

**Academic Staff's Apathy towards formal professional development programmes at North-West University, Mafikeng Campus**

**By**

**Matiase Matthews Makunye**

**A dissertation submitted to the Graduate School of Business and Government Leadership  
in partial fulfilment of the requirements for the degree of Master of Business  
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**At**

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**Supervisor: Prof T Pelsler**

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## DECLARATION

I Matiase Matthews Makunye declare that the dissertation for Master of Business Administration in Human Resource in the Graduate School of Business and Government Leadership of the North-West University, Mafikeng Campus, hereby submitted by me, has never been previously submitted by me for a degree at this or another University.



.....  
M.M. Makunye

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For her tolerance and understanding, special gratitude goes to my wife, Malista, the true and valued companion of my life.

To the Almighty, to Him be glory and honour. I would like to thank Him for giving me wisdom and knowledge to compile this dissertation. If it was not for Him, I would not have made it. I will forever be grateful to Him.

## DEDICATION

This work is dedicated to my son, Seobi Tlhalefo and my grandson, Thebolo Kago.

## ABSTRACT

The purpose of this dissertation was to explore reasons for academics' apathy towards formal professional development programmes at North-West University, Mafikeng Campus.

For this study, the research design used was essentially descriptive, employing both qualitative and quantitative research techniques to gather and analyse data. Three techniques, namely, questionnaire surveys, analysis of University documentary sources on professional development, and literature review, were utilised to obtain information pertinent to this study.

The researcher established from the literature that the possible reasons for apathy towards professional development could be that people do not feel that their needs coincide with the mission/purpose statement of their organisation; people have conflicting commitments and, as a result, are often unable to expend the levels of time and energy called for by the organisation; and that people believe that they do not play a significant role in the processes that drive their organisation. The literature also highlighted the following major impediments to professional development: low priority and lack of support; lack of reward for or incentives to attend training sessions; existence of panels and committees in charge of professional development, but inactive; lack of time; existing perceptions of staff training; difficulties of timetabling; and lack of specific funding.

The questionnaire was structured around the following broad areas identified in the purpose of the study; strategies and activities that may be used to conduct professional development programmes in the University, rationale for participating in professional development programmes, academic staff's perceptions of professional development programmes, outcomes or effectiveness of professional development programmes, factors that are likely to promote professional development initiatives, and factors that are likely to impede professional development initiatives. The last question provided the respondents with the opportunity for additional information that they deemed necessary for the study.

Despite all the perceived impediments to professional development, the respondents felt positive that if things are done correctly, the future of professional development in Higher Education Institutions is bright. However, there is an urgent need to take stock of the

effectiveness of the current professional development initiatives and the findings from this study would serve as a basis for professional development initiatives in Higher Education Institutions. To this end the University needs to institute periodic needs assessment for professional development for both academics and the Institution as a whole. This will surely go a long way towards achieving the overall objective of professional development, which is the development of the individual and the Institution.



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# CHAPTER ONE

## ORIENTATION TO THE RESEARCH PROBLEM

### 1.1 INTRODUCTION

Higher Education has undergone rapid changes worldwide over the past few decades. It is therefore important that academics and Higher Education Institutions must develop in order to meet the challenges and cope with the changes that are rapidly taking place in their environments (Retna 2007:127). Mostert and Quinn (2009:1) observe that the way in which Higher Education (HE) is conceptualised is changing internationally. Factors such as globalisation, shrinking resources, increased demands for quality assurance and greater accountability, and increased competition among Higher Educational Institutions (HEI) have all contributed towards changing the traditional role of academics. The students of today offer a vast array of learner profiles, therefore, diversity of knowledge, culture, work experience and age are factors which must be taken into consideration by academics. Academics now operate in “a world of supercomplexity” (Mostert and Quinn, 2009:1).

This changing context of Higher Education, both internationally and in South Africa, presents new challenges for academics. In particular, academics require updating in human resource management and development, subject content and teaching and learning skills. In addition, Browell (2000:59) indicates that academics require development in course management and administration and an awareness of changes within the professional sphere. The afore-mentioned challenges brought about by the changing context of Higher Education have increased the importance of professional development (PD) because of its perceived link with performance and quality (Browell 2000:57). According to Steyn (2010:539) professional development is the answer to the complex challenges and rapid changes that are taking place within the academic world.

Higher Educational Institutions have mostly been concerned with academics' professional development as a way to support successful teaching and learning. Hence the focus of professional development efforts within Higher Educational Institutions has continued to be on academic staff (Fielden 1998:7). Professional development is about providing people with knowledge and skills that will enable them to perform their duties effectively and in

line with their organisation's strategic aim (Smith 2004:149). In the opinion of Wanzare and Ward (2000:265), professional development is a process that is aimed at positively influencing the knowledge, attitudes, or skills of staff in order to enable them to design instructional programs to improve student learning. Further, Le Grange, (2004:91) maintains that the vision of professional development goes well beyond the improvement of skills, therefore, it should be understood in terms of processes, structures and programmes that are aimed at harmonising individual and institutional interests towards mutual growth (Botha L.S. and Potgieter F.J. 2009:251).

According to Steyn (2010:540) the participation of staff in professional development programmes may motivate them to improve their performance. It is in such programmes that staff can reflect on their everyday problems, seek solutions to problems and report the findings at workshops or seminars. To this end Higher Educational Institutions have shown their support for academic staff development because they see academic staff as providing core business activities, which consist of teaching, learning and research (Thackway 1997:13). However, few Higher Educational Institutions can demonstrate the value of investments that they make (Goldstein and Ford 2002:138). The North-West University – Mafikeng Campus has also responded to the need for academic staff development. However, the extent of the academic staff development outcomes or whether the initiatives are well supported by the academic staff remains unclear.

The North-West University management, in an attempt to ensure quality teaching in the University, has invested substantial amounts of financial and human resources into professional development through the Academic Development Centre (ADC) and the Information Technology Department (IT dept.) directed towards staff development at the three campuses. Both the Academic Development Centre and Information Technology Department at Mafikeng Campus strive to promote the effectiveness of academic staff with respect to teaching, professional development, and research.

The academics of the University are expected to be familiar with educational developments and current good educational practice that pertain to their work; these expectations can be met through staff development. It is in this regard that on 23 September 2005 the Council of NWU approved the policy on staff development. The objectives, scope of application and

guiding principles of the Policy as stated in the North-West University Staff Development Policy (2009:1) are as follows:

### *Objectives*

- To facilitate the availability of competent, efficient and effective human resources for the University.
- To provide a structured framework for learning and development of staff.

### *Scope of application*

- This policy is applicable to all permanent staff members of the University. In the case of fixed-term and temporary staff, opportunities and resources for development will be determined by the operational requirements of the University.

### *Guiding principles*

- Career planning and staff development is primarily the responsibility of the individual staff member, and supported by management.
- Opportunities for learning and development will be accessible to all staff members, provided that it is aligned with the needs and goals of the University and within budgetary constraints.
- The allocation of resources for staff development will be fair, as determined by the strategic aims and objectives of the University.
- Staff development programs will be competency based, i.e. focusing on the development of knowledge, skills and attitudes/values as appropriate for the staff member in a specific position.

Based on the objectives, scope of application and guiding principles laid out above, the Policy has clearly outlined how it is to be implemented in order to achieve its main aim, and the next section deals with this concern.

## *The Major Components of the Policy*

The major components as stated in the North-West University Staff Development Policy (2009 1-2) are as follows:

- Staff development interventions must be planned and executed in a structured way. The line manager in participation with the staff member is responsible for the identification of staff development needs, in co-ordination with and based on assistance by the Human Resources department. Training may be provided in-house or sub contracted as needed.
- Staff development should follow from the annual formulation of a personal development plan for every staff member in a systematic and integrated manner.
- This personal development plan results as the output from the performance management system.
- The outcome of staff development interventions must add value to the attainment of the goals and objectives of the University.
- Opportunities for staff development must also provide opportunities for the promotion of equity goals and succession planning.
- Staff development programs and interventions must be aligned to the aims of the Skills Development Act and the National Skills Development Strategy, as well as to the priorities of the University.
- The use of study and occupational leave for staff development is determined in the conditions of service.

## *Governance, management roles and accountabilities*

- Council (through the Human Resources committee) is responsible for the existence and monitoring of implementation of a staff development policy.
- Institutional Management is responsible for the implementation of this policy in terms of the necessary processes, systems and procedures.

- Line managers are responsible for adhering to the policy, as well as the process and procedures.
- The Human Resources department is responsible for the administration process, and the provision of management information.

This study will be carried out at the North-West University, Mafikeng Campus and will seek to establish reasons why the academic staff of the Faculty of Education show apathy towards professional development programmes. The Faculty is one of the five Faculties within the Mafikeng Campus of the North-West University. It consists of thirty full time academic staff members and a student enrolment of approximately 1800. The Faculty is divided into three schools; the School of Continuing Education, the School of Undergraduate Studies, and the School of Postgraduate Studies. The School of Undergraduate Studies offers the Bachelor of Education (B Ed.) and Postgraduate Certificate in Education (PGCE) programmes. The School of Postgraduate Studies offers Honours, Masters and Doctoral Studies in a variety of specialization areas. The programmes offered in the Faculty are aligned with those offered at other the two sister campuses (Potchefstroom and Vanderbijlpark).

The Faculty is striving to position itself within the University and also in the broader education fraternity as a provider of quality teacher education programmes.

## **1.2 STATEMENT OF THE PROBLEM**

Over the past nine years, the South African Higher Education sector has been marked by the development of various policies and legislations in response to the challenges brought about by change and transformation. The main legislative framework affecting workplace education and training are the South African Qualification Authority (SAQA) Act 58 of 1995, the Skills Development Act 97 of 1998, the Skills Development Levies Act 9 of 1999, the ABET Act 52 of 2005 and the Further and Higher Education legislation as tabled by the Department of Education (DoE). All Higher Education Institutions have to show commitment and invest in workplace training.

According to Makondo (2010:2), a Senior Academic Development Advisor at North-West University, Mafikeng Campus, some staff development programmes have had to be cancelled because academics did not respond as expected. In some instances academics enrol for professional development programmes but do not attend, sometimes without any apology. It must be noted that initiatives such as staff development cost money and time, and apathy to such initiatives threatens to undo the good intentions.

There are many causes for academic staff's apathy towards professional development programmes. However, there is a need to enthuse academic staff with regard to professional development programmes. Godwin (2005:68) points out that academics prefer to be trained individually. In addition, Bos (2011:1) agrees that the following are some of the causes for academic staff's apathy towards professional development programmes.

- Many of the more conventional forms of professional development, such as conferences, workshops, lectures and mass staff-institute days, are unpopular as they are often led by outside experts who tell staff what to do and then are never heard from again.
- These staff development efforts usually focus on specific skill development; the importance of mastering this particular skill being determined by others.
- These initiatives tend to ignore the actual context in which academic staff operate and, therefore, become "just in case" training events that seldom bring about visible change.
- There are always concerns about scheduling and release-time problems that make it difficult for teachers to attend workshops at times convenient to them.

According to Legoabe, de Wet and Ryan (2011:46) academics' apathy towards professional development programmes leads to factors such as low self-esteem, a lack of self-confidence, real or perceived lack of progress, insufficient opportunities to achieve success, use of learning materials not considered relevant to the learners' needs, and a negative perception of the value of education.

Gumus, Borkowski, Derkard, and Martel (2011:46) indicate that individuals who engage in professional development programmes share a common goal; furthermore, their skills and knowledge for career advancement and personal development increases. Further, the involvement in professional development programmes provides networking opportunities for academics to gain new knowledge of current practices, as well as the ability to interact with other professionals; apathy towards professional development programmes means that academics will miss out on this benefit.

### **Problem questions**

The nature and extent of academics' apathy towards professional development programmes prompts one to ask the following questions:

- What are the current professional development policies and practices of academic staff at Higher Education Institutions against the background of the South African legislative framework that informs Higher Education?
- What strategies and activities for implementation of professional development programmes has the University employed?
- What are the reasons for participation in professional development programmes?
- How do academics perceive professional development programmes?
- What are the outcomes of professional development programmes?
- What are the factors that are likely to promote professional development initiatives?
- What are the reasons for apathy among academics?

### **1.3 RESEARCH OBJECTIVES**

The purpose of this study is to identify the reasons for apathy among academic staff in the Faculty of Education of the North West University-Mafikeng Campus regarding formal professional development programmes offered by the North West University, and to make specific recommendations for improving interest or support for these programmes.

Therefore, the objectives of this study will be to find out the reasons for academics' apathy towards formal professional development programmes and to determine:

- The current professional development policies and practices of academics at Higher Education institutions against the background of the South African legislative framework that informs Higher Education; (by means of a literature study)
- The strategies and activities of professional development programmes employed by the University; (by means of a questionnaire and literature study)
- The rationale for participation in professional development programmes; (by means of a questionnaire and literature study)
- The academics' perceptions of professional development programmes; (by means of a questionnaire)
- The outcomes of professional development programmes; (by means of a questionnaire and literature study)
- Factors that are likely to promote professional development initiatives; (by means of a questionnaire and literature study)
- The reasons for apathy towards professional development programmes by academics. (by means of a questionnaire and literature study)

Reliable information on academics' apathy towards professional development programmes will inform initiatives in this noble attempt to ensure quality service to the clients and compliance with the needs and strategic plans of the institutions. The debate regarding the provision of professional development in Higher Education is highly complex and multifaceted. A study that will contribute to the understanding of that multifaceted task is therefore significant. Specifically, this study will add to the body of knowledge in the area of academics' apathy towards professional development.

The study is also significant in that it may help Higher Education institutions to identify the professional development needs of academics and harmonise them with the needs and strategic plans of their institutions.

Overall, the researcher hopes that this study will become another lens through which to look at and probe the multifaceted complexity of professional development programmes.

#### **1.4 OVERVIEW OF DISSERTATION**

This dissertation will be structured in five chapters, as follows;

Chapter one (research proposal) provides an overview of the problem, and motivates the need for research in the area of staff apathy towards professional development.

Chapter two will be a literature review.

Chapter three will explain the research methodology and study method.

Chapter four will provide a description of data analysis.

Chapter five will present findings, recommendations, and conclusion.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

Higher Education institutions, such as Universities, are labour intensive organisations; they depend largely on human resources for the delivery of their services. The quality of staff is therefore central to their effectiveness. For the academic staff to keep up with the rapidly changing environment, they need to respond and adapt to change. Successful adaptation will require continuous professional and organisational growth. Academics need to remain current, updating their knowledge, skills and competencies. Likewise, organisations must “learn” to adapt and respond in order to support the development of its work force (Gumus et al. 2001:43). For it is only with a knowledgeable workforce that organisations, like the Universities, can succeed in meeting the demands of today and the future.

Organisational change efforts can bring about a range of outcomes, some intended, such as organisational survival and profitability, and some unintended, such as high levels of organisational change apathy among employees. This chapter looks at existing literature that deals with organisational change and apathy towards change, specifically, academic apathy towards professional development programmes or activities.

#### 2.2 OVERVIEW OF THE TARGET UNIVERSITY

The North-West University is a multi-campus university with a footprint across two provinces. The Mafikeng and Potchefstroom Campuses are situated in the North-West Province whereas the Vaal Triangle Campus is in the Gauteng Province. The Institutional Office is situated in Potchefstroom town.

The North-West University came into being on 1 January 2004 as part of the South African government’s plan to transform higher education. This process of transformation saw the merger of two universities with very different histories, personalities and cultures; the Potchefstroom University for Christian Higher Education which was historically a white university whose students and staff were mostly Afrikaans speakers and the University of the North-West which was historically a black university whose students were mostly black

people from disadvantaged rural communities. The Sebokeng Campus of Vista University was also incorporated into the merger.

## **2.2.1 Governance and Administration of the North-West University**

### **2.2.1.1 The Council**

The North-West University Council is the overall executive body of the university. The Council consists of 30 members, 18 of whom represent external stakeholders and 12 represent internal constituencies. In terms of jurisdiction, the Council sets strategic vision, direction and governance, and approves all strategic plans, budgets, policies and rules.

### **2.2.1.2 The Senate**

As an administrative organ, the Senate is in charge of the academic wing of the university. The Senate is charged with the awarding of degrees and diplomas, assessing the quality of students and staff, and determining the suitability of programs. The vice-chancellor chairs the Senate meetings.

## **2.3 SOUTH AFRICAN LEGISLATIVE FRAMEWORK INFORMING HIGHER EDUCATION REGARDING PROFESSIONAL DEVELOPMENT**

Over the years, new legislation has transformed the South African education and training landscape. The main pieces of legislation affecting workplace education and training are the South African Qualifications Authority (SAQA) Act, No. 58 of 1995, the Skills Development Act, No. 97 of 1998, the Skills Development Levies Act, No. 9 of 1999, the ABET Act of 2005, and the Further and Higher Education legislation as enacted by the Department of Education (DoE).

Both the Skills Development Act of 1998 and the Skills Development Levies Act of 1999 were enacted by the South African government to increase the responsiveness of the education and training system to the need for skills in the workplace and to increase the amount and quality of training taking place in the workplace.

### **2.3.1 The Skills Development Act, No. 97 of 1998**

The Skills Development Act, No. 97 of 1998, provides an institutional framework for developing and improving the skills of the South African workforce, thereby improving the quality of life of workers, productivity in the workplace, and the competitiveness of employers. The Act also aims to achieve the following;

- Increase the levels of investment in education and training and to improve the return on that investment;
- Encourage employers to provide employees with appropriate opportunities to acquire new skills and to gain work experience by using the workplace as an active learning environment;
- Encourage workers to participate in learnerships and other training programmes;
- Improve the employment prospects of persons previously disadvantaged by unfair discrimination and to redress those disadvantages through training and education; and
- Ensure the quality of education and training in and for the workplace.

In relation to Higher Education, this policy requires all Higher Education Institutions to submit their skills development plans for staff in order to enhance skills.

### **2.3.2 The Skills Development Levies Act, No. 9 of 1999**

The Skills Development Levies Act, No. 9 of 1999 is concerned with the funding of policies and new programmes developed to increase investment in skills development. The projected income from the skills development levy is allocated to the national priority areas that have been spelled out by the National Skills Development Strategy 2005-2010.

## **2.4 LEARNING ORGANISATION**

The concept of a “learning organisation” is not new. Senge (1990:3) describes learning organisations as places “where people continually expand their capacity to create the results they truly desire, where collective aspiration is set free, and where people are

continually learning to see the whole (reality) together". The basic rationale for such organisations is that in situations of rapid change only those who are flexible, adaptive and productive will excel and that having a highly skilled and adaptable workforce is fundamental for the organisation's survival (Gumus et al. 2001:44).

A learning organisation does not rely on passive or ad hoc processes, but instead actively promotes, facilitates, and rewards collective learning. In other words, a learning organisation is viewed as a culture of continuously integrating performance and learning (Gumus et al. 2001:44). A learning organisation "is not an end in itself, but a route to improved performance, productivity, and profit" (Evans 1998:203).

Garvin (1993:81) indicated that learning organisations are skilled in five main activities; systematic problem solving, experimentation with new approaches, learning from their experiences and past history, learning from the experiences and best practices of others, and transferring knowledge quickly and efficiently throughout the organisation. In order to develop these skills, Senge (1990:3) argued that organisations need to discover how to tap people's commitment and capacity to learn at all levels, that is, at the individual, group, and organisational levels. In a learning organisation, the individual's personal and professional development is viewed as crucial to the organisation's success. A learning organisation actively promotes, facilitates, and rewards learning (Gumus et al. 2001:44).

## **2.5 ORGANISATIONAL CHANGE**

Webber (1988:4) explained that change is the order of the day ... If ever there was a time when "business as usual" described the way business ran, that time has lapsed. Harrington (2005:107) concurred when he pointed out that "good is no longer good enough". In order to survive in today's competitive world, one needs to excel. To excel, an organisation needs to optimise the use and effectiveness of all its resources. Organisations adopting a quality enhancement focus are concerned with continually improving organisational performance and effectiveness – working actively to review, assess, enhance and maintain any and all aspects of organisational performance (Smith 2011:113). This includes improving and updating the performance level of human resources in accordance with the changing business environment.

Change in organisations may be continuous and incremental or rapid and discontinuous with shifts from the patterns of the past. The scale of change may range from fine-tuning through incremental or modular adjustment to wide scale corporate transformation (Smith 2011:115).

## 2.6 WHY PEOPLE RESIST CHANGE?

Richards (2002:75) pointed out that the most frequently cited reasons for resistance to change in organisations are as follows;

- *Skepticism*: This happens where past failures result in lack of conviction for the need to change. People equate change to being devalued, feeling that change devalues what they are currently doing.
- *Increased burden*: People often complain that their lack of time is not taken into consideration. While they are aware of the need for change, they simply lack the time and energy for it; they have to balance family responsibilities and work.
- *Lack of ownership*: Change often comes from outside, if people are not taken on board or given a chance to have a voice in the change, they feel powerless and this can lead to resistance.
- *Chaos*: People fear loss of control with frequent changes. They want only those changes which make their professional life more manageable, not less.
- *Lack of support*: Many training initiatives do not have follow-up support; as a result people do not see the seriousness of the process. Furthermore, many proposed changes are not based on proven research.
- *Lack of perceived benefit*: People are not always convinced that the change will really make things better for their work, that is, make their work more effective and enjoyable.

## 2.7 BARRIERS TO PROFESSIONAL DEVELOPMENT OF ACADEMICS IN UNIVERSITIES

Professional development of academics has been shown to be instrumental in University's effectiveness and development. However, the literature is replete with findings of low or non-participation rates (Soi Lang 2004:66).

Soi Lang (2004:66) concurs with a survey done at British Universities which identified seven major impediments to professional development to be the following;

- Low priority, lack of support;
- Lack of reward for or incentives to attend training sessions;
- Existence of panels and committees in charge of professional development, but inactive;
- Lack of time;
- Existing perceptions of staff training;
- Difficulties of timetabling; and
- Lack of specific funding.

Similarly, in 1991 the Universities' Staff Development and Training Unit in Britain compiled a report on British Universities that stressed that;

- Staff development was seen as a peripheral activity that did not form an integral part of the institutional and departmental planning;
- Much of the training and development was still *ad hoc* and patchy, with little rationale and underpinning;
- Resources for staff development were still inadequate in all aspects; and
- Staff development was not seen by management as the priority activity it ought to be, and individuals lacked clear and continuing professional development programmes as an integral part of their contracts and work schedules.

The University of Alberta's survey also identified the following six key barriers to participating in professional development activities;

- Lack of time;
- Lack of financial resources;
- Lack of human resources;
- Lack of organisational support
- Lack of information, and
- Lack of guidance. (Soi Lang 2004:67).

Another barrier in certain instances is the argument that sending academics for professional development programmes is ill advised on the grounds that the institution invests time, energy, and money in development, only to have academics move to other institutions.

A number of studies in African Higher Education with regard to impediments to professional development pointed to lack of resources; lack of strategic plans; and programmes implemented on an *ad hoc* basis without proper planning; the structure and decision-making process; staff loss, lack of incentives, and the concept that attainment of higher degrees is the only legitimate form of career advancement; and lack of staff development policies (Soi Lang 2004:68).

It has been found that constraints that affect the development of academics professionally in Universities include the resistance to modify old ways, role conflicts between academics and Faculty, and the ambiguous goals and power relations of a University (Soi Lang 2004:68).

Lack of evaluation of professional development has also been identified as a major impediment to successful programmes in Universities. The literature identified a gap in terms of Institutions being able to evaluate their own training and development programmes. It also pointed that where evaluation is done, there is a great deal of subjectivity and therefore a lack of carefully planned programs for staff.

## 2.8 MODELS FOR UNDERSTANDING AND APPROACHING CHANGE

There are many models and approaches proposed for managing change in organisations. However, there is no one “right” approach. Two models which provide useful perspectives on the nature of organisational change will be briefly described. The first model is the eight-step approach of John Kotter (1995, 1996) and the second one is the “wheel of change” of Bob Doppelt (2003) cited by Smith (2011:116).

### 2.8.1 Kotter’s “eight-step” change model

According to Smith (2011:116) Kotter’s explanation of change is based primarily on organisational change in corporate sectors. His prescription for success is to recognise the importance of a staged and sequential approach, not to rush or to fall victim to the illusion of speed, and to look out for and correct the pitfalls that accompany each of the following stages of change;

- *Establish a sense of urgency* about the need to make changes.
- *Form powerful high level coalitions to guide and lead the changes* – a group with enough power and influence in the organisation to lead and promote the change effort.
- *Create a vision of the organisation’s future* to help focus and direct the change.
- *Communicate the vision widely, repeatedly and consistently* from the leadership level down through all organisational levels, in language and in actions and behaviours.
- *Empower people in the organisation to act on the vision*, remove obstacles to change, improve processes and systems, encourage and enable people to take risks, and engage in non traditional thinking and activities.
- *Plan for visible short-term performance improvements*, enable these to occur and recognise their achievement and the work of those who have enabled that achievement.
- *Consolidate improvements and produce more change*; as change takes effect build on the credibility and confidence that results, extending the reform or structures,

systems and processes, and encouraging and growing change agents in the organisation.

- *Institutionalise new approaches*; clearly articulate the connections between the new ways of working and organisational successes encourage and develop ongoing leadership of change and anchor the changes into the organisational culture.

The main point emerging from of Kotter's explanation of how to approach organisational change is the importance of viewing organisational transformation as a long-term process that should not be rushed.

### **2.8.2 Doppelt's (2003) "wheel of change" model**

Doppelt's explanation of approaching organisational change is relatively new and less widely known. His explanation of the dynamics of organisational change is drawn from wide ranging and long-term analysis of the public sector organisations in particular, and thus may be of particular value and relevance to the Higher Education sector.

In more detail the seven intervention points in Doppelt's "wheel of change" are:

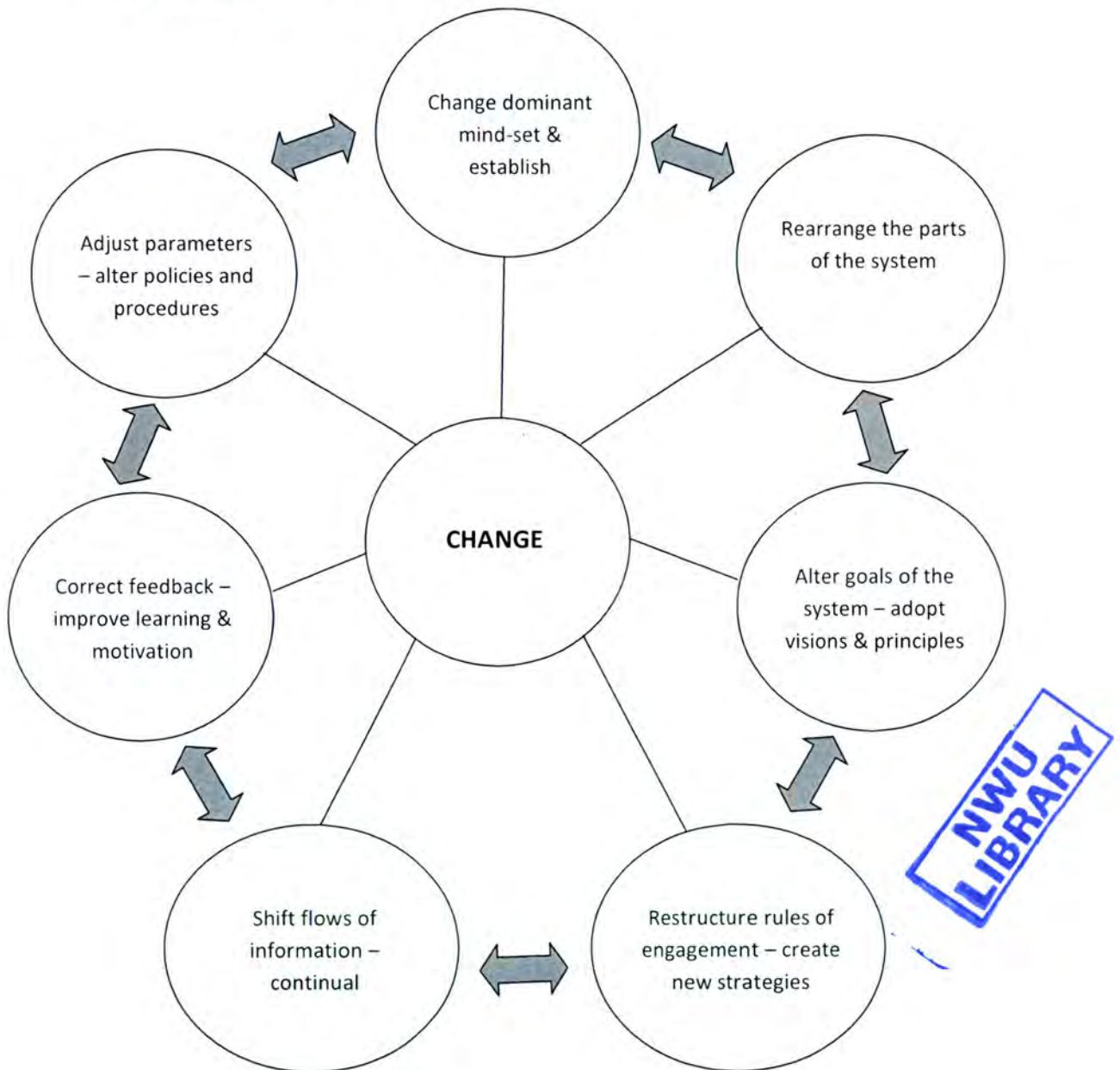
- *Disrupt and change the dominant mindset and establish a compelling need for achieving change.* Disrupting an organisation's controlling mental models is, in Doppelt's view, the first and most important step towards developing new ways of operating. Little change will occur if this step is unsuccessful.
- *Rearrange the parts of the system by organising transition teams.* Having challenged and disrupted "business-as-usual" thinking, rearrange the parts of the current system. Involve – in analysis, planning, and implementation – people from as many functions, departments, and levels of the organisation as possible, along with key external stakeholders. This shaking-up of the organisation is important in achieving change as people – from planners and decision-makers to operational staff – may tend to handle problems in the same way time after time. Loosening the constraints imposed by prevailing and dominant cultural paradigms can encourage new ideas and action to emerge at all levels of an organisation.

- *Alter the goals of the system and create an ideal vision.* Changing organisational goals, and clearly articulating a clear vision of the ends which the organisation seeks to achieve, can significantly change first order principles that guide decision making. Different kinds of decisions and outcomes or achievements can flow from this.
- *Restructure the rules of engagement – adopt new strategies.* After the organisation has adopted and articulated revised or clarified purposes and goals, the rules determining how work gets done must be altered. This may, for example, be done by developing new strategies, tactics, and implementation plans. These changes need to occur at both operational and policy or governance levels. This stage, and the stage of altering the goals (above), requires organisations to consider:
  - What is the current state?
  - How and where the organisation wants to be in the future?
  - How does the organisation get there?
  - How does the organisation measure progress?
- *Shift the flows of information – communicate vision, strategies, and actions.* This is important in order to ensure understanding and buy in by staff and other stakeholders for achieving change. Even when all other interventions have been successful, progress may stall without consistent exchange of clear information about the purpose, strategies, and benefits of the change effort. Transparent communication opens the door to honest understanding and sharing.
- *Correct feedback loops in the organisation – encourage and reward learning and innovation.* A key element in overcoming barriers to change involves improving feedback and learning mechanisms so that employees and stakeholders are encouraged and enabled to continually expand their skills, knowledge, and understanding. Changing that aspect of organisational functioning will mesh well with moving from traditional feedback systems – which are oriented toward maintaining the *status quo* – to mechanisms that foster innovation, experimentation and risk taking.

- *Adjust and align the parameters of the system.* Align internal systems, structures, policies, and procedures with organisational goals in order to constantly reaffirm the required actions and behaviours.

Doppelt views the process of change as being a cycle or wheel with seven points at which interventions may be made or leverage applied to effect change. The following diagram depicts Doppelt's seven key leverage/intervention points in a change process.

**FIGURE 2.1: DOPPLET'S WHEEL OF CHANGE**



Source: Smith (2011:117)

### **2.8.3 Commonalities and differences – Kotter and Doppelt**

Smith (2011:118) indicates that both Kotter and Doppelt emphasise similar themes, though described differently. They are:

- Establishing a sense of urgency about the need to change and disrupting business-as-usual mindsets and set ways of working;
- Creating a vision of the ideal future and engaging people in the organisation with the change agenda overall and with actions to achieve the change;
- Communicating the change vision widely and consistently and at all levels of the organisation;
- Empowering people in the organisation to think and act differently to take risks, explore new ways of working and overcome barriers to innovation and individual or organisational learning;
- Enabling feedback loops in the organisation, recognising success in achieving change (in turn encourage more change in an exponential cycle which builds on success); and
- Institutionalising new or changed approaches to working – embedding change and making it stick.

### **2.9 ORGANISATIONAL APATHY**

Organisational apathy is one of the biggest hidden costs of doing business. Because of the manager's lack of sufficient control over the organisation, apathy often flourishes without direct notice, creating an enormous barrier to change for organisations who want to maximize the performance of their employees. As managers work towards furthering the organisational mission, they are faced with the challenge of involving each individual member in a meaningful way. These members come with different interests and needs, and it is the manager's responsibility to create an environment where they will all be motivated to contribute equally.

### 2.9.1 Organisational Apathy defined

Apathy is commonly defined as a lack of emotion, feeling, or interest. Others definitions include lack of involvement or having a non-caring attitude. According to behavioural scientists, apathy is an extremely hostile and negative behaviour. It often reflects a frustration on the part of the grassroots or a feeling of lack of control over their lives. Apathy is a form of withdrawal behaviour closely aligned with avoid/attack behaviours, (Hobbs 2001:3).

For this study, organisation apathy will be defined as a workplace attitude characterized by academic staff experiencing motivations for indifference or boredom with professional development programmes that are organized for them as a way of improving their performance.

### 2.9.2 Dealing with Apathy

Hobbs (2001: 5 – 7) pointed out that the following suggestions could assist in dealing with apathy in organisations;

*Consultation:* Successful managers are team players who consult with all the members of the organisation, inventory the strengths of individuals and consider what is important to the whole group. Before a group starts to tackle a problem that may be affecting the success of an organisation, the manager must ask the following question: are power struggles and prestige throwing the group into conflict?

*Delegation:* Transferring responsibility to other skilled and trained people enables the manager to give his energies to other activities. Successful delegation allows organisation members to feel responsibility towards the project, committee, or group as a whole. A more successful way of delegating is referred to as stewardship delegation. This style focuses on results instead of methods. It gives people a choice of method and makes them responsible for the results. Stewardship delegation involves clear, up-front mutual understanding and commitment regarding expectations in five areas.

- Visualize the desired results clearly and concisely by focusing on the “what”, not the “how”.

- Establish guidelines by pointing to a failure path, and what not to do, but don't tell people what to do. Allow people to learn from mistakes without re-inventing the wheel.
- Identify resources the person can draw on to accomplish the desired goals.
- Establish accountability standards of performance that will be used in evaluating the results.
- Specify consequences, both good and bad, tied to evaluation of performance.

*Inspiring a shared vision and enabling others to act:* Through intimate knowledge of the dreams, hopes, aspirations, visions, and values of the members of their organisation, managers are able to enlist support and drive from their members. Successful managers encourage collaboration by making it possible for others to do good work.

*Quit crying Apathy:* Instead of always crying "apathy" when members don't participate in formal professional development programmes, managers must begin to look for the real reasons behind the lack of participation. The following could help;

- Consider what members need instead of what you think they need;
- Plan activities with everyone in the organisation, not just within cliques;
- Work together to set goals; don't just set goals for a group on your own.

### **2.9.3 Overcoming member Apathy**

The following is an example of a problem solving methodology for overcoming member apathy:

- Identify the root problem;
- Define possible solutions;
- Evaluate alternatives;
- Act;

- Look back and learn (evaluation).

#### **2.9.4 Possible reasons for apathy**

- Group members do not feel that their needs coincide with the mission or purpose statement of their organisation.
- Members have conflicting commitments and, as a result, are often unable to expend the levels of time and energy called for by the organisation.
- Members believe that they do not play a significant role in the processes that drive their organisation.

#### **2.9.5 Possible solutions to apathy**

- Identify underlying causes of apathy by answering the following questions:
  - What are the needs of the group members?
  - What actions can I, as a leader, take to meet those needs?
- Examine the nature of members' commitments and respond in a manner congruent with the culture or values of the organisation:
  - Hold meetings at more convenient times;
  - Alter recruiting policies;
  - Actively engage and empower members to make significant contributions to group processes.

#### **2.9.6 Steps to stop Apathy before it starts**

The following four steps provide an alternative to the assumption that members aren't involved because they don't care:

- *Set goals as an organisation:* Goals can be a motivating force for an organisation if they are decided upon as a group. Leaders must remember to serve the needs of their members. They must solicit input from everyone before decisions are made. A group goal setting session will improve communication and help people feel more invested in the organisation's activities.
- *Organize member's involvement and tap into their strengths:* Once the group's goals are in place, encourage people to take specific actions to meet those goals.
- *Organize workshop dates to suit members:* Workshops that involve the entire membership can do a great deal to promote unity. However, a poorly run workshop can have the opposite effect. A lack of information is often a reason for people not wanting to attend workshops.
- *Design a plan for recognition:* Recognizing members who have volunteered or participated in a meaningful way is crucial for motivating them to remain involved. Sometimes the best way to recognize contributions is saying thank you in person.

## 2.10 PROFESSIONAL DEVELOPMENT

Professional development of academics in Higher Education is a fairly recent area of study. The literature provides various definitions of professional development. Zuber-Skerritt (1992:146) indicates that "professional development in Higher Education lacks a sound theoretical framework." He points out that staff development in Higher Education is many faceted and that this is reflected in the fact that different institutions use various terms such as; *staff development, professional development, administrative development, educational development, or (where it involves faculty) academic or faculty staff development.*

The literature suggests various reasons for the lack of a unified conceptualization. One of the perspectives relates to the historical shifts in emphasis. Webb and Norton (1999:358) notes that initially, professional development involved reactive programs. What were perceived as inadequacies in the preparation of teachers, faculty, and administrators brought into play remedial programmes – to provide "missing education for ill-prepared staff". Professional development or staff development was, as Orlich (1989:3) explained it,

understood to mean something that some people (developers) do to others (employees). Such notions, according to Webb and Norton (1999:359), dominated in-service programmes in the 1960s and 1970s, and traces of this view still exist today. The focus of this perspective is on the individual and the perceived deficiency; thus staff development was seen predominantly as a remediation process. The downside of this perspective, as explained by Bailey (1991:47), is that it is not directed at promoting long-term professional growth in individuals, but rather a “series of single and unconnected training events”.

### **2.10.1 Professional development defined**

Castetter (1996:232) defines professional development as both informal and formal approaches to the improvement of human resources effectiveness. Castetter (1996:232) notes that professional development is “growth oriented”, he further indicates that it does not assume a deficiency in the staff member; instead it assumes a need for people at work to grow and develop on the job.

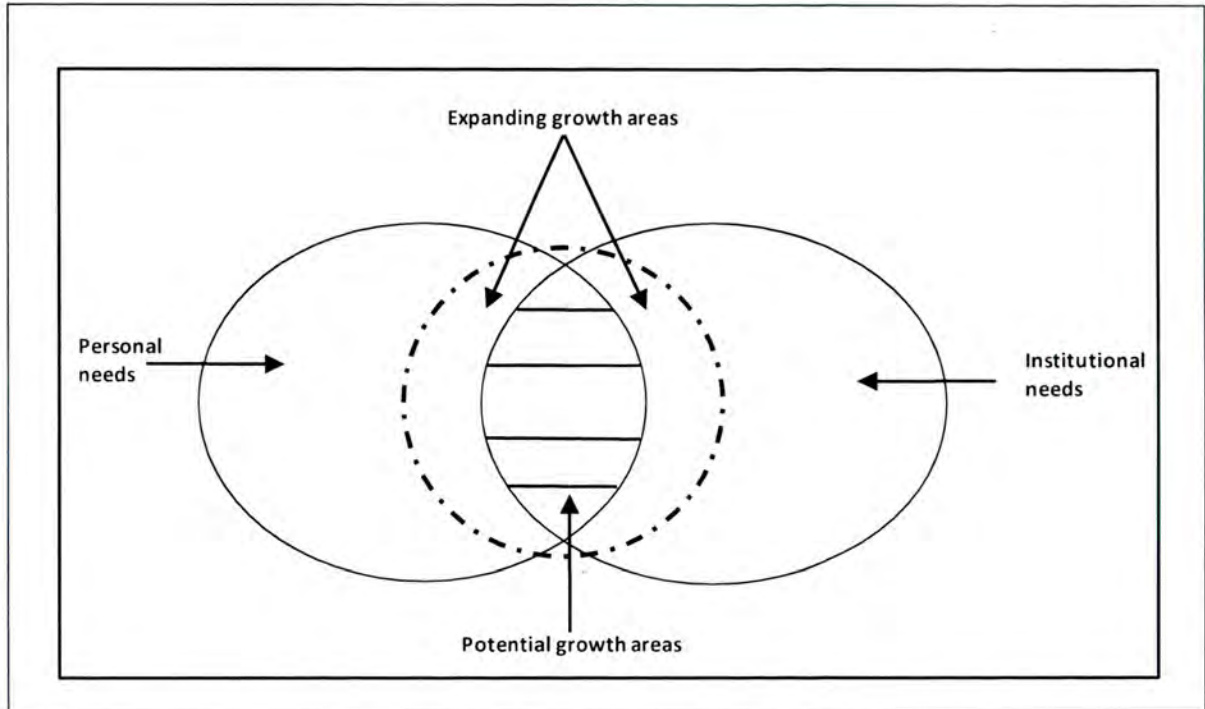
Although it is true that professional development occurs naturally as one works daily in one’s environment, it is also true that sufficient growth is not possible without a systematic plan for activities that are designed to develop specific skills, knowledge, and attitudes.

Most definitions found in Higher Education literature focus on Faculty; however, some encompass all ranks. For instance, Soi Lang (2004:41) points out that professional development programs in Universities are an attempt to improve effectiveness in Higher Education. He further states that professional development is an institutional process that seeks to modify the attitudes, skills, and behaviours of staff members to attain greater competence and effectiveness in meeting student needs, and the needs of the institution.

For this study, the researcher has adopted a definition of professional development that is based on the Getzels-Guba (1957) model. According to this model, as adapted from Webb and Norton (1999:359) in Figure 1, “Each individual employee has unique dispositions based on personality factors while the institution has certain expectations for the purpose of the organisation and what it desires from each employee”. Consequently, “the area of agreement between personal needs and institutional expectations for the employees constitutes areas for progress”.

Webb and Norton (1999:359) explain that as each person realizes new knowledge and skills, new and broadened aspirations of development become possible and through the use of effective motivation and a system of rewards related to improved performance, personal professional development becomes an ongoing, continuous process.

**FIGURE 2.2: CONCEPTUALISATION OF PROFESSIONAL DEVELOPMENT PROCESS IN HIGHER**



Source: Webb and Norton (1999: 360)

Expanding growth areas represent the various resultant outcomes that both the institution and the individual accrue as a result of professional development processes and the programmes instituted in order to meet their needs. These include but are not limited to individual acquisition of new knowledge, administrative skills, job satisfaction, motivation, attitudes and values and the organisation’s growth in areas of performance, quality services or teaching, fiscal responsibility, teamwork and image renewal.

## **2.11 PROFESSIONAL DEVELOPMENT AND ORGANISATIONAL THEORY**

To understand the dynamics involved in Higher Education professional development, it is important, as Bryan and Schwartz (1998:9) advise, to place it in the context of organisational theory. Universities are unique organisations because they have “varied and often

conflicting goals; professional staff; a high level of autonomy at unit level; part-time decision makers; environmental vulnerability; and a dual control system” (Middlehurst 1991:4). He went on to describe Universities as bureaucratic, collegial, political, organised anarchy, market, and cybernetic systems (Middlehurst 1991:5).

Writers on professional development have argued that understanding the culture of the institution makes it easier to understand the perceptions and the appropriateness of specific professional development activities. For example, Nicholls (2001:114) stated that the relationship between University culture and strategic management is an element that needs careful and deliberate consideration if professional development is to play a major role in the future of a University. Bryan and Schwatz (2000:9) concur when they described Higher Education as consisting of a number of cultures, such as; collegial, managerial, developmental, negotiative, and symbolic.

Bryan and Schwartz (2000:10) explain the forms that professional development takes in institutions that exhibit a particular culture;

- *Collegial culture* – professional development is an individual responsibility.
- *Managerial culture* – a good manager assumes the paternal task of ensuring that professional development occurs and that employees participate.
- *Negotiative culture* – professional development is a negotiated opportunity or right.
- *Developmental culture* – enlightened leaders or managers may expect that individuals want staff development, and help to provide it.
- *Symbolic culture* – professional development is a symbol of how to achieve organisational mobility and progress. A myth about professional development may encourage more participation and raise the level of interest.

The culture of the organisation puts professional development into perspective. It helps to facilitate the understanding of the rationale or purpose, process and outcomes of professional development in Higher Education.

## 2.12 CHALLENGES TO ACADEMICS' WORKING PATTERNS

According to Fielden (1998:8-9) academic staff in their teaching role face probably the biggest set of challenges to their working patterns. They bear the ultimate burden of having to "do more with less", as student numbers increase without matching funding. They are being asked to teach a wider range of students (mature, disadvantaged, part time etc) in different ways involving new methods and technologies. Their accountabilities are being sharpened and made explicit, as quality reviews and assessments examine what they do.

Fielden (1998:9) points out that in this harsh environment a model academic staff member is expected to have the following competencies:

- awareness and understanding of the different ways in which students learn;
- knowledge, skills and attitudes relating to assessment and evaluation of students, in order to help students learn;
- commitment to scholarship in the discipline, maintaining professional standards and knowledge of current developments;
- awareness of IT applications to the discipline, both as regards access to materials and resources world-wide and as regards teaching technology;
- sensitivity to external "market" signals as regards the needs of those likely to employ graduates of the discipline;
- mastery of new developments in teaching and learning, including an awareness of the requirements of "dual mode" tuition with face to face and distance learning using similar materials;
- customer awareness, as regards the views and aspirations of stakeholders, including students;
- understanding of the impact that international and multi-cultural factors would have on the curricula;
- ability to teach a diverse range of students, from different age groups, socio-economic backgrounds, races etc, throughout a longer day;
- skills in handling larger numbers of students in formal lectures, seminars or workshops than hitherto, without the loss of quality;

- development of personal and professional "coping strategies".

Academic staffs in their research role are also under pressure. Universities are increasingly basing their assessment of research quality on the ability of researchers to attract funding, as well as on the volume of research conducted and published. Among the skills which academics need to cope with the research requirements are;

- proposal writing;
- article writing;
- networking and fund raising for projects;
- managing PhD students and researchers;
- project management, particularly relating to international partnership projects.

### **2.13 RATIONALE FOR STAFF DEVELOPMENT**

The review of the literature revealed that the aims of staff development in Higher Education vary from one writer to another. Soi Lang (2004:51) states that the following suggestions form the basis of the aims of staff development in Higher Education Institutions;

- To help staff perform effectively and efficiently in their current job roles through acquisition of skills and knowledge,
- To provide opportunities for staff to equip themselves with personal education for career development,
- To prepare staff to meet challenging duties and responsibilities,
- To enhance job satisfaction,
- To institutionalize organisational vision.

Implied in many definitions of professional development is the purpose of institutional goals. This notion perhaps forms the most accepted idea that the attainment of both individual and institutional continuous growth is the basic purpose of professional development. Hence, Warner and Crosthwaite (1995:140) explain that the aim of

professional development activity is to “develop individuals so as to continuously improve management practices and therefore improve the organisation’s ability to meet its own objectives”. Soi Lang (2004:52) agrees with what many writers saw as the major purpose of staff/professional development in education, namely:

- To provide the planned learning necessary for employees to perform at the level of competency required in their current and future positions or assignments;
- To provide a climate that fosters opportunity for personal self-fulfilment and institutional effectiveness, a climate that facilitates human creativity and system renewal;
- To enhance institutional goals while providing and enhancing quality teaching and learning for students;
- To save money in order to inhibit staff attrition and discouraging the acceptance of barely satisfactory work as the norm; and
- To enable system personnel to work cooperatively towards achieving the system’s goal and their own personal goals in the area of achievement, satisfaction, and self-fulfilment.

In terms of satisfaction and motivation, Cowan (1997:122) cites findings from a survey by Brown and Atkin (1986) of 41 universities and colleges in Britain. In their report they advocated strongly for an increased level of professional development, arguing that it “serves to enhance morale in Higher Education, while creating greater self esteem among staff through peer and organisational support which comes from successful training”.

Professional development activities can and have been used to institutionalise organisational vision. This is usually achieved through ensuring that the management skills and the philosophy of the organisation are incorporated in training and development experiences. The impact of the development programs planned in this way will be evident over time and will help the institution to develop skills that are consistent with its vision.

## **2.14 OUTCOMES OF PROFESSIONAL DEVELOPMENT**

The outcomes of professional development can be grouped into domains such as;

- increased human potential,
- institutional/organisational development,
- leadership development, and

### **2.14.1 Increased Human Potential**

There is a general agreement that the basic purpose for professional development in Universities is to increase human potential and capacity of staff in terms of job performance and effectiveness in their respective roles. Most academic staff members in Higher Institutions fall into this generalisation especially because many are selected on the basis of academic qualifications. Casterter (1996:235) argued that “improvement of human performance calls for a variety of approaches to modify patterns of individuals and groups so that institutional effectiveness may be maximized”.

### **2.14.2 Institutional / Organisational Development**

Institutional development, as a goal of professional development, seeks to improve the entire organisational system. Therefore, a complete professional development must deal with issues such as decision-making, intergroup relations, conflict management, power and authority, group processes, and managerial styles (Soi Lang 2004:54).

Soi Lang (2004:55) cites Byer and Grasha (1978:21) who explain that institutional development is an educational process by which human resources are continually identified, allocated and expanded in ways that make these resources more available to the organisation, and therefore, improve the organisation’s performance. Therefore, the most general objective of institutional development is to develop self-renewing, self-correcting systems of people who learn to organize themselves in a variety of ways according to the nature of their tasks, and who continue to cope with the changing demands the environment makes on the organisation.

### **2.14.3 Leadership Development**

Leadership development in many institutions of higher learning has taken the form of identifying pools of underrepresented groups in the organisation so that they can participate in special leadership development projects.

## **2.15 LEVELS OF PROFESSIONAL DEVELOPMENT**

Bryan and Schwartz(1998:9) outline what they call levels of professional development. According to them, each level is differentiated in terms of focus, participants, and form. They further observe that “although there is a widespread agreement about the value of and need for professional development, there is less consensus on how to accomplish it”. Although they acknowledge the existence of many forms of professional development, they argue that the common foci found in Universities are as follows;

### **2.15.1 Individual**

According to Bryan and Schwartz (1998:7) this is a level where individuals are active in their own development. Forms of this could involve taking University courses leading to a degree program, taking short courses, participating in workshops, and mentoring.

### **2.15.2 Group or program**

This involves a cluster of individuals who have common interests or professional responsibility and who come together to learn new skills (Bryan and Schwartz1998:7).

### **2.15.3 Department**

Bryan and Schwartz (1998:7) observe that most of the work in Universities is organized around specific work groups and that the department is the simplest form of organisation. They argued that although the department represents a loose confederation of individuals with or without the same interests, professional development often is addressed at the departmental level. This may include certain issues such as new skills for the department to address the needs of clientele or the use of new technology.

#### **2.15.4 Division**

At the divisional level professional development usually takes the form of workshops or a gathering. The key difference here, according to Bryan and Schwartz (1998:7) is that a “general programme may not allow for individual interest or concern because, by design, the effort is to affect the largest possible number of people”.

#### **2.15.5 Professional associations**

This level involves efforts by local, regional, and national professional bodies to provide professional development opportunities to members. Often, national and international conferences, workshops, seminars, discussion groups, and other forms of information sharing are made available.

### **2.16 FORMS OF PROFESSIONAL DEVELOPMENT**

Bryan and Schwartz(1998:9) argue that there are three types of professional development; formal, non-formal, and informal. Formal professional development is “active, intentional training or education such as classes, specific workshops, or designed learning opportunities, often for credit or continuing education”. Non-formal professional development, they state, may encompass many activities, such as brown-bag lunches, speaker sessions, department training programmes, orientation programmes, and professional association training and activities. Informal professional development includes observation, job shadowing, learning by example, and mentoring activities.

According to Warner and Crosthwaite (1995:140), for any form of professional development programme to be successful in a University, there must be a mechanism that allows line managers to become key developers of their own staff. They further explained that this line management supported function needs to be recognized and implemented by top management of the institution so that there will be continuity and a trickle-down effect throughout the organisation. Soi Lang (2004:61) reports that in Britain the value and importance of internal development programmes and policies has been recognized. The programmes that make use of internal resources at little cost are often instituted as part of the normal working arrangements. A range of methods is available, including on-the-job

supervision, job rotation, committee briefings, information sessions, workshops, administrative library, inter-university visits, and participative exercises that often encompass activities such as case studies, video-based exercises, role playing, and simulation/games.

Currently, in most Universities professional development programmes occur at a local level; there are few opportunities at national and international levels. Some of the forms of professional development activities that are common at the local level examined below are; induction/orientation and in-service training.

### **2.16.1 Induction/orientation**

In general, professional development of University academics begins at the point of entry into the University's system by an individual. McCraig (1982:14) states that induction into the University system is a necessary long period of socialization when values of membership in the institution and the commitment to the discipline are inculcated. Induction/orientation in Universities usually takes the form of duties and lines of responsibility being fully explained to a new member of staff on arrival and regular discussions take place with the immediate supervisor over the first few months. The idea is that the staff member should acquire a command of the procedures, customs, traditions, and values of the University (Soi Lang 2004:62).

### **2.16.2 In-service Training Opportunities**

In-service training is one of the various development programs that Universities afford their academic staff. In-service training takes the form of job rotation, seminars, workshops, short internal and external courses, and study visits (Williams, 1982:60). Within in-service training, the most common form of professional development that is used by Universities is training seminars (Williams, 1982:60). In seminars, lectures are provided as well as the use of materials currently available, such as videotapes, films, role-playing information, and so on.

Professional development is a recursive process that spans the entire career of an academic. As an academic progresses up the career ladder, the roles, duties, and responsibilities

change. Professional development programs open to academic staff at the various levels of career development differ, so that by retirement, University academic will have gone through a series of programs with different foci and different aims. According to Soi Lang (2004:63), in the lifetime of an academic staff, professional development processes would have enabled him/her to be inducted into the policies, goals, procedures, and basic foundational cultures and beliefs of the University. In addition, he/she will have been provided with techniques of classroom administration and problem solving, such as decision- and policy-making techniques. This will have been accomplished formally, non-formally, or through professional development forms or approaches such as induction, in-service education, internal and external courses, and visits.

## **2.17 ORGANISATIONAL SUPPORT FOR PROFESSIONAL DEVELOPMENT**

Participation in professional development activities by academics is influenced by both personal and organisational factors. At the personal level, a learning organisation needs to provide the leadership and the organisational support that facilitate continuous professional development among employees. At the same time, individuals must value, commit and seek opportunities for personal and professional growth.

Gumus et al. (2001:46) point out that over the years, researchers have examined why individuals participate in professional development activities such as continuing education. The value an organisation places on investing in their employees' personal and professional development has been shown to be a significant factor. Incentives and rewards systems signal what is valued by an organisation. If academics' participation in professional development activities is valued and encouraged, incentives such as paying for continuing education or membership of professional organisations would be part of an employee's benefit package. When higher learning, skills and competencies have been obtained, salary increases and/or advancement in the organisation would be evident to the employee.

In the absence of organisational support, individuals may participate in professional development activities based on personal values. The point being made here is that, if participation in professional development is not recognised by payment or other rewards, the decision to participate then depends on personal values, for example, professional

affiliation and recognition may play a role in the individual's decision to participate in professional development activities. Reinforcement of previous participation in professional development activities by significant others (for example, employers, other professionals) is a strong motivator for continuing development and educational activities (Gumus et al. 2001:47).

## **2.18 THEORETICAL FRAMEWORK**

This study is influenced, guided, and informed by both adult learning and constructivist learning theories. Steyn (2010:541) indicates that both adult learning and constructivist learning theories shed light on understanding adult development and growth in order to support the development of adults' knowledge and skills. Adults bring numerous life and work experiences, needs, personalities, and learning styles to their learning, which also shape their perspectives on learning, education and professional development.

The theory of andragogy is an attempt to develop a theory specifically for adult learning. Andragogy makes the following assumptions about the design of learning: (1) Adults want to understand why they need to learn something; (2) experiential learning is recommended for adults; (3) adult learning is facilitated by challenging and real problem-solving; and (4) adults learn best when the topic is of immediate value (Steyn 2010:541).

According to constructivist learning theory, learning is a constructive process whereby the learner builds an internal illustration of knowledge and a personal interpretation of experience. Therefore, constructivist approaches can be applied to professional development programmes.

## **2.19 SUMMARY OF THE CHAPTER**

The chapter has presented a review of literature in the area of organisational change, and apathy to professional development. The two areas are linked in that apathy can also mean resistance to change. Specifically the chapter focused on, among others, the South African legislative framework that informs Higher Education regarding professional development; organisational change; why people resist change; barriers to professional development of academics in Universities; explanation of models for understanding and approaching change; organisational apathy; and professional development.

The researcher established from the literature that the possible reasons for apathy towards professional development could be that people do not feel that their needs coincide with the mission/purpose statement of their organisation; people have conflicting commitments and, as a result, are often unable to expend the levels of time and energy called for by the organisation; and that people believe that they do not play a significant role in the processes that drive their organisation. The literature also highlighted the following major impediments to professional development: low priority and lack of support; lack of reward for or incentives to attend training sessions; existence of panels and committees in charge of professional development, but inactive; lack of time; existing perceptions of staff training; difficulties of timetabling; and lack of specific funding.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 INTRODUCTION

This chapter describes the research design and methodology used to explore the reasons for academics staff's apathy towards formal professional development programmes at North-West University, Mafikeng Campus. The research design, research methodology, data collection procedures, and data analysis are described. In addition, a reflection is made on the ethical consideration, reliability and validity of the approach.

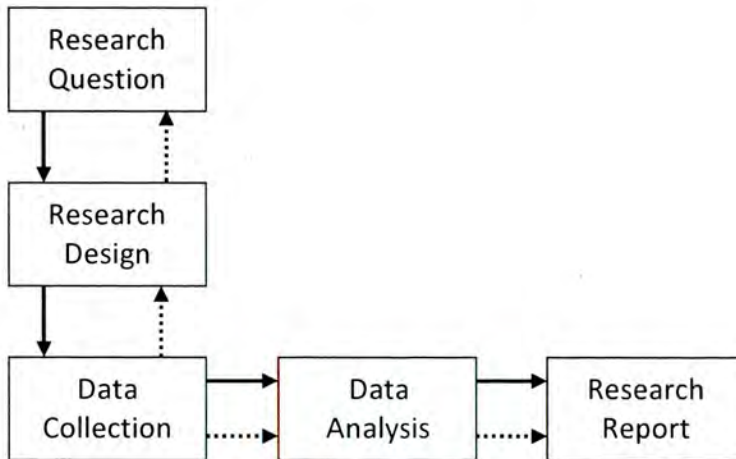
#### 3.2 RESEARCH DESIGN

According to McMillan and Schumacher (2006:117), a research design is a plan or pattern for selecting participants, the setting of the study and the data collection procedures chosen in order to respond to the research questions. Huysamen (2001:20) agrees that research design is a plan which specifies how the research participants are selected and what is done to them with a view of reaching conclusions about the research problem. He further indicates that a research design has to specify and address;

- The number of groups that should be used,
- Whether these groups are to be drawn randomly from the population involved or whether they should be drawn randomly and randomly assigned to these groups, and;
- What exactly should be done to them?

Punch (2009:112) explains that a research design is a process that includes all the issues involved in planning and executing a research project, from identifying the problem through to reporting and publishing the results. The following illustration shows the research process;

**FIGURE 3.1: THE RESEARCH**



Source: Terre Blanche, Durrheim & Painter (2006:35)

Many research designs have been used in phenomenological research. For this study, the research design used was essentially descriptive, employing both qualitative and quantitative research techniques to gather and analyse data.

Gay (1992:217) points out that descriptive research involves the collection of data in order to answer questions pertaining to the current status of the subject of the study. Gay (1992:218) further explains that “typically, descriptive studies are often concerned with the assessment of attitudes, opinions, demographic information, conditions, and procedures”. Singleton (1999:91) adds that a descriptive study seeks to describe the distribution within a specific population of certain characteristics, attitudes, or experiences and makes use of simple forms of analysis.

### **3.3 RESEARCH METHODOLOGY**

#### **3.3.1 Qualitative research**

According to Bless and Higson-Smith (2000:156) qualitative research refers to a “research conducted using a range of methods which use qualifying words and descriptions to record and investigate aspects of social reality”. On the other hand, Creswell (2009:4) describes qualitative research as an inquiry process of understanding, based on a distinct methodological tradition of inquiry that explores a social or human problem.

### **3.3.2 Quantitative research**

Gall, Gall and Borg (2003:219) explain that quantitative research is a type of investigation that measures the characteristics of a sample of a population on pre-specified variables. This view is supported by Huysamen (2001:34) and Leedy and Ormond (2001:191), who point out that quantitative research relates to research that manipulates and controls variables. It employs numbers in order to describe the characteristics of the unit of analysis.

## **3.4 DATA GATHERING**

The choice of approaches to data collection involves comparing the strengths and weaknesses of the various methods within the context of a particular study. Three techniques, namely, questionnaire surveys, analysis of University documentary sources on professional development, and literature review, were utilised to obtain information pertinent to this study. Amongst the many considerations that the researcher made when making choices regarding the best possible approaches were reliability, sample size and selection, costs, variables to be explored, accessibility, ethical issues, richness of data, and time constraints.

### **3.4.1 Questionnaire**

A questionnaire is an instrument that is used to collect data in order to assist the researcher to generalise the findings from a sample of responses to the whole population. Since a questionnaire is relatively economical, it is a widely used technique for obtaining information. It has standardised questions, ensures anonymity and can be tailored to fit the research objectives (McMillan and Schumacher 2006:239). The following are the advantages and disadvantages of the questionnaire.

#### **Advantages of the questionnaire**

- The responses are gathered in a standardised way, therefore, questionnaires are more objective (Bayat and Fox 2007:88).
- Questionnaires are less intrusive, when the respondent receives a questionnaire; he/she is free to complete it in his or her own time (Bayat and Fox 2007:88).

- Questionnaire reduces bias. There is a uniform question presentation and no middle man bias. The researcher's own opinions will not influence the respondent to answer questions in a certain manner. There are no verbal or visual clues to influence the respondent (Walonick 1997 – 2003:5).
- Questionnaires are more cost-effective to administer than conducting interviews (Bayat and Fox 2007:88).
- Potentially, information can be collected from a large portion of a group (Bayat and Fox 2007:88).
- Questionnaires are easy to analyse. Data entry and tabulation for nearly all surveys can be easily done with many computer software packages (Walonick 1997 – 2003:5).
- Questionnaires are familiar to most people. Nearly everyone has had some experience of completing questionnaires and they generally do not make people apprehensive (Walonick 1997 – 2003:5).

#### **Disadvantages of the questionnaire**

- One major disadvantage of a written questionnaire is the possibility of a low response rate. Low response rate is the curse of statistical analysis. It can lower confidence in the results (Walonick 1997 – 2003:5).
- Respondents may answer superficially especially if the questionnaire takes a long time to complete (Bayat and Fox 2007:88).
- Questionnaires are structured instruments; they allow little flexibility to the respondent with respect to response format. However, by allowing frequent space for comments, the researcher can partially overcome this disadvantage (Walonick 1997 – 2003:5).

### **3.4.1.1 Development of questionnaire**

De Vaus (1986:70) pointed out that a questionnaire should be a “product of the research problem, the theory, method of administration, and methods of data analysis”. He went on to indicate that in questionnaire development, four issues must be considered;

- the selection of areas about which to question,
- the construction of actual questions,
- the evaluation of questions, and
- the layout of the questionnaire.

In order to satisfy these criteria, a questionnaire was developed whose features were guided by the purpose of the study and the review of related literature. The initial draft of the questionnaire was given to a colleague for feedback on language, clarity, bias, leading questions, and redundancy or overlap in questions.

### **3.4.1.2 Design of questionnaire**

The questionnaire was structured around the following broad areas identified in the purpose of the study; strategies and activities that may be used to conduct professional development programmes in the University, rationale for participating in professional development programmes, academic staff’s perceptions of professional development programmes, outcomes or effectiveness of professional development programmes, factors that are likely to promote professional development initiatives, and factors that are likely to impede professional development initiatives. The last question provided the respondents with the opportunity for additional information that they deemed necessary for the study.

The final version of the questionnaire consisted of 61 items divided into two sections. Section A comprised of one question with 7 items, section B comprised of 7 questions with a total of 54 items.

### **3.4.1.3 Administration of questionnaire**

The researcher obtained permission from the Executive Dean of the Faculty of Education at NWU-Mafikeng Campus, to carry out the survey, (see appendix A). Following approval, a list of all academics who fitted the description for the study was obtained from the secretary of the Dean of the Faculty of Education. The list included all 28 academic staff members of the Faculty of Education. The researcher personally distributed and collected the questionnaires from the participants.

### **3.4.2 Documentary sources**

Mertler (2009:35) indicated that documents, records, and written material in the possession of the organisation are the richest sources of data. Printed institutional records provide factual information to be corroborated with the subjective responses obtained from questionnaires.

The researcher first obtained permission to gain access to official University documents, such as minutes of the staff development committee and files on staff development training that included information on academics who had attended professional development courses. The Academic Development Advisor for staff made his reports on the staff development attendance available to the researcher. No permission was granted to add the report as an appendix to this study since it contained names of academics.

### **3.4.3 Literature review**

Literature review refers to an examination of journal articles, books, and research papers that are related to the research study (Mertler 2009:245). Taylor and Procter (2004:1) concur with this explanation by indicating that literature review is an account of what has been published on a topic by accredited scholars and researchers. Literature review explains, sharpens, and deepens the theoretical framework underpinning the research study. It assists in providing information about the research questions and stimulates new insights and concepts throughout the study (Johnson and Christensen, 2008:66).

According to Mertler (2009:51), literature review helps the researcher to;

- identify a topic, narrow its focus and gather information for developing a research design,
- find examples of research questions, hypotheses, methods of data collection and data analysis techniques,
- reveal a study that could be systematically replicated and provide a potential solution to the research problem identified,
- establish a connection between the research project and what others have said, done and discovered before,
- use insights and discoveries of others whose research came before in order to make the study more efficient and effective, and
- become an expert in the area of study.

In this study, the researcher reviewed literature on organisational change and professional development in Higher Education Institutions.

### **3.5 PILOT STUDY**

Bless and Higson-Smith (2000:155) explain pilot study as 'a small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments, and analysis are adequate and appropriate. Mitchell and Jolley (2001:13 -14) see the value of a pilot study as a way of helping "the researcher to fine-tune the study for the main inquiry".

In this study, the main purpose of the pilot study was to test the questionnaire, to identify problems in wording, ordering, and formatting. The pilot study participants were requested to respond to all questions according to how they understood them. They were further requested to make suggestions for improving the questionnaire and their comments and suggestions were incorporated in the final version of the questionnaire.

### **3.6 DATA ANALYSIS**

The *Statistical Package for the Social Science (SPSS)* was used for the statistical analysis. In the analysis, frequencies and percentage frequencies were calculated to construct demographic profiles for the respondents, as well as the respondents' overall ratings of the various facets of professional development programmes within the University. A list containing the responses from question 8 (additional information) on the questionnaire was also generated and analysed.

### **3.7 RELIABILITY AND VALIDITY**

In a research study, reliability and validity address issues concerning the quality and appropriateness of the data used in carrying out the study.

#### **3.7.1 Reliability**

Reliability refers to the accuracy or precision of the instrument or the degree to which independent administration of the same instrument yields the same results under comparable conditions (De Vos 2001:85). This view is confirmed by Fraenkel and Wallen (2009:162) when they write that reliability refers to the consistency of scores of answers provided by an instrument. To ensure reliability in this study, the questionnaire was pilot-tested.

#### **3.7.2 Validity**

Validity refers to a situation where the data collection instrument does exactly what it is meant to do, that is, measuring what it is supposed to measure. To ensure validity of the instrument used in this study, questionnaire items were constructed on the basis of the purpose of the study.

### **3.8 ETHICAL CONSIDERATIONS**

The study complied with the three broad areas of ethical concern regarding social science research, namely; the ethics of data collection and analysis, the ethics of treatment of participants, and the ethics of responsibility to the public / institution.

### **3.8.1 The ethics of data collection and analysis**

Singleton (1999:513) argues that “the norms of science tacitly require researchers to be unremittingly honest in their observations and analysis; to be tolerant, questioning, and be willing to admit error, and to place the pursuit of knowledge and understanding above personal gain or the promotion of a particular philosophy or ideology”. The researcher did his best to carry out the research carefully and honestly at the design stage, following the procedures required at each stage, and at each setting while collecting data, as well as in the analysis of data.

### **3.8.2 The ethics of treatment of participants**

Leedy and Ormond (2001:107) explain that there are four main ethical issues, namely; protection from harm, informed consent, the right to privacy, and honesty with professional colleagues.

The researcher made every effort to guard participants against potential harm, lack of informed consent, deception, and invasion of privacy. The participants’ freedom of choice was guaranteed as they were informed that their participation was voluntary.

In this study the right to privacy of participants was honoured in that their personal information was safeguarded, and the respondent’s identity remains anonymous.

### **3.8.3 The responsibility to the institution**

The nature of the study was such that there would be no harm to the institution since recommendations from the study will facilitate a more effective professional development action plan at the North-West University, which will in turn do away with apathy towards professional development programmes.

The researcher complied with the code of ethics governing the conduct of research as outlined in the guidelines of the Ethical Committee of the Faculty of Education at the North-West University. For example, anonymity of participants and confidentiality of information was assured, the questionnaire was accompanied by a covering letter wherein the purpose

of the study was explained, and that the filling of the questionnaire would take place at a time that is convenient to the participants.

### **3.9 SUMMARY OF THE CHAPTER**

In this chapter, a description of the research design and methodology used to explore the reasons for academic staff's apathy towards formal professional development programmes at the North-West University, Mafikeng Campus was made. Further, the data gathering approaches, data analysis method, issues of reliability and validity and ethical considerations for the study were discussed.

## CHAPTER FOUR

### DATA ANALYSIS INTERPRETATION

#### 4.1 INTRODUCTION

In this chapter, statistical results are presented and interpreted. Results are summarized in tables, figures and statistical measures. The analysis of data is carried out in relation to the research objectives. The main purpose of this study is to identify the reasons for apathy among academic staff in the Faculty of Education of the NWU, Mafikeng campus regarding formal professional development programmes offered by the NWU.

Data is obtained through questionnaires. Respondents are employees in the Faculty of Education of the North West University, Mafikeng Campus. Twenty one observations are used and SPSS was used to produce the results. The results are in the form of descriptive statistics and are presented in frequency tables and figures. The questionnaire consisted of two sections. Section A presents the biographical information of respondents and Section B addresses the research questions.

#### 4.2 RETURN RATE

This study uses a sample of twenty one (21) academic staff members at the North West University Mafikeng Campus. Twenty eight (28) questionnaires were distributed and only twenty one (21) of them were returned, reflecting a return rate of 75%. Given that questionnaire surveys tend to have low response rates, this high percentage of returns provides a reliable perspective and information on professional development activities in the University.

Table 4.1: *Frequency and Percentage Distribution Reflecting the Overall Rate of Return*

Total Number of academics	Circulated	Not returned	Returned	Percentage
28	28	7	21	75

### 4.3 ANALYSIS OF RESULTS

#### 4.3.1 Demographic analysis

This section presents the demographic data of respondents. Respondents are described in terms of gender, age, home language, marital status, highest qualifications, present position of staff members and current studies. These results are organised in figures.

**FIGURE 4.1: GENDER DISTRIBUTION**

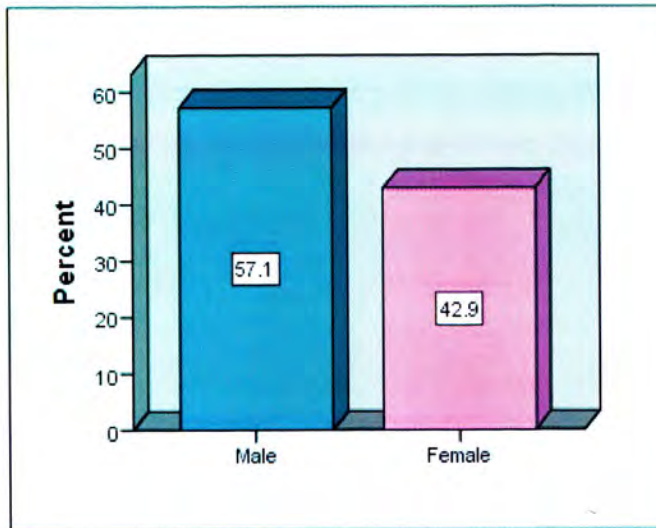


Figure 4.1 indicates that 57.1% of the respondents were males, whilst 42.9% were females.

**FIGURE 4.2: AGE DISTRIBUTION**

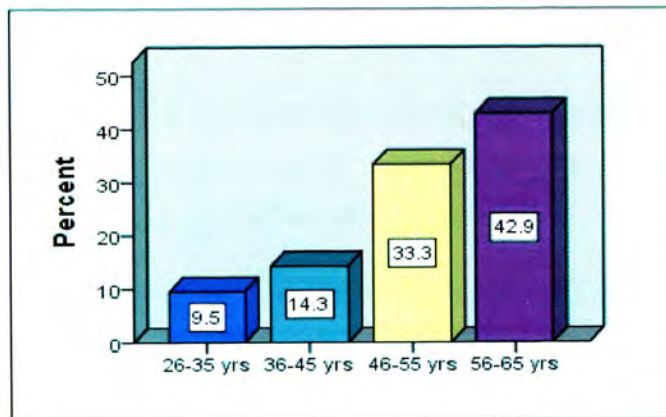


Figure 4.2 in the previous page reveals that the majority of respondents, both males and females fall in the age category of 56 – 65 yrs. Further a revelation is made that the Faculty

of Education at NWU, Mafikeng Campus does not have male staff in the age category of 26 – 35yrs, and no females in the age category of 46 – 55yrs. The majority of the male academics are in the age category of (46 – 55yrs), whereas the female academics are in the age category of 56 – 65yrs. The youngest amongst the academics are females falling in the age category of 26 – 35yrs.

**FIGURE 4.3: HOME LANGUAGE DISTRIBUTION**

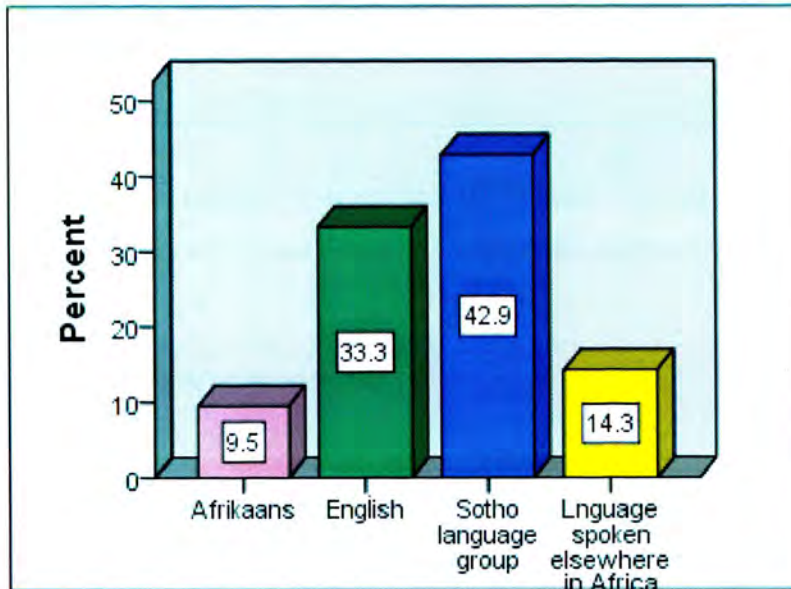


Figure 4.3 shows that the majority of the respondents' home language (42.9%) falls in the language category of Sotho language group, followed by English (33.3), then, language spoken elsewhere at (14.3), and lastly Afrikaans at (9.5%).

**FIGURE 4.4: MARITAL STATUS DISTRIBUTION**

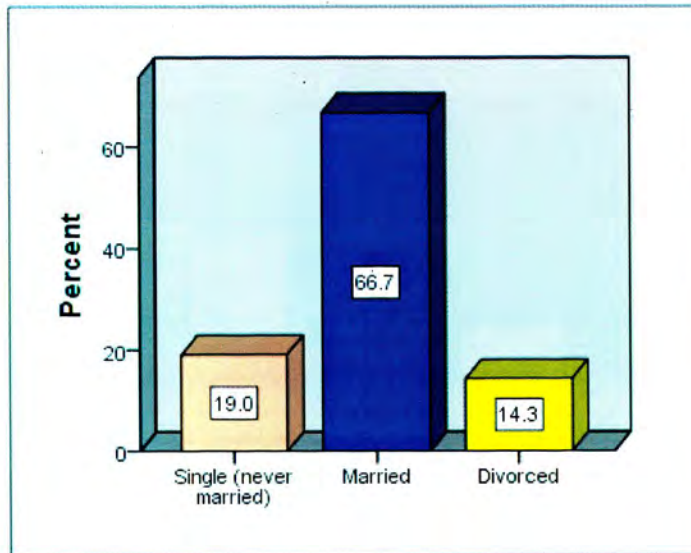


Figure 4.4 shows that the majority of academics (66.7%) are married, whilst (19.0%) fall in the category of single (never married). Only (14.3%) of the academics indicated that they are divorced.

**FIGURE 4.5: PRESENT POSITION DISTRIBUTION**

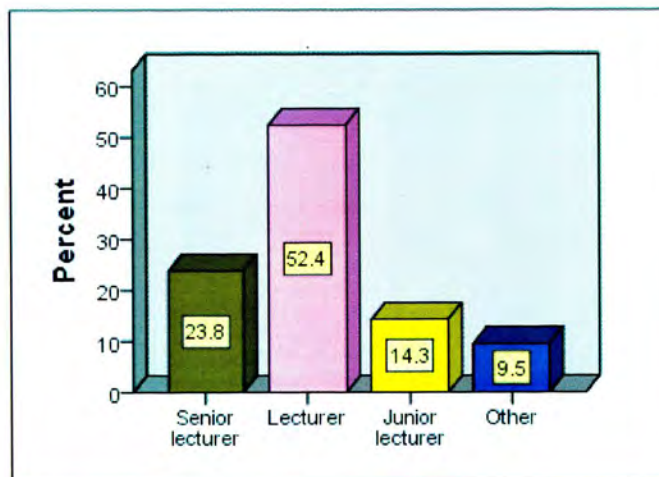


Figure 4.5 indicates that of the 21 academics, who participated in the study, 52.4% are lecturers, 23.8% are Senior lecturers, and 14.3% are Junior lecturers, whilst only 9.5% are Directors of Schools.

**FIGURE 4.6: HIGHEST QUALIFICATION**

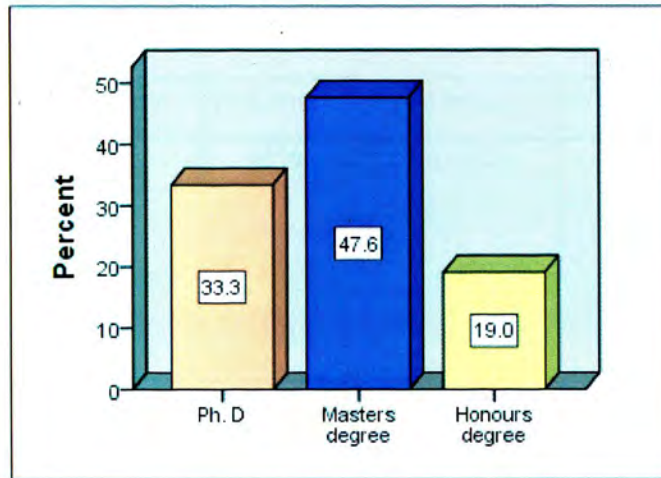


Figure 4.6 reveals that 47.6% of the respondents' highest qualification is a Master's degree, 33.3% have a Ph D, whilst 19.0% have an Honours degree.

**FIGURE 4.7: CURRENT STUDIES**

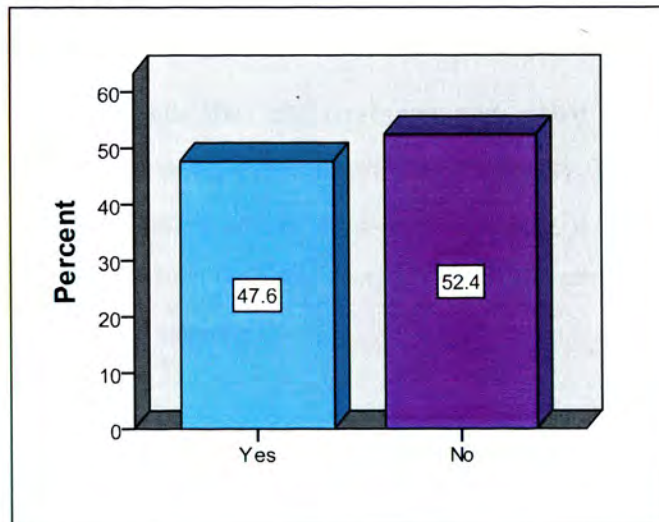


Figure 4.7 reveals that of the respondents, only 47.6% are currently involved in further studies, whilst 52.4% are not yet furthering their studies.

Table 4.2: Area of studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not studying	13	61.9	61.9	61.9
MASTERS	1	4.8	4.8	66.7
MBA	1	4.8	4.8	71.4
PhD	6	28.6	28.6	100.0
Total	21	100.0	100.0	

Table 4.2 shows that of the respondents 13 academics are not yet furthering their studies, 1 is studying for Master of Business Administration, and 6 are studying towards their Ph D.

#### 4.4 ANALYSIS OF FINDINGS REGARDING OBJECTIVES OF THE STUDY

The next set of statements describes the strategies and activities that may be used to conduct professional development programmes in the University. The results are presented in graphs, the focus is on the *agree and strongly agree* aspects of the response. The results of the other responses (disagree, strongly disagree, and undecided) are reflected in the frequency tables on page 85, Appendix D.

**FIGURE 4.8: STRATEGIES AND ACTIVITIES FOR IMPLEMENTATION**

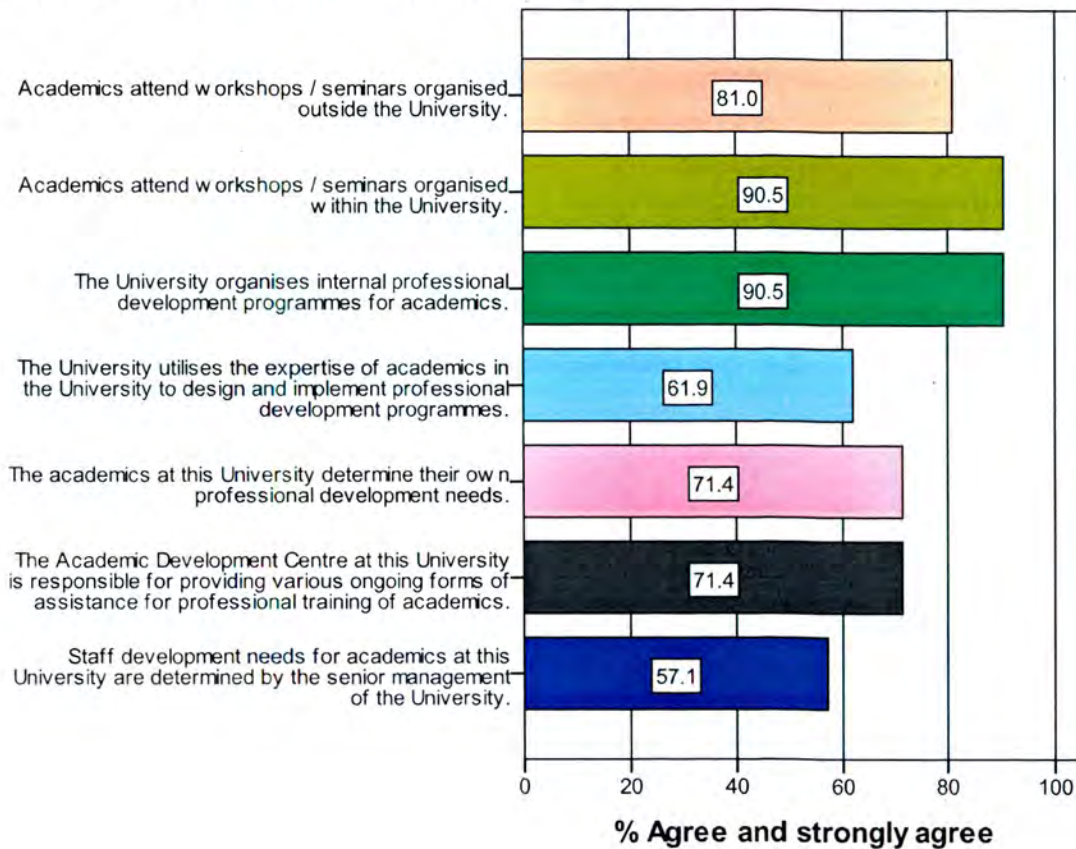


Figure 4.8 presents the responses to the question relating to the strategies and activities that may be used to conduct professional development programmes in the University. The respondents were requested to respond to each of the seven statements by marking the appropriate block with X to indicate the extent to which the University uses certain strategies and activities that are often used elsewhere for the implementation of professional development initiatives.

The data indicates that the academics felt that more often than not, three strategies; “academics attend workshops / seminars organised within the University” (90.5%), “the University organises internal professional development programmes for academics” (90.5%), and “academics attend workshops / seminars organised outside the University” (81.0%), were seen as the strategies most prevalently used at the University. Of the respondents, 61.9% either agreed or strongly agreed with the following strategy, “The University utilises the expertise of academics to design and implement professional development

programmes". Two strategies were perceived as also used at the University, they were, "the academics at this University determine their own professional development needs" (71.4%) and "The Academic Development Centre at this University is responsible for providing various ongoing forms of assistance for professional training of academics" (71.4%). With regard to the role of senior management, 57.1% of the respondent either agreed or strongly agreed with the statement.

**FIGURE 4.9: RATIONALE FOR PROFESSIONAL DEVELOPMENT**

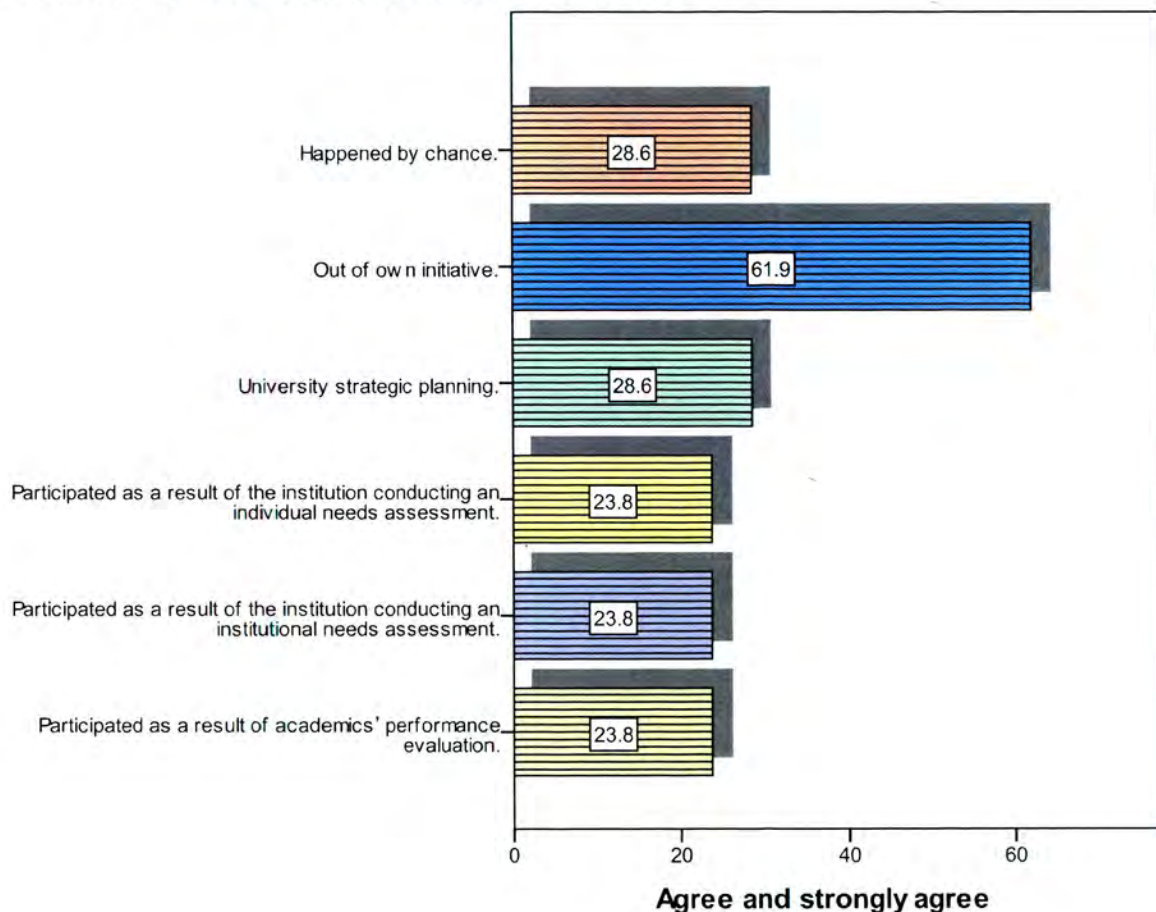


Figure 4.9 presents the responses to the question pertaining to the rationale for participating in professional development programmes by academics of this University. The respondents were requested to indicate as to how important certain factors had been in motivating their participation in professional development programmes organised by the University.

The data indicates clearly that respondents either agreed or strongly agreed that individual initiative – “*Out of own initiative*” (61.9%) was responsible for their participation. An interesting observation is that 28.6% of the respondents indicate that their participation “*happened by chance*”. This is a real concern when one thinks of their commitment in the exercise. The remaining four factors “*University strategic planning*’ (28.6%), “*institution conducting individual needs assessment*’ (23.8%), “*institution conducting institutional needs assessment*” (23.8%), and “*academic performance evaluation*” (23.8), should actually be the key reasons for participation, but unfortunately they ranked low.

**FIGURE 4.10: PERCEPTIONS OF PROFESSIONAL DEVELOPMENT PROGRAMMES**

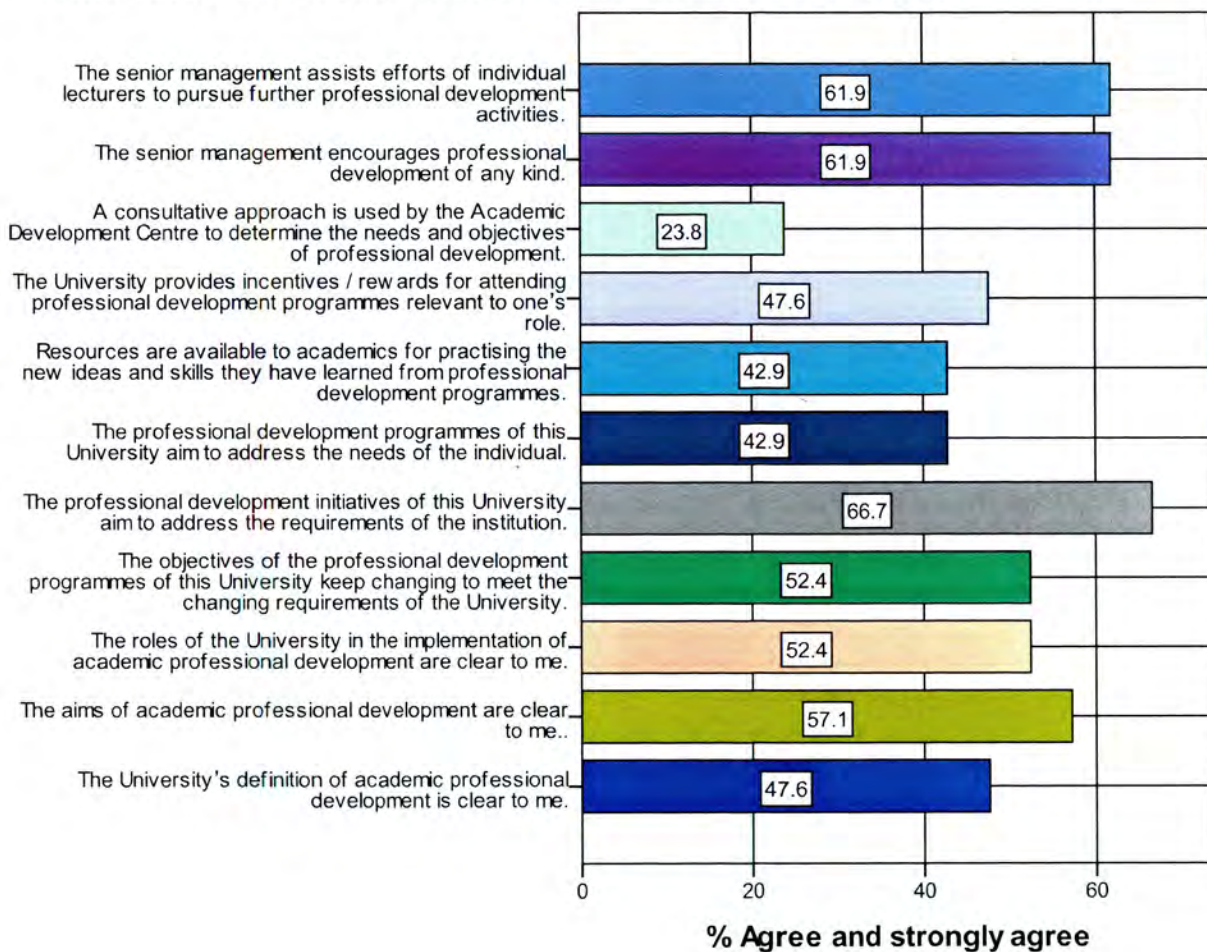


Figure 4.10 presents the responses to the question relating to the respondents' perceptions regarding professional development programmes in the University. They were requested to indicate the extent to which they agree with the statements.

The data indicates that the majority of respondents either agree or strongly agree that senior management of this University encourages participation in professional development initiatives, *“The senior management assists efforts of individual lecturers to pursue further professional development activities”* (61.9%), *“The senior management encourages professional development of any kind”* (61.9%), and *“ The professional development programmes of this University aims to address the needs of the institution”* (66.7%). On the item *“The aims of academic professional development are clear to me”* 57.1% either agreed or strongly agreed with the statement. On the two statements, *“The objectives of the professional development programmes of this University keep changing to meet the requirements of the University”* and *“The roles of the University in implementation of academic professional development are clear to me”* 52.4% of the respondents either agreed or strongly agreed. 47.6% of the respondents either agreed or strongly agreed that *“the University provides incentives / rewards for attending professional development programmes relevant to one’s role”* and *‘the University’s definition of academic professional development is clear to me”*. 42.9% of the respondents either agreed or strongly agreed that *“resources are available for practising what has been learned in a professional development programme”* and *“professional development programmes of the University aim to address the needs of the individual”*. However, it is interesting to note that 23.8% of the respondents either agreed or strongly agreed that the Academic Development Centre does not consult with academics when determining needs and objectives of professional development initiatives.

**FIGURE 4.11: OUTCOMES / EFFECTIVENESS OF PROFESSIONAL DEVELOPMENT EFFORTS**

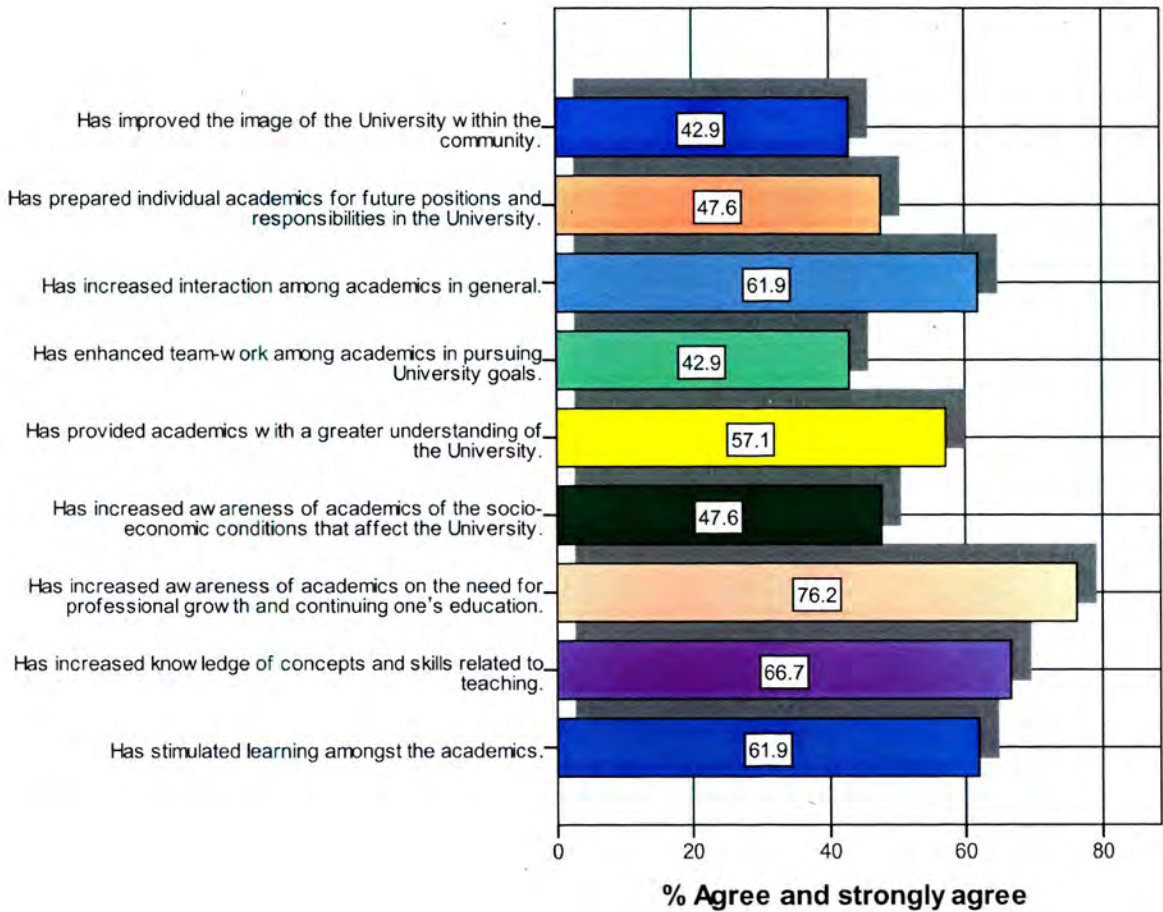


Figure 4.11 presents responses to the question relating to the possible outcomes of professional development efforts. The respondents were requested to indicate the extent to which they believe that the professional development programmes at this University have influenced these outcomes.

The results indicate that all of the outcomes presented were evident at this University. The majority of the respondents either agreed or strongly agreed that professional development programmes “has increased awareness of academics on the need for professional growth and continuing one’s education” (76.2%). The next highly rated outcomes were “has increased knowledge of concepts and skills related to teaching” (66.7%), “has stimulated learning amongst the academics” and “has increased interaction among academics in general” both were ranked at (61.9%). of the respondents (57.1%) either agreed or strongly

agreed that professional development programmes “has provided academics with greater understanding of the University”. It is interesting to note that the following outcomes were ranked below the 50% mark; “has prepared individual academics for future positions and responsibilities in the University” and “has increased awareness of academics of academics of the socio-economic conditions that affects the University” both were ranked at (47.6%). The following outcomes were both ranked at (42.9%), “has improved the image of the University within the community’ and “has enhanced team-work among academics in pursuing University goals”.

**FIGURE 4.12: FACTORS LIKELY TO PROMOTE PROFESSIONAL DEVELOPMENT INITIATIVES**

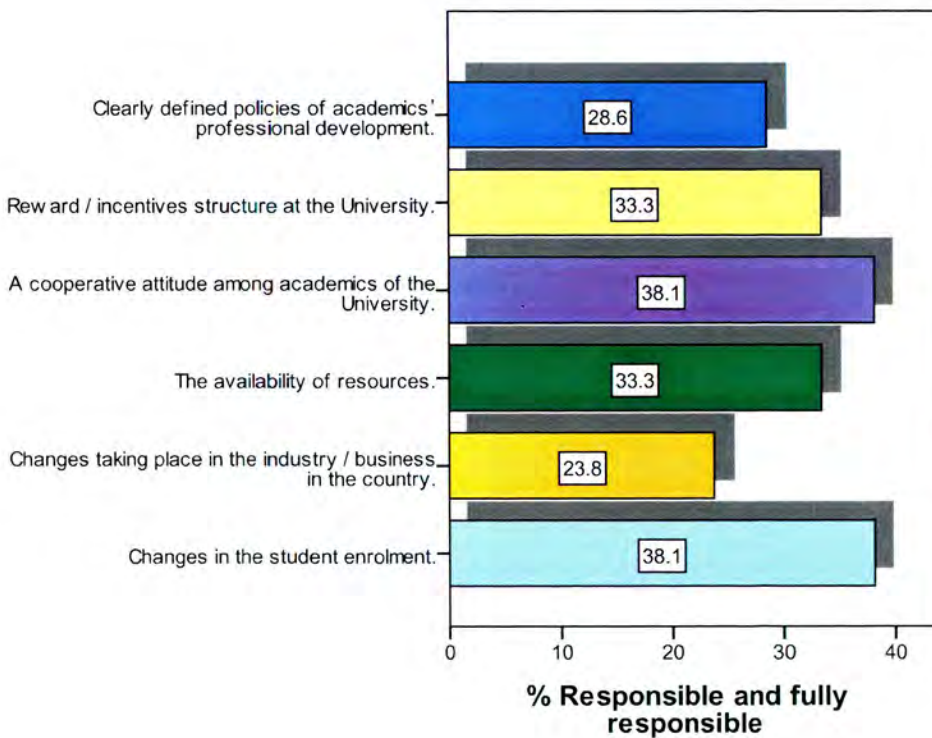


Figure 4.12 presents responses to the question as to how far has each of the listed factors influenced the pursuit of professional development initiatives at this University. The majority of respondents indicated that “changes in the student enrolment” (38.1%), was perceived to be a factor that could also assist in promoting professional development

initiatives. For the response to other factors which are likely to promote professional development (see appendix D, Table 4.7 a. – f.).

**FIGURE 4.13: FACTORS LIKELY TO IMPEDE PROFESSIONAL DEVELOPMENT INITIATIVES**

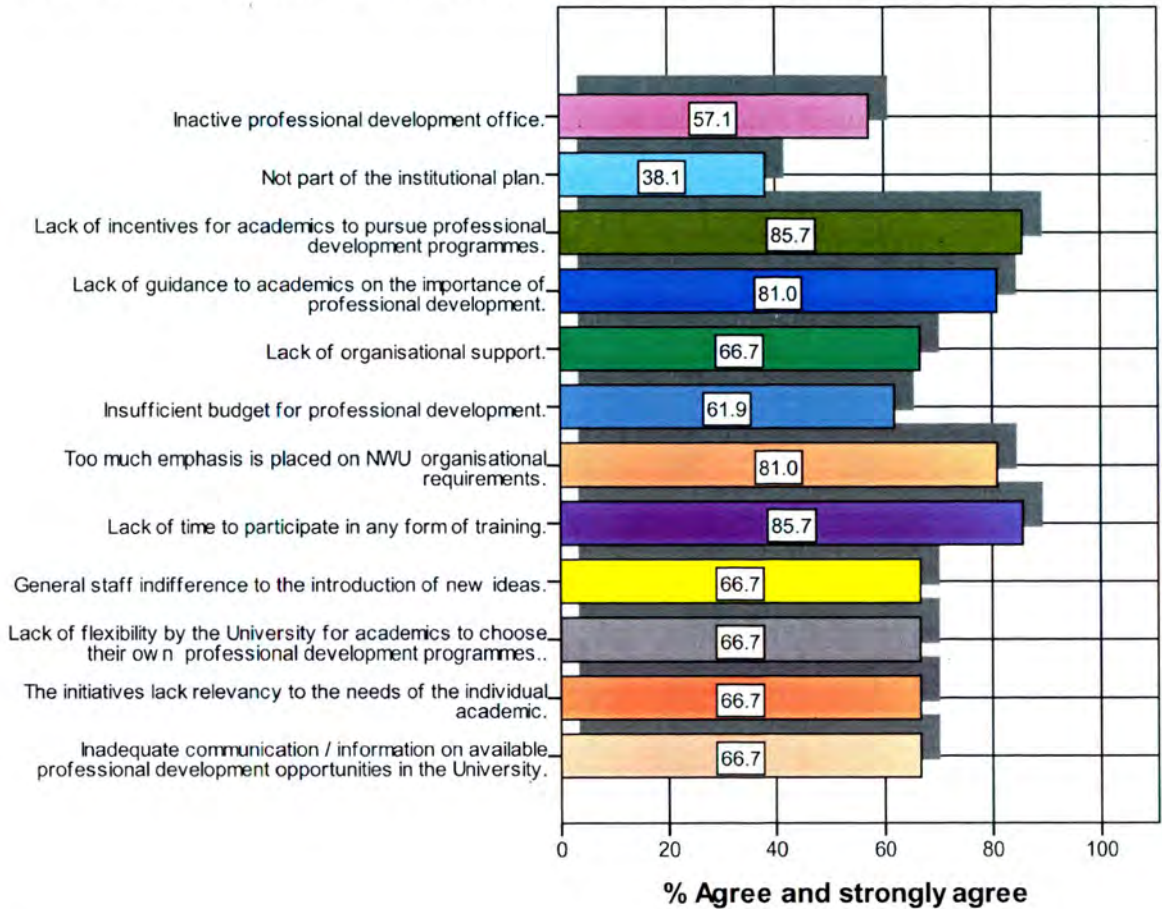


Figure 4.13 presents responses of the factors that are likely to impede the provision and implementation of professional development programmes at this University. Respondents were asked to rate the listed factors as possible impediments to professional development initiatives.

The data indicates that four factors, namely, “*lack of incentives for academics to pursue professional development programmes*” and “*lack of time to participate in any form of training*” were both ranked at (85.7%), whilst “*lack of guidance to academics on the importance of professional development*” and “*too much emphasis is placed on NWU organisational requirements*” were both ranked at (80.10%). Five other factors, namely,

*“lack of organisational support”, “general staff indifference to the introduction of new ideas”, lack of flexibility by the University for academics to choose their own professional development programmes”, “the initiatives lack relevancy to the needs of the individual academic”, and “inadequate communication / information on available professional development opportunities in the University”, all ranked at (66.7%). “Insufficient budget for professional development” ranked at (61.9%). The lowest ranked factor was “not part of the institutional plan” ranked at (38.1%).*

#### **Table 4.9: Open-ended section of the questionnaire**

Appendix D, table 4.9 provides a list of factors that the respondents identified in the open-ended section of the questionnaire regarding the strengths, weaknesses, and suggestions for the professional development programmes at this University.

The following professional development programmes’ strengths were cited;

- It develops lecturers who have never taught before.
- It enhances staff development and keeps staff up-to-date.
- It needs actual link to practice.
- Some of the courses are well structured and relevant.
- It gives encouragement and support to staff.
- They are in line with the latest developments in the education field.

The following professional development programmes’ weaknesses were cited;

- Lack of proper direction to meet the changing needs.
- Lack of financial support.
- Lack of year plan for all professional development activities.
- It does not address the needs of individual staff.
- Some workshops are not relevant to academics

- Too much workload.

The following were cited as suggestions for improvement of professional development;

- A year plan for all professional development activities should be made available to academics.
- All academics to attend Faculty strategic planning workshops.
- Open and honest discussions with staff members.
- Recognition
- Appreciation and rewards for participation and excellent work.
- They must relate to the work.
- Must focus on the current academic discourse.
- Academics should be allowed to choose their own path of development.
- Academic Development Centre should consult with Faculties about types of training to offer.

#### **4.4 SUMMARY OF THE CHAPTER**

In this chapter the findings were presented and discussed in relation to the major objectives of the study. The raw data was processed through the SPSS programme and the SPSS output was presented in figures.

## CHAPTER FIVE

### FINDINGS, RECOMMENDATIONS AND CONCLUSION

#### 5.1 INTRODUCTION

Chapter five outlines the major findings and discusses them in light of the literature review. Based on the discussions, recommendations and conclusion will be made.

#### 5.2 FINDINGS AND DISCUSSION

##### 5.2.1 Objective 1: To determine the strategies and activities of professional development programmes.

In regard to this objective, the key finding was that the most commonly used professional development strategies are workshops and seminars organised internally or outside the University (see appendix D, Table 4.3 e, f and g).

The findings from this study are consistent with the trend reported in the professional development literature in that the majority of Higher Education Institutions employ workshops and seminars as the leading form of professional development. Williams (1992:60) states that within in-service training, the most common forms of professional development that are used by Universities in training are seminars and workshops.

##### 5.2.2 Objective 2: To determine the rationale for professional development.

The main finding here was that participation in professional development was undertaken predominantly on one's own initiative. As a matter of fact, 61.9% of the respondents either agreed or strongly agreed that "own initiatives" were the reason for their participation in professional development programmes.

An interesting observation from the data (see appendix D, Table 4.4 a – f) was that the three lowest ranked factors; namely, strategic planning, individual needs assessment, and Institutional needs assessment, were portrayed in the literature as important factors for professional development. Soi Lang (2004:142) states that these factors have also been found lacking in most African Universities.

### **5.2.3 Objective 3: To determine the perception of professional development programmes.**

The data indicates that academics perceive senior management as somewhat involved in assisting efforts of individual academics to pursue professional development (see appendix D, j and k). This assertion accounted for a combined total of 61.9% of respondents who either agreed or strongly agreed with the input in both instances. However, it is also important to note that the 66.67% of the respondents either agreed or strongly agreed with the statement that *“the professional development initiatives of this University aim to address the requirements of the Institution”*. In other words, the majority of the respondents feel that their individual needs are not important to the Institution’s professional development initiatives.

The notion that *“a consultative approach is used by the Academic Development Centre to determine the needs and objectives of professional development”* was perceived to be minimal. In other words, academics do not perceive themselves as a significant part of the professional development decision-making process. This perception was well captured when one considers that only 23.81% of the respondents either agreed or strongly agreed with this perception.

### **5.2.4 Objective 4: To determine the outcomes or effectiveness of professional development.**

The professional development literature points out that in most Higher Education Institutions it is often difficult to establish professional development outcomes because the *“effects on training are arbitrary and all too often dependent on unplanned interaction of trainees, their supervisors and random opportunities in their working environment”* (Cannon, 2001:116). The survey data suggest that professional development initiatives at this University have, *“increased awareness of academics on the need for professional growth and continuing one’s education”* (76.19%), *“increased knowledge of concepts and skills related to teaching”* (66.67%), *“increased interaction among academics in general”* (61.9%), and *“stimulated learning amongst the academics”* (61.9%).

### **5.2.5 Objective 5: To determine factors that are likely to promote professional development initiatives.**

The data indicates that the majority of academics perceive *“a cooperative attitude among academics of the University”* (38.1%) as a factor that could promote professional development at the University. Similarly the majority of respondents perceive *“changes in the student enrolment”* (38.1%) as a factor that is either responsible or fully responsible for the promotion of professional development initiatives.

### **5.2.5 Objective 6: To determine factors that are likely to impede professional development initiatives.**

The data indicates that the major impediments to professional development are; *“lack of time to participate in any form of training”* (85.75%), *“lack of incentives for academics to pursue professional development programmes”* (85.71%), *“too much emphasis is placed on organisational requirements”* (80.95%), and *“lack of guidance to academics on the importance of professional development”*. Most other factors ranked at (66.67%), (see appendix D, Table 4.8).

## **5.3 RECOMMENDATIONS**

Consistent with earlier research in this area, this study supports the view that research in professional development must be context specific. As such these recommendations must be seen in the context of North-West University. However, the following recommendations for practice at this University as well as at other Higher Education Institutions with a similar structure are offered:

- There is a need for the University to present policy plans, which must include a clear definition of professional development, with clear goals, objectives, and strategies for implementation.
- Professional development is a collaborative effort that must involve all parties in its planning and implementation stages. It is therefore important that the Academic Development Centre do a needs analysis in order to design relevant professional

development programmes. If professional development programmes are not appealing, they will not become effective.

- Evaluation of previous professional development programmes must be carried out to establish the outcomes so far and to detect shortcomings.
- There must be an urgent review of the incentive and reward system because the majority of respondents clearly indicated that the lack of incentives to pursue professional development programmes is a factor that impedes professional development initiatives.

#### **5.4 CONCLUSION**

Despite all the perceived impediments to professional development, the respondents felt positive that if things are done correctly, the future of professional development in Higher Education Institutions is bright. However, there is an urgent need to take stock of the effectiveness of the current professional development initiatives, and the findings from this study would serve as a basis for professional development initiatives in Higher Education Institutions. To this end the University needs to institute periodic needs assessment for professional development for both academics and the Institution as a whole. This will surely go a long way towards achieving the overall objective of professional development, which is the development of the individual and the Institution.

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FACULTY OF EDUCATION

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TO : EXECUTIVE DEAN – FACULTY OF EDUCATION  
MAFIKENG CAMPUS  
31 October 2011

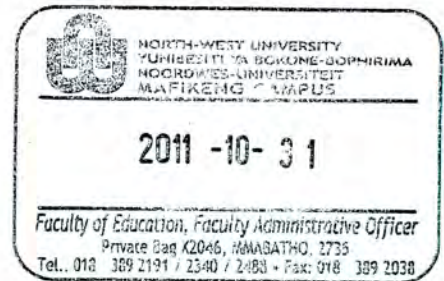
RE: REQUEST TO CONDUCT RESEARCH

I Matthews Matias Makunye, a lecturer in the Faculty of Education at the North-West University, Mafikeng Campus, kindly request permission to conduct research in the Faculty. The title of my study is **“Reasons for academic staff’s apathy towards formal professional development programmes at North-West University, Mafikeng Campus”**.

Thanking you in advance.

Yours sincerely

.....  
M.M. Makunye (Lecturer – School of Continuing Education.



APPROVED	X	NOT APPROVED	
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.....  
*D.H. Gericke*  
DEAN: [PLEASE PRINT NAME]

.....  
*Daniel*  
SIGNATURE

## **APPENDIX B: Questionnaire participation**

North-West University  
Mafikeng Campus  
Private Bag X2046  
MMABATHO  
2735  
01 November 2011

Dear Staff member

### **RE: REQUEST TO PARTICIPATE IN A RESEARCH STUDY**

I am pleased to extend to you an invitation to participate in my study by completing the attached questionnaire. I am a member of staff at this University and currently working on my Master of Business Administration degree (MBA) at NWU-Mafikeng. I am currently carrying out a study that seeks to explore reasons for academics' apathy towards formal professional development programmes at North-West University, Mafikeng campus.

Most of the questions can be answered by marking the appropriate block that best represents your views and experiences. However, there are a few that seek additional views and opinions. I anticipate that it will take approximately 20 minutes to complete the questionnaire.

All responses will remain completely anonymous and only grouped data will be reported. You do not need to write your name on the questionnaire.

Your cooperation in responding by 03 November 2011 will be greatly appreciated.

Thank you for agreeing to participate.

M.M.Makunye

## APPENDIX C

### SECTION A

#### QUESTIONNAIRE

#### REASONS FOR ACADEMICS' APATHY TOWARDS FORMAL PROFESSIONAL DEVELOPMENT PROGRAMMES AT NORTH-WEST UNIVERSITY, MAFIKENG CAMPUS.

This questionnaire forms part of an investigation of the reasons for academics' apathy towards formal professional development programmes at the North-West University at the Mafikeng campus. Please be honest and frank when answering the questions. Your completed questionnaire will be handled anonymously.

##### 1. BIOGRAPHICAL INFORMATION

Please mark the appropriate block with X.

1.1	Gender	1. Male	2. Female
-----	--------	------------	--------------

1.2	Age category	1. 18-25	2. 26-35	3. 36-45	4. 46-55	5. 56-65
-----	--------------	-------------	-------------	-------------	-------------	-------------

1.3	Home language	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;">1.</td><td>Afrikaans</td></tr> <tr><td>2.</td><td>English</td></tr> <tr><td>3.</td><td>Nguni language group (isiZulu, isiXhosa, isiNdebele, Siswati)</td></tr> <tr><td>4.</td><td>Sotho language group (Sesotho, Setswana, Sepedi)</td></tr> <tr><td>5.</td><td>Tshivenda</td></tr> <tr><td>6.</td><td>Xitsonga</td></tr> <tr><td>7.</td><td>Language spoken in Europe</td></tr> </table>	1.	Afrikaans	2.	English	3.	Nguni language group (isiZulu, isiXhosa, isiNdebele, Siswati)	4.	Sotho language group (Sesotho, Setswana, Sepedi)	5.	Tshivenda	6.	Xitsonga	7.	Language spoken in Europe
1.	Afrikaans															
2.	English															
3.	Nguni language group (isiZulu, isiXhosa, isiNdebele, Siswati)															
4.	Sotho language group (Sesotho, Setswana, Sepedi)															
5.	Tshivenda															
6.	Xitsonga															
7.	Language spoken in Europe															

	8. Language spoken in Asia	
	9. Language spoken elsewhere in Africa	
	10. Other	

1.4	Marital status	1. Single (never married)	2. Married	3. Divorced	4. Widowed
-----	----------------	------------------------------	---------------	----------------	---------------

1.5	Highest educational qualification	1. Ph. D	
		2. Masters degree	
		3. Honours degree	

1.6	Present position	1. Director	
		2. Senior lecturer	
		3. Lecturer	
		4. Junior lecturer	

1.7	Are you currently pursuing any professional studies?	1.		
		Yes		
		2.		
		No		
	If yes specify			

## SECTION B

### 2. Strategies and activities for implementation.

The next set of statements describes the strategies and activities that may be used to conduct professional development programmes in the University. Use the six point scale provided below.

**KEY: 1 = Strongly disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5 = Strongly agree**

Please mark the appropriate block with X.

2.1	Staff development needs for academics at this University are determined by the senior management of the University.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
2.2	The Academic Development Centre at this University is responsible for providing various ongoing forms of assistance for professional training of academics.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
2.3	The academics at this University determine their own professional development needs.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
2.4	The University utilises the expertise of academics in the University to design and implement professional development programmes.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree

2.5	The University organises internal professional development programmes for academics.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
2.6	Academics attend workshops / seminars organised within the University.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
2.7	Academics attend workshops / seminars organised outside the University.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree

### 3. Rationale for professional development.

In this part you are asked to rate what you perceive as the basis for your participation in professional development programmes. In other words, why did you participate?

**KEY: 1 = Strongly disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5 = Strongly agree**

Please mark the appropriate block with X.

3.1	Participated as a result of academics' performance evaluation.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
3.2	Participated as a result of the institution conducting an institutional needs assessment.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
3.3	Participated as a result of the institution conducting an individual needs assessment.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree

3.4	University strategic planning.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
3.5	Out of own initiative.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
3.6	Happened by chance.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree

#### 4. Perceptions of professional development programmes.

For each of the statements below, put X to indicate the extent to which you agree with the statement. Use the six point scale provided below.

**Key: 1 = Strongly disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5 = Strongly agree**

4.1	The University's definition of academic professional development is clear to me.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
4.2	The aims of academic professional development are clear to me..	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
4.3	The roles of the University in the implementation of academic professional development are clear to me.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
4.4	The objectives of the professional development programmes of this University keep changing to meet the changing requirements of the University.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
4.5	The professional development initiatives of this University aim to address the requirements of the institution.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree

4.6	The professional development programmes of this University aim to address the needs of the individual.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
4.7	Resources are available to academics for practising the new ideas and skills they have learned from professional development programmes.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree

4.8	The University provides incentives / rewards for attending professional development programmes relevant to one's role.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
4.9	A consultative approach is used by the Academic Development Centre to determine the needs and objectives of professional development.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
4.10	The senior management encourages professional development of any kind.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
4.11	The senior management assists efforts of individual lecturers to pursue further professional development activities.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree

## 5. Outcomes / effectiveness of professional development efforts.

In this section possible outcomes of professional development efforts are listed. Please mark the appropriate block with X to indicate the extent to which you believe the professional development programmes at this University have influenced these outcomes.

5.1	Has stimulated learning amongst the academics.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
5.2	Has increased knowledge of concepts and skills related to teaching.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
5.3	Has increased awareness of academics on the need for professional growth and continuing one's education.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
5.4	Has increased awareness of academics of the socio-economic conditions that affect the University.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree

5.5	Has provided academics with a greater understanding of the University.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
5.6	Has enhanced team-work among academics in pursuing University goals.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
5.7	Has increased interaction among academics in general.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
5.8	Has prepared individual academics for future positions and responsibilities in the University.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
5.9	Has improved the image of the University within the community.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree

## 6. Factors likely to promote professional development initiatives.

How far has each factor below influenced the pursuit of professional development initiatives at this University? Please mark the appropriate block with X to indicate the extent to which each factor is responsible for promoting professional development initiatives.

**Key: 1 = Responsible; 2 = Fully responsible; 3 = Partially responsible; 4 = Not responsible**

6.1	Changes in the student enrolment.	1. Responsible	2. Fully responsible	3. Partially Responsible	4. Not responsible
6.2	Changes taking place in the industry / business in the country.	1. Not responsible	2. Partially responsible	3. Responsible	4. Fully responsible

6.3	The availability of resources.	1. Not responsible	2. Partially responsible	3. Responsible	4. Fully responsible
6.4	A cooperative attitude among academics of the University.	1. Not responsible	2. Partially responsible	3. Responsible	4. Fully responsible
6.5	Reward / incentives structure at the University.	1. Not responsible	2. Partially responsible	3. Responsible	4. Fully responsible
6.6	Clearly defined policies of academics' professional development.	1. Not responsible	2. Partially responsible	3. Responsible	4. Fully responsible

## 7. Factors likely to impede professional development initiatives.

Factors below are likely to impede the provision and implementation of professional development programmes at this University. Please mark the appropriate block with X to indicate the degree to which it is a factor impeding professional development initiatives at this University.

**Key: 1 = Strongly disagree; 2 = Disagree; 3 = Undecided; 4 = Agree; 5 = Strongly agree**

7.1	Inadequate communication / information on available professional development opportunities in the University.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
7.2	The initiatives lack relevancy to the needs of the individual academic.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
7.3	Lack of flexibility by the University for academics to choose their own professional development programmes..	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
7.4	General staff indifference to the introduction of new ideas.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree

7.5	Lack of time to participate in any form of training.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
7.6	Too much emphasis is placed on NWU organisational requirements.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
7.7	Insufficient budget for professional development.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
7.8	Lack of organisational support.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
7.9	Lack of guidance to academics on the importance of professional development.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
7.10	Lack of incentives for academics to pursue professional development programmes.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
7.11	Not part of the institutional plan.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree
7.12	Inactive professional development office.	1. Strongly disagree	2. Disagree	3. Undecided	4. Agree	5. Strongly agree

## 8. Additional Information

- 8.1 Please indicate the strengths of current professional development activities for academics at this University.

8.2 Please indicate the weaknesses of the current professional development activities for academics at this University.

8.3 Please provide suggestions for improvement in professional development activities for academics at this University.

*Thank you very much for completing this questionnaire*

## APPENDIX D: Frequency Tables for Section B of Survey Questionnaire

**Table 4.3: Strategies and activities for implementation.**

- a. Staff development needs for academics at this University are determined by the senior management of the University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9.5	9.5	9.5
Disagree	1	4.8	4.8	14.3
Undecided	6	28.6	28.6	42.9
Agree	8	38.1	38.1	81.0
Strongly agree	4	19.0	19.0	100.0
Total	21	100.0	100.0	

- b. The Academic Development Centre at this University is responsible for providing various ongoing forms of assistance for professional training of academics.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	4.8	4.8	4.8
Undecided	5	23.8	23.8	28.6
Agree	8	38.1	38.1	66.7
Strongly agree	7	33.3	33.3	100.0
Total	21	100.0	100.0	

- c. The academics at this University determine their own professional development needs.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	5	23.8	23.8	28.6
Agree	11	52.4	52.4	81.0
Strongly agree	4	19.0	19.0	100.0
Total	21	100.0	100.0	

- d. The University utilises the expertise of academics in the University to design and implement professional development programmes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9.5	9.5	9.5
Disagree	3	14.3	14.3	23.8
Undecided	3	14.3	14.3	38.1
Agree	12	57.1	57.1	95.2
Strongly agree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

- e. The University organises internal professional development programmes for academics.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	4.8	4.8	4.8
Undecided	1	4.8	4.8	9.5
Agree	18	85.7	85.7	95.2
Strongly agree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

- f. Academics attend workshops / seminars organised within the University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	2	9.5	9.5	9.5
Agree	14	66.7	66.7	76.2
Strongly agree	5	23.8	23.8	100.0
Total	21	100.0	100.0	

g. Academics attend workshops / seminars organised outside the University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Undecided	3	14.3	14.3	19.0
Agree	12	57.1	57.1	76.2
Strongly agree	5	23.8	23.8	100.0
Total	21	100.0	100.0	

**Table 4.4: Rationale for professional development**

a. Participated as a result of academics' performance evaluation.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	14.3	14.3	14.3
Disagree	5	23.8	23.8	38.1
Undecided	8	38.1	38.1	76.2
Agree	4	19.0	19.0	95.2
Strongly agree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

b. Participated as a result of the institution conducting an institutional needs assessment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	5	23.8	23.8	23.8
Disagree	7	33.3	33.3	57.1
Undecided	4	19.0	19.0	76.2
Agree	5	23.8	23.8	100.0
Total	21	100.0	100.0	

c. Participated as a result of the institution conducting an individual needs assessment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	4	19.0	19.0	19.0
Disagree	8	38.1	38.1	57.1
Undecided	4	19.0	19.0	76.2
Agree	5	23.8	23.8	100.0
Total	21	100.0	100.0	

d. University strategic planning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9.5	9.5	9.5
Disagree	6	28.6	28.6	38.1
Undecided	7	33.3	33.3	71.4
Agree	5	23.8	23.8	95.2
Strongly agree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

e. Out of own initiative.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	14.3	14.3	14.3
Disagree	3	14.3	14.3	28.6
Undecided	2	9.5	9.5	38.1
Agree	6	28.6	28.6	66.7
Strongly agree	7	33.3	33.3	100.0
Total	21	100.0	100.0	

f. Happened by chance.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9.5	9.5	9.5
Disagree	7	33.3	33.3	42.9
Undecided	6	28.6	28.6	71.4
Agree	3	14.3	14.3	85.7
Strongly agree	3	14.3	14.3	100.0
Total	21	100.0	100.0	

**Table 4.5: Perceptions of professional development programmes**

a. The University's definition of academic professional development is clear to me.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	3	14.3	14.3	14.3
Disagree	3	14.3	14.3	28.6
Undecided	5	23.8	23.8	52.4
Agree	9	42.9	42.9	95.2
Strongly agree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

b. The aims of academic professional development are clear to me.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9.5	9.5	9.5
Disagree	5	23.8	23.8	33.3
Undecided	2	9.5	9.5	42.9
Agree	11	52.4	52.4	95.2
Strongly agree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

c. The roles of the University in the implementation of academic professional development are clear to me.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	5	23.8	23.8	28.6
Undecided	4	19.0	19.0	47.6
Agree	8	38.1	38.1	85.7
Strongly agree	3	14.3	14.3	100.0
Total	21	100.0	100.0	

d. The objectives of the professional development programmes of this University keep changing to meet the changing requirements of the University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	5	23.8	23.8	28.6
Undecided	4	19.0	19.0	47.6
Agree	6	28.6	28.6	76.2
Strongly agree	5	23.8	23.8	100.0
Total	21	100.0	100.0	

e. The professional development initiatives of this University aim to address the requirements of the institution.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	2	9.5	9.5	14.3
Undecided	4	19.0	19.0	33.3
Agree	10	47.6	47.6	81.0
Strongly agree	4	19.0	19.0	100.0
Total	21	100.0	100.0	

f. The professional development programmes of this University aim to address the needs of the individual.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	8	38.1	38.1	38.1
Undecided	4	19.0	19.0	57.1
Agree	7	33.3	33.3	90.5
Strongly agree	2	9.5	9.5	100.0
Total	21	100.0	100.0	

g. Resources are available to academics for practising the new ideas and skills they have learned from professional development programmes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	5	23.8	23.8	28.6
Undecided	6	28.6	28.6	57.1
Agree	8	38.1	38.1	95.2
Strongly agree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

h. The senior management encourages professional development of any kind.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	5	23.8	23.8	28.6
Undecided	2	9.5	9.5	38.1
Agree	10	47.6	47.6	85.7
Strongly agree	3	14.3	14.3	100.0
Total	21	100.0	100.0	

- i. The University provides incentives / rewards for attending professional development programmes relevant to one's role.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9.5	9.5	9.5
Disagree	6	28.6	28.6	38.1
Undecided	3	14.3	14.3	52.4
Agree	9	42.9	42.9	95.2
Strongly agree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

- j. A consultative approach is used by the Academic Development Centre to determine the needs and objectives of professional development.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	5	23.8	23.8	23.8
Disagree	8	38.1	38.1	61.9
Undecided	3	14.3	14.3	76.2
Agree	3	14.3	14.3	90.5
Strongly agree	2	9.5	9.5	100.0
Total	21	100.0	100.0	

- k. The senior management assists efforts of individual lecturers to pursue further professional development activities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	9.5	9.5	9.5
Disagree	4	19.0	19.0	28.6
Undecided	2	9.5	9.5	38.1
Agree	11	52.4	52.4	90.5
Strongly agree	2	9.5	9.5	100.0
Total	21	100.0	100.0	

**Table 4.6: Outcomes / effectiveness of professional development efforts**

a. Has stimulated learning amongst the academics.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	9.5	9.5	9.5
Undecided	6	28.6	28.6	38.1
Agree	11	52.4	52.4	90.5
Strongly agree	2	9.5	9.5	100.0
Total	21	100.0	100.0	

b. Has increased knowledge of concepts and skills related to teaching.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	4	19.0	19.0	19.0
Undecided	3	14.3	14.3	33.3
Agree	9	42.9	42.9	76.2
Strongly agree	5	23.8	23.8	100.0
Total	21	100.0	100.0	

c. Has increased awareness of academics on the need for professional growth and continuing one's education.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Undecided	4	19.0	19.0	23.8
Agree	11	52.4	52.4	76.2
Strongly agree	5	23.8	23.8	100.0
Total	21	100.0	100.0	



d. Has increased awareness of academics of the socio-economic conditions that affect the University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	5	23.8	23.8	28.6
Undecided	5	23.8	23.8	52.4
Agree	9	42.9	42.9	95.2
Strongly agree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

e. Has provided academics with a greater understanding of the University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	7	33.3	33.3	33.3
Undecided	2	9.5	9.5	42.9
Agree	9	42.9	42.9	85.7
Strongly agree	3	14.3	14.3	100.0
Total	21	100.0	100.0	

f. Has enhanced team-work among academics in pursuing University goals.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	5	23.8	23.8	28.6
Undecided	6	28.6	28.6	57.1
Agree	8	38.1	38.1	95.2
Strongly agree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

g. Has increased interaction among academics in general.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	2	9.5	9.5	14.3
Undecided	5	23.8	23.8	38.1
Agree	11	52.4	52.4	90.5
Strongly agree	2	9.5	9.5	100.0
Total	21	100.0	100.0	

h. Has prepared individual academics for future positions and responsibilities in the University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	4	19.0	19.0	23.8
Undecided	6	28.6	28.6	52.4
Agree	8	38.1	38.1	90.5
Strongly agree	2	9.5	9.5	100.0
Total	21	100.0	100.0	

i. Has improved the image of the University within the community.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	4	19.0	19.0	23.8
Undecided	7	33.3	33.3	57.1
Agree	8	38.1	38.1	95.2
Strongly agree	1	4.8	4.8	100.0
Total	21	100.0	100.0	

**Table 4.7: Factors likely to promote professional development initiatives**

a. Changes in the student enrolment.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Responsible	2	9.5	9.5	9.5
Fully responsible	6	28.6	28.6	38.1
Partially responsible	4	19.0	19.0	57.1
Not responsible	4	19.0	19.0	76.2
Uncertain	5	23.8	23.8	100.0
Total	21	100.0	100.0	

b. Changes taking place in the industry / business in the country.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not responsible	1	4.8	4.8	4.8
Partially responsible	4	19.0	19.0	23.8
Responsible	9	42.9	42.9	66.7
Fully responsible	3	14.3	14.3	81.0
Uncertain	4	19.0	19.0	100.0
Total	21	100.0	100.0	

c. The availability of resources.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not responsible	1	4.8	4.8	4.8
Partially responsible	6	28.6	28.6	33.3
Responsible	7	33.3	33.3	66.7
Fully responsible	5	23.8	23.8	90.5
Uncertain	2	9.5	9.5	100.0
Total	21	100.0	100.0	

d. A cooperative attitude among academics of the University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not responsible	3	14.3	14.3	14.3
Partially responsible	5	23.8	23.8	38.1
Responsible	7	33.3	33.3	71.4
Fully responsible	3	14.3	14.3	85.7
Uncertain	3	14.3	14.3	100.0
Total	21	100.0	100.0	

e. Reward / incentives structure at the University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not responsible	1	4.8	4.8	4.8
Partially responsible	6	28.6	28.6	33.3
Responsible	2	9.5	9.5	42.9
Fully responsible	6	28.6	28.6	71.4
Uncertain	6	28.6	28.6	100.0
Total	21	100.0	100.0	

f. Clearly defined policies of academics' professional development.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Partially responsible	6	28.6	28.6	28.6
Responsible	5	23.8	23.8	52.4
Fully responsible	6	28.6	28.6	81.0
Uncertain	4	19.0	19.0	100.0
Total	21	100.0	100.0	

**Table 4.8: Factors likely to impede professional development initiatives**

a. Inadequate communication / information on available professional development opportunities in the University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	4	19.0	19.0	19.0
Undecided	3	14.3	14.3	33.3
Agree	6	28.6	28.6	61.9
Strongly agree	8	38.1	38.1	100.0
Total	21	100.0	100.0	

b. The initiatives lack relevancy to the needs of the individual academic.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	14.3	14.3	14.3
Undecided	4	19.0	19.0	33.3
Agree	8	38.1	38.1	71.4
Strongly agree	6	28.6	28.6	100.0
Total	21	100.0	100.0	

c. Lack of flexibility by the University for academics to choose their own professional development programmes..

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	4	19.0	19.0	19.0
Undecided	3	14.3	14.3	33.3
Agree	6	28.6	28.6	61.9
Strongly agree	8	38.1	38.1	100.0
Total	21	100.0	100.0	

d. General staff indifference to the introduction of new ideas.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	4	19.0	19.0	23.8
Undecided	2	9.5	9.5	33.3
Agree	10	47.6	47.6	81.0
Strongly agree	4	19.0	19.0	100.0
Total	21	100.0	100.0	

e. Lack of time to participate in any form of training.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	2	9.5	9.5	14.3
Agree	11	52.4	52.4	66.7
Strongly agree	7	33.3	33.3	100.0
Total	21	100.0	100.0	

f. Too much emphasis is placed on NWU organisational requirements.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	14.3	14.3	14.3
Undecided	1	4.8	4.8	19.0
Agree	12	57.1	57.1	76.2
Strongly agree	5	23.8	23.8	100.0
Total	21	100.0	100.0	

g. Insufficient budget for professional development.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	4	19.0	19.0	19.0
Undecided	4	19.0	19.0	38.1
Agree	9	42.9	42.9	81.0
Strongly agree	4	19.0	19.0	100.0
Total	21	100.0	100.0	

h. Lack of organisational support.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	3	14.3	14.3	19.0
Undecided	3	14.3	14.3	33.3
Agree	9	42.9	42.9	76.2
Strongly agree	5	23.8	23.8	100.0
Total	21	100.0	100.0	

i. Lack of guidance to academics on the importance of professional development.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	3	14.3	14.3	19.0
Agree	9	42.9	42.9	61.9
Strongly agree	8	38.1	38.1	100.0
Total	21	100.0	100.0	

j. Lack of incentives for academics to pursue professional development programmes.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	2	9.5	9.5	14.3
Agree	11	52.4	52.4	66.7
Strongly agree	7	33.3	33.3	100.0
Total	21	100.0	100.0	

k. Not part of the institutional plan.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	3	14.3	14.3	19.0
Undecided	9	42.9	42.9	61.9
Agree	5	23.8	23.8	85.7
Strongly agree	3	14.3	14.3	100.0
Total	21	100.0	100.0	

l. Inactive professional development office.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	1	4.8	4.8	4.8
Disagree	3	14.3	14.3	19.0
Undecided	5	23.8	23.8	42.9
Agree	5	23.8	23.8	66.7
Strongly agree	7	33.3	33.3	100.0
Total	21	100.0	100.0	

**Table 4.9: Additional information**

Please indicate the strengths of current professional development activities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Allurement of the incentives	1	4.8	4.8	4.8
It develops lecturers who has never taught before	1	4.8	4.8	9.5
It enhances staff development and keeps staff up to date	3	14.3	14.3	23.8
It is available	1	4.8	4.8	28.6
It is good but needs actual link to practice	1	4.8	4.8	33.3
No comment	10	47.6	47.6	81.0
Not strong	1	4.8	4.8	85.7
Some of the courses are well structured and relevant to some academics	1	4.8	4.8	90.5
Staff members are encouraged and supported	1	4.8	4.8	95.2
They are in line with the latest developments in education field.	1	4.8	4.8	100.0
Total	21	100.0	100.0	

Please indicate the weaknesses of the current professional development

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1. Lack of proper direction to meet changing needs 2. Lack of proper communication 3. Lack of financial support	1	4.8	4.8	4.8
A year plan for all professional development activities should be made available to all academics	1	4.8	4.8	9.5
It does not address the needs of individual staff	1	4.8	4.8	14.3
It is repeated year after year	1	4.8	4.8	19.0
Lack of interest in individual staff members	1	4.8	4.8	23.8
Lack of urgency in the part of academics	1	4.8	4.8	28.6
No comment	9	42.9	42.9	71.4
Not all academics are developing their skill	1	4.8	4.8	76.2
Not knowing direction to your faculty	1	4.8	4.8	81.0
Not really recognised	1	4.8	4.8	85.7
Some workshops are not relevant to academics	1	4.8	4.8	90.5
Too much workload	2	9.5	9.5	100.0
Total	21	100.0	100.0	

Please provide suggestions for improvement in professional

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1. A year plan for all professional development activities should be made available to all academics 2. All academic staff members should be available during faculty strategic planning workshops	1	4.8	4.8	4.8
1. Have upright interest and care for staff members as humans 2. Open and honest discussions with staff members 3. Recognition	1	4.8	4.8	9.5
1. Proper direction of academic activities 2. Staff should be part of inter-varsity subject workshops 3. Appreciation or rewards for participation and excellent work	1	4.8	4.8	14.3
1. They must relate to the work in the lecture halls 2. Must focus on the current academic discourse	1	4.8	4.8	19.0
Academics should be allowed to choose their own path of development	1	4.8	4.8	23.8
ADC should consult with faculties about the types of training to offer	1	4.8	4.8	28.6
Information should be passed on to new staff members as well	1	4.8	4.8	33.3
Information on PD to be continuously communicated	1	4.8	4.8	38.1
More consultative approach is required	1	4.8	4.8	42.9
No comment	10	47.6	47.6	90.5
Staff and students should collaborate more often	1	4.8	4.8	95.2
Staff members should avail themselves	1	4.8	4.8	100.0
Total	21	100.0	100.0	



This is to certify that the dissertation entitled

**Reasons for Academic Staff's Apathy towards formal Professional  
Development Programmes at North-West University, Mafikeng  
Campus.**

Submitted by

**Makunye Matiasse Matthews**

In partial fulfilment of the requirements for the degree of

**Master of Business Administration**

At the North-West University (Mafikeng Campus)

has been edited for language by

Mary Helen Thomas

School of Undergraduate Studies

Faculty of Education

North-West University (Mafikeng campus)

Signed..... *M. H. Thomas* .....

Date..... *17/01/2012* .....

