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**PROFESSIONAL DEVELOPMENT IN HIGHER EDUCATION: PERCEPTIONS AND
EXPERIENCES OF NEW LECTURERS AT A UNIVERSITY OF TECHNOLOGY IN
KWAZULU NATAL**

**A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SOCIAL SCIENCES (PSYCHOLOGY)**

BY

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March 2019

DECLARATION

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Date

Dr Nicholas Munro

Name of Supervisor



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DEDICATION

To God Almighty, the greatest Teacher.

I am in awe of God's favour.

ACKNOWLEDGEMENT

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ABBREVIATIONS

AIP	Academic Induction Programme
CELT	Centre for Excellence in Learning and Teaching
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
DoE	Department of Education
DUT	Durban University of Technology
HDU	Historically Disadvantaged University
HE	Higher Education
HEI	Higher Education Institutions
HEQC	Higher Education Quality Committee
HRD	Human Resource Development
HWSETA	Health and Welfare SETA
PD	Professional Development
PGDHE	Post Graduate Diploma in Higher Education
RSA	Republic of South Africa
SAQA	South African Qualifications Authority
SASSE	South African Survey of Student Engagement
SCCT	Cognitive Career Theory
SES	Socio-economic Status
SoTL	Scholarship of Teaching and Learning
UK	United Kingdom
UoT	University of Technology

ABSTRACT

Research on professional development in South African higher education institutions (HEIs) has gained traction in recent times. This can partly be attributed to the rapid increase in student enrolment in teaching and learning institutions and emphasis on throughput rates, which is increasing the pressure, internationally and nationally, to provide structured programmes to develop academics' professional competence. Professional development has been viewed as critical in enhancing the quality of lecturers as teachers in higher education (HE). However, while professional development of lecturers in HEIs is integral to transformation agenda in South Africa, several evaluation studies have uncovered impediments to achieving this goal. As such, the overarching aim of this dissertation was to describe and explore new lecturers' perceptions and experiences of professional development at the Durban University of Technology (DUT). The study further explores and describes barriers and facilitators to new lecturers' participation in professional development in HE as well as the perceived impact of professional development programmes on new lecturers' development at DUT.

A qualitative research design was employed for this study. Purposive sampling was used to select participants that met the inclusion criteria. The research participants were purposively recruited based on the inclusion criterion of being novice lecturers. The novice lecturers selected for this study had not been employed as university lecturers for more than three years at DUT and had not worked as lecturers before joining DUT. Semi structured interviews were used as the research instruments for this study. Data were collected from ten research participants from the DUT Midlands Centre. The data were analysed using thematic analysis to describe and explore new lecturers' perceptions and experiences of professional development programmes. The major findings highlight how new lecturers perceive professional development programmes as useful but not without some challenges as they highlight certain factors that make the programmes unhelpful and which in turn constitute barriers to professional development programmes at the institution. Some of the barriers cited by the new lecturers included unsuitable timing of professional development programmes, facilitators who lacked expertise, and shallow and unhelpful content of the programmes. In addition, the haphazard structuring of the programme and insufficient incentives for participation were also regarded as challenges to the professional development

programmes. The findings from the study also point to the challenges of new lecturers' workload, resistance to change, and inadequate support from management. Nevertheless, in terms of the impact of professional development programmes, the findings from the study suggest that professional development programmes provide new lecturers with pedagogical skills and improved pedagogical competence.

These findings are discussed in relation to the social cognitive career theory (SCCT) and relevant literature on professional development in HE. It was found that regardless of some perceived impediments to professional development programmes, such programmes can assist new lecturers in finding their place in a University, and help new lecturers create a collegial sense of belonging among colleagues.

These benefits however will be more appreciated if the challenges identified in this study are adequately addressed. In this regard, various recommendations for improving professional development programmes are offered in the dissertation. For the professional development programmes to be more beneficial to the target audience, lecturers need to be involved in the conceptualisation of these programmes. This will ensure, for instance, that such programmes are organised on a rolling basis to cater for the need of the new lecturers as they arise. Such recommendations, especially the advocacy for a bottom-up approach to the organisation of professional development programme, will also help to address the challenge of content, among others. The involvement of the beneficiary, in this case the lecturers, will make the programme to be need-based. It will also address the issue of unconvincing timing, among other issues raised by the respondents.

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CHAPTER 1: GENERAL INTRODUCTION AND BACKGROUND TO STUDY

1.1 Setting the Scene

Lecturers have a significant impact on the development of their students. The relationship between quality teaching and enhanced students' performance cannot be overly emphasised. However, no lecturer or teacher (used interchangeably in this study) can give what they do not have. Notably, a handful of studies have meaningfully linked the success of learners and/or students, at various educational levels, to the competence of their teachers (Nwaboku, 1996, Voss & Gruber, 2006, Steyn, 2009, Postholm, 2012, Assan, 2014). Meanwhile, the success of teachers in the job has accordingly been linked in this regard to a "comprehensive, coherent professional development program[me]" (Wong, 2004, p.41). This is important especially given the view that professional development programmes not only facilitate the gaining and/or improving of a lecturer's pedagogical competence, but also disciplinary expertise over time (Steyn, 2009, Ndebele, 2013). Hence, Ndebele (2014a, p. 256), submits that "a key component of academic development is the improvement of teaching with the express purpose of improving student learning". These various studies accede to the view that the ultimate end of staff development is improvement of student learning (Griffin, 1983, Guskey, 1986).

It is against the above backdrop that the promotion of teaching skills and competencies at higher education has continued to gain traction within educational research (Voss & Gruber, 2006, Iglesias-Martínez, Lozano-Cabezas, & Martínez-Ruiz, 2014, p.170). According to Iglesias-Martínez et al. (2014, p. 170), "the challenge of assuming a deep transformation in the ways to generate, manage and distribute knowledge and learning requires a specific professional development of the university teaching staff in order to achieve conceptual and methodological changes". Professional development of academic staff not only capacitates teachers to offer quality teaching; it is equally key to the survival and sustainability of an institution in the face of the rising level of competitions and a myriad of other challenges that characterise the 21st century higher education institution (HEI) landscape. To this effect, the Council on Higher Education (CHE, 2016, p.13) rightly observed that the "demands on academics and the variety of functions required of them have set up new tensions and competing priorities". This dynamic has both national as well as global ramifications.

1.2 Global Context of Professional Development

At a global or international level, discourses on professional development including induction and other continuous development programmes in higher education institutions (HEIs) have been equally gaining attractions among scholars (Bath & Smith, 2004, Boyd, Harris, & Murray, 2007, Fry, Ketteridge, & Marshall, 2008, Martinez, 2008, Boyd, 2010). For instance, Martinez (2008) usefully explores the importance of induction of teachers in the United Kingdom (UK) and further highlights the international perspective thereof. Similarly, Boyd et al. (2007) demonstrate the existence of some published works on guidelines for the academic induction of new teacher educators in the UK, which were informed by a small body of research, a demonstration of the relevance of professional development programmes. These developments are hardly surprising considering the centrality of higher education (HE) in South Africa's development quest. The domain of HE has increasingly moved from being a preserve of a few elites and affluent in society to a domain more readily accessible by a larger population in the 21st century. One of the implications of this changing dynamic is that, compared to the past, the domain has become more diverse and complex in terms of "demographics, economics, social and academic"; which in turn has given a twist to the level of accountability required on the part of the HEIs for "output in the form of graduates with valuable attributes" (CHE, 2015, p.15). Hence, it is hardly surprising that the quality of teaching in HEIs is becoming more and more important in academic discourse (Voss & Gruber, 2006, Assan, 2014).

Meanwhile, the quest for quality is often challenged by the reality of massification of HEIs as they shift from being a preserve of a privileged few to incorporate more of previously excluded groups. Indeed, with the global economy "becoming inextricably linked with the so-called 'knowledge economy' and creation of a global higher education 'market,'" HEIs are more able to now attract students and staff from various parts of the world with the aid of technology (CHE, 2004, p.213). In the effort thus not to sacrifice quality on the altar of massification, there has been an increased attention given to professional development of academics in many countries to capacitate the teachers for the demands. To better appreciate the importance of professional development of academic staff in the context of South African HE, an overview of the South African education landscape post 1994 is deemed useful especially in view of the negative legacy of its Apartheid regime. This is particularly necessary considering that "while global trends have influenced academic staff development in South Africa, the local context has played a critical role in shaping its meaning and scope" (CHE, 2017, p.13).

1.3 Higher Education Landscape in South Africa since 1994

The view that HE academic staff can benefit from education development dates as far back as the 1960s. However, it was “the arrival of democracy and increased access to higher education that shifted understandings of the role of university teachers in South Africa” (CHE, 2017, p.13). The preceding global outlook of professional development has some interesting ramifications for South African HE, especially in view of the legacy of apartheid. The historical outlook of South African education demonstrates that the nation experienced radical socio-political change in 1994, following the official end of the apartheid regime, which has notable ramification for academics’ professional development especially at HE level. With the advent of democracy in 1994, there was a need to reconfigure the HE landscape in South Africa, which had been marked by deleterious racial segregation and inequalities. Given the centrality of HE in the overall socio-cultural and economic transformation agenda that became an imperative at the time and remained so to date, a rethinking of HE became imperative to achieving the necessary transformation of the nation.

The importance of HE to the transformation quest subsists, for instance, in the fact that it “equips individuals to make the best use of their talents and of the opportunities offered by society for self-fulfilment. It is thus a key allocator of life chances [and] an important vehicle for achieving equity in the distribution of opportunity and achievement among South African citizens” (CHE, 2004, p.14). Indeed, South Africa’s ability to participate in the highly competitive global economy is very much dependent on its investment in human resource development (HRD). Only through such can it expound opportunities for both youth and adult learners. In the same way, without adequate and quality investment in HRD “effective and efficient implementation of policies and strategies, and delivery of opportunities and services, will be compromised, and the achievement of a genuinely democratic and caring society will be frustrated” (CHE, 2004, p.14). Like in every part of the world, South African HE have a critical role to play in the development of human resources.

Therefore, a review of all aspects of HE in South Africa became critical to redressing the inequalities of the past especially under the apartheid regime and to transform the HE system with the view to promote a new social order. Such a new social order is to address pressing national needs and lay “the foundations for the development of a learning society which can stimulate, direct and mobilise the creative and intellectual energies of all the people towards meeting the challenge of reconstruction and development” (DoE, 1997, para.1). Essentially,

better access to quality HE has since 1994 remained a national priority. For example, the creation of the Council for Higher Education (CHE) is a demonstration of the effort to achieve the transformation agenda. The CHE is an independent statutory body established in May 1998 in terms of the Higher Education Act (No 101 of 1997). Among the responsibilities of the CHE include promoting quality assurance in HE. This essentially involves the promotion of the quality of HE qualifications based on international best practice. This particular aspect is handled by the Higher Education Quality Committee (HEQC) in terms of the National Qualifications Framework Act (No 67 of 2008). Suffice to note that the HEQC must approve all processes, policies and procedures related to the quality assurance of higher education (CHE, 2014, p.1). As the CHE outlines, the HEQC conceptualises its role in terms of the following four inter-related components:

1. Programme accreditation, which ensures that minimum standards are met in the programme offerings of higher education institutions (HEIs), thereby safeguarding students against poor quality programmes.
2. National reviews, in which specific programmes offered at several HEIs are evaluated by academic peers in the light of national and international good practice, and, where appropriate, the requirements of professional bodies and national regulations.
3. Institutional audits, which assess higher education institutions' internal quality assurance mechanisms and identify areas for improvement.
4. Quality promotion and capacity development, in which training, information sharing and other development opportunities are provided to institutions in order to improve quality management (CHE, 2014, p.1)

Akin to the above, three crucial policy goals emerged with regard to the transformation of HE, namely equity and democratisation, effectiveness, and efficiency (CHE, 2004). In terms of equity and democratisation, there has been notable change in the racial composition of university enrolment over time. For instance, Figure 1.1 below shows a remarkable rise in terms of percentage enrolment of black students post-apartheid as compared to the dominance of white students prior to 1994. Between 1993 and 2002, the number of African students rose steadily from 191 000 to 404 000. In terms of proportion, this means a rise from the 40% in 1993 to 60% in 2002. Correspondingly, the number of white students declined from 223 000 in 1993 to 163 000 in 1999. This also means the proportion of white students declined from its 47% record in 1993 to 29% record in 1999 (CHE, 2004, p.80). These numbers have since

grown significantly in the last 15 years, in 2017: Africans (763,767); Coloured (64,772); Indian (50,131); White (148,802). Indeed, the provision of requisite support and resources such as the National Student Financial Aid Services (NSFAS) and the National Research Foundation (NRF) especially for the historically disadvantaged facilitated the overall increase in enrolment rate. This rise however implied that for quality to be achieved and/or sustained, effort must be exerted on the third policy goal, namely efficiency. As Ndebele (2014a) rightly observed, “The logical result of democratisation has been massification, as large numbers of previously excluded youth and adults entered HEIs”.

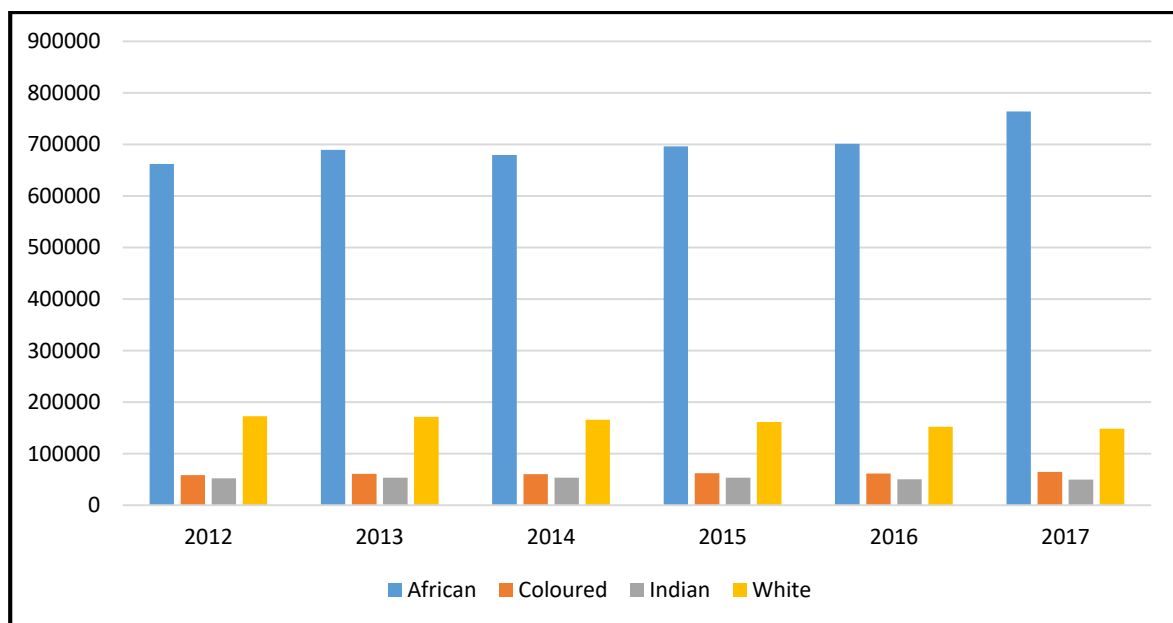


Figure 1.1: Enrolment rate by racial composition 2012-2017

Source: [Higher Education Management Information System](#)

Meanwhile this growing number of populaces enrolling also means more financial demands on the part of government, which sometimes brings about conflicts. The various recent resource-driven protests such as the #Fee Must Fall# across South African universities drive home this point. It is glaring that quality tends to be increasingly compromised due to resource limitations, among other factors. For example, a recent study by Lewin and Mawoyo (2014) aptly highlighted that lecture facilities initially constructed with only a few numbers in mind now constitute a challenge to the large number of students attending lectures in the current era in terms of such facilities’ ability to comfortably accommodate the students. The authors also observed that the large classes that result from the massification create a situation where

students must sit far away from the lecturers and, as a result, could hardly hear what is being taught. Large numbers of students, they observed, also mitigate against student participation in discussion as there is hardly enough time to accommodate all the students. Essentially, despite the effort to put in place mechanisms that promote standards by the Higher Education Act 101 of 1997, inadequate resource provision has remained a challenge to quality attainment in the HE sector, as in many other sectors of the economy. Inadequate resource provision is one of the compelling reasons for improving the pedagogical skills and competence of the lecturers. This pitfall needs to be tackled in order to ameliorate the challenges emanating from massification.

The second policy goal is effectiveness, that is, the relevance, quality and appropriate quantities of programmes and outputs. This policy goal requires academics “to develop curricula and teach in ways which will ensure that they produce graduates who are able to contribute to a knowledge-based global economy, as well as to the reconstruction of a democratic and just South African society” (Quinn, 2012b, p.70).

1.3.1 New Lecturers and the Workplace

The foregoing suggests that professional development programmes such as induction programmes and seminars are useful for lecturers. The programmes are especially useful to newly appointed lecturers whose need for integration into their new workplace and organisational philosophy cannot be overly emphasised. However, such programmes are hardly given the priority that they deserve. According to CHE (2015, p. 16), “in South Africa, few, if any, university teachers receive training in university teaching prior to being appointed as a lecturer”. Often alien to the HE work environment, new lecturers are “confronted by the official routines of the university and the department in which they work”, including marking, curricula design, setting of learning outcomes, securing of venues for lectures, and identification of resource person(s) for assistance, among other demanding routines (Barkhuizen, 2002, p.95). Indeed, despite being somewhat prepared for the lecturing job through disciplinary training, there is a considerable amount of knowledge that a new lecturer will need to find their feet. This is arguably applicable at all levels of the academic life, but very much so at the departmental level whereby some administrative duties accompany the lecturer’s job almost by default.

Hence, contrary to the tendency of HODs and administrative heads to assume that newly appointed lectures are ‘finished products’ on their first day at work (Fagan & Walter, 1982), it is rather more useful to acknowledge that new lecturers experience an amount of instability in their lives as academics (Barkhuizen (2002, p. 95). Herein lies the importance of professional development programmes that aim not only to build the new lecturers’ disciplinary skills but helps to properly integrate them in the new work environment. Cognisant of professional development’s relevance, the South African government has put in place legislations aimed at enhancing the quality and responsiveness of the education and training system in the workplace. Among these include: the ABET Act of 2005 the Skills Development Levies Act, No. 9 of 1999, the Skills Development Act, No. 97 of 1998, and the South African Qualifications Authority (SAQA) Act, No. 58 of 1995 (Makunye, 2012, p.11). Notably, the Skills Development Act, No. 97 encourages employers “to use the workplace as an environment for active learning, providing employees with the opportunities for acquisition of news skills (RSA, 1998, p.2)

Following the above legislations, the CHE (2013) emphasised the development of lecturers disciplinary and pedagogical skills as well as curriculum development and assessment skills. Ndebele (2014a, p. 257) also emphasised the need for the skills “to manage diversity” considering the issue of massification that characterises HE currently. Hence, the need to promote this effectiveness among academics is the premise upon which the professional development of new academics is particularly based. The tensions about teaching and learning encountered by early career academics do not occur in isolation. There is substantial advocacy around the idea that academic work must be rethought because of the rapid changes occurring in HE and also because of the angst about the impact that these changes may have on the quality and value of higher education (Gappa, Austin, & Trice, 2007). With the growing emphasis on quality assurance in HE, there has been increasing pressure internationally to provide structured programmes to develop academics’ professional competence (Quinn, 2003). By emphasising learning and development of lecturers, Browell (2000) argues that universities are able to ensure that learning processes contribute to the attainment of their goals and the enhancement of quality and students’ performance. However, Hay, Bartlett-Trafford, Chang, Kneale, and Szili (2013) note that despite the growth and quality of ad hoc and formal training that HEIs have taken to assist new scholars, junior academics are often left inadequately prepared to cope with various aspects of their work. Because of the increasing emphasis on the professional development of junior faculties in universities internationally, it is unsurprising that there are

several research studies on various aspects of professional development. Professional development refers to a wide variety of specialised training, formal education or advanced professional learning aimed at assisting lecturers to improve their pedagogical competence and effectiveness.

However, Steyn (2008) cautions that, in the South African context, the current emphasis on professional development as an imperative for continuous improvement of teachers' skills in HE has an inherent danger of becoming nothing more than a state-funded skills development programme. As an illustration, Quinn (2003) found a varying degree of both willingness and ability of participants to engage in reflective practice with Steyn and Van Niekerk (2005) adding conceptual knowledge in pedagogical skills as the most critical challenge for teacher education. According to Trowler and Cooper (2002), the motivation and the ability to develop is often affected by the local teaching and learning regime. If suggested changes do not fit into this regime, the teacher may meet explicit or implicit difficulties in implementing the change (Senge, 1990), whilst a regime which is aligned with the lecturer's own ideas might contribute to further development. The regime could include assumptions and practices related to teaching and learning, such as implicit theories of teaching and learning, views on knowledge, different ways of teaching and a sense of what is appropriate (Trowler & Cooper, 2002). Development can also be driven by, for example, faculty requirements or student feedback (Knight, Tait, & Yorke, 2006).

In relation to the perceived facilitators to professional development, Stenfors-Hayes, Weurlander, Owe Dahlgren, and Hult (2010) found that the pursuit of professional development depends on the individual HE teacher and this is also based on the freedom of work that most academics enjoy. In addition, Stenfors-Hayes et al. (2010) reported that most opportunities for professional development in higher education stem from the perception that teaching is a private activity and lecturers have autonomy to do what they want in their classroom. On an institutional and development level, lack of incentives and support from pedagogical platforms, a strong emphasis on research in terms of career opportunities, lack of time and lack of job security were some of the barriers to lecturers' engagement in professional development opportunities (Stenfors-Hayes et al., 2010)

Vajoczki, Watt, Vine, and Liao (2011) identify five types of tensions associated with engagement with professional practices. These tensions are: institutional and departmental

cultures; valuing of professional development; challenges of balancing professional and personal life; credibility of alternative settings for professional development in teaching and learning; and models offering generic and discipline approaches. These tensions reflect differences in organisational cultures and philosophies about the value of various orientations to teaching and professional development. They are influenced by the specific circumstances in which an individual enters a faculty position. As an illustration, an individual might opt for a lecturing position in a HE institution due to inability to secure job opportunities in other settings that closely match personal aspirations. Additionally, changing national and local funding priorities in HE impact the support that is allocated to professional development for the teaching role (Vajoczki et al., 2011).

In 1997, the South African Department of Education (DoE) issued an *Education White Paper 3: A Programme for the Transformation of Higher Education*, that prescribed the route and extent of transforming the academic environment of HE in South Africa. The *White Paper 3* focused on quality assurance, funding and integration in HE. Of importance to professional development was the declaration in Section 2.96, where institutions are required to submit, on a three-year rolling basis, human resource development plans detailing staff recruitment and promotion, staff development and the transformation of the institutional culture to support diverse-background students. With the *White Paper 3*, the DoE did not only commit to increasing educational access beyond traditional levels, but also intended enhancing quality and relevance of the HE system in South Africa. Further, the new Department of Higher Education and Training (DHET) has shown increasing commitment in ensuring quality education, particularly through improving the competence of lecturers. In 2013, DHET instituted a *Policy on Professional Qualifications of Lecturers in Technical and Vocational Education and Training*. This policy was meant to capacitate lecturers working in the HE sector in South Africa, in response to contemporary challenges.

While scholarly engagement (i.e., research in a lecturer's discipline) is also critical for the consolidation of academic quality in a lecturer (Council on Higher Education [CHE], 2015), induction and continuing professional development (continuous professional development) has been viewed as the most critical in enhancing the quality of higher education institution (HEI) lecturers as teachers (Ndebele, 2013). It has been noted that induction introduces the novice academic to the institutional and departmental geography, and continuous professional development entrenches the budding academic into more nuanced professional practices

(Wadesango & Machingambi, 2011). To suit the tag of professional development, continuous professional development and induction have to be conducted in such a way that staff are appropriately equipped with guidance, support and information pertinent to navigating different facets of the academic context (Ndebele, 2013). According to the CHE (2015), while both the processes of induction and continuous professional development cover pedagogical themes ranging from curriculum development, assessments, evaluations, teaching large classes and group work; the networking aspect of professional development cannot be ignored, as it offers the novice lecturer with an extensive social capital in the academic profession.

However, while professional development of lecturers in HEIs is integral to transformation in higher education and training in South Africa, several evaluation studies have uncovered impediments to achieving this goal (Reddy, 2004, Potgieter, 2009, Makunye & Pelsler, 2012, Quinn, 2012a, 2012b, CHE, 2015). Potgieter (2009) argues that while professional development of HEI lecturers in South Africa is pertinent to socio-economic transformation, there is a need that this development be conceptualised as a continuous process with relevant structures and programmes. However, Makunye and Pelsler (2012) noted several instances in which lecturers, while they still value these professional development processes, are nevertheless apathetic in participating in them. This is in line with Quinn's (2012) findings that showed some resistance of lecturers in attending initiatives aimed at "professionalising academic practice" (p. 69).

Many reasons exist for this seeming resistance by new lecturers to professional development initiatives. Makunye and Pelsler (2012) note the lack of collaboration, particularly with academic staff, in the organisation of these professional development initiatives. They argue that while such initiatives are recognised as valuable by everyone, the academics responsible need to have a say on how they ought to proceed – a situation which has not been the case in many institutions, hence lecturer apathy. On the other hand, Quinn (2012b) argues that staff resistance to professional development programmes may be attributed to lack of effectiveness of these programmes in ensuring professionalisation of academic practice and assisting individual lecturers deal with their specific challenges. However, both studies recognise the need for a more extensive exploration of the reaction of lecturers to professional development initiatives. Given the documented resistance and barriers to participation in professional development, inconsistencies in its implementation and divergence of individual HEI in relation to research or teaching focus, it is imperative to explore the perceptions and

experiences of new lecturers about professional development. As such, this study aims to explore the perceptions and experiences of new lecturers with regards to professional development programmes at a University of Technology (UoT).

The choice of a UoT in this study was due to the emphasis that the 2013 DHET white paper places on vocational and technical education and the low conversion rate from graduation to achieving professional status of technical sciences such as engineering among students of UoTs. It has been aptly observed that “in vocational or career focused tertiary institutions such as the technical universities and colleges, the lecturers saw themselves as technical trainers in their subject fields, and were sometimes less concerned about using best practices in teaching” (Selepe, 2011, p.2). According to the Engineering Council of South Africa, only 10 percent of graduates who had been registered as candidate engineers for more than three years attained registration as professional engineers in the last two years. In the State of Nation Address (2012), it was announced that SA needs engineering skills to deliver massive infrastructure development. In other words, the DHET recognises that South Africa needs people with technical skills, and these technical skills are intrinsically linked with the quality of teaching that can be offered by UoT lecturers. Hence, the study was originally strictly conceived around engineering lecturers. However, as shall be further explicated subsequently, the focus was relaxed to incorporate lecturers from other departments for feasibility reasons. It is critical at this juncture to provide the study context as this will clarify the above decision in terms of the choice and number of respondents.

1.3.2 Study Context

In view of the foregoing, the study was conducted at the Midland campus of the Durban University of Technology (formed from a merger between Durban Technikon and ML Sultan Technikon). DUT promotes mentorship for new lecturers and newly appointed academic staff by advising them to find suitable mentors, with HODs requested to give mentorship assistance and support (CHE, 2015, Pré & Baumann, 2017). The institution’s Centre for Excellence in Learning and Teaching (CELT) equally hosts staff seminars on topics related to the Scholarship of Teaching and Learning (SoTL) in post-secondary education (Pré & Baumann, 2017). The CELT provides training, either through the online induction classroom or workshops, for mentors and mentees (for new staff), the latter whom are encouraged to be mentored for at least six months (Pré & Baumann, 2017). Like other universities in South Africa, DUT’s effort at

providing such mentorship is shaped by a range of factors that are somewhat unique to the environment and historical contingencies. Extant literature rightly reveals that variance in contextual factors such as history, geography and resources are significant determinants of the nature of academic work in an unequal society like South Africa (Potgieter, 2009, Cooper, 2015, CHE, 2016, 2017). These factors have been observed as determinant of the attractiveness of professional development among academics according to a recent comparative study of eight (8) institutions in South Africa, including DUT (CHE, 2017).

DUT has a primary teaching focus, with high staff-student ratios relative to other previously advantaged and research-intensive universities in South Africa. It comprises six faculties on two centres (Durban and Midlands): Accounting and Informatics; Applied Sciences; Arts and Design; Engineering and the Built Environment; Health Sciences; and Management Sciences. The multi-campus institution, spanning two cities, Durban and Pietermaritzburg is one of the five UoTs in South Africa, most of which register students from poor population groups (DUT, 2014). For instance, “a tally of UoTs and comprehensive universities shows that most have proportions of students who fall into low social economic status (SES) groups that exceed 75%” (CHE, 2015, p.66). A 2013 report of the poverty profile of some UoTs classifies 84% of its student as poor, 64 % percent of which belonged to the ‘poorest of the poor’ (CHE, 2015).

Like other UoTs in South Africa, DUT has a predominant racial profile of previously disadvantaged population of Africans and attracts lower SES students. For instance, “results from a South African Survey of Student Engagement (SASSE)¹ study carried out in 2010 showed that 76% of the DUT sample (n = 2376) indicated that they were first generation university students; a large number of whom were from educationally disadvantaged schools” (DUT, 2014, p.48). This is partly engendered by its lower entrance requirements and fees and their perceived closeness to the job market (Cooper, 2015). This contextual factor not only influences the kind of lecturers and students that the institution attracts, but also informs the disposition of lecturers to professional development. For instance, the high staff-student ratio impacts “on opportunities (time) for staff development” given that its lecturers must necessarily teach intensively, a reality typical of UoTs. Indeed, as rightly observed by CHE (2017), “teaching in a poorly resourced context with a 1:80 staff-student ratio of largely underprepared undergraduate students makes different demands on an academic staff member than teaching in a research-intensive, well-resourced institution where there are many more postgraduate

students”. Such is the case with DUT 97% of headcount enrolment of 26198 students is in undergraduate diplomas and first degrees according to its 2014 QEP reports (DUT, 2014).

Like in other universities with such history, DUT’s staff are increasingly being pushed to improve their qualifications and publish in accredited journals, despite the unfavorability of their context (CHE, 2017). This is often reflected in the way research and publication is more incentivised than teaching. As a UoT’s lecturer once observed: “Publication is what it’s all about. There is very little, if any, reward for good teaching or recognition” (cited in CHE, 2017, p.49). Yet such emphasis on ‘publish or perish’ that seem to describe universities publishing culture may be inappropriate in a context such as DUT in view of its historical vagaries. If pushed too far, such may negatively dispose lecturers towards professional development, with negative consequence for students’ success, given that it will “draw resources and energies away from much-needed undergraduate teaching and learning” (CHE, 2017, p.31). Herein lies the importance of DUT’s vision of student-centeredness. Given the reality that “in most Technikons (now classified as Universities of Technology in South Africa) lecturers’ practice in the classroom is still teacher-centred” (Selepe, 2011, p.2), DUT’s vision of student-centredness no doubt requires proper reorientation of its academic staff. Suffices to reiterate the apt observation by Selepe (2011) that teacher-centred classroom practice often reduces “the chances that students could effectively integrate knowledge and skills, thus leading to effective learning and good performance”.

However, “Student-centeredness and Engagement” are considered as two strands of DUT’s DNA. This means that the university prioritises a student-centred approach to teaching and learning at the institution. By implication, lecturers are expected to incorporate this priority in their pedagogy. Given the diverse background of new lecturers, promoting this ideal for students’ success requires that new lecturers are not only well-inducted to enable them proper integrate and internalise the institution’s philosophy, but also continuously engaged in professional development programmes that align with the goals of the institution. Therefore, the discourse on professional development is as useful in the DUT context as with the broader national framework.

1.4 Problem Statement

Although studies on professional development of academics in HEIs globally and the context of South Africa have gained traction in recent times (see for example Gibbs & Coffey, 2004,

Postareff, Lindblom-Ylänne, & Nevgi, 2007, Postareff, Katajavuori, Lindblom-Ylänne, & Trigwell, 2008, Cilliers & Herman, 2010, Assan, 2014, CHE, 2017), there is a relative paucity of studies addressing the barriers to professional development among academics especially from the standpoint of lecturers' experiences and perceptions. Moreover, while the context of Universities of Technology is a new area in HE, research is still thin¹ on the conduct and perception of new academic staff towards professional development. Accordingly, this study is a modest attempt to further such understanding since the closest extant literature on similar focus, such as Ndebele (2013, 2014b) approached the problem mainly from the perspectives of academic developers and not the perspectives of the lecturers themselves.

1.5 Aim and Objectives of the Study

The overall aim of the study is to investigate the perceptions and experiences of new lecturers at a University of Technology.

1.5.1 Research objectives

The following are the relevant objectives:

- To describe new lecturers' perceptions and experience of professional development in higher education.
- To explore barriers and facilitators to new lecturers' participation in professional development in higher education.
- To explore the perceived impact of professional development programmes on new lecturer's development in academia

1.5.2 Research Questions

To address the above objectives, the following corresponding questions are employed:

1. How do new lecturers perceive and experience professional development programmes?
2. What are the barriers and facilitators to new lecturers' participation in professional development programmes?

¹ Only one study was found, done by Nalini Chitanand, (2015) "Developing New Academics: So What Difference Does It Make?" published in the *International Journal of Educational and Pedagogical Sciences*, Vol. 9 (2), 442-448. However, as one of the practitioners at CELT, which is in-charge of professional development at the Durban University of Technology, Chitanand's study focuses more on the design evaluation of the induction programme rather than an inquiry into the perceptions of academics on the whole programme of academic development.

3. How do professional development programmes impact on new lecturers' development in academia?

1.6 Study Significance

In view of the intricate link between a lecturer's competence and student performance, and the convergence of the above on national development, a study of this nature that seeks to illuminate ways of improving lecturers' competence is undoubtedly relevant in general terms. Meanwhile, context-based engagement with such understanding, as this study seeks to provide, is even more important considering that such provides a context-relevant policy direction. Hence, from the standpoint of contextual relevance, this study helps to bring out the contextual factors both at agential and structural level, that need to be addressed in order not only to foster professional development in the target institution, but also enhance its impact on academics as well as students. In view of the pressure on academic staff to improve their teaching in the context of globalisation, massification, and the accompanying diversity, a better knowledge of their perceptions and experiences of professional development programmes is critical to the establishment of contextually relevant interventions. In the South African context, such interventions may be key to its "socio-economic transformation agenda, the development of socially responsive HE and of socially committed individuals with the critical intellectual capabilities to produce, disseminate and apply knowledge and technology." (CHE, 2004, p.19). This study was undertaken in view of the above-mentioned centrality of HE to the building of the intellectual capacities and skills required for societal transformation. Indeed, HE has the unique ability

to provide equitable opportunities for the development of high levels of intellectual rigour, of analytical capacity, of self-motivation, and of independence of thought; basic research skills; and a capacity and mental aptitude for innovation. These attributes, as delivered by a well-functioning higher education system (which cannot be achieved at lower levels of schooling), are crucial since they contribute substantively to the quality of public and professional leadership at all levels and in all sectors of society, which is essential to the fostering of social justice and economic development (CHE, 2004, p.19).

Yet it is hardly disputable that the above potential ability of HE can be actualised without adequate investment in its human resource development, which tends at times to be underemphasised in favour of infrastructural development. Accordingly, a study of this nature that brings such focus to the fore especially in a given context is very important.

Furthermore, Social Cognitive Career Theory (SCCT), which was originally initiated as Social Learning theory by Albert Bandura and further developed by Lent and other scholars has been

used in this study to explore new lecturers' perceptions and experiences of professional development (induction and continuous professional development) in view of its implication for student success. Cognisant of the cultural and contextual variation across institutions, such insight will hopefully consolidate other research that aims to better "inform the development of professional learning initiatives at both the institutional and national policy levels" (CHE, 2017). The theory helps establish how various barriers to professional development due to lecturers' perceptions or experiences of professional development can be minimised so as to optimise its overall benefits in the context of DUT. Thus, complementary to the various existing studies that look at the issue mostly from the academic developers' point of view (Ahlberg, 2008, Ndebele & Maphosa, 2014, Quinn & Vorster, 2014), this study approaches the same problem from the angle of lecturers' perceptions and experiences on professional development.

From a theoretical standpoint, the application of SCCT in understanding the role of perceived barrier to professional development among new academics is particularly significant considering that there is a relative scarcity of studies in this area. For instance, this study helps to reiterate as well as deepen our understanding of the importance of coping efficacy in relation to the SCCT. As correctly observed in an earlier study, "it is likely that individuals' confidence in their ability to overcome perceived barriers may have a direct influence on whether barriers are perceived as insurmountable obstacles or motivating challenges" (Albert & Luzzo, 1999, p.434). This in one way or the other will shape or moderate the career development effort via their career interest and choice.

While extant studies have investigated the issues of barriers to professional development based on gender, ethnicity, age, social class, level of education completed, cultural worldviews among others, this study further consolidates such studies but with focus on new academics in HE. Furthermore, unlike the predominant focus on high school and college students or sometimes older populations, this study focuses on middle age population who are in their earlier career development age bracket. Accordingly, while such extant literature tends to limit "our understanding of the role that perceived barriers play in the career development of younger and older population", this particular study usefully expounds our understanding across the life

span, with particular reference to the age bracket of the respondents in this study (Albert & Luzzo, 1999, p.434).

1.7 [De]limitation of Study

This study was originally conceptualised around a larger population sample. However, the original plan could not be followed due to resource constraints and other factors beyond the control of the researcher. Similarly, while allusion is made generally to Durban University of Technology in terms of study context, this study only focused on new lecturers at Midlands campus rather than all the campuses for logistical reasons and manageability of the study within the given time. This constitutes some form of limitation to the study. Hence, it is acknowledged that a bigger population could have in some ways added more substance to the findings of the study especially by bringing about more diverse views and nuanced explanations. As a case study research, the scope of the study is generally limited and as such does not lend itself easily to generalisation especially in terms of its findings.

Another anticipated limitation is that the enforcement of findings and recommendations for the improvement of this programme is beyond the scope of this study. However, effort will be made to attend to this limitation by making relevant recommendations and findings available to appropriate decision makers. This will be done via seminars and conference presentations and publication of findings in relevant journals and books.

It is hoped that future studies can meaningfully address the limitations by expounding both the scope and context of the sample population for better understanding of the lecturers' experiences of professional development programmes as well as the constraints to professional development programmes at DUT and beyond.

1.8 Outline of The Study

Chapter 1– General Introduction and Background to Study: As the foregoing demonstrates, this chapter presents the introduction to the study. It sets the scene by providing the motivation; the international and national context of professional development research is clearly laid out. Following the above, the chapter also lays out the major components of the study such as the problem statement, the overall aim of the study, the key research objectives and questions, the significance and scope of the study.

Chapter 2 – Review of Literature: This chapter comprises a critical review of extant literature deemed relevant to the research topic. The first part discusses literatures related to professional development of academic staff to establish its meanings, and implication both for the staff and the students in relation to quality education, and the overall promotion of the national development goals. The second part of this chapter outlines the theoretical framework, namely the social cognitive career theory, that underpins this study, highlighting its relevance to the key objectives of the research.

Chapter 3– Methodology: In the chapter, an effort is made to present the methodological approach of this research study. Accordingly, the chapter discusses the research design and methodology, involving a detailed exploration of the qualitative method upon which the study is based. In this regard, the research paradigm is highlighted alongside an explication of the data collection methods used, how and why the sample was selected and how the data were analysed. It also discusses the ethical considerations and finally, the limitations of this study are also outlined.

Chapter 4– Data Presentation, Analysis and Discussion: This chapter includes a presentation of the data and an integrated analysis and discussion thereof. Specifically, the findings from the interviews are critically analysed and discussed concurrently. This is done using the various themes that were identified based on the interviews. The analysis is presented with supporting citations from the narratives putting forward an interpretation of the findings obtained, why the findings are relevant to the research and how the findings are related to other researches and the SCCT, the framework upon which this research is based.

Chapter 5 – General Conclusion: This chapter concludes the study by putting forward a summary of the research study along with some recommendations and direction for further studies.

CHAPTER 2: REVIEW OF LITERATURE

2.1 Introduction

It is always a necessary step to first establish the significance of a study among related studies. Accordingly, the purpose of this chapter is twofold. First, the chapter attempts to situate this study within extant literature of relevance. This is done by critically engaging literature related to professional development of academic staff to establish its meanings, and implications both for the staff and the students in relation to quality education, and the overall promotion of the national development goals. This is to give an overview of professional development: its meaning, types and its receptivity among academics in South African HEIs as well as to understand the constraining factors especially as driven from the experience and perception of academics. In similar fashion, the second part of this chapter delineates the theoretical framework that underpins this study, namely the SCCT, through a critical engagement of the literature. By so the doing, its relevance and applicability to this study's goal, among other career development theories, is highlighted.

2.2 Professional Development: An overview

The acknowledged relationship between adaptation and survival in the biological world is arguably applicable in the professional life of an academic. Indeed, an institution's survival, in the face of rapid change in the highly competitive modern day societies is dependent on the skills level, flexibility and adaptability of its workforce (Gumus, Borkowski, Deckard, & Martel, 2011). There is growing need for academics to remain up-to-date in their profession both in terms of content knowledge as well as in pedagogical expertise especially given the fast-changing nature of education in this era of information revolution. This need is particularly reinforced by the growing "super complexity" of the 21st century workplace within which academics operate (Mostert & Quinn, 2009). These complexities, engendered by both local and global factors ranging from rapid technological changes to various revolutions in thinking, put on a pedestal the need for constant training and development of academic staff of an institution (CHE, 2017). Hence, professional development – understood as the process of offering structured guidance to university lecturers for them to meet their daily academic practice challenges – becomes pertinent (Botha & Potgieter, 2009). Within the context of academics, the idea of professional development has been applied to "participation in formal programmes and opportunities that are provided by academic developers" (CHE, 2017, p.18).

Some contestations however exist over the term professional development, with some preferring ‘professional learning’, or even ‘learning to teach’ to professional development. This leaning of recent literature towards professional learning is due to the view that “professional learning” underscores “a more life-long, agentic and self-directed approach to learning”, involving “formal as well as informal opportunities to learn” (CHE, 2017, p.18). However, being originally conceptualised around ‘professional academic development’ (Quinn, 2012a) in view of its broadness, encompassing formal, non-formal as well as informal form of “learning to teach”, this study prefers professional development for flexibility of application. In this sense, the focus is more on ‘career-long’ development in the teaching profession. In this regard, “a range of both formal and informal, individual and group, theoretical and practice-based learning opportunities are important for professional growth and development, from enrolment on formal professional development programmes, to participation in informal supportive networks” (CHE, 2017, p.28). It serves to acknowledge that as a ‘growth-oriented’ activity (Casterter, 1996), professional development is not necessarily or exclusively premised on an assumption of staff deficiency. Rather, it considers staff constant development a necessity for the optimal realisation of the goals of an institution.

In the academic context, ‘professional development’ and/or ‘professional learning in post-apartheid South Africa has been considered critical to addressing the issue of ‘underprepared students and teachers owing especially to the apartheid regime and its characteristic uneven development (Volbrecht, 2003, Boughey, 2007, CHE, 2017, p.27). Besides, professional development is also “vital for renewing and reforming national educational systems in a global context of pressure for improved educational outcomes” (Makunye, 2012, p.11). Cognisant of professional development relevance, the South African government has put in place legislation aimed at enhancing the quality and responsiveness of the education and training system in the workplace. Among these include: the ABET Act of 2005 the Skills Development Levies Act, No. 9 of 1999, the Skills Development Act, No. 97 of 1998, South African Qualifications Authority (SAQA) Act, No. 58 of 1995 (Makunye, 2012, p.11). The Skills Development Act, No. 97, for instance, encourages employers “to use the workplace as an active learning environment” and “to provide employees with the opportunities to acquire new skills” (RSA, 1998, p.2)

2.2.1 Generic types of professional development

Three kinds of professional development are discernible in extant literature, viz., formal, non-formal and informal professional development (Schwartz & Bryan, 1998). On the one hand, formal professional development is explained as an “active, intentional training or education such as classes, specific workshops, or designed learning opportunities, often for credit or continuing education”, while non-formal professional development, involves brown-bag lunches, speaker sessions, department training programmes, orientation programmes, and professional association training and activities (Schwartz & Bryan, 1998). On the other hand informal professional development, like informal education, can involve “unorganised, unsystematic” learning by observation and imitation, which can be “unintentional at times” (Bhola, 1983, p.24). Hence, informal professional development includes “observing, job shadowing, learning by example, and mentoring” (Schwartz & Bryan, 1998, p.9). As we shall see subsequently, considering the above categorisation, induction and continuous professional development in HEIs, which constitute the focus of this study, are arguably formal types of professional development, though having some elements of both formal and informal professional development.

According to Wong (2004), “induction is a system wide, coherent, comprehensive training and support process that continues for 2 or 3 years and then seamlessly becomes part of the lifelong professional development programme of the district to keep new teachers teaching and improving toward increasing their effectiveness” (Wong, 2004, p.42). Based on this definition, Wong (2004) differentiates between comprehensive induction and mentorship even though both are part of professional development programmes. For instance, according to Wong (2004, p.42), while (1) mentoring tends to focus on survival and support, comprehensive induction accents career learning and development; (2) mentoring is reactive to arising circumstances, induction is proactive since it “[a]cculturates a vision and aligns content to academic standards,” among other differences. Meanwhile, other scholars differentiate induction from other forms of professional development such as continuous development programmes. On the one hand, induction is often once-off, targeting mainly the new and beginning lecturers to help them understand the culture of the university, familiarise them with departmental practices and help them become competent and effective professionals in the classroom (Hassel, 1999, Wadesango & Machingambi, 2011). Continuous professional development, on the other hand, is often ongoing involving all staff. The activities of professional development in the form of induction and/or continuous professional development develop an individual’s skills,

knowledge and expertise in an ongoing manner through supportive observation and feedback, self-reflection, dialogue and peer coaching (Chitanand, 2015). Its benefit for the staff include: making them feel welcome and valued, enhancing their self-confidence; improving their personal and professional well-being, as well as their commitment to the students, institution and their profession; facilitating job satisfaction; enhancing effectiveness and success at their job; among other benefits (Hassel, 1999, Britton, Paine, & Raizen, 2003, Wong, 2004, Wadesango & Machingambi, 2011).

Of relevance to the above dynamics is the notion of a “learning organisation”, which has been described as one “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” (Senge, 1990, p.3). Professional development is one way through which a learning organisation achieves its goals given that a learning organisation is only a means to “improved performance, productivity, and profit” rather than an end in itself (Evans, 1998, p.203).

2.2.2 Induction and continuous professional development in South African Universities:

Rationale

Induction programmes for new academic staff members are becoming a trend in many countries’ HEIs. South African universities are not exempted, given that in South Africa “few, if any, university teachers receive training in university teaching prior to being appointed as a lecturer” (Pré & Baumann, 2017, p.6). This reality is prevalent across the African continent. As an illustration, Olatunji and Gaborone (2013) found that there is insufficient infrastructure for professional development of university lecturers in more than 80% of the studied universities in Africa and about 40% of lecturers in the studied universities enter lecturing positions without prior teaching experience. Earlier, studies by Nwaboku (1996) found similar results several years ago, depicting that there has been slow progress in the implementation of continuous professional development in African universities. Hence, various forms of induction programmes, ranging from a few days to semester-long, are deployed often by the Teaching and Learning Centres or Academic Development units of the HEIs. The purpose of an induction programme is mainly to introduce “new staff to learning, teaching and assessment policies, approaches and practices in higher education and in the institution” (Chitanand, 2015, p.442). As an enabler, professional development for the staff’s integration in the teaching environment,

induction programmes are an imperative in South African HEIs, given especially the changing landscape of the teaching environment in terms of massification and globalisation.

Like the rest of the developing world, the South African HE system is witnessing a significant massification that is hardly commensurate with available resources – material or human. With this massification, understood as “the rapid increase in student enrolment in teaching and learning institutions” (Moller cited in Wadesango & Machingambi, 2011, p.2) come diversity of background in terms of gender, socio-economic status (SES), culture, age difference, student preparedness, just to name a few. These issues are particularly reinforced by both South Africa’s history of segregated schooling and the effects of globalisation (Chitanand, 2015). Thus, like South Africa, universities worldwide grapple with a multitude of students from diverse backgrounds who are sometimes underprepared for HE, coupled with a decline in the quality of student intake (Lawless, 2005, Wadesango & Machingambi, 2011). All these pose serious challenges to lecturers especially to newly employed, whom while being disciplinary experts, may lack substantial pedagogical knowledge (Chitanand, 2015).

Wadesango and Machingambi (2011, p. 2) noted that “massification can become a potential threat to the quality of higher education, through the activities of underprepared students such as inability to critically think and write, lowly qualified academic staff members and academics who are not well versed with the principles and practices of higher education”. Meanwhile, with the dynamics of globalisation, ease of access to international media, and fluid environments, every country’s academic context must constantly change to meet the changing world. With that, the roles of teachers in these education institutions keep on changing – as such, there is need for constant upgrading of pedagogical competencies of lecturers (Wake, Dysthe, & Mjelstad, 2007). These various factors underscore why well planned and effective induction as well as continuous professional development is critical to the realisation of quality education. Albeit individual universities worldwide have varying strategies to orientate new lecturers to the various changes that HEIs experience, it seems that HEIs in the African context are challenged with how to ensure continued participation of its staff in continuous professional development and to meet the goals for these continuous professional developments.

However, a handful of studies have advocated for the enhancement of teaching quality in African higher education institutions; particularly given the fact that there is increased access of students from non-traditional backgrounds (Wadesango & Machingambi, 2011). As a result

of concerns about lecturers limited knowledge about teaching and the ineffectiveness of teaching methodologies and assessment practices to facilitate meaningful learning (Selepe, 2011); many studies advocate for comprehensive professional development programmes in the form of effective induction programmes (Chitanand, 2015). This is because evidence exists to support that well-planned induction programmes and continuous professional development programmes can increase the confidence and quality of university lecturers, especially new ones (Chitanand, 2015). In addition, the practice of self-reflection that often characterises induction programmes has been shown to contribute not only to lecturer productivity in terms of their teaching/assessment strategies, but also to their self-development in relation to the world around them (Chitanand, 2015). Similarly, “effective professional development programmes help teachers to acquire the most recent knowledge of subjects and to use appropriate techniques to enhance student learning” (Steyn, 2009, p.113). This in turn can have long term positive effects on a student’s “learning and success, these being the core business of higher education” (Chitanand, 2015, p.442). Given that teachers have the most direct, sustained contact with students, as well as considerable control over what is taught and the climate of learning, it is reasonably assumed that improving teachers’ knowledge, skills and dispositions is one of the most critical steps to improving student success (King & Newmann, 2001, Steyn, 2009). Student success in this sense is broadly understood as “enhanced student learning with a view to increasing the number of graduates with attributes that are personally, professionally and socially valuable” (CHE, 2014, p.ii).

In view of the above, the Academic Induction Programme (AIP) in the context of DUT, is underpinned by “a transformative intention that promotes critical reflexivity and participants researching their own practice” (CHE, 2014, p.43). Hence, not only does the AIP introduce newly-appointed staff to the “learning, teaching and assessment policies, approaches and practices at DUT and in Higher Education”, it equally contributes to their career related personal development (CHE, 2014, p.43). Besides, the programme helps to prepare academic to be able to respond to the unique needs of the institution as a predominantly teaching institution.

2.3 The context of professional development programmes in South Africa’s HEIs

In spite of the abovementioned importance of professional development in HEI in South Africa, a number of factors such as lack of time, undervaluing of teaching relative to research, heavy

overload, lack of strategic plans, lack or limited funding, existing perception of staff training, perceived relevance of given workshop/training, among others, have been shown to constrain professional development of academic staff in South African HEIs (Makunye & Pelsler, 2012, Ndebele & Maphosa, 2014, CHE, 2015). The non-incorporation of professional development into performance appraisals for academics complicates the situation of time allocation (CHE, 2015) in terms of unequal attention given to the three core duties of academics, viz., teaching, research and community engagement. Hence, while many universities in South Africa have introduced several professional development initiatives for their lecturers, in the form of induction and orientation, short courses, workshops and seminars, as well as formal qualification requirements; many institutions are reportedly worried about the success rate of these initiatives (CHE, 2015). In an audit for the Quality Enhancement Project, the CHE (2015), acknowledged that despite the effort and targets set by different institutions to succeed in professional development goals; many activities still fail. A major reason for the unsuccessful professional development initiatives was lack of consistent and dedicated attendance by academic staff (CHE, 2015). While many institutions have attributed this non-attendance to lack of time and heavy workload (Cilliers & Herman, 2010), the challenge might be primarily indicative of a lack of prioritisation of these programmes by lecturers due to negative perceptions and/or experiences of professional development .

Challenges of professional development from the perspective of the academics are generally under researched. Most of the studies including that of Ndebele and Maphosa (2014), tend to approach the problem from the perspective of the academic developers. The view of academic developers may be somewhat closer than that of the academic, given the developers' constant contact with academics, and thus are positioned to understand why the latter may not be capitalising on the professional development opportunities. However, it is imperative to understand how academics, especially new academics experience professional development. Although, not necessarily new to the higher education environment, new academic staff might have come from various industry backgrounds, and as result of which they require some form of induction to aid their acclimatisation to their new job. As Chitanand (2015, p. 442) noted, "some are from industry with no teaching experience, some seconded from technical or administrative posts to an academic post, some with a few years of experience and others with many years in higher education". Not all have the pedagogical skills for teaching despite disciplinary expertise. Thus, how these academics perceive and/or experience professional development would determine their enthusiasm or apathy towards it.

2.4 Needs, perceptions and experiences of academics

As the foregoing demonstrates, the complexity of the HE landscape in South Africa reinforces the importance of professional development such as induction in helping new academics to “negotiate the rough terrain” (Chitanand, 2015, p.442). While a lot has been said about the lack of enthusiasm by lecturers to participate or follow through on professional development initiatives, the perceptions and experiences of lecturers on how they really feel about the activities remain understudied. Quinn (2012b) and Makunye and Pelsler (2012) have also noted, at various sites in South Africa, ‘resistance’ and ‘apathy’ of academic staff to participate in institutional professional development programmes. In addition to the issue of time and workload, lack of clear conceptualisation of the process and programmes as well as generalised form of professional development programmes were highlighted (Makunye & Pelsler, 2012). Inferably, the lack of staff enthusiasm towards professional development may have something to do with certain dissatisfaction with either the way they are conceptualised or the form of their implementation.

To a considerable extent, the perception and experience of academics regarding professional development and continuous professional development are critical factors in the success of professional development. Literature is replete with various reasons for the apathy, resistance and nostalgia towards professional development among academics, which are not so much about the irrelevance of the professional development itself but rather because of various other factors, including perception and experience. Perceptions are often generated through collegial relations given that it is the first port of call for many academics (CHE, 2017). In other words, previous experience of professional development by some old lecturers or what Makunye and Pelsler (2012) highlighted as “existing perceptions of staff training” can easily be communicated to (or shared with) new lecturers, which can shape their own disposition towards professional development. The following subthemes highlight some of these perceptions and experiences that can induce negative perceptions and apathy towards professional development among academics. It suffices to acknowledge that these subthemes are by no means exhaustive, and the studies whence some of them are drawn focused on teachers that operate in primary schools. Nevertheless, given the striking similarity in job description for teachers at all levels, there is some sense in which these perceptions and experiences also apply to university lecturers. It is precisely about the nuanced differences between teachers at various level that this study will expand on what previous research has found by exploring the perceptions and

experiences of new lecturers in relation to professional development at a university of technology in South Africa.

How academics including new lecturers perceive professional development programmes is sometimes influenced by contextual factors such as the developmental needs of the institution as well as the needs of the academic staff in question. If the content of the professional development programmes does not address an academic's specific developmental needs, in terms of content knowledge and pedagogical skills, the programme is unlikely to be attractive (Birman, Desimone, Porter, & Garet, 2000, Guskey, 2002, Steyn, 2009). In this regard, research shows teacher's preference for specific need-based practical programmes, the absence of which tends to discourage them from participating in professional development programmes (Tyrell, 2000, Robinson & Carrington, 2002). Related to this is the issue of a lack of foregrounding research to shape the professional development programme, which some teachers perceive as the barrier to professional development's effectiveness. Professional development based on flawed research or no research at all may not only fail but can become a source of discouragement for participants (Burke, 1997). Ndebele (2013) and Assan (2014) have attempted, using qualitative and quantitative approaches to solicit the perceptions of 'novice' lecturers on the induction programme and quality assurance at two South African universities. In both instances, the studies found that while the 'novice lecturers' are appreciative of the need for several professional development programmes and quality enhancement activities, they still felt left out in the conceptualisation, implementation and evaluation of these programmes.

2.4.1 Profile of academic development facilitators

Teachers have expressed concern over the background experience and achievements/expertise of the academic developers, the rationale being that they believe not all developers have what it takes to train. To address some of the issues such as "presenters' inexperience, poor training and lack of practical knowledge" noted as challenges, a good academic developer must have a track record of success and achievements (Steyn, 2009, p.132). Academics needs must be known and incorporated into the planning of the programmes, as such would be more attuned to their contextual factors. For instance, some participants in an extant study observed that presenters are not attuned to the contextual factors of their institution in terms of resources or historical privileges (cited in Steyn, 2009). Corroborating this, Steyn (2009) aptly recommends that "presenters with theoretical knowledge and skills as well as communication skills also

need to have expertise based on practical experience. Teachers are professionals and deserve to be trained by experts; otherwise their training will not impact on their own practice” (p. 53). Arguably, expertise garnered through practical experience can shape the effectiveness of professional development. Thus, this dynamic informs the perception of lecturers. Experts and well-trained developers are believed to be able to determine the learning style of the teachers before the programme and carefully plan the programme to enhance it, while following through with feedback (Vincent & Ross, 2001, Mewborn & Huberty, 2004). The progress of academics undergoing professional development also needs to be measured by incorporating an effective feedback mechanism into the development. Without such feedback, professional development programmes are often likely to be futile as their impact would not be seen, negatively perceived and less valued by academics (Vincent & Ross, 2001).

Quinn (2012) in her attempt to understand resistance of new lecturers to under professional development, discussed several discourses arising from the perceptions of respondents. The two sets of discourses relevant to this section are disciplinary and skills discourses. In the disciplinary discourses, Quinn (2012) noted perceptions that mastery of disciplinary knowledge is important to learning any generic teaching skills. In fact, those new lecturers who had more publications of PhD qualifications down-played or even dismissed the need for academic development, as they argued that their “attainment of a PhD means that a lecturer is a good teacher” (Quinn 2012, p.73). In this sense, those lecturers who go for academic development, prefer discipline-specific training rather than generic teaching strategies. However, Quinn (2012, p.75), argues that, “in reality universities are centralised and cross-discipline in their operations” as such a neophyte will benefit greatly by attending cross-disciplinary staff development. This is so since, staff development is neither a discipline-specific training nor a set of do’s and don’ts’ skills but an “interstices between theory and practice; the ability of having a range of techniques at one’s disposal and the prudence of knowing when to use which” (Quinn 2012, p.78).

2.4.2 Incentive for attendance

Lecturers have also expressed concern over the reward structures of HEIs which emphasise research output over good teaching. Outcome expectations of participating in professional development for many lecturers would be more positive if it were to contribute to their portfolio and promotion. For instance, in some universities such as the University of KwaZulu Natal,

staff have to submit a teaching portfolio when applying for promotion, which has to demonstrate their competence in teaching. However, where there is an unhelpful binary tension between research and teaching (Boyer, 1990, CHE, 2017), it constitutes a disincentive for lecturers to prioritise professional development. As a lecturer observed “all the implicit and explicit messages favour research and allocating time there ... at the end of the day ... being a researcher is key to your success ... at [institution]” (cited in CHE, 2017, p.49). Thus, in such instances, whereby participation in professional development is not rewarded tangibly, apathy sets in. Lecturers who have participated in induction programmes are often less or more likely to pursue continuous professional development depending on the benefit derived from their experience of the induction. And by sharing their experience with other staff through social or collegial interaction, they can serve either as constraints or facilitators for new academic staff at HEIs. In other words, staff who attend induction and professional development can tell other staff about their experiences in induction and professional development, and thereby either encourage or discourage others to attend. It is arguably in this regard that Pré and Baumann (2017) underscore the interest of some Vice-Chancellors in pursuing “a formal accreditation” route for academics with particular reference to good teaching. The idea is to address the ‘lack of respect’ for teaching and learning and increase its status to what research currently enjoys. Thus, the advocacy is for “a system similar to the UK fellowships programme where lecturers and other academic support staff could be evaluated against a national framework and acknowledged as a rated teacher” (Pré & Baumann, 2017, p.47) Relatedly, monetary remuneration in terms of professional development-based qualifications have also been alluded to as incentives for positive perception of professional development (Steyn, 2009).

2.4.3 Support from departmental management

Studies also underscore that institutional leadership and management structures are critical to the effectiveness of professional development for lecturers. The DHET (2013) acknowledges this dimension by advocating for strong leadership of institution in providing requisite support towards teacher’s capacitation for quality teaching output. Connected to the foregoing, are the issues of implementation and management of professional development programmes, which have been cited as cause for apathy and resistance towards professional development. Teachers tend to perceive a top-down programme implementation approach as denial of their professionalism and autonomy (Bernauer, 2002, Desimone, Smith, & Ueno, 2006). Teachers must be involved in the planning and execution of professional development programmes. As

Lee (2005) study highlighted, the success of professional development programmes is determined by the extent to which the teachers have been “partners of the whole process – planning their own learning experience, implementing practices, providing feedback, and evaluating the programme”.

2.4.4. Timing and duration

Apathy towards professional development has been justified on the grounds of timing of the programme, as well as the duration. About timing, when an institution situates a professional development programme such as induction often determines how disposed new lecturers would be towards the programme. Similarly, how much time is spent for induction or continuous professional development has been noted as determinants of its reception or rejection among academics. Professional development is perceived negatively if the time spent is planned with due consideration of the view of various staff (Collinson & Fedoruk Cook, 2001).

2.5 Challenges of professional development within academia

Boud (2006) has done several studies in a University of Technology in Sydney, Australia, on the conduct of professional development in the academic setting. He argues that, while academic development of new staff is usually conceptualized only as a university-wide process, there is need to expand it into a professional realm. In other words, academic work is a professional practice usually bound by context. The challenge of over-focusing on contextual dynamics run the risk of ignoring the generic professional aspects of academic work, to which new staff must also be initiated. In 2013, Boud and Brew applied the features of practice theory in a bid to illuminate professional practice. As a result, they identified three foci for the application of these ideas within academic development: practice development, fostering learning-conducive work and deliberately locating activity within practice (Bound & Drew, 2013).

Rowland (2002), commenting on the nature of higher education in the United Kingdom (UK), noted that the sector is characterized by several fractures and silos. These fragmentations are in the form of: (i) the separation between teachers and learners; (ii) the separation between academic staff and those who manage them; (iii) the split between teaching and research; and; (iv) the fragmented nature of knowledge itself. On the other hand, professional development and initiation of new staff is predicated upon the semblance of uniformity within higher education institutions. This fragmentation is also backed by the still influential view that “academic professionalism resides in the professional autonomy and the self-regulations of academics as an occupational group” (Nixon, 2001). This creates challenges

for academic development and taints the perceptions of new academic staff, who are expected to work within these fractures in a coherent manner. Instead the increased stratification and quest for freedom has resulted in divisions, isolation and institutional stasis, which makes academic development and practice a challenging affair (Nixon et al., 2001). For effective academic development, Rowland (2002, p.63) suggests “critical conversations between teachers and learners, between academics and managers and between the disciplines.”

2.6 Theoretical Framework

A theoretical framework is the conceptual structure that underwrites a study by providing a possible explanation of the relationship between different components of relevance to the study (Polit & Beck, 2008). It provides possible explanations for the existence of the problem and assists in the understanding of the results of the study. The SCCT will be used in this study to understand the perceptions and experiences of new lecturers with regards to professional development (Lent, Brown, & Hackett, 1994, Brown & Lent, 1996, Lent, Brown, & Hackett, 2000, 2002).

2.6.1 Social Cognitive Career Theory (SCCT)

Anchored in Albert Bandura’s (1986) general social learning theory, SCCT aims to explain the development of personal agency in career development as a result of dialectical interaction of personal and environmental factors (Lent et al., 1994). It argues that given any personal interests, academic or professional, any individual decision and action is determined by the individual’s own attributes (personal factors) and the contextual resources (environmental factors (Lent & Brown, 1996). Personal attributes involve; self-efficacy beliefs, outcome expectations, and personal goals. Self-efficacy beliefs underscore “people’s judgments of their capabilities to organise and execute courses of action required to attain designated types of performances” (Bandura, 1986, p.391). This entails what an individual think about him/herself, or his/her capabilities of achieving certain tasks. Outcome expectations are what a person anticipates to attain from engaging in either educational or career development processes. Personal goals are targets that individual’s set for themselves (Lent & Brown, 1996; Lent *et al.*, 2000). These expectations and goals influence behaviour towards and sustain performance even in the absence of positive feedbacks or in the presence of setback (Lent & Brown, 1996)

Environmental factors (economic, socio-cultural, political) constitute (objective and/or perceived) opportunities and barriers that can either enable or constrain personal agency

towards realising academic or career development goals (Albert & Luzzo, 1999). A myriad of factors including but not limited to economic needs, educational limitation, and even ethnicity can inhibit an individual's achievement of goals regardless of individual capabilities. These factors tend to have far-reaching implications for individual career interest, choice, and development. On the one hand, "strong efficacy for coping with obstacles and barriers can result in successful performance despite expectation of barriers and impediment" for the environment (Hackett & Byars, 1996, p.329). On the other, as Weiner's attribution theory argues, "an individual who believes that career-related barriers are caused by external, uncontrollable, and stable factors is unlikely to expend time and energy addressing career-related barriers" (cited in Albert & Luzzo, 1999, p.433). According to Taylor (1982, p. 319), the tendency of an individual to "take both an active role in the direction of their educational/vocational and personal responsibility for decision making and gathering the kind of information necessary for such decision" is dependent on how much they believe that career decisions are internally caused and under their control.

The same factors can also enable an individual to pursue certain goals in line with, or regardless of their personal capabilities and/or interests. Contextual factors can enable (or compel) one to have certain interests, make certain choices and pursue (resiliently) certain goals (Lent *et al.*, 2000). In the context of a career, development activities perceived to be tangibly rewarding within a certain environmental context (e.g. leading to upward mobility/promotion) will be pursued over non-rewarding one (Lent & Brown, 1996, Lent *et al.*, 2000, Career Research, 2018). In this regard, perceived and objective environmental factors considerably influence career development. However, the adverse or beneficial effect of a given objective factor on one's career development is dependent on the individual's perception of opportunity structure, that is, "...the manner in which the individual appraises or responds to it" (Lent *et al.*, 2000, p.36).

Thus, SCCT emphasises that the interaction among a variety of personal, environmental, and behavioural factors influences the processes through which people develop basic academic and career interests, make and revise their educational and vocational plans, and achieve performance of varying quality in their academic and career pursuits (Lent *et al.*, 2002). These complex dynamics are illustrated in Figure 2.1 below, wherein interests and choice goals in career-relevant activities are shown to be the outgrowth of self-efficacy and outcome expectations. In other words, "within the context of the interest development model, self-

efficacy and outcome beliefs jointly give rise to interests (paths 1 and 2)” (Lent et al., 1994, p.94-95).

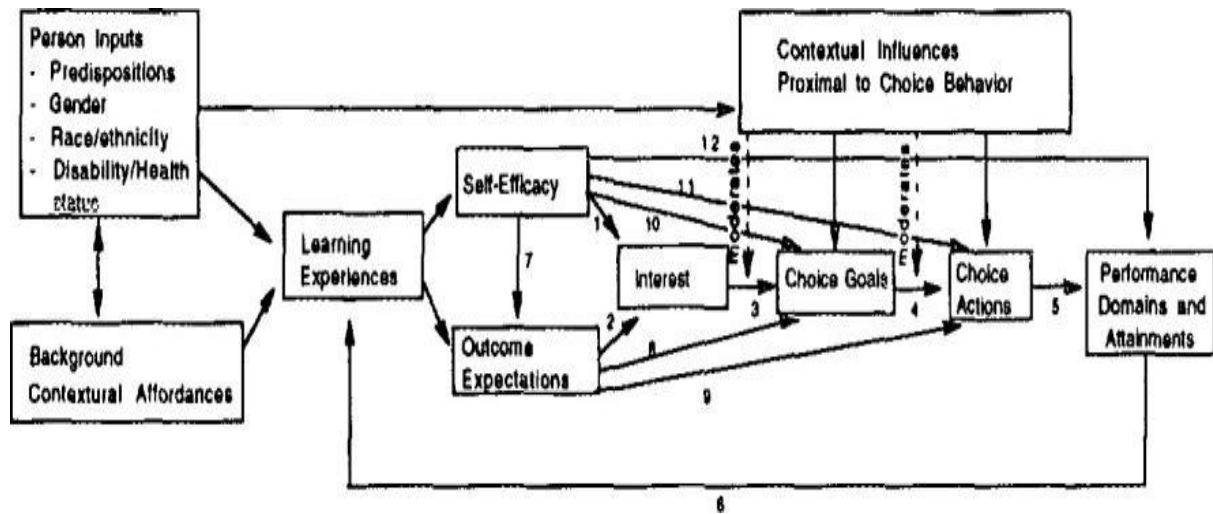


Figure 2.1: Model of person, contextual, and experiential factors affecting career-related choice behavior

Source: (Lent et al., 1994, p.93)

As the above figure shows, SCCT emphasises the influences of environmental affordances (experiences of supports and barriers – see top right hand box in figure 2.1) on career progress. Its basic assumption is that people will follow educational/career paths in which they perceive themselves well-equipped (strong self-efficacy beliefs), with possibilities of realising positive rewards due to the support they receive from the environment or personal goals they have set for themselves. Environmental factors can be distal or proximate (Lent *et al.*, 2000). For instance, career role models can be facilitative or discouraging to an individual in his/her engagement in a career development activity. These may have short-run (proximal) or eventual (distal) effects. By continuous engagement in an activity or practice and receiving feedback, career skills are developed, and personal standards are raised.

2.6.2 Relevance to present study

Researchers such as Jiang and Zhang (2012) and Kelly (2009) have used the SCCT theory to predict academic and career goals of people. The SCCT seems to be a suitable fit for this research because it can assist in conceptualising and understanding the reasons why new lecturers may or may not become interested in professional development, why they may want to engage (or not engage) in professional development programmes, and why they select or

prefer certain kinds of professional development over others. In line with the SCCT, lecturer enthusiasm or apathy towards professional development may also be foregrounded. Moreover, engaging in professional development does not occur in isolation, as such, the emphasis of SCCT on the interaction among a variety of personal and environmental (institutional) factors in career development could provide a rich platform to discuss the findings of this study, especially with respect to what DUT avails to newly appointed lecturers in the of institutional affordances /hindrances.

2.7 Chapter Summary

With the constantly changing nature of HEIs, the quality of academic staff is not only critical to the realisation of the overall goal of the education institution, it is equally an imperative to keeping an institution relevant and competitive both in the national and global context. In this regard, this chapter has attempted to critically engage extant literature on the professional development, beginning with its conceptualisation. It highlighted various types of professional development programmes and further referred to induction and continuous professional development (Continuous professional development) in view of their relevance to new academic staff. The rationale for professional development, as a global trendy phenomenon, was explicated with emphasis on South African workplace, especially within its HEIs. By so doing, the significance of professional development for the academic staff's development, the institution's objective as well as the ramification of effective professional development for the overall goal of national development are underscored.

The reviewed literature reveals that the quality of academics is a major predictor of students' success, and professional development, including induction and continuous professional development, are veritable tool for enhancing the effectiveness and competence of academic staff, especially the new lecturers who constitute the focus of this study. However, various factors constrain the success of professional development in South African universities, which need to be addressed to create a better disposition towards professional development among academic staff. Among these include some negative perceptions/experiences of academic staff. To understand this challenge especially from the arguably under-researched perspective of the academic at DUT, the (SCCT) is engaged. The theory which underscores how various interacting factors shape the attitudes/perceptions towards professional development is

considered useful in supporting the thesis of this study. The methodical approach for this study shall constitute the next chapter.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter reviewed literature related to professional development, generally and specifically in the South African HE system. Through it, the breadth and depth of the phenomenon of professional development in HE was discussed, as well as establishing the theoretical and geographical gap that justifies the present study. The final part of Chapter 2 was the discussion of SCCT, the theory that frames this study. This chapter describes the research and methodology used to explore the experiences and perceptions of staff towards professional development at DUT. The chapter will commence with a discussion of the research paradigm, which focuses on the broader ideological and theoretical assumptions on which this study is based. To some extent, the appreciation of the paradigm that underwrites this study is also an opportunity to be reflexive on the researcher's own pre-determined positions. This chapter also outlines the research methods employed in this study. A description of the target population, sample, data collection instrument used, procedures followed, and the data analysis process also follows. In concluding the chapter, a reflection on the ethical considerations, and reliability and validity of the research methodology are also presented.

3.2 Research Paradigm

This study was grounded in a constructivist paradigm. Guba and Lincoln (1994, p.107) define a paradigm as a “set of basic beliefs ... that defines, for its holder, the nature of the world and the individual's place in it, and a range of possible relationships to the world and its parts ...” As conceptualised by the two authors, this involves the nature of reality or the world (ontology), the possibility of knowing such reality (epistemology), as well as the means by which credible knowledge or truth of such reality can be achieved (methodology) (Guba & Lincoln 1994, p.108).

As one research paradigm², constructivism assumes that reality, or mental structures, are not static but actively constructed through inter-subjective interactions (Guba & Lincoln, 1994). Constructivism implies certain epistemological and methodological dimensions. Epistemologically, constructivism assumes a transactional-subjectivist approach, in which genuine research findings are a result of a dialectical interaction between the researcher and

² The classification developed by Guba and Lincoln (1994, 2005) has four paradigmatic categories: positivism, post-positivism, critical theory and constructivism.

participants, and this can be realised through dialogically sound methods (Guba & Lincoln, 1994). The choice of this paradigm allows a researcher to understand the significance and meaning that different individuals attach to social or human phenomena, through dialectical interaction with respondents and hermeneutically interpreting the results (Creswell & Creswell, 2017). The nature of this research study required an exploration of the perceptions and experiences of the participants and as such a positivist paradigm would not have sufficed in capturing such phenomena.

3.3 Research Methods

A primary requirement for an effective research design is a discernment of the kind of evidence that is needed to address the research questions, objectives and problem statement adequately. A similar affirmation is found in Babbie and Mouton (2001) who affirm that the choice of a methodology hinges entirely on the research problem and objectives.

This research was based on a qualitative research approach. The researcher used purposive sampling to collect data, which were analysed using a thematic content analysis method. This choice of method is informed by the constructivist paradigm discussed above. The utility of this approach is that it takes into serious account people's subjective experiences as the essence of ontology (their view of reality) and it further attempts to understand people's experiences through interaction and taking into cognisance the expressions of these people (epistemology), and employing qualitative research techniques to collect and analyse information (methodology) (Blanche, Durrheim, & Painter, 2006).

Given the above, this study finds a qualitative approach sufficient since it allows the researcher to focus on the meaning that participants assign to the phenomenon under investigation (Garza, 2007). Thus, in the broader context of research strategies, qualitative research is identified with a commitment to the natural logic of language as the preferred medium for understanding human affairs (Creswell, 2009). The suitability of a qualitative method is further underscored by the aim of the study which seeks to primarily understand perceptions and experiences of new academic staff at DUT on professional development. That is to say the study, through its use of a qualitative approach intends "to understand processes, experiences and meanings people assign to things" (Kalof, Dan, & Dietz, 2008, p.79).

3.3.1 Study setting

This study was conducted at the Durban University of Technology (DUT), a publicly funded university in the KwaZulu Natal Province of South Africa. DUT has six campuses which are located in the Durban and Pietermaritzburg cities (Durban campuses: Steve Biko, ML Sultan, Ritson Campus and City Campus; Pietermaritzburg campuses: Indumiso and Riverside) (<http://www.dut.ac.za/about/>). As stated previously, DUT was formed in 2002 out of a merger of two technikons, ML Sultan and Technikon Natal. It was named the Durban Institute of Technology and later became the Durban University of Technology in line with the naming of the other South African universities of technology (UoTs).

While significant transformation, with regards to racial dimensions of the student population, was achieved during the pre-merger period, the post-2002 era has seen the ratio of Africans increase to over 60%, up from an earlier figure of approximately 10% pre-1994. Over the past twenty years, there has thus been a substantive shift in DUT student demographics (CHE, 2016). Furthermore, DUT has over the years attracted students from lower socio-economic status (SES students) due to its lower entrance requirements, lower fees and the perceived proximity to the job market (Cooper, 2015). DUT is currently a large- to medium-sized institution having low student-staff ratios compared to more traditional universities such as the University of KwaZulu Natal. This is partly owing to the increasing headcount enrolment in DUT like other UoTs (see Figure 3.1 below).

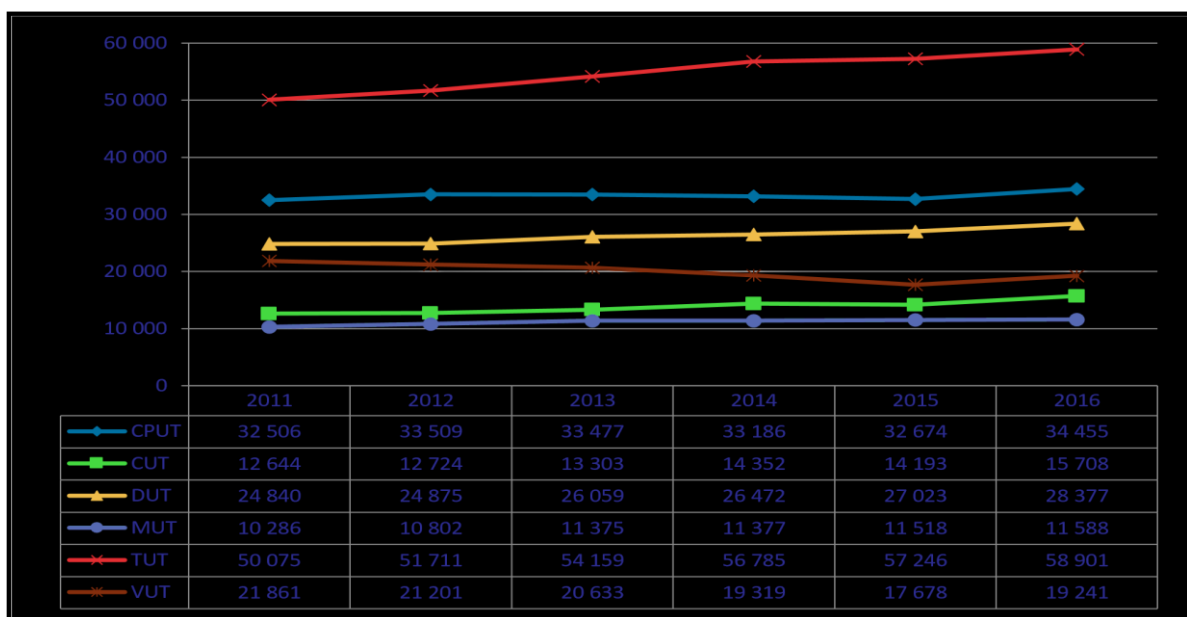


Figure 3.1: Headcount enrolment of students 2011-2016

Source: (Vitalstats, 2016)

This study was conducted on the Midlands campuses (Pietermaritzburg) of DUT and was conceptualised while I was working at DUT as a Teaching and Learning Coordinator in the Centre for Excellence in Teaching and Learning (CELT). I therefore have a working knowledge of DUT and the Pietermaritzburg campuses as I was actively involved in coordinating training and various development programmes for both old and new staff. The choice of DUT was pragmatically influenced because it assisted me to use my knowledge to purposively and theoretically select information-rich participants in answering the research questions.

The multi-campus institution, spanning two cities, Durban and Pietermaritzburg is one of the five UoTs in South Africa, most of which register students from poor population groups (DUT, 2014). For instance, “a tally of UoTs and comprehensive universities shows that most have proportions of students who fall into low social economic status (SES) groups that exceed 75%” (CHE, 2015, p.66). A 2013 report of the poverty profile of some UoTs classifies 84% of its student as poor, 64 % percent of which belonged to the ‘poorest of the poor’ (CHE, 2015). For instance, “results from a SASSE1 study carried out in 2010 showed that 76% of the DUT sample (n = 2376) indicated that they were first generation university students; a large number of whom were from educationally disadvantaged schools” (DUT, 2014, p.48). This is partly engendered by its lower entrance requirements and fees and their perceived closeness to the job market (Cooper, 2015).

This contextual factor not only influences the kind of lecturers and students that the institution attracts, but also informs the disposition of lecturers to professional development. For instance, the high staff-student ratio impacts “on opportunities (time) for staff development” given that its lecturers must necessarily teach intensively, a reality typical of UoTs. As rightly observed by CHE (2017), “teaching in a poorly resourced context with a 1:80 staff-student ratio of largely underprepared undergraduate students makes different demands on an academic staff member than teaching in a research-intensive, well-resourced institution where there are many more postgraduate students”. Such is the case with DUT; 97% of headcount enrolment of 26198 students is in undergraduate diplomas and first degrees, according to its 2014 QEP reports (DUT, 2014).

Like in other universities with such history, DUT's staff are increasingly being pushed to improve their qualifications and publish in accredited journals, despite the unfavorability of their context (CHE, 2017). This is often reflected in the way research and publication is more incentivised than teaching, as a UoT's lecturers once observed: "Publication is what it's all about. There is very little, if any, reward for good teaching or recognition" (cited in CHE, 2017, p.49). Yet such emphasis on 'publish or perish' that seem to describe universities publishing culture may be inappropriate in a context such as DUT in view of its historical vagaries. If pushed too far, such may negatively dispose lecturers towards professional development, with negative consequence for students' success, given that it will "draw resources and energies away from much-needed undergraduate teaching and learning" (CHE, 2017, p.31). Herein lies the importance of DUT's vision of student-centeredness.

Given the reality that "in most Technikons (now classified as Universities of Technology in South Africa) lecturers' practice in the classroom is still teacher-centred" (Selepe, 2011, p.2), DUT's vision of student-centredness no doubt requires proper reorientation of its academic staff. It suffices to reiterate the apt observation by Selepe (2011) that teacher-centred classroom practice often reduces "the chances that students could effectively integrate knowledge and skills, thus leading to effective learning and good performance". However, "Student-centeredness and Engagement" are considered as two strands of DUT's DNA. This means that the university prioritises a student-centred approach to teaching and learning at the institution. By implication, lecturers are expected to incorporate this priority in their pedagogy. Given the diverse background of new lecturers, promoting this ideal for students' success requires that new lecturers are not only well-inducted to enable them to properly integrate and internalise the institution's philosophy, but also continuously engaged in professional development programmes that align with the goals of the institution. Therefore, the discourse on professional development is as useful in the DUT context as with the broader national framework.

Professional development at DUT is undertaken by the Centre for Excellence in Learning and Teaching (CELT) and is part of their broader mission of academic development (AD). This has a general aim of enhancing quality teaching and learning across DUT, through "...[encompassing] four interlinked areas of work: student development (particularly foundational and skills – oriented provision), staff development, curriculum development and institutional development" (CELT, 2018). Staff development, DUT's version of professional development, has several programmes that can operate across three levels: institutional, faculty

and departmental level. Table 3.1 includes a summary of staff development programmes at DUT.

PROGRAMME	LEVEL	DESCRIPTION	TARGET
Academic Induction Programme	Institutional	This is a semester-long, credit-bearing multidisciplinary space created in each semester so that newly appointed lecturers may share ideas and be orientated on teaching, learning and assessment policies; structural, systemic and institutional components of DUT; as well as approaches and practices of the South African HE system.	Newly appointed lecturers
CELT in HEAIDS	Faculty	Focusses on the integration of HIV/AIDS into the curriculum, materials design and staff development.	All staff
Access for Success	Departmental	Focuses both on access to the university programmes and epistemological access for students within their disciplines.	Departmental teaching staff
Mainstreaming Academic Literacies	Faculty/ Departmental	To explore different models and theories of academic literacies and provides staff with the opportunity to raise to consciousness the academic disciplinary expectations they have of students, critique the appropriateness of these academic expectations and explore ways of designing curricula and revising teaching practices and materials to facilitate the development of the necessary literacies in their students.	Teaching staff
Learning, Teaching and Assessments Workshops	Institutional/ Faculty	These focus on curriculum and pedagogy.	Staff in-charge of curriculum development
Extended Curriculum Programme (ECP)	Institutional/ Faculty	Responds to the DHET initiative to provide students with an alternative extended duration programme. Trains teaching staff engaged in ECP.	ECP Staff
Learning, Teaching Assessments Symposium	Institutional	Provides a platform to share critical reflections on learning, teaching and assessment and debate key educational issues impacting higher education.	All staff
CELT in Curriculum Renewal Process	Institutional/ Departmental	This focuses on staff development for the review and design of curricula through institution-wide workshops and seminars and departmental consultations and workshops.	Curriculum development staff

Table 3.1: *CELT Programme of Professional Development*

Source: Author, Adapted from <http://www.dut.ac.za/staffdevelopment/>

While CELT avails all these programmes to the service of teaching (and non-teaching) staff at DUT, not every programme is done by every staff member. Some programmes are, however, compulsory while others are optional. For example, the Induction Programme (Induction is compulsory for all newly appointed lecturers).

3.3.2 Population and sampling technique

The target population for this study, namely new lecturers, consists of lecturers that had been employed as university lecturers for a period of not more than three years at DUT. The research excluded new lecturers who had been employed at other universities before. The reason for such specificity was to align the study participants to the aim of this study which sought to primarily explore “new lecturers’ perceptions and experience of professional development in higher education” with a focus on DUT. This effectually excluded lecturers who had had a previous experience in other universities. As such, academics that transferred from other HEIs to DUT within the target period were excluded. The three-year cut-off was based on reports (Makunye & Pelsler, 2012, Olatunji & Gaborone, 2013, CHE, 2015) which note that in most universities, professional development programmes are intensified in the first three years of the lecturer’s tenure. The target population was identified with the help of home faculties and departments, as well as through consultation of the CELT records of new lecturers. In any academic study, studying the whole target population is not ideal and practical due to constraints of resources and time (Babbie & Mouton, 2001). As a result, a small group with all the relevant characteristics of the target population was selected.

The strategy of recruitment into the study was to first seek gatekeeper permission from the Directorate of the Research and Post Graduate Office at DUT which is responsible for research activities in the institution, and the Office of the Deputy Vice Chancellor Academics (DVCA) which oversees all academic faculties (see Appendix B). After obtaining ethical clearance from the UKZN Ethics Committee (see Appendix C), I made direct contact with prospective respondents, in collaboration with home departments and fellow participants, by inviting them to participate in the study. Purposive sampling was used to identify participants related to the objectives of this study. Purposive sampling is a feature of qualitative research, in which cases are hand-picked based on some characteristic being sought (Cohen & Arieli, 2011). The participants for this study were selected on their possible ability to give informed input on the objectives of this study. Hence the recruitment strategy basically involved two stages. First, a few lecturers who fell in the category of ‘new lecturers’ as defined in this study were identified by the researcher in line with the principle of purposeful sampling. Secondly, other new lecturers were further identified through the snow balling technique. In other words, while the first set of lecturers were being interviewed, they were invited to provide information about other new lecturers that they know in the various faculties. The latter were then added on the

list of respondents by the researcher, who then telephoned them for their consent to participate in the research.

This strategy was particularly efficacious as it enabled me to secure appointments from the respondents by contacting them directly and explaining the aim of the study to them. I introduced myself and the intentions behind my research objectives. I outlined all the procedures and processes that I had followed before to the participants and I further explained the ethical dimension of the study to the participants. I assured that all information would be confidential and that their employment would not be compromised in case they agreed to participate (or not participate) in the study (see Information and Informed Consent Form in Appendix D). Interviews were subsequently arranged with the identified suitable study participants.

The population sample for this study eventually came up to ten new lecturers from different faculties. With regard to the sample size, ten respondents were regarded as sufficient for exploring experiences and perceptions as far as a qualitative research is concerned (Mason, 2010), and also given constraints of time and scope.

3.4 Data Collection Strategy and Analysis

3.4.1 Data Collection Instrument

Data were collected from ten participants using semi-structured interviews, guided by a semi structured interview schedule (see Appendix E). Semi-structured interviews assisted me to gain in-depth knowledge of the participants' experiences since answers could be clarified through the use of probing and follow up questions (Brink, Van der Walt, & Van Rensburg, 2012). As a two-way conversation, semi-structured interviews are invaluable in getting the attitudes, perceptions and experiences of participants (Babbie & Mouton, 2001). In cases of imprecision in answers, interviews allow for the possibility to probe for more information from participants, especially "...for answers that will be sufficiently informative for analytical purposes." (Babbie & Mouton, 2001, p. 254). Question wording can be changed, and explanations given; inappropriate questions for a particular interviewee can be omitted, or additional ones included". This allows for the necessary flexibility to obtain the relevant data from the various respondents.

During this process, an interviewer collects data and learns about a participant's behaviour, records their views, opinions and beliefs by asking questions. This data collection method was suitable for this study as it allowed participants to narrate their perceptions and experiences towards professional development at his/her own pace and share the amount of information they were willing to provide. A semi-structured interview schedule was used for this study with probes for clarification where necessary. Content validity was facilitated through the supervisor, the UKZN School Board Research Committee, and the Higher Degrees' Committee. The semi structured interview schedule (along with other relevant components of the research proposal) were submitted to these committees to ensure that the items (and the overall proposed study) were appropriate for the sample being studied and that the proposed questions were appropriate for this study.

3.4.2 Data Collection Procedure

Data was collected towards the end of the first semester in the academic year (i.e., May – June 2017) when there was no teaching taking place. This period was particularly suitable for meeting participants who met the inclusion criteria. It was expected that not all the new lecturers would agree to participate in the study and as such, the target sample size was from 10 - 15 lecturers. The ten respondents who agreed to participate in the study were provided with a participant information sheet to help them understand the study's aims and objectives and consent forms to participate in the study and to give their consent and permission to be recorded on an audio device (see Appendix D). The participants were audio recorded and were requested to give their identifying details based on gender, race, level of education and employment history. The content questions covered items on participants' experiences and perceptions of professional development, barriers and facilitators in participating in professional development, and enquired about the impact of professional development (See Appendix E).

The participants were encouraged to continue talking and no interviews were terminated in the interests of time. The individual interviews took about 50 minutes. All data collection sessions were audio-recorded after permission was sought from the participants.

3.4.3 Data Analysis

Marshall and Rossman (2014) describe data analysis as the process of bringing order, structure and meaning to the mass of collected data. It is described as messy, ambiguous and time-consuming, but also as a creative and fascinating process. Broadly speaking, qualitative data analysis is the activity of making sense of, interpreting and theorising data that signifies a search for general statements among categories of data (Schwandt, 2007). Therefore, one could infer that data analysis requires some sort or form of logic applied to research. In this study, results were obtained after a thorough data analysis process, which involved transcription, analysis and discussion.

All interviews were transcribed, coded, and analysed using thematic analytical structures. Braun and Clarke's (2006) six steps of thematic analysis were used to analyse the transcribed interviews. It suffices to say that the importance of a thematic analysis is accentuated by the view that it is flexible. With regards to the flexibility of this approach to data analysis, Braun and Clarke (2006, p. 9) submit that thematic analysis is not tied

to any pre-existing theoretical framework, and so it can be used within different theoretical frameworks (although not all) and can be used to do different things within them. Thematic analysis can be an essentialist or realist method, which reports experiences, meanings and the reality of participants, or it can be a constructionist method, which examines the ways in which events, realities, meanings, experiences and so on are the effects of a range of discourses operating within society.

Thematic analysis can also be viewed as a "contextualist" method, situating itself between the essentialist and constructionist schools of thought; influenced by theories like critical realism which is an acknowledgement how the different ways through which individuals create meaning out of their experiences. It also looks at how a broader social environment affects those meanings, while taking into cognisance the material and other limits of this constructed reality. Effectively, thematic analysis serves as a method that facilitates both a reflection on reality and an in-depth exploration of reality (Braun & Clarke, 2006)

Again, the thematic approach is described as an "approach and synthesising strategy used as part of the meaning-making process" (Lapadat, 2010, p.926) in research. Braun and Clarke (2006, p. 6) simply describe the thematic approach as "a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail". It is further submitted that the thematic approach to data analysis has five purposes. These purposes include:

- seeing;
- finding relationships;
- analysing;
- systematically observing; and
- quantifying qualitative data (Boyatzis (Boyatzis, 1998)).

Lapadat (2010) further describes a thematic approach to data analysis as a way of “reducing and managing large volumes of data without losing the context... for organising and summarising, and for focusing the interpretation” (p. 926). Inherently, Lapadat’s (2010) view provides grounding for this study’s choice of a thematic approach to data analysis because for this study to fully express the focus of its interpretation, it is pertinent that the research captures the variation of experiences and perceptions of the respondents with regards to professional development in academia. For Namey, Guest, Thairu, and Johnson (2008) the value of the thematic approach as a tool for data analysis is visible in the way it goes beyond numerical assessment and pays attentions to ascertaining and describing both implicit and explicit ideas. Thus, in employing this thematic approach, codes are developed for ideas or themes. These are then applied to raw data as summary markers for subsequent analysis that may involve comparing the frequencies of these themes or relationships among them to make sense of the data with the research objectives (Namey et al., 2008).

Figure 3.3, below is an illustration of Miles and Huberman’s (1994) model of a thematic analysis process. It consists of three interconnected stages or ‘streams’, which are data reduction, data display and data conclusion-drawing/verifying.

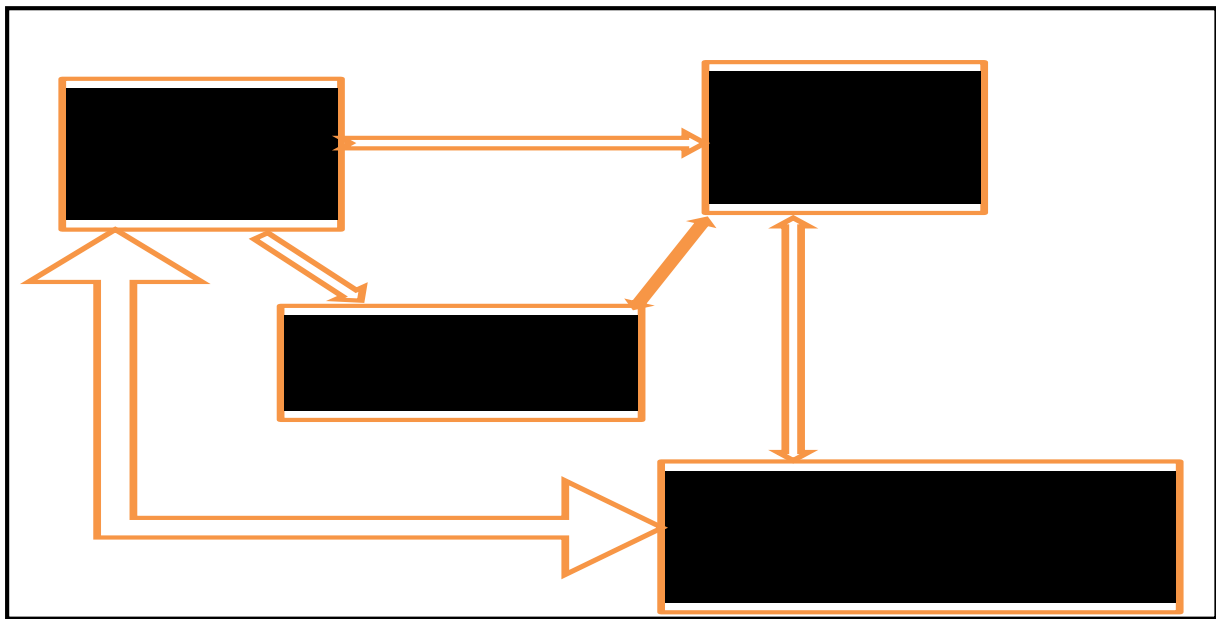


Figure 3.3: Model for a Thematic Analysis Process

Source: Adapted from Miles and Huberman (1994, p. 12)

Accordingly, the researcher familiarised herself with the data by reading the transcripts several times to acquire a feel for each description in all the transcripts and to become immersed in how participants experienced the phenomenon of interest. Thereafter, initial codes were generated by labelling and collating important features in the data. The next step was to identify themes by organising relevant codes into appropriate themes. Coding in this regard enabled the researcher to closely inspect an array of literature and the answers of respondents for recurring themes, topics, or relationships. These, as will be explicated in the subsequent paragraph were marked with a code for easy categorisation to facilitate the retrieval of themes and to further aid in linking themes to the study theoretical framework. The next step in the analysis was defining and naming the themes to refine each theme and finally, a report was produced on the identified themes. Both inductive and deductive analysis were employed during this process. Beginning with the inductive approach, the data generated from the respondents were used to identify themes. Then, using deductive analysis, the inferences/analysis were made from the data gathered by using categories and themes from literature and theory to understand certain responses.

Inductive analysis was quite instructive for this study in that central to this study's application of a thematic approach to analysis was a need to understand how academics experience and

perceive professional development in a social/academic setting. This position is suggestive of the notion that there is no singular or universal experience of professional development amongst lecturers. If a person's reality is subjective (influenced by personal and environmental dynamics), their perceptions and experiences are equally so. This inductive appreciation of the reality of respondents was further grounded on the themes and categories identified in literature and theory (SCCT) to ensure transferability of the findings.

Additionally, Lapadat (2010, p. 926), suggests that the “process of noticing patterns, attending to how participants label events, defining emergent themes, constantly comparing data against codes and categories, cycling back through documents to revise coding, recording interpretive insights in research memos, and developing data displays that reveal overarching patterns” helps the researcher to develop a concise and synthesised exploratory analysis grounded in variation of experiences and perceptions shared by the study's participants of professional development.

The different themes from the data gathered were assessed in relation to how the participants were influenced by different aspects of the SCCT framework - environmental (institutional, social, economic and political), personal (biography) and behavioural aspects. These SCCT constructs coincided with the themes from the preceding steps of inductive analysis. As such, the interaction of the deductive and inductive processes of analysis constituted the comprehensive thematic analysis used. This ensured that the dialogical conception of professional development by participants was not peculiar but grounded in other similar studies.

3.4.4 Academic Rigour

Academic rigour, as a core requirement of academic research, will be determined by the concept of trustworthiness, proposed by Lincoln and Guba (1985). While the concept of trustworthiness meaningfully represents the notion of academic rigour in qualitative research, it departs from the conceptual import of counterpart concepts like internal and external validity in quantitative research. It uses the concepts of credibility, dependability and transferability to represent similar ideas (Bryman, 2012). Trustworthiness in qualitative research entails the production of findings that reflect as close as possible the meanings described by the participants (Lincoln & Guba, 1985).

Credibility emphasises the notion that the study's conclusions can be relied upon as close approximations of respondents' utterances and their reality. This was enhanced through prolonged engagement in the study site, respondent validation and peer view. For this study, the reliability and the credibility of the data was depended on ensuring that all the emerging themes from the data gathered captured something important in relation to the research questions, and they are a representation of "*patterned* response or meaning within the data set" (Braun & Clarke, 2006, p.82). The themes that emerged were evaluated by my supervisor to ensure that they are a representation of the participants' unique responses as captured in the transcripts.

While it is not crucially essential that qualitative studies be generalised, a well-conducted study can still explain aspects of social phenomena in other contexts. This is referred to as transferability. I ensured that my study is relevant to other similar contexts by providing a thick description of the context and ensuring that those characteristics that I deem crucial in the subject question are well-described. The use of the theory (SCCT) and literature to ground analysis also ensured that this study is in communication with other similar studies that have been done before. As such, the finding herein can be used to explain dynamics in similar subjects and contexts. To achieve dependability, the participants were asked the same range of questions using probes and the tape-recorded interviews were transcribed immediately to prevent inconsistencies in the data collection.

3.5 Ethical Considerations

An important component of any research is the ethical aspect of the research. This is a concern because by taking into cognisance the ethical factors of a research, participants are shielded from any harm that may arise because of the research. As Brown (1993, p.195) sees it, "control of personal information is viewed as an expression of autonomy and an individual's right to protect his or her social vulnerability and identity". As the researcher has mentioned in this chapter, it was important to make direct and personal contact with prospective respondents; this was done to guarantee that their participation in the study will not put them in jeopardy. By gaining their consent and providing them with an informed consent form (which the participants were invited to read and sign) and by asking for their permission for an audio

device to be used to record their responses, the researcher provided an assurance of anonymity to the participants.

The study complied with ethical considerations of social science research. By also seeking a gate keeper's letter from the Directorate of the Research and Post Graduate Office, and Office of the Deputy Vice Chancellor Academics (DVCA); in obtaining such, the study was effectually granted the permission or the go ahead to proceed with interviewing of respondents.

Hayes (2000) rightly emphasises that it is our responsibility as researchers to make sure that we do not put ourselves in situations that are outside our professional competencies; in other words, the researcher only focused on participants' views relating to the aim of the study. Informed consent sheets/letters were provided to participants and the purpose of the study was explained adequately to participants. An informed consent is defined as an agreement by an individual to "participate in a study after being informed of the facts that would be likely to influence his or her willingness to participate" (Frankfort-Nachmias, 1996, p.81). Part of the informed consent forms provided was an assurance to the respondents that their participation in the study was voluntarily and they could withdraw from the study if they felt they could not carry on with it. The right to privacy was honoured and pseudonyms were used to protect their identity; confidentiality was assured, and to reiterate, consent was also requested to audio record interviews.

The researcher was also aware of some ethical dilemmas and risks associated with her positionality. According to Bebbington, Larrinaga and Moneva (2008), reputational risk is the damage to the socially created impressions of the organisations, mainly through the actions of its members and stakeholders. As such, conducting research, and hoping for an objective study, on the activities of CELT while also working on CELT could result in a series of reputational risk for the department, and its employees. As such, the researcher ensured that all research instruments were discussed with the supervisor in order to ensure reflexivity and avoid subjective interpretations and the Hawthorn effect. On the other hand, the researcher was also cognisance of the fact that organisational reputation is the outcome of transparency and well-managed perceptions. As such, the output of the study could also have a positive implications on CELT, either in the form of clarity and improvement, or revealing the positive contribution of the work of the organisation to new members of the institution.

3.6 Chapter Summary

In this chapter, a description of research design and methodology used to explore perceptions and experiences of staff in professional development at DUT was made. Further, the data gathering approaches, data analysis method, issues of reliability and validity and ethical considerations were discussed. Central to the chapter was its delineation of the process of thematic approach to data analysis. A tool for data analysis, the thematic approach was used because the study seeks to address questions that pertain to people's perceptions and experiences. The use of a thematic approach and an inductive analysis are viewed as a means of enabling the researcher to integrate secondary and primary data (which consist of a variation of responses) into a cohesive whole thereby providing answers to the research questions and concomitantly addressing the objectives of the study. As Braun and Clarke (2006) would suggested, an appropriate choice of a method of analysis should hinge on both research question and broader theoretical assumptions. In concurrence is the submission by Lapadat (2010, p. 927) that thematic analysis is extensively used as an analytic approach across methods and paradigms by researchers, "qualitative researchers in general, and scholars of the humanities because of its power to yield insightful interpretations that are contextually grounded". The choice of method further aligns with the study's theoretical framework.

CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents and discusses the findings of this study concurrently. Drawing upon the main themes generated from the responses of the participants that were interviewed, both the analysis and discussion in this chapter focus on addressing the main objectives of the study. These included exploring the perceptions and experiences of new lecturers with regards to professional development programmes, the barriers to these programmes as well as how professional development impacts on new lecturers. Beginning with the profiling of respondents using a table, the first part of this chapter provides a general overview of the respondents in terms of age, past career and experience, reason for applying for and accepting employment at DUT, among others highlightable observations that are of relevance to new academic staff's professional development. This is followed by a qualitative exploration of the findings and observations based on the semi-structured questionnaire interviews. To do this, descriptive results are presented and interpreted in relation to the relevant themes that speak to the objectives of the study. In so doing, effort is made to relate the findings with the theoretical framework upon which the study is based with the view to describe the barriers to new lecturers' participation in professional development programmes. This is primarily done by thematic presentations and discussion of the findings in relation to relevant responses. Accordingly, these themes assess how the respondents were influenced by different aspects of the SCCT framework - environmental (institutional, social, economic and political), personal (biography) and behavioural aspects. In other words, an effort is made to focus on self-efficacy, expected outcomes, and goal mechanisms and how they may interrelate with other person (e.g., gender), contextual (e.g., support system), and experiential/learning factors that are all critical to the SCCT (Lent et al., 1994), with the view to draw relevant insights and conclusions in support of the main thesis of this study.

4.2 Respondents Profile: An Overview

Data for this study was obtained from interviews conducted with ten respondents. The respondents' ages fell between 29 and 42 years with an average age of approximately 36 years. Impliedly all respondents are within an early to mid-phase of career development in academia, with the maximum of three years and minimum of one year of lecturing at DUT at the time of the interview. The majority of the respondents, that is 7, seemed to be familiar with the (higher) education environment, having previously worked as tutors, research assistants or as school

teachers. However, some of the respondents had not previously worked in a higher education context. Specifically, the remaining three of participants had backgrounds outside of formal academia. These three became academics at DUT because it was either the only available job or because they were head-hunted for the job as alumni of the institution. Table 4.1 below highlights some aspect of the respondents' profiles in the descending order of their age.

Table 4.1: *Participants Profile: An overview*

Participants (Pseudonyms)	Age	Nationality	Gender	Duration as a lecturer in DUT	Employment History	Reasons for choosing DUT	Highest qualification attained	Current Study Activity
Lecturer1	42	South African	Female	3years	School Liaison Officer, UK	Closer to home	Master	PhD
Lecturer2	40	Zimbabwean	Male	3 years	Teacher in Zimbabwe	Relocation & career growth	Masters	PGDHE
Lecturer3	39	South African	Female	1 year	BBC	Only available job closer to home	Masters	PhD
Lecturer4	39	South African	Female	3years	Worked in Florida, United States	Employment was only available at DUT, alumni	Honours	Masters
Lecturer5	35	Malawian	Male	1 year	Tutor	Economic emancipation	Masters	PhD
Lecturer6	34	Zimbabwean	Male	1 year	Tutor	Career growth	Masters	PhD
Lecturer7	33	Zimbabwean	Male	3 years	Tutor	Career growth	Masters	PhD
Lecturer8	31	Zimbabwean	Male	2years	Research Assistant	Relocation	Masters	PhD
Lecturer9	29	South African	Female	3years	Research Assistant, UKZN	Career growth	Masters	PhD
Lecturer10	29	South African	Female	3years	Hospitality Management, Belgium	Head hunted, Alumni	Honours	Masters
	Avg 35.5							

All ten participants have attended various forms of professional development programmes at DUT, even though not all the respondents participated in the induction programme (see Chapter 3, subsection 3.3.1). In terms of gender distribution, six of the respondents are males while the other four are females as indicated in Table 4.1. The respondents are of three nationalities, namely South Africa, Zimbabwe and Malawi. Five of the respondents are South Africans, while the other five are immigrants (four Zimbabweans and a Malawian).

Despite some slight differences, a major similarity discernible among all the participants (regardless of nationality) in terms of their career motivation and choice of a lecturing career at DUT was economic emancipation especially in terms of availability of jobs in South Africa. This was mostly explained with reference to the difficult labour market conditions prevalent in contemporary South Africa. Although there was an element of career growth in some of the participants' motivations for working as lecturers at DUT, some expressed that their choice of doing so was either because they were head hunted or it was the only job available for them at the time. This reasoning, as will be explained subsequently, had implications for how favourably some of the academics regarded the professional development programmes they underwent.

Eight of the respondents (three females and five males), had attained a master's degree as their highest qualification. Two female respondents had an Honours degree as their highest qualification. All respondents were pursuing various (PGDHE, Masters, PhD) further qualifications.

4.3. Data presentation and thematic analysis

Data are presented according to the study objectives. Overall, the following themes were generated and are clustered according to the study objectives:

Objective 1: New lecturers' perceptions and experience of professional development programmes

- Perceived usefulness of professional development programmes
- Unsuitable Timing of Induction
- Content of the programmes and facilitator expertise
- Structure of different professional development programmes

- Lack of/inadequate incentives for participation
- Lack of /inadequate Support from management

Objective 2: Barriers and facilitators to participation in professional development programmes

- Workload versus available time
- Visibility and Role of CELT Office
- Resistance to change and a narrow perspective of lecturing
- Lack / inadequate support from management
- Lack of or inadequate incentives
- Aspiration/Motivation for Lecturing Career
- Facilitator expertise

Objective 3: Perceived impact of professional development programmes on a new lecturer's development in academia

- Improvement of pedagogical skills
- Improved competence

What follows is a more detailed presentation of the themes in the order of their relevance to the three set objectives of the study. It is important to acknowledge from the outset that various themes overlap and appear across the different objectives. Hence, it is expected that in the analysis of these seemingly distinct objectives, overlapping themes are thus repeated. The presentation of the thematic analysis will be consolidated by an overall discussion that speaks to all the three objectives. In doing this also, literature will then be integrated in the discussion.

4.3.1 Objective 1: New Lecturers' perception and experience of professional development

Respondents were asked if they have attended professional development programmes at DUT, and if so, to relay their experiences of what it was like to attend these programmes. If they did not attend certain professional development programmes they were invited, to explain why not. In response to these questions, the new lecturers' expressed varying views regarding their perception of professional development programmes.

4.3.1.1 Perceived usefulness of professional development programmes

With varying degrees of reservation, all ten respondents considered professional development programmes as crucial to their career development as well as to better output in their delivery as lecturers. Nonetheless, they equally highlighted various factors that tend to undermine these positives about their individual experience of professional development programmes at DUT. Although the literature highlights the importance of professional development for capacitation of teachers (Makunye & Pelsler, 2012, Quinn, 2012b) and some of the respondents alluded to the same in general terms, several negative experiences were noted. Such experiences have also significantly shaped the perception and attitude of new lecturers towards professional development programmes at DUT, especially the induction program. On a positive note, one respondent highlighted his disposition towards professional development as relevant for his career growth (Lecturer 5). Another respondent observed that the workshops were very informative to her given that she had no teaching background (Lecturer 10). She reviewed professional development initiatives by saying, “Since I started attending the professional development initiatives, I have gained in depth knowledge about higher education and different methods of teaching and assessment. It is helping a lot as a person within the sector of higher education; the workshops that I have attended were really beneficial in developing me as an academic” (Lecturer 10). She believes that lecturers would always want to attend these programmes if their timetables permit. In addition to the above observation, a respondent highlighted that professional development programmes can also aid by creating avenues to network and share about the challenge each person faces in their teaching. By so doing, solutions can be proffered to common challenges (Lecturer 9). In her words, “[t]hese programmes can help us to share and come up with solutions, with these programmes you network in the academic community and share common practices” (Lecturer 9).

In contrast, many participants reflected their experiences of professional development programmes in a negative light. For example, the adjective “useless” was used to characterise how respondents reported their experiences of attending professional development programme at the university. Although one lecturer stated that some of the programmes he had attended were useful, the other nine claimed that some of the programmes were useless. This perception also seemed to have been given to the participants by older colleagues. For instance, a respondent claimed, “I asked my colleagues about these programmes but the response by my colleagues who were employed before

me said it was useless” (Lecturer 4). Other thematic factors were strongly emphasised as rendering the programmes useless or ill-perceived, namely, timing, expertise of facilitators, and content of presentation in terms of theory and concepts. The following subsections (sub-themes) explore these interrelated negative factors and thus articulate how professional development programmes are experienced negatively.

4.3.1.2 Unsuitable Timing of Induction

In terms of the scheduling of the program, some respondents expressed their discontent with the scheduling of the induction and other professional development programmes during the semesters when regular lecturing activities are being expected of the same lecturers (Lecturer 1, Lecturer 7). Such timing was perceived as unfavourable. Lecturer 7 raises issues with the fact that induction programmes happen concurrently with classes and that they are expected to do both. In his view, the induction programmes would be more appreciated if it had been conducted before the classes. Similarly, Lecturer 1 observes that “sometimes they are organised when you don’t need them”. As far as her experience was concerned, the induction programme was only done two years after she had started working; hence, it was hardly of any help to her. According to her, “The induction programme would have been beneficial to me considering it inducts the novice lecturer into the scope of academic work. It would have given me a better understanding on what happens in class” (Lecturer 1). In similar fashion, the respondent observed that when the induction was offered she already “was overwhelmed with work”. In other words, the timing of induction early enough into one’s appointment as well as other continuous professional development programmes in such a way as not to disturb (or be disturbed by) other work commitments are deemed to impact on the participants. These timing issues in turn shape how such professional development programs are perceived.

4.3.1.3 Content of the programmes and facilitator expertise

There was a dominant perception that lecturers’ expectations of the induction programmes as well as other continuous professional development programmes were of a generic nature and not adequately prepared for the target audience. In addition, some of the professional development programme facilitators were regarded as lacking the requisite expertise (Lecturer 1). Having only attended the induction programmes organised by CELT, the respondent claimed that “it was

useless, and added no value. ...The whole thing was just a waste of time. Even the content in the programme was not useful” (Lecturer 1). Her disappointment was particularly reinforced by the fact that she had sacrificed her classes that clashed with the induction programme to attend, with the hope of getting more out of the program. In fact, another respondent did not attend the induction programme because he had gathered from a colleague that “the facilitators in these workshops most times lack discipline expertise” (Lecturer 4). Meanwhile, another respondent observed, “My take is that it differs with people. Sometimes the facilitators don’t give you what you were expecting, but at times one does benefit from these workshops” (Lecturer 9).

The issue of facilitators’ expertise is clearly related to critiques around the content of the programmes. For instance, while alluding to the challenge of expertise of the facilitator, Lecturer 4, highlighted that there was often a sense that the content of the workshops was not adequately grounded on useful theories and concepts. This respondent perceived what he got from the workshop as bordering mostly on everyday common knowledge while he expected to be introduced to more challenging concepts and theories with useful application in their disciplines and careers (Lecturer 4). Essentially, some respondents complained about inadequate theorisation of the content of professional development programmes.

4.3.1.4 Structure of different professional development programmes

A notable perception of the respondents with respect to the professional development initiatives is that they are not well-structured. In most cases, such initiatives were perceived as haphazardly structured. In the words of Lecturer 5, “These in-house programmes have a lot of potential but the problem is that they are haphazard. If they can be well-coordinated, students and staff can benefit”. Another respondent noted that the lecture time tables are not factored in when the professional development programmes were scheduled. As Lecturer 1 suggests, “structure it according to our timetable, like Friday afternoon where there are no lectures...”. Those things need to be factored-in”. The respondent opines that such initiatives should have been organised after examinations, but most of the time “the CELT unit waits until academic activities kick in”. These factors are highlighted with reference to lack of input from the participating lecturers in the structuring of the programmes. “I think it has to be needs based (bottom up not top to bottom). Ask lecturers what they want. Lecturers must say what they really want” (Lecturer 5).

4.3.1.5 Lack of/inadequate incentives for participation

Some respondents compared their experiences of attending professional development programmes in DUT to other programmes such as the Postgraduate Diploma in Higher Education (PGDHE) that they attended in other institutions mainly in terms of available incentives. For instance, as Lecturer 5 observed “The PGDHE is a block release programme; we go there for a period of one week, three times a year. I apply for study leave, there’s structure and after completion I will get my certificate, only if other professional development programmes had similar incentives”. Impliedly, incentives such as certificates (not just photos of attendance which is the norm) that will contribute to their continuous professional development points seem to be lacking at DUT. As he puts it, “also have incentives like certificates that will contribute to my continuous professional development points, what we do is take pictures of the workshop so that we can have proof that we attended, because if you are applying for a promotion, you must submit proof.” (Lecturer 5). According to the respondent above, lack of incentives promotes a negative perception of professional development. He maintained that incentives such as certificates will go a long way in improving the attendance of professional development workshops, especially if such certificates are made to add to the points they need for promotion. He also suggested that financial assistance be given to academics who need to attend workshops and conferences. According to Lecturer 8 , “I was demotivated when I applied to attend a conference. My application for research funds was declined three times. How am I expected to develop as an academic if I am not getting assistance from the institution?”. Thus, Lecturer 2 , expressed that if incentives like certificates of acknowledgement were given after participating in workshops offered by CELT they will definitely attend, like how it is done in the PGDHE which they attended outside of DUT.

4.3.1.6 Lack of/inadequate Support from management

In line with the foregoing, some respondents also noted that their experience of professional development programmes at DUT has been characterised by inadequate support from the management. For instance, Lecturer 10 sharing her experience says, “My HOD did not grant me time to attend a seminar which I believed was going to capacitate me. She asked me how I was going to make up for the time I was away.” Considering the broad nature of professional development, relevant seminars and workshops can provide capacitation for fledgling lecturers.

Hence, when the management is perceived as ill-disposed to promoting such among its staff, it can bear negatively on the preparation and structuring of the programmes. Indeed, the role of management and administrative supports intertwines with some of the above factors either in motivating or discouraging academics from participating in induction programme as well as other professional development programmes organised by CELT.

4.3.2 Objective 2: Barriers and facilitators to participation in professional development

This section captures respondents' perceived barriers and facilitators in participating in professional development initiatives. Participants expressed that, in most instances, scheduling of professional development initiatives conflicted with the academic programme. Other factors that reportedly serve as barriers include timing, high volume of workload or large classes, visibility of the CELT, lack of support from the management as well as lecturers' career motivation and aspirations in long term.

4.3.2.1 Workload versus time available

The issue of workload in relation to available time was highlighted as a major barrier to participation in professional development programmes at DUT by a number of respondents (Lecturer 1, Lecturer 3, Lecturer 4). The challenge of a heavy workload was reported to be due to large class sizes. This was particularly noted considering the teaching intensive nature of the institution that requires a lot of time for lecturers to meet their demands, which ranges from marking to consultation with students (Lecturer 4). In the words of a respondent,

“Here there is a lot of admin, marking, it's a serious environment, you also become a role model to students, and the classes are large. It also becomes difficult to even do research because it is teaching intensive. In my previous employment you were just here to work and leave, here I carry my work home. I don't even have time to socialise” (Lecturer 4).

Due to the high perceived volume of work, which participants claimed hindered them from attending professional development programmes, one of the lecturers resorted to personal development through YouTube videos (Lecturer 3). She says,

“My PhD is not progressing cos (sic) of the large number of students I teach, I get worried about the quality of what we are producing but I can't help it, I wish I had time to attend

these initiatives offered by CELT or even attend conferences out of the university, most times I capacitate myself through doing own research and using YouTube”.

This expectation to balance different multitasks seemed to make it practically difficult to participate in institutional professional development programmes. For instance, according to Lecturer 10 “I have attended some of the in-house professional development workshops, the issue is also the same on how you gonna make up for the lost time when you are away from class”. Lecturer 10 also observed that it is always difficult to attend the workshops done off campus due to time constraints. Similarly, sometimes we do not get approval to attend such workshops. The respondent acknowledged the importance of attending such workshops especially those also organised by other institutions to share ideas, network and see what others are doing and as such be able to benchmark what is being done at DUT. For instance, a lecturer who only got informed about the induction programmes after a year of his joining DUT complained that he could not attend due to workload and time (Lecturer 4).

In the same vein, another respondent, who preferred that the programmes be done when lecturers are through with marking post examinations, maintained that her inability to attend professional development programmes organised by CELT was due to lack of time (Lecturer 1). The issue of lack of time highlighted by some respondents was also linked to the timing of the workshop as discussed earlier. On the issue of timing, Lecturer 1, who was only inducted two years after she had started working with DUT, questioned the point of “inducting someone who is already familiar with the system”. While alluding to the issue of time and the timing, Lecturer 10 raised another important dimension of professional development programmes, the challenge of workload. According to him, there are no acceptable alternative means of teaching that can mitigate the challenges of workload and available time, especially for lecturers that need to attend professional development programmes. In his own words:

I do not specifically have a problem of when these programmes are done, but its management stopping us in attending because they are more concerned about students, it's not that I'm not concerned about students, but there are other platforms like Black Board. This is a university. We have Learning Management System like Black Board which is supposed to be used as a platform to teach without going physically to a lecture. As a lecturer, I should be able to attend workshops that I feel will capacitate me and equip me with certain skills that I feel I still lack so that

I can transfer knowledge and be updated with the latest teaching and learning methods (Lecturer 10).

The above observation was shared by other participants, who argued that a department's management would sometimes not approve for staff to attend such workshops due to the high volume of work. This was also the case when a respondent was denied the opportunity by her HOD to attend a conference on account that she was not going to be able to make up for the time.

It was observed that the challenge of workload negatively impacted the interest of lecturers in participating in some generic professional development programmes, such as workshops. For instance, recounting her experiences of the induction programme, Lecturer 9 says,

“[w]hat I perceived was that the other two lecturers that attended the induction programme with me were lost just like me, I think it's because we were all overwhelmed with work and the environment. There was just only one guy who you could tell he was interested in the sessions”.

As far as she was concerned, it will be difficult to concentrate when there is a lot of work waiting to be completed when you finish the workshop. This will in turn jeopardise the essence of the workshop with little or no impact on the participants.

4.3.2.2 Visibility and Role of CELT Office

The visibility of CELT was also highlighted as a barrier for staff participation in departmental professional development initiatives (Lecturer 2, Lecturer 3, Lecturer 5). Respondents noted that there are several activities under the three pillar objectives of higher education (Teaching and Learning, Research and Community Engagement) that demand a balance, which is not easy for novice lecturers. But if the CELT unit is not visible enough to attract the attention of its audience [in this case the respondents], no matter how good their professional development programmes are, the target audience would not benefit. Sometimes they are not aware of any professional programmes offered at the institution by CELT due to what they saw as CELT's poor marketing strategies. In fact, this was reiterated by respondents as the major contributing factor to a respondent's unawareness of the programmes at the time of her appointment into DUT as a lecturer until after a year (Lecturer 10). Some respondents thus maintained that CELT was operating in isolation rather than being integrated into faculties so that academic staff can be capacitated in

their pedagogical competence and become fully integrated into the higher education landscape. Lecturer 3 noted that she was clueless about the induction programme, and even about the existence of CELT. According to Lent *et al.*, (2000), environmental factors that induce agency for career development rest on objective and perceived opportunities and barriers. As such, if, as indicated above, lecturers do not know about the available opportunities, they can neither form positive opinions nor benefit from them.

Other respondents also felt that lack of visibility of CELT was making professional development challenging and unprofitable for new lecturers. Lecturer 6 avers, “I still feel staff do not know the actual existence of CELT; they need to do more marketing so that they are visible and be more close to staff. Staff members need assistance that can be offered by CELT, but they do not know that they can get help...”. He further explained that there should be a good working relationship between CELT staff and lecturers in terms of co-publishing. Still on the visibility of CELT, Lecturer 2 highlighted that the (PGDHE) which forms part of professional development, offered at Rhodes University and other universities is highly recommended to academic staff as it introduces the lecturer into the higher education landscape. However, other academic staff members, especially novice lecturers are not aware of it because it has not been promoted by CELT. It serves to note that DUT does not have PGDHE programme. However, staff members can be subsidised through CELT to enrol for the programme in other universities. CELT receives Teaching Development Grant (TDG) from DHET, and one of the aims of the TDG is to capacitate Lecturers through programmes like PGDHE which falls under professional development.

4.3.2.3 Resistance to change

In line with the varying perception of the usefulness (or otherwise) of professional development programs among the respondents above, CELT organise a number of programmes, but the attendance has been discouraging. However, it was noted in the previous section that many new lecturers do not take full advantage of these initiatives because they are perceived to be haphazardly structured, and new lecturers lack time and have a heavy workload. However, even though different reasons are given as barriers to participation, some respondents think that it was a matter of lack of interest and openness to change. They believe that lecturers have developed apathy for attending professional development programmes because they are not disposed to

change. One respondent strongly argued that some of the lecturers are afraid of change, and that is why they give excuses about clashes of timetable (Lecturer 9). According to him, “In the past you found that these professional development programmes were conducted in Durban campus only and staff would complain of the distance, however such apathy has been noted even now when we have the CELT Office in the Midlands and the Academic Developer appointed specifically for here ...but still they complain and do not attend, they make excuses that it’s clashing with their academic schedule” (Lecturer 9). For him, the problem is mainly resistance to change, as it seems that some lecturers prefer to maintain the status quo based on an old conception of what it means to be a lecturer. According to the old concept, staff mainly coming from the industry are simply “given a book to teach, set of notes and a lecture venue, and their job was only conceived simply in terms of teaching and giving assessment to students” (Lecturer 9). However, rightly underscoring the fluidity that characterises the lecturing jobs in recent times, Lecturer 9 says, “nowadays there is a lot involved in being a lecturer now there is adjustment that need to be made to the new system”.

Accordingly, she advocates for flexibility on the part of the lecturers whom he believes “do not want to move with the times and change” based on the mentality that “we are only here to teach and that’s the only responsibility”. He submits that being a lecturer is like having a liquid identity, whereby you “need to change and adapt”. This adaptability is considered requisite to dealing with the various challenges often identified by lecturers as barriers to their attendance of professional development programmes, as far as Lecturer 9 is concerned. Akin to this, Lecturer 9 laments the growing compromise of quality and underscores the philosophy of student-centeredness that DUT espouses. As she noted, everything is not about the lecturer. “It is more about engagement with students, one needs to try new methods, and we see a decrease in quality, large classes, and high dropout rates” (Lecturer 9). While the theme of resistance to change may seem to mostly apply to veteran lecturers, it is relevant in this discussion in the sense that novice lecturers do not perceive themselves as blank slates as far as lecturing is concerned. Most of them have internal models (either from own perception or their observed experience of other lecturers) of what being a lecturer entails. As such, they are reluctant to engage in a process they feel disregards their understanding of lecturing.

4.3.2.4 Lack/inadequate Support from Management

The theme lack/inadequate support from university management was underscored also as a barrier for lecturers' participation in professional development, including externally organised workshops that lecturers may want to attend. Similarly, sometimes, they do not get enough support from their HODs to attend workshops or conferences that will be beneficial to their professional development. The major issues that are apparently consistently raised by management is how lecturers will make up for the time lost while they are attending workshops. Commenting on this, Lecturer 9 argues that it is the HOD who should "bring these kinds of professional development programmes to staff members so that it becomes mandatory that staff members attend these programmes". According to her, the HODs are supposed to request these programmes from CELT with dates that are feasible for the staff members to avoid the "excuses about the clash of time". However, on the contrary, the HOD themselves tend to discourage lecturers from attending these workshops, arguing that lecturers must be present in their lectures and at their offices all the times for students to be able to consult.

Further to the above, a respondent questioned the need to be physically present at lectures given that so much can also be done virtually in the current age of internet. Lecturer 3 observed that the issue of lecturers needing to be physically present in class in order to deliver lectures has to do with some level of infrastructural deficiency at the institution, as well as a manual mindset towards teaching and learning. As she noted, "lectures do not have to be in the lecture halls all the time, Blackboard could be used for students" (Lecturer 10). However, since such modern and electronic medium of teaching are under-utilised or not available to every lecturer at DUT, emphasis tends to be more on physical presence. Unfortunately, this dynamic largely undermines the lecturers need to multitask to be able to efficiently deal with the challenge of time and workload discussed earlier. In fact, some lecturers considered this need to be present in lectures or offices all the time as strange because students are "supposed to study independently" considering that "DUT is moving to the horizon of being a student-centred university" (Lecturer 10). To her

“the biggest concern is that we have to attend to students all the time. It's quite a challenge cos (sic) student at University are supposed to study independently. If you are not in for five days, the learning process shouldn't start and stop with me being in and out of the lecture...” (Lecturer 10).

This challenge of conflicting priorities resonates with Rowland's (2002) of the fragmentary nature of the higher education in the UK. His suggestion is that, instead of leaving new staff members the responsibility of choosing between competing aspects of their jobs, academic development should assist them bridge the gaps between different stakeholders and activities within the ambit of their academic practice. For example, using e- Learning to supplement what could not be covered in a face to face lecture, as suggested by other participants.

4.3.2.5 Lack of or inadequate incentives

Related to the preceding theme and as noted earlier, the issue of a lack or inadequate incentives for participation in professional development was also accentuated as a salient barrier to lecturers' participation in professional development programmes. Being predominantly experienced among some lecturers as useless and a waste of time, professional development programme could have perhaps been well-received if there were tangible benefits for those that participate, regardless of the high teaching demands. A respondent noted this with regards to extra hours needed to attend professional development workshops and some activities associated with that. In reference to attending the professional development programmes, Lecturer 3 noted, "[w]e work extra hours but no pay, no incentives" (Lecturer3). In one instance, experience was articulated against the backdrop of the recent emphasis that university places on research and getting staff to obtain further higher degrees such as masters and doctoral degrees. In this regard, the university provides various incentives available for excelling in these areas relative to enhanced teaching competence through career development. For example, research output and these higher qualifications are critically required when lecturers seek promotion. Corroborating earlier literature findings, such emphasis tends to push lecturers to want to spend their time writing papers rather than attending professional development. Yet as a teaching-intensive institution with a high lecturer-student ratio, there is hardly time for lecturers to adequately excel in these other areas. This corroborates the CHE (2015, p. 15) position that "while academics have always been expected to take on the dual roles of university teacher and university researcher, the voracious demands of the research component, with the perceived status accorded to universities by large numbers of publications, have often consumed an inordinate amount of the time and resources needed to develop and sustain quality university teaching". Akin to this, Lecturer 9 expressed that if incentives like certificates

can be offered to contribute to their credit of attending professional development, attending these workshops could be prioritised by staff.

4.3.2.6 Aspiration/Motivation for Lecturing Career

The foregoing varying perceptions of professional development programmes by individuals at DUT were also linked to their divergent career aspiration/motivations. For instance, some respondents demonstrated through their responses that their choice of the lecturing career was not necessarily out of interest but for the availability of the job or nearness to a geographical location, including nearness to home. By implication, their enthusiasm for further development in the career, through the professional development programmes such as the induction programmes, were considerably less compared to lecturers who expressed passion in the lecturing career. In this regard, a respondent's career aspiration and motivation as far as the career of lecturing was concerned constituted a barrier to their openness to professional development programmes. It was observed that while some respondents expressed a passion for their lecturing jobs, others were either hoping to pursue careers outside of lecturing to which they felt more drawn and more passionate (Lecturer 3). In fact, in Lecturer 3's case, who has stayed for about three years in the job, considers the lecturing job as necessary in providing her the needed exposure for her business plans. She reported being keen to pursue her business more than the lecturing job. She is interested in having her own media company. In line with this motivation, she prefers to do a Doctorate in Business Administration (DBA) rather than a PhD that in her view is more oriented towards the job of lecturing (Lecturer 3).

On another note, some respondents who came from non-teaching backgrounds tend to see the need for professional development often more than others that already had some experience in the higher education context either as researchers or as tutors. The former saw it as enhancing them in terms of competence and skills required for the job.

4.3.2.7 Facilitator expertise

In addition to the foregoing barriers, it must be reiterated that the issue of the facilitator's expertise as shown earlier (Section 4.2.1.3) was highlighted as a major barrier to participation in the professional development programmes. Although this may differ based on individual

characteristics and experience of each facilitator, this did seem to hinder participation in such workshops. Accordingly, the respondents' view that some of the facilitators are inexperienced and unable to meet their individual or disciplinary expectations is a major concern. This is unlikely to have only affected the immediate respondents for this study but probably also has wider implications for other new staff who attended the programmes, and those who are still to attend.

4.3.3 Objective 3: Perceived impact of professional development programmes on new lecturer's development in the academia

With respect to Objective 3, as started above, this section articulates the perceived impact of professional development programmes on new lecturers' development in academia. It is notable that despite the challenges, the importance of attending the training programme was observed mainly in terms of acquisition of professional skills and improvement of pedagogical competence. This is someone in line with the argument of Boud and Brew (2013), who contend that academic development must be looked at from a practice theory perspective, in which its purpose include practice development, fostering learning-conducive work and deliberately locating activity within practice.

4.3.3.1 Improvement of pedagogical skills

The professional development programmes seem to have been very helpful to some of the respondents who attended them. They report that the professional development programmes have improved their pedagogical competence. Acceding, one of the respondents (Lecturer 5) who participated in the (PGDHE) claimed: "I am currently enrolled for my PGDHE to develop myself as an academic, the CELT Centre offered me funding through the Teaching Development Grant. This course has helped me a lot as an academic, and it has enhanced my teaching skills". Similarly, Lecturer 8 says, "I participate in most professional development activities, they have assisted me a lot in terms of pedagogical competence, also the symposiums have offered me an opportunity to network with colleagues within and out of the institution".

Furthermore, it was noted that the professional development programmes capacitated them to understand the students better and as well improve their writing skills, teaching skills as well as their thinking abilities. For instance, the induction programmes clearly "seeks to promote critical

reflexivity and transformative educational practice” (CELT, 2017). This is consistent with the DUT (2014) Strategic Plan (2015-2019, p. 08) on the importance of professional development programme wherein it was shown that “many staff members have utilised the strategies from induction in their own classroom practices ”.

4.3.3.2 Improved Competence

Participants shared their positive experiences in attending professional development programmes. They mentioned how the programmes benefited them and improved their competencies in their lecturing jobs. Some lecturers shared the benefits of professional development by referring to their own professional development through pursuing their master’s or PhD’s. Others shared the benefits of professional development referring to programmes offered in house by CELT and others were referring to workshops and symposiums offered by other institutions. According to the respondents, the workshops were very informative, and lecturers would always want to attend if it does not clash with their timetable. According to Lecturer 10 “I come from the industry and do not have teaching background, but since I started attending the professional development initiatives. I have gained in-depth knowledge about higher education and different methods of teaching and assessment. It is helping a lot as a person within the sector of higher education, the workshops that I have attended were really beneficial in developing me as an academic”. Although not prominent in the responses, attendance of professional development programmes such as the induction programme also helps new lecturers to adjust to the institution and helps introduce them to other colleagues in their department. As shown earlier, given the commonalities of the various challenges among both old and new lecturers, collegial interaction through the programmes such as inductions helps new lecturers to learn from others on how they deal with such challenges.

Nonetheless, as reported experiences above demonstrate, not all the respondents were positively impacted upon by the professional development programmes. It was rather perceived as a disappointment and a waste of time by some. According to such respondents, it was useless as it added no value to them. For instance, Lecturer 1 felt the workshop she attended did not meet her expectation despite creating time out of a tight schedule to attend. Given that it was her first time working in the higher education system coupled with the fact that she had just relocated home from abroad, she had high hopes of gaining the required skills and competence from the

professional programmes. She expected to acquire more competence from the programmes including better orientation about her new geographical and career context. Unfortunately, such expectations were not met. In her words “I have only attended the induction programme organised by CELT. It was useless and added no value. It was a waste of money. The whole thing was just a waste of time” (Lecturer 1, 2017). In a similar fashion Lecturer 9 maintained that the impact of the workshop was undermined by the fact that it was hardly based on need; hence, the timing of such workshops was clashing with the lecturers timetable or when lecturers were overwhelmed with work. One of the reasons given is that it will be difficult to concentrate when there is a lot of work to do; this will in turn jeopardise the essence of the workshop, with little or no impact on the participants.

4.5 Overall Discussion

The foregoing barriers to professional development programmes, as experienced and/or perceived by new lecturers at DUT, are to some extent consistent with extant literature (Steyn, 2009, Ndebele, 2013, Chitanand, 2015, Leibowitz, 2016). The implications of the above-mentioned challenges on the lecturers’ experiences of professional development were considerably reinforced by the concurrent timing of both lecturing activities and the professional development programmes in some cases. This was basically linked with the issues of poor structuring and planning of the professional development programme, especially in-house programmes. In other words, “academics do not perceive themselves as part of the professional development decision-making process” (Makunye & Pelsler, 2012). In this regard and consistent with the literature, some respondents alluded to the need for a bottom-up rather than a top-down approach in the organising of the programmes (Steyn, 2009). Such an approach, according to respondents, could ensure the structuring of the programme on a rolling basis with due cognisance to lecturers’ needs as well as time tables (Lecturer 1). As earlier alluded, some of the lecturers had to learn to integrate themselves in the DUT system through colleagues as relevant professional development programmes such as the induction were not offered at the time they are mostly needed.

Also, the issue of incentives influences the perception of professional development at DUT, as reminiscent of the above responses. In view of the teaching-intensive nature of the institution and the resultant demands, professional development must indeed contribute meaningfully to staff career growth to be favourably received. Incentives determine the overall perception of

professional development programmes by the lecturers since they negatively assessed the costs of attending the workshops versus that of focusing on their workload in their classes.

The above experiences and perceptions of lecturers on professional development also parallel the dimension of outcome expectation among other variables in the SCCT. The basic foundations of SCCT are self-efficacy, outcome expectation and personal goals (Lent et al., 2002). As alluded to in the literature review (see Chapter 2, Sub-section 2.5.1) positive outcome expectations can serve as a motivation toward a career choice, whereas negative outcome expectations can demotivate a given career choice, interest and goals. This logic can be applied to the respondents' perceptions and disposition towards professional development programmes. The disposition to attend given professional development programmes is to some extent pivoted on a person's outcome expectations, that is, what one perceives to gain or lose for either participating or not, especially in the midst of other demands competing for attention (such as lecturing). Although this assertion may also depend on the individual characteristics and experiences of each facilitator, outcome expectations influence the perception of professional development programmes. If new lecturers expect to gain little or nothing from participating in professional development programmes such lecturers may have little or no interest in participation. What is more, if the timing of such programmes clashes with regular lecturing activities, such lecturers are more likely to opt for their lecturing responsibility over participating in professional development programmes.

As observable from the foregoing discussion, such views can originate from other colleagues who have had some negative or less desirable experience of the professional development programmes at DUT. Accordingly, the outcome expectation of opting for teaching rather than attending professional development programmes is considered more positive because it mitigates against lagging behind time, given especially that novice lecturers still struggle balancing their teaching duties with other obligations of higher education (e.g., research). Although large classes may not, in itself, mean too much workload, in the case of DUT's high student-lecturer ratio, such large classes do translate to high workload. This is especially so when one considers that lecturers are equally saddled with other responsibilities such as community engagement and research as well and the demand for them to upgrade their qualifications. As observed from Table 4.1 above, most of these lecturers are also currently enrolled in other postgraduate qualifications.

Furthermore, while the importance as well as the potentials of professional development programmes offered by CELT for the new lecturers could not be dismissed, the ensuing disappointment due to the abovementioned factors, namely wrong timing, facilitators' lack of expertise, lack or inadequate incentives and support from management promote a less-desirable perception of professional development programmes at the institution. These could be understood as some of the environmental background factors (see Figure 2.1) that impact career-relevant actions and resultant goals according to the SCCT framework.

Notably, individual cognitive differences are likely to account for the divergence of perceptions towards the professional development programmes, and this is why some are more disposed to and/or benefit from the programmes than others. This can be further appreciated in terms of person-environment interaction, which is a pivotal dimension of the SCCT. In underscoring the importance of environmental factors, Lent et al. (2000, p. 37) accentuated that 'objective and perceived factors' have a significant influence on career development. They cited "the quality of the educational experiences to which one has been exposed and the financial support available to one for pursuing particular training options" as examples of objective factors (p. 37). How an individual interact with such factors shapes their perception of those factors. As such, each person is a product of his/her environment (objective or perceived) and how they interact with it. The implication for, at least, one of the respondents, who alluded to not being financially supported to attend conferences and workshop offered outside the institution, is that it undermines the development of certain skills and necessary networking that can improve their pedagogical competence. According to Lent et al. (2000, p. 37), "such objective factors can potently affect one's career development, whether or not one specifically apprehends their influence". In regards, not receiving funding to attend a conference can be seen objective factors. Meanwhile, Lent et al.(2000) added that the degree of such influence on an individual's career development is partly contingent also upon how the individual appraises and responds to such factors.

The above position is precisely because the individual is an active agent rather than a "a mere passive repository of past or present environmental influence" (Lent *et al.* 2000, p.37). While the influence of the objective barriers (e.g., not receiving funding to attend a conference) cannot be undermined, the same factors "afford the potential for personal agency" (Lent et al., 2000, p.37)

in the lecturer's career development. It is not surprising then that what some lecturers perceive as barriers, such as location and timing of the workshop, were rather seen by another lecturer merely as a resistance to change on the part of his colleagues. Such a view is supported by literature. In an earlier study in a similar context, Ndebele and Maphosa (2014, p. 180) highlighted "adequately addressing issues of unwillingness, resistance and apathy" in their advocacy for a "a holistic approach to factors affecting academics' uptake of professional development programmes". SCCT is premised upon Bandura's *triadic-reciprocity* or interlocking systems of relationships between personal attributes, environmental factors and overt behaviours (Bandura, 1989, Wood & Bandura, 1989). Within this triadic system, these lecturers can be said to have become both "products and producers of their environment... with the potential for self-regulation" (Lent et al., 2002, p.261). Hence, arguably while some of the respondents allow their career development to be entirely dependent on the favourability of both immediate and proximate environmental factors hence becoming merely products of these factors, others opt to also be producers of these factors. In other words, rather than being passive, and under the total control of environmental factors, an individual can shape their own career path amidst unfavourable background factors (Bandura, 1989, 1993). For example, some lecturers had to make use of their own transport and resources to attend workshops and conferences that were not supported by departmental processes. This way, while environmental factors act on the individual, the individuals also produce these environmental factors in some ways. Hence, individuals are both products and co-producers of their environment.

Moreover, like objective environmental factors, proximate environmental variables are argued to "moderate and directly affect the processes by which people make and implement career-relevant choices" (Lent et al., 2000, p.38). What this entails is that one's primary interests are often likely to prompt corresponding career goals, which in turn promote career relevant actions such as applying for training related to such career goals. These dynamics are for instance, discernible in some of the responses that alluded to lecturers' motivation for the job based on mere availability. It can be deduced from such responses that such respondents are not necessarily interested in the lecturing job but are in it simply for lack of alternatives. Hence, they are drawn to the job in order not to be jobless. In other words, the job market can be regarded in this case as a proximate environmental variable. According to the SCCT, the perception of beneficial environmental factors (e.g., ample support, few barriers) is predicted to facilitate the process of translating one's interests

into goals and goals into actions (Lent et al., 2000, p.38). As a result, a lecturer who is disposed to believe that lecturing is a personally rewarding career option under the circumstance will tend to focus on the positive aspects of the profession, rather than any perceptible barriers. As seen above, not all the respondents accepted lecturing jobs at DUT job because they desired a lecturing job, but rather due to a lack of desired job opportunities.

Accordingly, the apathy of some of these lecturers to professional development programmes is explicable in terms of the fact that “people will be more likely to have to compromise their interests in making career choices if they perceive that their environment is not supportive of their choice or if they perceive significant barriers to entering and prospering in careers that most interest them” (Lent et al., 2002, p.276). The implications thereof for professional development programmes are that these factors moderate the overall interest of the respondents’ motivation for getting better at the job through the professional development programmes offered at the institution by CELT. Essentially, the SCCT framework underscores how personal goals form an intermediate link between interests, and “identifies self-efficacy and outcome expectations as shapers of interest patterns and as co-determinants of choice” (Lent et al., 2002, p.274). All these are influenced by environmental factors filtering through individual’s differences to shape outcomes such as the overall perception of professional development programmes, which we shall now highlight before further discussion.

Furthermore, according to the SCCT, self-efficacy and outcome expectations affect one’s goals and the effort they expend in the pursuit of these goals. In turn, attainment of personal goals significantly influences the self-efficacy that a person develops. For instance, the attainment of (a) personal goal(s) set by a respondent would influence their self-efficacy beliefs such as their confidence to deliver their duties more confidently. The divergence in the perception of professional development programmes at DUT is arguably shaped by an individual’s specific factors as well as distal background factors such as, culture, and gender, socialisation processes, range of potential academic career role models, as well as skill development opportunities. Unsurprisingly, the perceived positive impact of professional development programmes among the new lecturers was somewhat undermined by their negative experiences, as highlighted above. In addition, the aspect of personal goal of individual staff dictated the implications of the divergent

experiences of professional development programmes at the individual level. This was such that some respondents could not adequately reconcile their personal goals with those of the institution as far as the contents and *modus operandi* of the professional development programmes were concerned. According to the SCCT personal goals form “an important intermediate link between interests and actions” since they help people “to organise, guide, and sustain their own behaviour, even though overly long intervals, without external reinforcement” (Lent et al., 1994, p.85). This dynamic is perhaps partly because some of the respondents might have not been adequately schooled into the institution’s philosophy and vision through critical self-reflection in a fruitful induction program. And this, in turn, may be either because they did not attend or were not fully concentrating in the induction programme due to other concerns such as workload as noted earlier.

Accordingly, just like the correlation between career interest and corresponding actions, personal goals tend to moderate the effects of barriers. As Lent et al. (2002, p. 263) argue, “Although environmental events and personal history undoubtedly help shape behaviour, behaviour is not solely determined by the variations of a nonspecific reinforcement history, by genes, or by other non-volitional factors; it is also motivated, in part, by people’s self-directed goals and by other social cognitive factors with which goals interrelate”. This partly explains the attitude of a respondent who, despite her criticism of the content of the presentation, deemed it useful attending at least for the purpose of expanding her business network. In other words, her personal goal of advancing her business career in the direction of media made her saw the importance of the professional development offered at DUT despite the various challenges mentioned earlier.

Further to this, with an average age of 35.5 years, respondents are indeed at an early stage of career building and development. In fact, some of the participants were formally lecturing at a HEI for the first time, and by implication are just at the very beginning phase of their academic career development. Hence, induction and other professional development programmes are well-suited for them not only to help them understand the higher education environment but also to facilitate the development of their pedagogical competence. Similarly, well-planned and organised professional development programmes help such staff to understand their context, in this case DUT, and better equip them with skills and competence requisite to adequately meeting the specific needs of the students in this context. As a participant in a previous study has identified,

the large number of students being taught promoted a situation where lecturers hardly felt any connection with the students. However, such connection is almost an imperative for better output considering the diverse backgrounds of students (Chitanand, 2015).

Meanwhile, by participating in the induction, many participants realised that other lecturers were also facing the same challenges. Integrating with other lecturers gave the inductee a platform to reflect, share and learn from others. As noted by the participant in a previous study, “Induction for me was becoming a member of the DUT family and adopting the same values and goals. It was about being made aware of my practice and introduced to the tools I need to use to bring about meaningful change” (Chitanand, 2015, p.445). This is made possible because other members at the induction shared their own experiences. As another participant at the induction has rightly observed, “listening to their experiences has given me a chance to learn different ways of dealing with various situations. It was also very interesting to see that even though we were from different departments we all shared such similar” (Chitanand, 2015, p.445)

Indeed, sharing in the same values and goals, such as DUT’s value of student- centeredness is critical to promoting the institution’s overall vision and philosophy. Further still, if induction programmes as suggested, can be made to transcend “being the training of academics to perform their roles better” to becoming mainly a theorised “space for interrogating what it means to be an academic” (Chitanand, 2015, p.447), it will trigger the necessary career evaluation for such new lecturers.

4.5 Chapter Summary

In this chapter, an attempt has been made to recount and analyse new lecturers’ perceptions and experiences of professional development programmes at DUT. Based on the respondents’ experiences, these analyses demonstrated that professional development programmes, that is the induction and/or other continuous development programmes, are not sufficiently perceived in a positive light among the respondents that were interviewed. Many factors were adduced as contributing to these negative perceptions, which in turn, served as barriers to the respondents’ enthusiasm and participation in professional development programmes offered by the CELT department. Among the major barriers highlighted thus were workload in context of limited time;

visibility of CELT; lack of incentives as well as support from management; the aspiration/motivation of individual lecturer towards the lecturing career; resistance of lecturers to change; and inadequate expertise on the side of facilitators. In this regard, the overall impact of professional development for the lecturers was predominantly narrated as less impactful based on their experiences. Nevertheless, it was highlighted by a handful of lecturers that the professional development programmes they attended enhanced their pedagogical competence. An extant study in this regard also highlighted that professional development programmes such as the inductions help lecturers to find their place in the University and create a collegial sense of belonging among the new lecturers (Chitanand, 2015). Despite the leaning of the respondents on the negatives, a handful also underscore the potentials of the programmes.

Situating the foregoing within the theoretical context as well as relevant literature upon which the study is constructed, this chapter highlights that career development is not merely “a cognitive or a volitional enterprise” but often also entails “potent (external and internal) barriers to choose, change, and grow” (Lent et al., 2002, p.256). Such understanding is requisite to understanding that what constitutes a barrier to one person may not be to others. The individuals’ differences underscore the interlocking relationship between the key elements of the SCCT, namely self-efficacy belief, outcome expectation and personal goals, and how this relationship impacts differently on individuals. Discernibly, the professional development programmes organised by CELT hold out a lot of benefits especially if some of the acknowledged obstacles are adequately addressed, with some of the respondents’ recommendation carefully factored into the planning of future programmes. Therefore, for the professional development programmes to be more beneficial to the target audience, they need to be carried along when such initiatives are being organised and ensure that such programmes are organised on a rolling basis to cater for the need of the new lecturers as they arise although this might not be cost effective on the part of the CELT unit.

CHAPTER 5: GENERAL CONCLUSION AND RECOMMENDATION

5.1 Introduction

In the previous chapter, an effort was made to outline the findings of this study and to further discuss their implication for the aim and objectives of the study. This was necessitated by the centrality of the South African human capacity development quest. The apartheid historical legacy of inequality reinforces the need for special attention to be given to HEIs, with the view to achieve equity and quality output in terms of human resource development in the country. Given the pivotal role of HEIs in human resource development and, by extension, its centrality to the national development quest, it is important that academic staff in these institutions attain the level of professional development that will enable them to produce well-capacitated graduates. The purpose of this chapter therefore is to provide a general summary of the findings of this research, which has attempted to explore the barriers and the facilitators to professional development to academic staff at DUT, also describe perceptions and experiences and the perceived impact of professional development.

5.2 Overall Summary of Study

This research aimed at understanding the various perceptions, experiences and barriers to professional development especially among new staff in a South African university of technology. This was approached by studying their experiences and perceptions on professional development programmes. The primary assumption is that a better understanding of these experiences and perceptions has utility for research on professional development programmes at DUT, and by extension, other HEIs in South Africa. Such understanding could influence policy adjustment toward improving the programme at DUT and (at HEIs) where necessary and relevant. Accordingly, the scene for understanding professional development in the global context in general as well as national context was set. This helped to make a case for the relevance of the study in the context of DUT. The key elements highlighted in this regard include massification and globalisation, and their implication for the rising need for professional development of academic staff. These factors were noted as engendering some level of diversity in HEIs, bringing with it the need for lecturers to be better equipped to meet the unique challenge of the 21st century HE

landscape. This need is premised on the centrality of HE to the quest for sustainable development, among other societal benefits of HE.

Still on the scene setting, it was also highlighted that while the global context resonates with various countries, the South African apartheid historical legacy added a twist to the need for professional development of academic staff. This is precisely in view of the overall need for institutional transformation in a manner that takes cognisance of the inequalities and imbalance given to the HEIs by the nation's apartheid history. Hence, it was demonstrated that the need to restore racial balance both in the quality and quantity of higher education indeed requires the services of academic staff who are not only pedagogically and disciplinary competent, but equally skilled to manage the unique diversity engendered by the growing massification of HEIs. Likewise, unique skills and competences are also seen to be needed in managing the effect of globalisation in the education sector. Hence, professional development of academic staff in South Africa's HEIs was noted as an imperative. However, it was observed that despite its importance, professional development programmes are not given the adequate priority by some stakeholders (including academics). Even when attention is professional development, it is not done in accordance with the needs of a given institution which notably varies across institutions in relation to apartheid legacy. It was against this backdrop, thus, that the study context of DUT was further explicated in Chapter 1. From that point, the problem statement of the study was put forward, followed by the research objectives and questions.

As a necessary point of departure, Chapter 2 of this dissertation provided a succinct explication for the concept of professional development, its types, namely induction and continuous development programme through a critical engagement of various scholarly views of professional development. The literature review not only provided clarity on the concept of induction and continuous development program, but also highlighted various scholarly views on the perception and experiences of these types of professional development programmes. To situate the current study within relevant literature, an effort was also made to critically review factors that are perceived to constrain or support professional development in general. Among the key factors identified were academic professional needs; background, experiences and achievement of facilitators; incentives for attendance, leadership and managerial support of academic's staff,

workload of staff as well as timing and duration of professional development programmes. The review further attempted to lay a solid foundation for the subsequent analysis by critically engaging the SCCT, the framework on which the entire research is based. By so doing the key features of the theory, namely self-efficacy beliefs, outcome expectations, and personal goals were explored with reference to their respective/interrelated bearing on the barriers to professional development. It was evident from the SCCT that “perceived barriers to choice attainment will moderate the relation of interests to choice goals and of goals to actions” (Brown & Lent, 1996, p.361). These dynamics as shown in the subsequent analysis chapter provided some necessary insight to the role of barriers in the analysis of perceptions and experiences of new academic staff at the focused institution, namely DUT. It also provided the necessary understanding to the overall impact of the professional development programmes in general and in the context of the study.

In the analysis chapter, the above insights from the literature were further consolidated with the findings from the semi-structured interviews of the ten respondents that made themselves available for the study. As a qualitative study (justified in Chapter 3 above), relevant themes were drawn from the interview to understand the experiences and perceptions of professional development among new academic in the given institution of focus. It thus emerged that factors such as lack of support, unsuitable timing of the program, inadequate incentives, facilitators expertise, the ill-structuring of the programmes and lack or inadequate institutional support were major shapers of the ill-perceptions and experiences of new lecturers. These themes, which are resonant with extant literature, were shown in explaining Objective 1 of the study. While the respondents acknowledge the importance of professional development programmes for their career development, the above factors were noted as influencing their negative perceptions of the programmes such as the induction and other continuous professional development programmes offered at DUT by CELT.

Similarly, in terms of Objective 2 of the study, various similar thematic factors were identified as constituting barriers or facilitators to professional development at the institution of focus. Among these, were the conflict between workload and time available to lecturers for participating in professional development programmes; the lack of or inadequate incentives for participation; the seeming invisibility of the work of the CELT in promoting professional development programmes as shown above (see Section 4.3.2 Objective 2: Barriers and Facilitators to participation in

professional development , among others as shown above (see Section 4.3.2 Objective 2: Barriers and facilitators to participation in professional development). At a more individual level, the analysis equally highlighted the role of individual motivation and aspiration as either a barrier or facilitators of lecturer's participation in professional development programmes. It was demonstrated that some of the respondents' motivation for taking up lecturing career was for economic or survivalist reasons, and not necessarily because of their passion for teaching. Such lecturers, were relatively less disposed to the sort of career development activities provided. As a result, such lecturers were more easily put off by the barriers highlighted above than their counterparts with a stronger passion for a lecturing career. This dynamic underscores the theoretical aspect of the study in terms of the idea of coping efficacy, which is also an important dimension of the theory. For instance, it illuminates the cognitive aspect of the individual's career-related actions in pursuance of their career interest. This way, it was understandable why constraining or even supporting factors do not necessarily affect all lecturers in the same way; hence, the need for better understanding of other mediating factors at an individual level.

Furthermore, the discussion in Chapter 4 underscores the strength and suitability of the SCCT, bringing to the fore the intricate relationship between individual cognitive factors and background/environmental factors, and their bearing on career-related interest, choice, corresponding actions and goals. For instance, it was shown how incentives and positive outcome expectations can promote corresponding career development decisions, in this case, through professional development of new lecturers. In other words, an individual possessing high levels of career self-efficacy belief, high outcome expectations, with set personal goals are very much likely to pursue career development programmes, if the contextual factors are supportive, and vice versa. The environmental factors in this context including issues of workload versus available time, support from institution, provision of incentives, the visibility and proactiveness of CELT as well as the use of experienced and highly skilled facilitators in the delivery of professional development programmes to the new staff. It is noteworthy that collegial interaction among staff constitutes a major shaper of the perception of professional development programmes. Hence, it logically follows that if longer serving staff members have negative perceptions of professional development programmes, they are more likely to transfer these perceptions to new staff, thereby

creating an ill disposition among the latter toward the programmes. This in turn can become a blockade to their participation in these programmes.

Nevertheless, as far as Objective 3 of this study is concerned, namely the impact of professional development programmes, all respondents seemed to appreciate that the programme had had some positive impact on their development. They acknowledged the importance, and to some extent, the positive impact of professional development in their respective academic career development, despite all perceived impediments and negative experiences. Consistent with related literature, all respondents clearly expressed not only their optimism for the potentials of professional development programmes, but also the experiences of gaining and/or improving their pedagogical competence and teaching skills through the professional development programmes of CELT including the induction programmes. In other words, it is not a question as to whether the professional development programmes offered by DUT's CELT are useful or not. Rather it is about the "urgent need to take stock of the effectiveness of the current professional development initiatives", and finding a way to improve these "towards achieving the overall objective of professional development, which is the development of the individual and the Institution (Makunye, 2012, p.67). As another similar study highlighted earlier "The induction programme has a very important function, not just only for newly appointed lecturers but also for those who have been around the block" (Chitanand, 2015, p.447). Similarly, on continuous professional development, Chitanand (2015) went further to recommend that "a refresher course should be conducted on existing academic staff every four to five years to ensure that lecturers keep abreast with new ideas and use it as forum to evolve their teaching and assessment methods" (p. 447). Such a recommendation is also applicable to this study, considering the importance of continuous professional development programmes highlighted herein.

5.3 Recommendations

Considering the findings of this study, the following are recommended as a way of improving the effectiveness of professional development programmes for new (as well as old) academic staff at DUT.

5.3.1 Need for More Involvement of Lecturers in Planning

Considering the limitation of a top-down approach in the planning and implementation of professional development programmes, it is highly recommended that relevant bodies in the institution such as the CELT and HODs make more effort to incorporate the views of lecturers into the planning of the professional development programmes. This could involve due consultation with lecturers as well as occasional assessment of the CELT programmes by the lecturers. Suggestion boxes could also be made available at CELT offices for continuous suggestion on ways to improve the professional development programmes.

5.3.2 Programmes must be discipline-specific and need-based

This recommendation is consistent with other earlier studies in other contexts that accentuate the importance of context and discipline specificity in the design of professional development programmes for optimal output. This study supports the view, calling for more tailoring of the programmes toward the particular needs of lecturers and that of departments/faculties. This way, the programme can be tailored toward specific discipline- needs at the Institution. In the context of DUT, the interviews also demonstrated that many of the new lecturers do not have the necessary teaching skills, given their background in industry or other non-academic sectors. By implication, it is recommended that formal credit bearing programmes that can improve teaching skills be made available for all news staff. For instance, CELT could work towards introducing Post Graduate Diploma in Higher Education (PGDHE) to improve quality teaching among academic staff, both new and old. Furthermore, it is believed that effectiveness of professional development programmes will be achieved as CELT adopts an open-door policy approach to academics whereby the latter can easily request training in specific aspects of their academic work.

5.3.3 Use of Experienced/Expert Facilitators and Continuous use of Mentors

The complaint about facilitators expertise was an important finding. The CELT must endeavour to always provide not only knowledgeable, but also experienced facilitators with skills to help individual lecturers. This way, the generic approach to facilitation of programmes as well as the identified challenges of unsatisfactory content could be significantly minimised if not totally eradicated. Facilitators should also be able to create long-term professional relationships with academics. There are three possible ways to facilitate this. Firstly, the induction programmes

should be conducted by expert facilitators or academic developers and secondly the programmes should be made compulsory for all new lecturers in order to establish a link between them and their facilitators. Thirdly, continuous mentorship should be promoted and facilitated following the induction programmes in the form of seminars and workshops with facilitators.

5.3.4 Provide more Incentives

As shown in the analysis, lecturers are more likely to participate in professional development activities organised by the CELT, if they could perceive them as adding something to the credentials for promotions. This is particularly reinforced by the fact that not all the lecturers are in the job solely for a passion for teaching or based on a deep career interest. Hence, their enthusiasm for further development in the career is dependent on the degree to which they see professional development programmes as helping them to grow in the job. Accordingly, their participation must be incentivised to attract them. Still on the issue of incentives, it is important that the institution accord more priority to teaching excellence or commensurate priority like is currently accorded research. This would go a long way in motivating lecturers to develop their teaching skills through avenues such as inductions and continuous professional development programmes, knowing they will be rewarded accordingly.

There should be a mechanism in place that ensures that participation in professional development programmes brings about points that can be used for promotion of academics' staff. Furthermore, recognition of teaching excellence should be a means to also motivate academic staff to participate in professional development programmes to develop their pedagogical skills and discipline expertise. This is the area whereby awards for excellence in teaching such as the Vice Chancellor's excellence awards must be considered as a significant tool for recognition, reward and motivation of academic staff. Participants in this award should be made to compile teaching portfolios that reflect various aspects of teaching excellence including but not limited to assessment planning, learning practice, teaching and curriculum design, student feedback and research on teaching and learning related areas. Such reflective exercises can go a long way in helping academics to recognise their strengths as well as areas that they need development in, which in turn will motivate them to participate in professional development programmes.

Incentivising professional development programme also entails a willingness on the part of the management to readily provide sponsorship for academics to attend relevant capacity-building programmes such as short courses, seminars and conferences that promote quality teaching. As a respondent highlighted, the discouragement that comes from refusal to provide necessary sponsorship in this regard to an academic that seeks such can dissuade others from even trying.

5.3.5 Favourable working Conditions

Over and above all, the place of favourable working conditions as a facilitator for lecturers' participation in professional development programmes organised by the CELT cannot be underestimated. Considering highlighted barriers such as too much workload, large classes, timing, among others, it remains important that HEIs in [South] Africa, including DUT, do well in improving working conditions for its lecturers. The high lecturer-student ratio that characterises most universities, especially historically disadvantaged UoTs such as DUT, if not addressed will forever remain a challenge to participation in professional development programmes. In this regard, the employment of more teaching staff is not only necessary to reducing the challenges of workload, but also improve the current no-so-helpful student-staff ratio.

5.3.6 Periodic Review and Performance Measure

To ensure favourable working conditions, it is also essential that a periodic assessment of professional development programmes for academic staff be done. This will ensure specific interventions that are relevant in a given time, based on the feedback generated from such assessment. Such assessment should take into critical consideration factors including strategic planning, individual need and institutional need all of which have been recognised in literature (and corroborated in this study) as important for professional development yet lacking in most African universities (Makunye, 2012). The assessment should also be based on a well-crafted performance measure. In other words, it is recommended that the institution develops tools to measure the effectiveness of the various professional development programmes being offered at the institution. This is deemed critical to identifying gaps and addressing them subsequently. A thorough impact assessment of professional development programmes based on collaboration between CELT and faculty deans, deputy deans, heads of department is also deemed essential to ascertain the progress in this regard. Part of what this sort of collaboration promotes includes the

strengthening of structures necessary for the professional development of academic staff. By strengthening of synergy among the relevant agencies and structure responsible for professional development of academic staff, it is possible to effect shift in the domain of culture, whereby the development of academics as teachers will increasingly be viewed rightly “as an integral aspect of an academic’s career” (Ndebele, 2014a). Such synergy, as Ndebele (2014a) noted is needed “to avoid duplication and the re-inventing of the wheel” in terms of effort made towards professional development of academic staff.

5.3.7 Implementation of Findings

It is also recommended that the findings of this study be made accessible to key decision makers to ensure that the recommendations are considerably implemented. This recommendation is mostly essential in the context of UoTs is general, and DUT in particular, where the need for effective teachers could not be over-emphasised. Albeit the implementation dimension is hardly within the power of the researcher, advocacy effort will be made by the researcher, for instance, through presentation in seminars, conferences and workshops involving key decision makers to facilitate the implementation phase. In this regard, findings will hopefully be published in an academic journal to facilitate wider reach.

5.4 Suggestion for further study

The challenges of a limited number of respondents here in this study is case for increase in sample size for future studies. It is assumed that views and responses gathered from a wider pool of research participants would have benefited this research in some ways. The choice of ten participants for this study is therefore considered a limitation on the outcome of this thesis. This choice is however informed by the researcher’s financial and time constraints, and the research paradigm. Considering that this is a one-year master’s program, the involvement of more than ten participants was not feasible at the time of this study. Consequently, the findings only involve lecturers from Pietermaritzburg campus rather than the entire DUT. This prohibits generalisation even across DUT let alone beyond the institution. Hence future studies with more time and resources can deepen this understand in terms of population sample and campus coverage with the view to provide a more comprehensive understanding.

Future studies can also deepen understanding by adopting a different methodological approach, such as a quantitative research design involving both old and new academics with the view to ascertain their respective perceptions and experiences in comparative terms. Similarly, a mixed method approach could also be employed with a bigger sample in order to enrich and broaden the understanding of professional development programmes and their impact on lecturers, new and old. Such understanding may be useful in the designing of professional development programmes that not only address the lecturers' needs but also facilitate the overall realisation of the institution's goal of quality output.

5.6 A note to self

The choice and conceptualisation of this study was partly influenced by my work and position at CELT, in DUT. As an academic development coordinator, I was in-charge of planning and implementing several activities of the professional development suit for new academics over the period of 4 years. Within that time, I met a lot of new staff and coordinated several workshops. However, the programme became a routine and the effects started to be clouded by procedural issues. My choice of this study was therefore a way of stepping back and taking stock of the design and intended effects of the programme. As such, while I was convinced of my knowledge of the programme and the underlying theoretical assumptions on its impact, the journey of doing the study alerted me to the fact that I may have lost touch with certain aspects of it. I was made aware of several gaps in the design of the programmes – the need for inclusivity and consultative processes, and involving participants in setting the objectives of each activity. This journey therefore changed my perspective of the practice of professional development – the top-down implementation from academic experts in order to assist and socialise novice academic aspirants. I now know that for such an intervention to succeed, mutual regard in planning and implementation is essential.

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- Lecturer 4, S. O. *Interviewed in July*. DUT Midland Campus.
- Lecturer 5, M. G. *Interviewed in July/Interviewer: Resercher*. DUT Midland Campus.
- Lecturer 6, J. *Interviewed in July/Interviewer: Resercher*. DUT Midland Campus.
- Lecturer 7, S. B. *Interviewed in July/Interviewer: Resercher*. DUT Midland Campus.
- Lecturer 8, S. I. *Interviewed in July*. DUT Midland Campus.
- Lecturer 9, N. A. *Interviewed in July/Interviewer: Researcher*. DUT Midland Campus.
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APPENDIX A

Mbali final dissertation

ORIGINALITY REPORT

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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	researchspace.ukzn.ac.za Internet Source	<1%
2	Terese Stenfors-Hayes. "Medical teachers' professional development - perceived barriers and opportunities", Teaching in Higher Education, 08/2010 Publication	<1%
3	Submitted to University of Johannesburg Student Paper	<1%
4	www.dut.ac.za Internet Source	<1%
5	che.ac.za Internet Source	<1%
6	Submitted to University of Derby Student Paper	<1%
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13	Lynn Quinn *. "A Theoretical Framework for Professional Development in a South African University", International Journal for Academic Development, 2003 Publication	<1%
14	Submitted to North West University Student Paper	<1%
15	Submitted to Anglia Ruskin University Student Paper	<1%
16	ir.dut.ac.za Internet Source	<1%
17	Submitted to CSU, San Francisco State University Student Paper	<1%
18	Submitted to University of Zululand Student Paper	<1%

Appendix B



*Directorate for Research and Postgraduate Support
Durban University of Technology
Tromso Annexe, Steve Biko Campus
P.O. Box 1334, Durban 4000
Tel.: 031-3732576/7
Fax: 031-3732946
E-mail: moyos@dut.ac.za*

17th March 2016

Ms Mbali Mohlakoana
c/o School of Applied Human Science
University of KwaZulu-Natal

Dear Ms Mohlakoana

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted provisional permission for you to conduct your research "Professional development in higher education: A focus on the perceptions of new lecturers in a University of Technology" at the Durban University of Technology.

Kindly note, that the committee requires you to provide proof of full ethical clearance prior to you commencing with your research at the DUT.

We would be grateful if a summary of your key research findings can be submitted to the IRC on completion of your studies.

Kindest regards.
Yours sincerely

A handwritten signature in black ink, appearing to read "S. Moyo", enclosed in a thin black rectangular box.

PROF. S. MOYO
DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT

Appendix C



28 July 2016

Ms Mbali Mhlakoana 216074976
School of Applied Human Sciences
Pietermaritzburg Campus

Dear Ms Mhlakoana

Protocol reference number: HSS/1097/016M
Project title: Professional development for higher education: Perception and experiences of new lecturers at a University of Technology.

Expedited Approval


In response to your application dated 19 July 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully


.....
Dr Shenuka Singh (Chair)

/px

cc Supervisor: Dr Nicholas Munro
cc Academic Leader Research:
cc School Administrator: Ms Nondumiso Khanyile

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building
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Website: www.ukzn.ac.za



Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

APPENDIX D

PARTICIPANT'S INFORMATION SHEET

Dear Participant

**Research Project for Masters Study titled Professional development for higher education:
Perception and experiences of new lecturers at a University of Technology**

This letter, respectfully, seeks your participation in a Research Project being undertaken at Durban University (DUT). You have been identified as a potential participant in this Research Project by virtue of being a new academic at DUT (i.e., appointed approximately within the past three years at DUT). As a participant in this research project you are requested to participate in an interview that will be conducted at your convenience. I wish to draw your attention to the clause below relating to your right not to participate in this research project and will respectfully accept your decision in this regard, if it is such. The following information provides brief background to the research project.

Research Project Title **Professional development for higher education: Perception and experiences of new lecturers at a University of Technology.**

Primary Research Question How do new lecturers perceive and experience professional development programmes at DUT.

Research Aims and Benefits

1. Describe new lecturers' perceptions and experience with professional development programmes at DUT;
2. Explore and describe barriers and facilitators to new lecturers' participation in professional development programmes;
3. Explore and describe the perceived impact of professional development programmes on new lecturer's development in academia.

Research Investigator Ms. M.P Mohlakoana [Centre for Teaching and Learning], Midlands Campus, DUT]
Telephone: 0738813358
Email: promise@dut.ac.za

Project Location **Durban University of Technology**

Project Supervisor Dr Nicholas Munro [College of Humanities], University of KwaZulu-Natal]
Telephone: 033 260 5371
Email: MunroN@ukzn.ac.za

Participation is Voluntary Participation in this research project, through interviews, is entirely voluntary; with the right being reserved to the participant to withdraw participation without experiencing any disadvantage.

**Remuneration
Costs of the Study** There will be no remuneration or incentives for participating in the study.
There will be no costs involved to be part of the study.

Confidentiality & Anonymity Any information you disclose and your identity in this research project will be kept confidential when the research findings are presented.

Research Instruments An interview lasting about 45 - 60 minutes will be conducted at a designated boardroom of the Indumiso Campus in Pietermaritzburg and Berwyn Court boardroom in Durban Campus. Your permission to audio-record the interview is sought below.

Disposal of Data The primary data will be stored securely on the researcher's password protected personal computer and in a secure locked cupboard at the researcher's residence. All files will also be backed up on iCloud and on a hard drive. No persons will be permitted to access this data other than the researcher and supervisor. All data will be destroyed five years after completion of the study by shredding of written documentation and deletion of documentation and audio files from the external hard drive, iCloud and recycle bin.

Risks or Discomforts to the Participant:

While the study is not intended or likely to harm you in any way, in the unlikely event that you become distressed or anxious during the research you can contact Lifeline offices on (031) 303 1344/033 342 4445 or email lifelinecounselling@gamil.com). In the event of any problems or concerns/questions you may also contact the researcher at promise@dut.ac.za or the UKZN Humanities & Social Science Research Ethics Committee, contact details as follows.

Ms Phumelela Ximba

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

I look forward to receiving your responses to this request.

Thank you.

Ms M.P Mohlakoana

Appendix E: Interview Schedule

Introductions

1. Welcome, introduction, and thanks

Personal history

2. Tell me a bit about your study and employment history
 - 2.1 When did you start working at DUT?
 - 2.2 What position were you appointed in?
 - 2.3 Where did you work before DUT?
 - 2.4 Why did you choose to work at DUT?
 - 2.5 How do you find DUT compared to your previous employment?
 - 2.6 How were you orientated at DUT?

DUT induction programme perceptions and experiences

3. Are you aware that DUT has an induction programme for new academic staff members?
 - 3.1 Have you attended the induction programme?
 - 3.2 If yes, tell me about your experience

4. If no, to 3.1. Why you did not attend the induction programme? Have you attended any other professional development programmes at DUT?

- 4.1 What is your perception of professional development programmes at DUT?

- 4.2 How would you describe your experience in attending professional development programmes?

Perceived facilitators and barriers

- 4.3 What do you think can facilitate participation in professional development programmes?

5. In your view what could be the barriers in participating in professional development programmes?

6. Do you think professional development programmes have any impact in the development of new Lecturers?

Thank you so much for your participation. I have no further questions, but is there anything you feel we have left out or anything you would like to add before we end?