be a leader and ought to have clear convictions about personal values and the values and processes of the institution. What you believe in is important, because beliefs form the core of our values and behaviour. A manager that is unsure of his/her values, institution values, and how tasks ought to be implemented is likely to be a liability to the institution. Indecisiveness is not a quality that any leader should have. Instead, the leader should demonstrate a high level of self confidence and charisma. A leader ought therefore to have ability to take decisions depending on his/her convictions about what is right and ought to be done.

Trustworthy

One of the strategies of ensuring that a manager is able to involve all staff and motivate them is for the manager to be someone who can be trusted. The following questions would be pertinent:

- Can you be trusted to utilise institutional resources with wisdom?
- Can staff trust you to guide the institution to achieve its mission?

A trustworthy manager will attract staff like light attracts moths. Trust helps staff have confidence on the management and accept the decision he/she takes.
**Inspiring and charismatic**
Managers should be able to inspire the staff, and the staff needs to be encouraged to carry out the tasks that must be carried out. This can be achieved if the manager is the kind of leader that inspires people to work. As a leader, you should make your team believe that you have confidence in them to do the right thing, and have sufficient passion for the task they have at hand. When as a manager you act as a leader then you would, in that situation, avoid bringing in the authoritarian control common among managers. In leading, you do not tell people what to do, but you appeal to them so that they can do what needs to be done with willingness and not under compulsion. For this to happen, you would have to treat the members of staff as colleagues not subordinates. That requires a good deal of inspiring ability and charismatic leadership style.

**Tactful**
Leading others requires tact, because there is ‘no one best way’. Decisions taken should always depend on the situation at hand. It therefore follows that to do the right thing at the right time requires a lot of tact.

**3.5 GROOMING LEADERS IN A TEI**

In addition to the manager having these qualities, it is vital for the institution to have other people that have the qualities of good leaders, because you will need these people. These are the people that a manager can involve in leading teams in the organisation. You need not be threatened by people you see as potential leaders. Instead you should identify such and give them tasks they can undertake because if you sidestep them, because they have these qualities of leaders, they might use these to sabotage your work or to mobilise others against you. People with leadership qualities can be assets to the institution; but if they are not well involved in the organisation, they can become sources of strife.
ACTIVITY 13

What are the other dangers of you as a manager not being able to identify people who have leadership qualities in your organisation?

3.6 CONCLUSION

Leadership is one of the abilities a manager should have in addition to any other abilities he/she may have. As a manager, you should therefore be keen to have or develop leadership skills so as to be successful. Also, every TEI needs leaders because leaders are important in influencing staff to achieve the institutional goals. Successful leadership means institutional goals are achieved, the staff have a high degree of commitment to these goals, and they are satisfied with the performance of the manager, institution and their own performance. Good leadership is critical for a healthy organisation. However, it is true that not all managers are leaders and not all leaders are managers, but every manager should strive at becoming a leader.

The following table gives a summary of the characteristics of leaders and managers, and you are required to note that a successful manager requires all these.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Leader</th>
<th>Manager</th>
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<tbody>
<tr>
<td>Essence</td>
<td>Change</td>
<td>Stability</td>
</tr>
<tr>
<td>Focus</td>
<td>Leading people</td>
<td>Managing work</td>
</tr>
<tr>
<td>Have</td>
<td>Followers</td>
<td>Subordinates</td>
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<tr>
<td>Horizon</td>
<td>Long-term</td>
<td>Short-term</td>
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<tr>
<td>Seeks</td>
<td>Vision</td>
<td>Objectives</td>
</tr>
<tr>
<td>Approach</td>
<td>Sets direction</td>
<td>Plans detail</td>
</tr>
<tr>
<td>Decision</td>
<td>Facilitates</td>
<td>Makes</td>
</tr>
<tr>
<td>Power</td>
<td>Personal charisma</td>
<td>Formal authority</td>
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<tr>
<td>Appeal to</td>
<td>Heart</td>
<td>Head</td>
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<tr>
<td>Energy</td>
<td>Passion</td>
<td>Control</td>
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<td>Dynamic</td>
<td>Proactive</td>
<td>Reactive</td>
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<tr>
<td>Persuasion</td>
<td>Sell</td>
<td>Tell</td>
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<tr>
<td>Style</td>
<td>Transformational</td>
<td>Transactional</td>
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<tr>
<td>Exchange</td>
<td>Excitement for work</td>
<td>Money for work</td>
</tr>
<tr>
<td>Likes</td>
<td>Striving</td>
<td>Action</td>
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<td>Subject</td>
<td>Leader</td>
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<tr>
<td>Wants</td>
<td>Achievement</td>
<td>Results</td>
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<td>Risk</td>
<td>Takes</td>
<td>Minimizes</td>
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<tr>
<td>Rules</td>
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<td>Makes</td>
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<td>Conflict</td>
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<td>Avoids</td>
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<tr>
<td>Direction</td>
<td>New roads</td>
<td>Existing roads</td>
</tr>
<tr>
<td>Truth</td>
<td>Seeks</td>
<td>Establishes</td>
</tr>
<tr>
<td>Concern</td>
<td>What is right</td>
<td>Being right</td>
</tr>
<tr>
<td>Credit</td>
<td>Gives</td>
<td>Takes</td>
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<tr>
<td>Blame</td>
<td>Takes</td>
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3.7 SELF ASSESSMENT

1. Why is it important for every teacher education institution to have leaders?
2. What are some of the characteristics of good leaders and how can these be cultivated?
UNIT 4: CHALLENGES TO EFFICIENT ACADEMIC STAFF MANAGEMENT

4.1 INTRODUCTION

As you may imagine, achieving an efficient academic staff management is likely to face a number of challenges. And this is expected as challenges are inevitable. These challenges can then be taken as opportunities for growth in the institution, but this will depend on how the institution handles these challenges.

ACTIVITY 14

1. What are some of the challenges you are facing as a manager of a TEI?
2. How do you think these challenges can be minimized?

4.2 UNIT OBJECTIVES

1. Identify some of the challenges to good academic staff management
2. Lay strategies for mitigating these challenges in the TEIs

4.3 KEY CONCEPTS
Staff turnover
Institutional autonomy

4.4 INADEQUATE FUNDING

Funding for higher education has decreased in many countries. For example, from the 1960s to the 1980s, university education in all SSA countries was free. However, since the 1990s, this is no longer the case. Students today have to pay tuition fees, and governments no longer meet all the other costs in these institutions. There is therefore inadequate funding for efficient and effective management systems and structures. Inadequate funding also implies poor staff development planning. When funds for staff development funds are inadequate and/or unreliable, then it becomes difficult for a TEI to plan for staff development. For example, donor funding is not always according to the priorities of the TEIs, but rather according to the interests of the donors. A TEI is therefore likely to receive donor funding for staff development in areas that may not necessarily be the priority areas for the TEI.
Nevertheless, because of inadequate funding amidst great needs, the TEI would be compelled to accept the funding.

The other likely effect of inadequate funding may be that the TEI will be forced to send its staff for training in institutions that may not necessarily be the best in the provision of that training, but which may be cheaper options. This could have impact on the overall quality of staff development and on the quality of staff.

Another area of importance to academic staff that is likely to suffer as a result of inadequate funding is research. This should be a major strategy for staff development, but most times, because of inadequate funding, a TEI whose staff does not engage in research is likely to have challenges maintaining quality. It will be difficult for staff to grow as a result of research since research will have been slowed down due to inadequate funding.

TEIs should therefore be aware of this challenge and should lay strategies of effectively managing the little funding they may have and find innovative ways of raising funds without compromising the mission of the TEI.

4.3 COLLABORATION WITH GOVERNMENT

In some countries, the government is not always willing to give the TEIs the autonomy they require to advance as academic institutions. So, sometimes, there is a tension between the institutions and the government, because of decision-making in the TEIs. Government may want to play a very central role in decision-making, while the institutions may prefer autonomy to make their own decisions. Academic independence and autonomy is central for maintaining quality in teacher education, and governments ought to give the TEIs a level of autonomy and independence that will allow them to carry out their academic role with minimum interference. This is said without the government losing its interest or oversight on what goes on in the TEIs.

TEIs need to recognise that government is a major stakeholder in teacher education, and will have interest in the institutions. TEIs should therefore see government as an ally, a partner
and work towards maintaining this interest and support while at the same time lobbying for more autonomy.

There may be no straightforward answer to this dilemma and may therefore be handled differently depending on each country’s policies and practices.

ACTIVITY 15

| How do you think TEIs can continue to partner with government in the provision of teacher education while at the same time maintaining autonomy? |

4.4 HIGH STAFF TURNOVER
The challenge of brain drain has already been discussed in section 3.2.4. High staff turnover sometimes implies that the most experienced of the trainers with the greatest promise leave service. High staff turnover inhibits continuity and leads to poor staff student ratios. Curtailing staff turnover is therefore critical for the maintenance and assurance of quality.

There are many ways of dealing with the challenges identified, but in the next sub section we will only focus on motivation as a strategy, because this particularly affects staff management.

ACTIVITY 16

1. What are some of the challenges that your institution is facing especially with regard to attracting and retaining high quality staff?
2. What do you think can your institution do to deal with these challenges?

4.5 CONCLUSION
Challenges are inevitable and every TEI manager should be prepared to encounter them. It may be much easier to deal with some of these challenges, whilst others may require a lot more thought and interventions that may be more complex. Managers should take challenges as opportunities which, if well exploited, can lead to growth in the institution.
SELF ASSESSMENT
1. Do you know of any staff that have resigned from teacher education service?

2. Why do you think are teacher educators leaving the service?

3. How do you think can you encourage staff to remain in your institution?
UNIT 5: MOTIVATION IN ACADEMIC STAFF MANAGEMENT

5.1 INTRODUCTION

Unit 4 focused on identifying some of the major challenges that TEIs face which affect academic staff management. There are a number of strategies that can be adopted to deal with these challenges, depending on the environment in which the TEI operates.

Motivation is pivotal in academic staff recruitment, retention and management. In this section we will be focusing on motivation as a key factor in academic staff management. However, before we examine this further, reflect on these questions.

ACTIVITY 17

- Is motivation really important in staff management?
- What is it that motivates you as a teacher trainer?
- What do you think can be done to sustain this motivation?
- How are high quality teaching, research and community service rewarded in your TEI?

It is believed that your response to the questions posed here have shown you that motivation is indeed important in staff management, and that there are many factors that contribute to the motivation of staff. Sometimes, managers make the mistake of thinking that increased pay can lead to increased motivation, but this does not always happen. Increased pay in an environment where staff still do not feel appreciated is not likely to lead to increased motivation.

5.2 UNIT OBJECTIVES

1. Identify key principles of academic staff motivation
2. Identify factors that motivate staff in TEIs

5.3 KEY CONCEPTS

Motivation
Intrinsic motivation
5.4 KEY PRINCIPLES IN MOTIVATION OF ACADEMIC STAFF

ACTIVITY 18

What do you think may be some of the key principles of motivation of academic staff?

As mentioned earlier in Unit 4, there are a number of challenges that TEIs face and some of these affect staff management. There are a number of ways of motivating staff, but regardless of the strategy used, there are basic principles that should govern all strategies of staff motivation. Some of these are now briefly discussed in the next sub sections. Take note of these and reflect on the answer you may have given to the question asked in the previous box.

All staff should be motivated

Every staff member in a TEI must be self-motivated. And administrators and managers should demonstrate self-motivation before they can seek to motivate the rest of the staff. Administrators and managers who exhibit lack of interest in their work cannot motivate the rest of the staff.

Clarity of expectations

Managers and administrators should be clear about what the expectations are from each staff member, and these expectations should be in line with the mission and goals of the TEI. There is nothing as frustrating as being employed and having nothing to do, because your roles and responsibilities have not been articulated and you are expected to keep yourself busy.

Taking into account what staff see as important

Deliberate interest and effort in motivating others takes into account what the academic staff see as important for motivation. Focusing energies on what the academic staff do not see as valuable is not likely to lead to their motivation. Management must deliberately seek to establish what it is that motivates the staff, and then put in place deliberate efforts at ensuring
the motivators are put in place. Often times, managers make the mistake of assuming that because staff are well paid, they ought to be motivated. It is important to remember that money is not the only motivator, and that is why it is vital to always identify what motivates your staff. Other strategies can be used, for example, developing and promoting intrinsic motivation.

**Clear systems and structures that promote motivation**
Identification of what motivates staff should be followed by putting in place systems and structures that will promote staff motivation. For example, does the institution have reward systems and how do these work? Do all the employees know what these procedures are?

**Continuous efforts at motivation**
Staff motivation cannot be achieved overnight, but must be worked upon continuously. It should be considered as an on-going process. That is the only way it can be sustained. Therefore, if as a manager you feel that your staff is currently motivated, to sustain the motivation you will need to continue working on motivating your staff.

As we end this sub section, here is an activity that you can carry out to help you establish what motivates your staff, and to plan ways of sustaining that.

**ACTIVITY 19**

- Distribute appendix 3 to your fellow trainees. It is a form that you can use to gather information about what motivates your staff.
- Arrange for a meeting to discuss the results of the form and to agree on how the motivation can be sustained
- Analyse the data you gather from these forms and from the discussion, and establish what motivates your staff and how this can be achieved.
- Draw up a work plan for the implementation of what you have agreed upon with your staff.

**5.4 CONCLUSION**
Motivation is a major strategy that TEIs can use to help them deal with challenges that TEIs face to ensure good academic staff management. There are many strategies that can be adopted to motivate staff, but to ensure you use the right strategies, you need to carefully
identify things that motivate your staff and plan ways of tapping into these for the best results.

5.5 SELF ASSESSMENT
1. What do you think your institution can do to enhance staff motivation in your institution?
UNIT 6: CAREER DEVELOPMENT AND APPRAISAL OF ACADEMIC STAFF IN TEIs

6.1 INTRODUCTION

Academic staff always want to grow and career development is important. It is therefore necessary that deliberate plans be made to ensure this happens, and resources are also allocated for the purpose. This should, however, be closely linked to staff appraisal which should not be treated as opportunity to find fault, but rather as opportunity to plan for staff improvement.

6.2 UNIT OBJECTIVES

At the end of studying this unit, you will be able to:

1. Appreciate the importance of career development and identify the major reasons for it.
2. Identify major steps in staff appraisal and carry out your own staff appraisal.

6.3 KEY CONCEPTS

Career development
Staff appraisal

6.4 WHY IS CAREER DEVELOPMENT IMPORTANT?

Career development and appraisal are key in overall staff management. Career development implies that staff have opportunities to grow and rise up to their full potential. Appraisal is the process of continually assessing the abilities, knowledge and skills of staff with the ultimate purpose of helping them improve.

Why do you think career development is important? List at least five advantages of career development to your staff.
There are many reasons why every TEI should ensure that it has a clear strategy and plan for career development. Some of the reasons are:

**Quality assurance**
Knowledge is not static, and every academic needs to constantly revisit her/his knowledge base so as to keep abreast of any changes emerging. A good teacher trainer should be knowledgeable and up to date about his/her subject. Teacher trainers should not run out of date in terms of knowledge, skills and abilities. This is one way of ensuring quality in teaching and learning in the institution.

**Research**
Research is another important factor in career development. Teacher trainers are required to constantly carry out research to keep themselves up to date in their knowledge and skills. Society is always changing and to keep abreast with these changes, teacher trainers should actively engage in research. Quality teaching and learning is also dependant on the amount of research carried out in the institution. Research conducted should inform teaching. If new knowledge is generated from research, then this should be included in the curriculum of the TEI or of the school system. The TEI should therefore promote research as one way of achieving staff development.

**Staff retention**
Motivation and retention of staff may be tied to the lack of opportunities for career development available in the TEI. Every employee in an organisation may always have a desire or a dream to grow in the organisation. An institution that has no avenues for growth or promotion is likely to lose its staff to other organisations with more promising opportunities for growth. Academic staff development is therefore one of the tools to use to prepare staff for growth and promotion.

**6.5 CAREER PATHS AVAILABLE IN TEIs**
Career paths for teachers are highly limited, and this has been suggested as one of the reasons for teacher attrition. This module will not examine the career paths for teachers, but will focus on career paths for teacher educators.
Discussing career paths in teacher education must be with the understanding that teacher education is offered in various ways, and so the avenues for career development are also likely to vary. Section 3.3.1 discussed the differences in the organisation of TEIs.

**ACTIVITY 20**

- What career paths are available in your TEI?
- What must a teacher trainer do so as to rise up the levels?

**6.6 STAFF APPRAISAL**

*What is the purpose of performance appraisal?*

Staff appraisal is an important element in academic staff management. This is because every institution needs to attract and retain the best staff, and one way of ensuring this is through regular evaluation of staff already recruited, and evaluating those who are being recruited.

However, before we discuss this any further, you are encouraged to reflect on the following questions. Please remember to carefully write down the answers to these questions. You will find this helpful as you study the rest of the module.

**Activity 21**

- Does your institution carry out performance appraisal?
- How often is this done, and do you get feedback after the appraisal?
- What is it about this appraisal system that you are unhappy, and how do you think this can be improved?

Performance appraisal should be carried out with the ultimate purpose of helping staff, and improving their overall performance in the organisation. To do this, the performance appraisal should identify the staff’s strengths, weaknesses and areas of possible improvement. This implies that every performance appraisal must be followed up. For example, if an employee is not a good team player, it is not helpful to simply say in the appraisal form that he/she is not a good team player and leave it at that. The institution must make arrangements to support this employee acquire skills vital for team work.
Unfortunately, some TEIs have had systems that only focus on identifying the employee’s weaknesses without showing what could be done to improve. This is discouraging and demotivating. Evaluating achievement and providing the appropriate feedback can motivate staff. Performance appraisals can be very helpful in:

- Motivating staff
- Enabling the institution to measure the performance of all its staff
- Identifying training needs
- Identifying individual staff strengths
- Planning careers and identifying upcoming leaders
- Aligning institute objectives to staff job descriptions

The performance appraisal process

Performance appraisal process is time consuming, and if not well handled, can be frustrating and unproductive. However, a well handled and well organised performance appraisal can be very helpful to both the students and staff. In the following sections, we will discuss the process and see how to make the best of performance appraisal.

ACTIVITY 22

1. Look at your appointment letter again, list down the key tasks you are expected to carry out.
2. How do you think you should be appraised?

Identification of staff to be evaluated

To design the appropriate appraisal instruments, it is important to determine who in the organisation is to be evaluated. Ideally, everyone in the TEI should be appraised.

Determining criteria for evaluation

The criteria for appraisal should be dependant on the job descriptions. So, the first step in determining criteria to be included in the appraisal instrument is coming up with clear job descriptions. Well designed criteria for evaluation in the absence of clear job descriptions could lead to a lot of frustration for both the managers and those being evaluated. Regardless of what your letter of appointment says, the following constitute the typical tasks that a teacher trainer would be expected to carry out:

- Train trainee teachers
- Help trainee teachers become creative teachers
- Supervise trainee teachers during the practicum
- Carry out research
- Write and publish
- Serve the community

The criteria for appraisal should therefore reflect this.
Appendix 1 gives a student staff evaluation form, and a sample appraisal form is given in appendix 2.

**Scheduling evaluation**
For performance appraisal to be meaningful, it is necessary for them to be regular and consistent. It is therefore important to establish schedules so that all parties know when and how the appraisal shall be carried out. It is frustrating for staff to be ‘ambushed’ and asked to participate in an appraisal without prior notice or warning. Also, for results of appraisal to be meaningfully utilized, there must be well articulated schedule for the appraisal and for the utilization of results of the same.

**Communication**
Communication is vital in academic staff management, and so is equally important in performance appraisal. All staff should therefore be well informed of the appraisal system, the criteria being used and the purpose of the appraisal.

**Training**
Performance appraisal should not be conducted carelessly because that would be counterproductive. It should be well planned and well executed. All those involved should be well prepared for the task. Officials carrying out the evaluation should be well trained in what they ought to do and how this is to be done. Those being evaluated need to be prepared on what their role in the appraisal process, is and how to fully benefit from it. Proper orientation to the appraisal process is therefore necessary.

**Actual appraisal**
Well designed instruments are useless if they are not used. The appraisal exercise should therefore take place at designated times on a regular basis. This might involve:
- Filling out the appraisal form. This would have to be filled by both the supervisor (appraiser) and the teacher trainer being evaluated (appraisee).
- Discussion of the form. This should be done in a relaxed manner without stressing out those being appraised.
- Reviewing the results of the appraisal

**Agreeing on the follow up action**

After the appraisal, what next? Data collected and analysed is not useful if the data is not used for decision making. Data collected from appraisals should be used to help staff and improve staff management and development. Sometimes staff have been reluctant to fill out appraisal forms because after the exercise they have not felt that their needs as indicated in the appraisal form have been attended to. Unfortunately, this is a common occurrence in TEIs and it discourages staff from participating in subsequent appraisals.

**Figure 2: Staff appraisal cycle**
6.7 SUMMARY/
If as a manager of a TEI you are to attract and retain the best staff, then your institution should have clear career development plans and opportunities. It is true that promotion in teacher education may be tied to the Ministry of Education policies but, if staff are convinced your institution gives them opportunity to grow, they will be attracted to your institution. Also, staff appraisal should be linked to career development. TEIs should move away from a staff appraisal system that is geared towards fault finding only, to a system whose ultimate objective is helping staff improve and grow. To achieve this, the staff appraisal system should be well planned and carried out in a systematic manner.

6.8 SELF ASSESSMENT
Staff appraisal is very central in staff development. However, sometimes it is not well handled in institutions. How do you think staff appraisal in your institution can be improved?

7.0 CONCLUDING REMARKS
Teachers are very central to any education system, and to ensure that high quality teachers are trained, it is vital for Ministries of Education to pay close attention to teacher education institutions (TEIs). One of the key elements of a TEI that requires attention is the staff. Every TEI needs to acknowledge that both the academic and non-academic staff are of equal importance and should be managed in a manner that will draw out the best in them for the effective and efficient fulfilment of the institute’s mission.
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The Use of ICT Tools in Staff Management

Overview

The focus of this module is on the management of academic staff at TEIs, and in particular on issues of monitoring and evaluation, and of motivation and performance – a focus on higher level issues with policy implications, rather than on more basic record-keeping. The ICT tools available to support the management of academic staff cover most of the higher level issues in some depth, but at the same time such tools are also designed to support the management of all staff, academic and non-academic, and to cover all levels where records are needed. Accordingly, in this section the tools described have quite broad applications, and Heads of TEIs would need to modify and use them in a way that suits their institution.

TEIs can all benefit from a system to manage human resources: that is, a standardized system that incorporates every aspect of personnel management and administration. The system will cover basic areas such as recruitment, payroll, leave and superannuation, but it should also go far beyond these to include monitoring and evaluation (for example through performance appraisals), as well as training and career progress. To reduce the workload of carrying out these activities manually, TEIs can adopt computerized Human Resource Management Systems (HRMS).

An HRMS typically encompasses the following modules:

1. Payroll
2. Work Time
3. Benefits Administration
4. Career Progress and Appraisal

1. Payroll modules automate the pay process by gathering data on employee time and attendance, calculating various deductions and taxes, and generating periodic pay cheques and employee tax reports. Data is generally fed from the Work Time and Benefits Administration modules to the payroll module. The payroll module can encompass all employee-related transactions, as well as integrate with existing financial management systems.

2. Work Time modules gather standardized time and work related information. The most advanced modules provide broad flexibility in data collection methods and data analysis features. Cost analysis and efficiency calculations are the primary functions.

3. Benefits Administration modules provide a system for organizations to administer and track employee participation in benefits programs. These typically encompass insurance, compensation and retirement.

4. Career Progress and Appraisal modules capture the areas of staff monitoring and evaluation, including regular performance appraisals, training needs and courses followed, and career progress.
Staff Management in Open and Distance Learning Environments

TEIs offering open, distance or online delivery of programmes often involve a scattered community of students interacting with a single college site at which the staff, learning resources and administration of the programme are located. In this situation staff management is not essentially different from the management of staff involved in traditional face to face instruction. On the other hand, where staff delivering the programme are themselves widely distributed, monitoring and evaluation and other record-keeping functions can easily slip. In this situation an HRMS can be invaluable in ensuring that standards are maintained across the entire institution, wherever staff may be located. At a Virtual College, without any physical campus, an HRMS is even more important.

Open Source

There are free and open source tools that can be fully utilized or customised to fit TEI needs, but they are still few in number and under constant upgrading. An example of an accomplished open source HRM system tool is described below.

OrangeHRM

OrangeHRM is an Open Source Human Resource Management Information System that provides a vast range of features to manage staff. It could be an effective platform for aligning a TEI’s HR processes with its overall mission and goals. OrangeHRM has the following features:

Administration Module
This is where all system administration tasks are and serves as the backbone for the rest of the system. Security issues are taken care of through this module, as well as issues around the rights of staff to have access to data held concerning them.

Personal Information Manager Module
This core module maintains all relevant employee related information, including different types of personal information, detailed qualifications and work experience, job related information, etc. A picture of the employee is included as well. Information captured in this module is utilized by all other modules, thus eliminating data redundancy.

Employee Self Service Module
Employee self service is a powerful tool providing employees of the institution with the ability to view and update relevant information such as personal information, training courses attended, etc; the latter can be updated through the Internet.

Reports Module
This feature produces customized reports according to the institution’s needs. Any number of reports can be defined by selecting from a range of search criteria and report fields.

Leave Module
A comprehensive leave management module, with extensive possibilities for defining leave of different kinds. It caters for all application and approval processes and is able to display information on leave entitlement, balance, history etc. Thanks to the web-enabled and self-
service concepts, it significantly streamlines all leave related procedures, eliminates paperwork and saves costs.

Time and Attendance Module
The module automates staff attendance tracking, eliminating paperwork and manual processes associated with time and attendance records.

Commercial HRM Tools

There are several commercial HRMS in the market with varied features, solutions and costs. Note that commercial software can be customized to fit the needs of the individual institution.

The following from Oracle is a good example of HRM software that lends itself to an educational institution. Note that Oracle also produces software for schools management: Oracle School Express is free of charge – see details at www.oracle.com/za/eschools This software could also be useful to TEIs and will be noted again in the context of institutional management.

Oracle's PeopleSoft Enterprise Human Capital Management

PeopleSoft HCM helps an institution to increase efficiency and operating performance throughout an institution. It covers all the areas of administration and management discussed above.

Caution: If a TEI wishes to buy a commercial product it is important to check that the company offering it has a good reputation locally in terms of product quality, speedy and efficient support, etc. Decision-makers at the TEI should ask the company for local references which can be followed up.

References:
http://en.wikipedia.org/wiki/Human_resource_management_systems


# APPENDIX 1
## SAMPLE EVALUATION FORM

**EVALUATION OF LECTURER TEACHING PERFORMANCE**

Dr Sample Lecturer

**Lecturer being evaluated:**

**INSTRUCTIONS:**

Please indicate your response LIKE THIS: ○○○○ ○ ○ ○ ○ ○

NOT LIKE THIS: ○ ○ ○ ○ ○ ○ ○ ○ ○

**Key:**

1. Strongly Disagree (SD)
2. Moderately Disagree (MD)
3. Slightly Disagree (D)
4. Slightly Agree (A)
5. Moderately Agree (MA)
6. Strongly Agree (SA)
7. Not Applicable (NA)

**RETURN FORM within ONE MONTH of the end of your unit.**

**Keep comments within the box. Erase any mistakes.**

---

**In which semester/trimester did you study this unit?**

1. 2.

**Did you study internally, externally or through an affiliated institution?**

3.

**Did you attend a residential school?**

4.

**Was this survey conducted at the residential school?**

5.

---

<table>
<thead>
<tr>
<th>1</th>
<th>The lecturer organised unit content in ways that facilitated my learning.</th>
<th>SD</th>
<th>MD</th>
<th>D</th>
<th>MA</th>
<th>SA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The lecturer presented unit material in ways that assisted my learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The lecturer demonstrated thorough knowledge of the subject area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The lecturer selected texts and readings that were useful aids to my learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The lecturer made all unit assessment requirements clear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The lecturer provided timely and constructive feedback on my assessment tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The lecturer provided clear and appropriate answers to student questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The lecturer treated all students fairly and equally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The lecturer encouraged question asking in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The lecturer provided encouragement and support for student improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The lecturer gave me a good foundation for further studies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The lecturer encouraged independent study and use of additional reading resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The lecturer was available for consultation and individual help where needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Overall, the lecturer was highly effective in facilitating my learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I would recommend that other students take a unit taught by this lecturer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Indicate the major strengths of this lecturer that you have seen or experienced this semester:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Indicate any weaknesses that you feel the lecturer could work on developing into strengths:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Thank you for providing feedback. This information will assist unit coordinators to improve the unit.

---

Source: The University of New England
# Appendix 2
## Sample Appraisal Form

**TYPE OF EVALUATION**
- Initial – 4 Months
- Annual
- Special

**CLASSIFIED STAFF EVALUATION FORM**

### Name of Employee:

### Date of Employment Into Current Position:

### Department:

### Position Title:

### Describe briefly the specific work performed by this employee:

---

**INSTRUCTIONS TO SUPERVISOR:** As part of the performance evaluation process, you and the employee (together or separately) select, rate, assign, and date the position's PDQ (Position Description Questionnaire) that is on file with the IR Office to ensure that it is accurate and current. The PDQ and reassess the performance evaluation and PDQ with the employee in a private setting without interruption. Remember that performance evaluation is a continuing process, not just an annual event. Throughout employment, supervisors are encouraged to interact and communicate periodically with the employee about the job and about his/her performance progress.

**COMPLETING THE PERFORMANCE EVALUATION:** Concentrate on one factor at a time; rate all ranking specifications for that factor, and use your own independent judgment to determine which ranking best describes the performance of the employee. Supervisors are instructed to provide detailed comments to support the ranking. Supervisors are instructed to provide "average" goals and objectives for the year which will help ensure the employee's performance. Additional space is needed, please attach a separate page. Any ranking of 1 and/or 2 requires justification in the supervisor's comments section. A ranking of 1 in any performance factor requires a special evaluation in 90 days. To ensure a fair, honest, and effective performance evaluation, work with the utmost care and thought. Rate on the basis of the employee's duties and responsibilities of the position, disregarding personal impressions, and do not allow personal feelings to govern your rating.

### FACTOR: Quality

<table>
<thead>
<tr>
<th>QUANTITY:</th>
<th>Lethargy or inability to fully complete work.</th>
<th>Insufficient or incorrect responses to work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANKING</td>
<td>I (Poor)</td>
<td>II (Fair)</td>
</tr>
<tr>
<td></td>
<td>I (Poor)</td>
<td>II (Fair)</td>
</tr>
<tr>
<td></td>
<td>III (Good)</td>
<td>IV (Very Good)</td>
</tr>
<tr>
<td></td>
<td>V (Excellent)</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS (optional):**

**GOALS AND OBJECTIVES (optional):**

---

### FACTOR: Job Knowledge

<table>
<thead>
<tr>
<th>JOKE KNOWLEDGE:</th>
<th>Verbal knowledge of the subject of the work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANKING</td>
<td>I (Poor)</td>
</tr>
<tr>
<td></td>
<td>II (Fair)</td>
</tr>
<tr>
<td></td>
<td>III (Good)</td>
</tr>
<tr>
<td></td>
<td>IV (Very Good)</td>
</tr>
<tr>
<td></td>
<td>V (Excellent)</td>
</tr>
</tbody>
</table>

**COMMENTS (optional):**

**GOALS AND OBJECTIVES (optional):**

---

### FACTOR: Initiative

<table>
<thead>
<tr>
<th>INITIATIVE:</th>
<th>Initiative in taking action, seeking new knowledge, and suggesting solutions and/or solutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANKING</td>
<td>I (Poor)</td>
</tr>
<tr>
<td></td>
<td>II (Fair)</td>
</tr>
<tr>
<td></td>
<td>III (Good)</td>
</tr>
<tr>
<td></td>
<td>IV (Very Good)</td>
</tr>
<tr>
<td></td>
<td>V (Excellent)</td>
</tr>
</tbody>
</table>

**COMMENTS (optional):**

**GOALS AND OBJECTIVES (optional):**

---

### FACTOR: Work Habits

<table>
<thead>
<tr>
<th>WORK HABITS:</th>
<th>Accountability, care of safety, precision, adherence to established rules and regulations, and personal appearance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANKING</td>
<td>I (Poor)</td>
</tr>
<tr>
<td></td>
<td>II (Fair)</td>
</tr>
<tr>
<td></td>
<td>III (Good)</td>
</tr>
<tr>
<td></td>
<td>IV (Very Good)</td>
</tr>
<tr>
<td></td>
<td>V (Excellent)</td>
</tr>
</tbody>
</table>

**COMMENTS (optional):**

**GOALS AND OBJECTIVES (optional):**

---

### FACTOR: Relationship with Others

<table>
<thead>
<tr>
<th>RELATIONSHIP WITH OTHERS:</th>
<th>Understanding of others' work. Tends to be understanding with others. Functions well with others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RANKING</td>
<td>I (Poor)</td>
</tr>
<tr>
<td></td>
<td>II (Fair)</td>
</tr>
<tr>
<td></td>
<td>III (Good)</td>
</tr>
<tr>
<td></td>
<td>IV (Very Good)</td>
</tr>
<tr>
<td></td>
<td>V (Excellent)</td>
</tr>
</tbody>
</table>

**COMMENTS (optional):**

**GOALS AND OBJECTIVES (optional):**

---

51
CAPACITY FOR ADVANCEMENT

A. Are you satisfied with the performance of this employee? _______ What changes have you observed in the performance of this employee since his/her last review?

________________________________________________________________________________________________________________________

B. Please comment on any strengths or weaknesses in the job performance of this employee.

________________________________________________________________________________________________________________________

C. Please indicate training and/or effort this employee needs to improve on weakness(es) cited in B above.

________________________________________________________________________________________________________________________

How long have you supervised this employee?

________________________________________________________________________________________________________________________

Supervisor’s Comments: __________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

Employee’s Comments: __________________________________________________________________________________________

________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________

This employee is [ ] is not [ ] recommended to continue employment. 

This report is based on my observation and knowledge. It represents my best judgment of the employee’s performance. Together, the employee and I reviewed, signed, and dated the position’s current PDQ that is on file with the HR Office.

Signature of Supervisor ___________________________ Date ___________________________

I have reviewed this report. It represents the facts to the best of my knowledge. I do [ ] do not [ ] concur in the recommendation, if any, as to status.

Signature of Budgetary Unit Head (if applicable) ___________________________ Date ________________

I have reviewed this report on the date indicated below and have had the opportunity to discuss it with my supervisor(s). My signature does not necessarily mean I agree with the report. Together, my supervisor and I reviewed, signed, and dated my position’s current PDQ that is on file with the HR Office.

Signature of Employee ___________________________ Date ___________________________

Rev 01/11/2007
This worksheet is designed to assist the Office of Human Resources in identifying the professional development (training) needs of our employees. As you evaluate the performance of this employee, please consider and discuss with him/her any professional development (training) which will help the employee in accomplishing job responsibilities and in meeting "agreed upon" goals and objectives.

Employee Name: __________________________

Title: __________________________

Department/Office: __________________________

List development areas that you identified and would like to see available for this employee via training workshops, seminars, and courses (i.e., writing skills, listening skills, supervisory skills, specific software program, computer skills).

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of Supervisor __________________________ Date __________________________

Form: HR 97-49
Revised 4-26-07
APPENDIX 3

Look at the following list of motivators and rank each of them according to how important you think they are. Rank from number 1 as the most important motivator. There is no correct or wrong answer, so please be as honest as possible when ranking these motivators.

<table>
<thead>
<tr>
<th>MOTIVATOR</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for Professional growth</td>
<td></td>
</tr>
<tr>
<td>Promotion</td>
<td></td>
</tr>
<tr>
<td>Opportunities for Training</td>
<td></td>
</tr>
<tr>
<td>Leadership opportunities</td>
<td></td>
</tr>
<tr>
<td>Work environment</td>
<td></td>
</tr>
<tr>
<td>Opportunities to participate in decision making</td>
<td></td>
</tr>
<tr>
<td>Acceptance by colleagues and seniors</td>
<td></td>
</tr>
<tr>
<td>Appreciation of efforts</td>
<td></td>
</tr>
<tr>
<td>Helping students learn</td>
<td></td>
</tr>
<tr>
<td>Fringe benefits like housing, medical insurance</td>
<td></td>
</tr>
<tr>
<td>Fair pay</td>
<td></td>
</tr>
<tr>
<td>Reliable pay</td>
<td></td>
</tr>
</tbody>
</table>