University senior management support and how it influences implementation of professional development programmes for academic staff

Owence Chabaya
Centre for Academic Excellence
University of Limpopo
RSA

ABSTRACT

In many countries, staff development programmes offered through a university's centre for learning and teaching have been put in place to enhance quality teaching and learning. Zimbabwe state universities experience quality challenges due to various factors including severe brain drain, which has led to the juniorisation of staff who have little or no experience in higher education teaching. Hence, institutions of higher learning were encouraged to establish teaching and learning centres to support quality teaching. The purpose of this study was to find the extent to which senior management in universities support academic development programmes for their teaching staff. This was a qualitative research which adopted the case study design and it was guided by the critical theory. The population of the study included all the state universities in the country and all Vice Chancellors, deans and chairpersons of departments in the institutions under study. Purposive sampling was used to come up with two institutions, one which was established before, and another which was established after political independence as well as the 2 Vice Chancellors, 2 Directors of Teaching and Learning Centres, 4 Deans, 4 Chairpersons of departments and 4 lecturers per institution. Data were collected from Vice chancellors and Directors of centres through interviews and a questionnaire was used for the 4 Deans, 4 Chairpersons of departments and 4 lecturers per institution. Data were analysed through thematic coding of data. Results showed that in an institution where managerial staff support the staff development programmes, most academics' job satisfaction was high because the staff were well informed about their roles. The study recommended that policies should be put in place for all state universities to have well supported teaching and learning centres so as to enhance the quality of teaching and learning in the country.

Key words: academic staff development, higher education, management support, teaching and learning centres.

1 INTRODUCTION AND BACKGROUND

The question of quality higher education is taken seriously in higher education institutions. African higher education institutions are expected to address the issues of quality if they are to meet the expectations of stakeholders (Abel, 2010; Baijnath, 2010). Given the high investment in universities, expectations are high. On the one hand, the government and the nation expect universities to offer solutions to issues of development. On the other hand, parents and students expect good quality university education, particularly in view of the introduced cost-sharing policy. Atkinson (1994) and Abel (2010: 3-6) have noted that "Due to poor quality teaching some students felt that they were not receiving their money's worth". According to SARUA (2009), Zimbabwe State Universities experience quality challenges resulting from: unfavorable student lecturer and student computer ratios, shortage of reference materials and severe brain drain that has led to the juniorisation of staff (2009 :118-120). On a similar note, Voster and Quinn (2017) indicate that globally, higher education is situated in a state of flux and is subject to multiple pressures. These impediments constrain universities to deliver quality higher education in Zimbabwe. In pursuit of this goal, the Zimbabwe Council for Higher Education (ZIMCHE) was established through an Act of Parliament in 1990 as a National Quality Assurance Agency in Higher Education. One of its major functions is "maintenance of appropriate standards with regard to teaching and course instruction" (ZIMCHE ACT, 2006: 33). Through this national structure the value of teaching in higher education receives the attention it deserves.

It is frequently argued that professional development has the potential to empower university academics with the necessary pedagogical skills for them to cope with educational challenges encountered in higher education. Litchfield and Spear (1999) considered the impact of diverse staff development activities in their project. The project outcome demonstrated clearly that well-funded and managed professional development increase staff's knowledge, skills and competencies about learning and teaching.

In many countries, staff development programmes for higher education teachers offered through a university's centre for learning and teaching have been put in place. The University of Western Australia adopted a comprehensive approach to staff development in order to address the expanding role and changing demands on the academic (Grant, Dollery and van der Westhuizen, 2012; Mahmoud and Kanwara, 2015). In Africa academic staff development has also been viewed as an institutional strategy which builds capacity of university lecturers to cope with changes in higher education (Abeli, 2010 :3; Association of African Universities and World Bank, 1997). An article by Whitcomb et al. (2009) emphasises the role of staff development in unlocking and developing talent within the lecturing force and its positive impact on improving teacher quality. A consensus has emerged from literature that points out that professional development can impact positively on teacher knowledge and skills which will result in student achievement if delivered in conducive and supportive settings (Brazer and Bauer, 2013; Buczynski and Hansein, 2010; Guskey, 2003; Keichner, 2010). However, Baijnath (2010) describes professional development available to staff as woefully inadequate and marginal. In South Africa it is acknowledged that academics in the higher education sector are constrained

(ill equipped) to implement the curriculum in order to meet national needs (Boughey, 2010). This is despite the view that "Professional development is seen as an intervention strategy which could capacitate the higher education sector for it to meet graduate output" (Scott, 2007 :59). Some professionalisation of teaching is increasingly expected where all academic staff should become specialists in the Scholarship of Teaching and Learning (SoTL) (Kreber, 2002).

2 LITERATURE REVIEW

Literature suggests that various countries take the issue of academic staff development seriously because it enhances quality teaching and learning. In the UK, academics found in higher education institutions experience a lot of pressure both internally and externally (Chabaya, 2016). External challenges arise from quality assurance and audit agencies as well as government and employment agencies. Internally, factors such as huge increase in student numbers, high student staff ratio and the widespread use of information and communication technology in teaching and research have presented challenges that affect the delivery of higher education. In the UK, like elsewhere, academic staff development provides the opportunity to expand the role of academics in meeting these challenges. It is imperative from this argument that academics need to be empowered through knowledge and skills development in order to cope with the challenges. It is acknowledged that the establishment of the Higher Education Academy (HEA) marked the professionalisation of teaching in higher education in the UK (Carr, 2001). Kilfoil (2012) similarly acknowledges that university teacher development is promoted by the HEA. The HEA plays a crucial role in promoting teaching development through accreditation of the Post Graduate Certificate in Teaching and Learning in Higher Education. Additionally, the HEA offers much support to newly recruited lecturers through four fellowships namely: the Associate Fellow, Senior Fellow and Principal Fellow (Kilfiol, 2012:18). Many higher education institutions have taken measures to promote teaching among academics through the HEA Fellowship Programme. Learning and Teaching Centres have been set up in universities so as to promote training on learning and teaching in higher education. Possession of a Masters and a PhD are the specified requirements.

In the USA the role of professional development in enhancing higher education quality is strongly supported. Americans subscribe to the belief that education quality is dependent on educator quality (Camin, 2012; Rice et al. 2004). The Obama education Plan (2009) puts national transformation at its focus with teacher quality as a focal point of the Plan's agenda (Whitcomb, 2009). Under the theme "Powerful Professional Development Models and Practices", the Plan acknowledges the key role professional development plays in improving teacher quality (Whitcomb, 2009). An analysis of the above shows that there is a deliberate effort to raise the profile of teaching through pedagogical professionalisation.

In South Africa, academic development centres have been marginalized and Academic Staff Development (ASD) practitioners have had their roles misunderstood. A clear outcome of this situation is that ASD has not been given the priority and status it deserves in most South African HEIs (D'Andrea, Gosling, Scott and Tyeku, 2002; Gosling, 2008). In spite of the limited initiatives to develop supporting policies, some attempts to professionalize teaching in higher education in South Africa

have been made (CHE, 2004d). A good example is the Improving Teaching and Learning Project. The project promoted the improvement of students' learning experiences together with the professionalisation of teaching in higher education (CHE, 2004). Another promising initiative was the launch of the Higher Education Staff Development Initiative supported by the Education Training and Development Sectoral Education Training Authority (CHE, 2004d). Like the Improving Teaching and Learning project, Higher Education Staff Development Initiative was launched to promote professionalisation of the teaching role of the academic in higher education.

The above developments demonstrate that existence of supporting policies and organisations are critical in creating an environment that is conducive for educational development. In spite of this promise, it emerged that academic professional development suffers from misconceptions of academics which lead to its being marginalised in university structures. Academic traditions and practices found in disciplines and departments exert formidable influence on educational staff development initiatives (Chabaya, 2016).

3 STATEMENT OF THE PROBLEM

The importance of senior management in creating enabling conditions for staff development

was eloquently presented by the Council for Higher Education of South Africa thus:

> Changes in teaching and learning cannot occur simply through the imposition of policy frameworks. If services and substantive curriculum reform is to be achieved then enabling conditions should be created by those in management (CHE, 2004:99).

Institutional policies will require conspicuous acts of leadership to embed such thinking and support into practice to ensure adoption and implementation of the programme.

In Zimbabwe, professional development was neglected in spite of its potential to transform higher education and promote quality learning and teaching (Chabaya, 2016). The conspicuous absence of teaching and learning centres in most state universities was clear testimony of neglected APD. Given this trend, one gets the impression that the induction of new lecturers and continuous improvement among experienced lecturers who needed help with their scholarship of teaching were not getting expected support. Lecturers needed to be empowered to deal with the demanding challenges of teaching in higher education and yet professional development was not institutionalised in state universities. Therefore, the purpose of this study was to investigate how senior management support influences implementation of academic staff development programmes in Zimbabwe's state universities. The research was meant to investigate and identify institutional structures, policies and conditions which enable or constrain the establishment of professional development in state universities.

The study was meant to answer the following research question: How does support given by university senior management influence implementation of staff development programmes?

4 THEORETICAL FRAMEWORK: CRITICAL THEORY

The study is premised in critical pedagogy which draws from critical theory. Critical theory concerns itself with the critique of contemporary society and with offering proposals for improved social conditions for modern societies (Apple, 2004; Giroux, 1988 and Habermas, 1989). These societies are marked by conditions which are unfair to some, while privileging others. According to Apple (1996), Giroux (1997) and Habermas (1989), modern societies must be 'self-reflective' with a view to understanding these unjust, unequal and unfair practices. Ultimately, this self-reflective practice of social conditions will lead to their correction. The primary concern of critical education, therefore, is with social injustice and how to transform inequitable, undemocratic or oppressive institutions and social relations.

Critical pedagogy espoused by people such as Giroux (1997) and Freire (1972) is associated with democracy, which, according to Barnet (2000: 50), promotes 'justice and citizenship'. These concepts have implication for higher education in that they promote ideas of access, inclusion, equity rather than closed access, exclusion and inequalities (Shizha and Kariwo, 2011; Tagoe, 2011). Critical university education has consequently become less elite and is characterised by open access to higher education to previously disadvantaged communities. The result has been massification of higher education, a much debated concept. It has been debated because massification has resulted in a high numbers of diverse students in terms of social, cultural, economic and political backgrounds. The challenge for academic professional development is to empower academics in higher education with critical pedagogical knowledge to deal with and support students whose major characteristic is diversity.

However, the existence of an unequal world likely to be perpetuated by the dominant values of the elites passed on through the cultural socialisation of the school is likely to be a threat to the egalitarian goal of higher education (Carrington and Selva, 2010). In this unequal world, the dominant values of the elites in terms of language and worldview are packaged to form classroom experiences and conveyed by teachers as accepted knowledge. According to Apple and Giroux (1996) and McLaren (2003), the starting point is that critical pedagogy improves people's social conditions based on social class by unblocking and eliminating inequalities which make them fulfil their potential and abilities. There are implications for academic staff development. Clearly, ASD is challenged to equip academic teachers with requisite pedagogic knowledge and disposition which motivate students to realise their full academic potential (Rocha-Schmid, 2010). In this regard, critical pedagogy could be used in academic staff development to empower lecturers with strategies to bring about change among students (Carrington and Selva, 2010).

Critical pedagogy can contribute to university teacher development programmes through reflective practice associated with the scholarship of teaching and learning (SoTL) (Rocha-Schmid, 2010). McLaren justifies use of critical pedagogy in university academic staff development programmes by arguing that reflective practice provides a "framework for explaining classroom teaching" as well as restraining academics from "each other's ill-founded views about teaching and student learning" (2008: 32).

Arguably, critical theory is relevant to academic professional development since it

promotes change and transformation which is the objective of academic staff development. Critical theory challenges and rejects social injustice and other forms of discrimination in schools and society and affirms and accepts diversity in students and communities (DeValenzuela, 2000). Thus, when conceptualising the academic professional development of academics who confront issues of diversity and quality in higher education on a daily basis it is important to consider the potential of critical theory.

5 METHODOLOGY

The study focused on identification and analysis of how top management support enables or constrains the development and implementation of ASD in state universities in Zimbabwe. This was a qualitative case study of two institutions of higher education in Zimbabwe. The case study is described as a systematic inquiry into an event or a set of related events which aim to describe and explain the phenomena in its context, thereby creating realistic chances of getting the truth out of them (Denzin and Lincoln, 2005; Thomas and Nelson, 2001). The population of the study comprised Vice Chancellors, Deans of faculties, Chairpersons of departments, professors and Directors of Teaching and Learning Centres from the two institutions under study. Purposive sampling was used for the 2 Vice Chancellors, 2 Directors of Teaching and Learning Centres and 4 Deans from each institution, while convenience sampling was used to select from each institution, 4 Chairpersons of departments and 4 lecturers. Thus, from each institution, 10 participants were sampled for the study giving a total of 20 participants. Structured interviews were used to collect data from Vice Chancellors while questionnaires were used to collect data from deans, professors, lecturers and Directors of Teaching and Learning centres. An interview holds one of the most effective ways of finding something about a phenomenon if people involved are asked (Tuckman, 1994). In this study, constant comparative data analysis was employed (Morgan, 1993).

6 RESULTS

Results of data collected in connection with institutional management support and its enabling or constraining influence on the development and implementation of academic staff development programmes in the two institutions under study are presented in this section.

Literature points to the importance of good leadership that is supportive of educational reforms for successful implementation of development projects (Blanton and Styhanon, 2009). It is also argued that institutional leadership is crucial for academic staff development policies to become reality (McGuigan and Cheng, 2011).

Top management support for development and implementation of academic staff development.

Various aspects that demonstrate support as well as lack of support from top management emerged from the responses provided various categories of participants.

Interview data across the two case study institutions X and Y reflect interesting results. Whilst data for case study institution X is prevalent with data that link members of senior management with lack of support for ASD activities, data for institution Y reflect that ASD activities enjoy the support of senior management. A probable explanation in the difference is located in the belief and value systems of the senior management of the two case study institutions. Case study

institution Y runs a formal course on ASD over and above workshops while case study institution X runs workshops only for its ASD activities. This is reflective of the strong belief and value system placed by management on the importance of improving the quality of teaching in case study institution Y.

Lack of office accommodation and activity rooms

Interview data for case study institution X reflects that the Teaching and Learning Centre had no home of its own and operated without a clear structure. The centre was also constrained of resources such as manpower and finance. This unsourced position of the centre has impacted negatively on the development and implementation of ASD activities in case study institution X. Lack of management support is reflected in the marginalisation of ASD programmes.

To illustrate this point, participant P_1 of case study institution X explained that the Teaching and Learning Centre (TLC) did not get substantive support from management resulting in it not having a clear status or resources. This is what P_1 said:

> *Teaching and Learning Centre is not getting good support. Researcher: Why? The structure is not clear. It is not a department. It has no accommodation, just an office with one computer.*

Participant P_3 added his voice to the conversation and elaborated that: *There is no manpower. Only the director is in place. Institution has to supply more resources for APD activities to be undertaken.*

Participant P_5 also made his comments but directed them at APD workshops:

> *They (management) do not encourage workshop attendance. There is talk for new lecturers to get through courses offered by Teaching and Learning Centre. But it has just been talk.*

It is clear from these results that there is little buy in of ASD by institutional leadership. The consequence has been lack of clear policy on ASD, lack of structure, a home and resources to support the programme. Clearly, ASD programmes are not prioritised by the management of case study institution X, with the direct consequence of constraining the development of the programme.

A questionnaire that asked 8 respondents for case study institution X on whether management supported APD programmes collaborated viewpoints expressed orally by the participants. Statistically 6 (75%) ticked NO response while 2 (25%) ticked YES response, suggesting that the majority of the respondents regarded management as not supportive of APD activities. Below are some examples of the reasons written by respondents in their write ups:

Respondent (R_1), *Top management has not advocated openly for APD. They seem to be lacking clarity on it*.

Respondent (R_3), *It is a requirement by Zimbabwe Council for Higher Education (ZIMCHE) to have such a department.*

Respondent (R_4), *They recognise that it improves quality of teaching.*

Respondent (R_5), *Not supported – because the person in charge is not provided with adequate resources to operate effectively.*

Respondent (R_6), *Management is taking too long to make decisions on the proper placement of APD on the university organogram.*

Out of the 8 respondents, 4 provided reasons that justified why they felt that institutional leadership did not give ASD support. The reasons included the following: lack of clarity and advocacy of ASD, inadequate resources were provided and that management was undecided about the position of ASD unit in the university structure. However, the other 4 out of 8 respondents felt that management supported ASD and reasons they gave were as follows: it improves teaching, office space was provided and there was support for workshops. However, one respondent did not give any reason although the respondent felt that management gave support to ASD. No possible explanation could be located for the respondent not to give a reason. Basing on the responses above, it is clear that management support is lacking in the institutions studied.

The Director of the Teaching and Learning Centre of case study institution X also expressed similar views in response to interview questions. The Director was of the view that she was not getting the support of management she expected. She mentioned that she felt side-lined by management since she had no access to the executive. In expressing her frustration, she recounted that:

> *I am stuck in a corner and you meet people out there and people don't know where I operate from. If I don't have access then obvious that nobody will know. We have no meeting point anywhere so these are my frustrations. You feel like giving up.*

It is clear that management did not create an enabling environment for APD practitioners to operate. Practitioners, particularly the Director, do not get the cooperation they expect from management with the consequence of feeling frustrated or "giving up". According to Caffarella and Zinn (2009), people and personal relationships strongly influence implementation of ASD. Deans as part of management that deal directly with academics have also been linked to lack of support. The Director mentioned that deans treated faculty issues as their core business and discouraged academics from attending workshops facilitated by her centre.

Commenting on deans' support this is what the Director said:

> *Deans tell lecturers not to attend workshops. They say your first job is to teach that academic staff development is secondary. They suggest that workshops be conducted over vacation or week-end since they should not disrupt university teaching and this is a source of disagreement.*

It is clear that deans do not promote ASD activities. ASD activities are viewed as interference to faculty core business of teaching, resulting in ASD programmes not being prioritised. Literature shows that if awareness of the importance of raising teaching quality in faculties is not there it

affects staff development (Nicholls, 2005). Clearly, the influence of the discipline is at play (Henkel, 2000) which militates against academics' development into university teachers (Scot et al., 2007: and Quinn, 2012).

Similarly, the Director of the Teaching and Learning Centre did not enjoy the Vice Chancellor's support in her efforts to develop ASD activities. The Director felt unrecognised and isolated by senior management with the consequence of having a questionable status in the university. The Director operates from "a corner and meeting of people is done out there." Requests for a place "so that students, lecturers could feel free to drop in" was not prioritised suggesting that a home that could make ASD visible was not prioritised (Gosling, 2008 :6). This creates negative perceptions among academics about ASD, leading to lack of interest and motivation to participate in ASD programmes. In describing her frustration at the lack of cooperation with management, she commented that:

> *There is no access to the executive. If I don't have access, then it's obvious that nobody will know Teaching and Learning Centre plans. We have no meeting point anywhere. There are many frustrations. You feel like giving up.*

This suggests that the Director of the Teaching and Learning Centre as the main driver of ASD programmes is not being shown the recognition and status that she deserves. That behaviour has a likelihood of marginalising the development of ASD activities. Lack of a link between a unit in an institution and the office of senior management is associated with limited influence and power to attract resources (Gosling, 2008; D'Andrea and Gosling, 2005) to facilitate implementation of projects of that unit. Clearly, lack of the Director's influence with management is reflective of lack of support that might constrain ASD activities in the institution. Lack of the senior management's interest in ASD activities was reflected when he was directly asked about his views of the Teaching and Learning Centre. In his view, "centres are just there to satisfy accreditation requirements by the Zimbabwe Council for Higher Education" (ZIMCHE). In the Vice Chancellor's view, "they are only an imposition" suggesting that they are not appreciated in the university. Consequently, there is "no specific expectation on them as senior management to support the Teaching and Learning Centre." The purpose of APD is not appreciated which is a result of the influence of academic traditions and culture such as disciplinary identity that militate against ASD programmes. This suggests that senior management prioritises discipline based research at the expense of ASD. The implication is that lack of senior management support will constrain development and implementation of ASD.

Equally, focus group participants added their voices about the extent to which senior management support APD. One participant explained that "token attention was given" since management offered no practical support to Teaching and Learning Centre in terms of "staffing and a home of its own and other resources." The consequence would be that implementation of APD programmes would be constrained in the absence of resources. This is consistent with literature in which Boud (1999) emphasises that requirements such as office space are necessary for effective implementation of a programme.

Through triangulation of data from interviews, focus group discussion and

questionnaire, it can be concluded that lack of senior management support in case study institution X constrained the development and implementation of ASD activities in the university. There is also evidence to claim that the strength and influence of the discipline as an academic tradition was prioritised by deans with the consequence of ASD not being mainstreamed and getting marginalised in the university (Hunt, 2007). These results are consistent with findings made by Gosling (2006) in UK universities where it was found that discipline based research led to the marginalisation of teaching. Also Knight and Trowler (2011) emphasised the influential role deans as managers of academic sites had on promoting ASD.

It is also clear from the findings that lack of a clear status of the Teaching and Learning Centre compared to a faculty creates negative perceptions about the centre and ASD activities. Findings also confirm that a low belief system and understanding of ASD by senior management is linked to lack of support of the programme in the institution. Similarly, studies by Fermain and Namser (2001) warn that beliefs and vision of management that do not see the need for higher education practice to change and improve can act as a barrier to effective ASD programmes. Indeed, institutional context has influence on management's support of ASD in case study institution X with the consequence of constraining its development if resources are not availed.

Turning to case study institution Y, participants' data are dominated by the viewpoint that ASD programmes are strongly supported by management. The support has taken the form of supporting policies, budget allocation and personal commitment of the Vice Chancellor and deans. The other major difference compared to case study institution X is located in the influence of the Post Graduate Diploma in Tertiary Education (PGDTE) programme, which is a compulsory formal course that offers modules in Foundations of Education offered by case study institution Y.

The voice of management support was eloquently made by participant P_{14} who described the "*support as one hundred percen*t." The argument of P_{14} was that management sponsored academics who took up studies in PGDTE. The participant emphasised that the sponsorship was evidence of management's immense support. Participant P_{13} offered an account of the Vice Chancellor's personal interest and involvement in the institution's ASD activities. P_{13} explained that the Vice Chancellor's support was based on his own experience in which the teaching challenges he faced were addressed through training. He shared his experiences with academics and advised them that teaching following the way they were taught at university (Boud, 1999) was not compatible with challenges of teaching a new generation of students. In describing the Vice Chancellor's support P_{13} succinctly explained that:

> *He is the mastermind. He (VC) told us about his experience. He explained and he shared the problems he had faced when he started teaching. Using my professors' teaching ways was not working. I got help and I was effective.*

The Vice Chancellor's statements in response to interview questions were: *The launch of the PGDTE was influenced by the belief that an education system can only be as good as its teachers.*

This suggests that Vice Chancellor's support is based on practical experience and has the belief that ASD can improve the quality of teaching and learning in his institution.

The Director of the teaching and learning centre of case study institution Y also reflected similar views about management support. The Director was more eloquent in describing the Vice Chancellor's belief and value in the ASD programme where she said "the programme is on his (VC) heart and that it is his vision." This statement suggests that the Vice Chancellor's support is based on strong commitment.

Responses by academics to administered questionnaires on whether management supported APD activities, show that all 8 participants (100%) unanimously indicated that management gave support to ASD activities suggesting that academics appreciated the support given. Also, what is significant is that ASD is associated with the development of academic teaching effectiveness rather than mastery of teaching skills which is associated with the nuts and bolts of teaching (Light and Cox 2001; Rowland, 2003).

The quality of the impact on teachers' teaching development is reflected in the reasons listed by respondents on why they thought management supported APD programmes. A list of the reasons written up by respondents in an open ended questionnaire are given below:

Respondent (R_9), *Management lends support towards ASD activities because of their perceived positive impact on the quality of higher education.*

Respondent (R_{10}), *In order to upgrade and uphold the quality of teaching and hence the quality of graduate produced.*

Respondent (R_{11}), *Because this improves the level of teaching thereby improving the results.*

Respondent (R_{12}), *Because of late the only ASD programme in the institution is taken as a pre-requisite for tenure.*

Respondent (R_{13}) *APD activities are also a catalyst for efficiency and effectiveness in teaching.*

Respondent (R_{14}), *They want to develop and would want lectures to enhance their delivery in teaching learning situations.*

Respondent (R_{15}) *Empowerment of craft and subsequent or ultimate benefit of students.*

Respondent (R_{16}), *Management believes people have not been exposed to teaching methods or training elsewhere.*

Interesting and varied reasons were provided by respondents as to why management supported ASD programmes in the institution. The most common reason mentioned was the need to improve the quality of teaching mentioned by 4 respondents out of 8. This was followed by the need to develop and mould lecturers highlighted by 2 of the 8 respondents. Only one respondent cited pre-requisite for tenure as the reason for management to support ASD programmes. Reasons mentioned by the respondents are reflective of the position that management supports the programme not only to improve the quality of teaching and its effectiveness but also that it may result in moulding and improving lecturer quality. This demonstrates that

management has had a positive influence on staff to appreciate that ASD can contribute towards improving the quality of teaching in higher education.

Whilst management support is acknowledged, interview extracts from case study institution Y reflects concerns about the coercive nature of the policies that might be at variance with academic traditions and culture of academics including academic freedom and autonomy. These results are consistent with findings made by Slaughter (2001) where policies imposed by higher education management were found to be a threat to academic autonomy and intellectual freedom which are fundamental values of higher education.

Highlighting this concern, P_{10} mentioned that "Top down approach is evidence of support." P_{12} added his voice to the conversation and said "*Anyone not tenured, it's compulsory to do the course. It is compulsory whether PhD or not*." One participant from focus group discussion presented the view succinctly thus:

> *There is support because management has made it conditional for one to attend ASD for one to be tenured. Although it is compulsory I mean coercive, the policy ensures participation.*

It would appear that academics have concerns expressed inadvertently about the sustainability of ASD programmes driven by policies that are compulsory. Compulsory policies in the long term can create negative attitudes and resistance with the consequence of making ASD programmes unsustainable. Literature warns that ASD programmes that are not driven on account of the personal responsibility of the academics (Merrian, 2001 and Wood Kowski, 2004) are associated with unsuccessful implementation.

Through triangulation of data from interviews, focus group discussion and questionnaires, it can be concluded that management support is an enabler or constraint to implementation of ASD.

It is evident that implementation of ASD in case study institution X was constrained because of lack of management support while ASD in case study institution Y was enabled and successful because of quality leadership support (Knight, 2000) the institution received. In their studies in the UK, D'Andrea and Gosling (2005) as well as Halstead (2010) claim that leadership support from the executives of the university contributed towards the success of university teaching development.

> In case study institution X, there is clear evidence of lack of buy in by senior management. Consequently, ASD activities have been marginalised. ASD suffered from lack of clarity and indecision about its place and role in the institution. Resources including a budget and personnel to implement ASD are not prioritised and allocated. This strongly suggests that teaching is given a lower status compared to discipline based research (Hunt, 2007). Management has not encouraged a culture in the institution in which teaching is valued as much as research (Quinn, 2012) and in which ASD can be viewed as a strategy that can bring about transformation.

There is also evidence to claim that the strength and influence of the discipline as an academic tradition was prioritised by the deans when they treated ASD activities as 'secondary' compared to faculty teaching.

Commenting on the power of departmental leadership, Sin, McGuigan and Cheng (2011) warn that those managers have huge influence on improvement that can take place in teaching and learning since they are in charge of departments that are central loci of change. In observing this viewpoint, Knight (2000) comments that such institutional leaders offer defective leadership in mentoring faculty members with the consequence of ASD not being implemented successfully. So, deans' attitude towards ASD have militated against effective implementation of ASD programmes. It is also clear from the results that lack of a home (T&LC) compared to a faculty office creates negative perceptions about ASD activities. Lack of a T &LC reduces the visibility of ASD. Documented evidence suggests that there are advantages for management to establish a teaching and learning centre. In Australia for example, Gosling (2008:6) found that management that give APD a home not only give the programme visibility and legitimacy but contributes towards interest of academics in professional development programmes. Findings also confirm that a low belief system and low value system attached to ASD activities is linked to lack of support by management (Fermain-Namser, 2011).

However, by contrast, case study institution Y enjoyed management support and that institutional commitment was highly rated. The role of management support in creating enabling conditions is evident. The pillar of ASD support in the institution is the staff development policy that makes it compulsory for all lecturers to take up Post Graduate Diploma in Higher Tertiary Education (PGDTE). Lecturers who registered for the course were not only sponsored but were given time to attend diploma lectures during semester time. Indeed, a culture in which teaching is valued as much as research (Quinn, 2012 :4) is evident from documents since funding allocated to sponsor the diploma course (PGDTE) is comparable to research according to the budget. The consequence of such support is that ASD has been mainstreamed into the university wide culture of the institution. Given this evidence a claim can be made that institutional management support is an enabler for successful development and implementation of ASD in case study institution Y.

However, although management support has been associated with creating enabling conditions for successful implementation of ASD the potential for academic resistance to imposed institutional staff development policies should be recognised (Slaughter, 2001). Compulsory institutional policies can be associated with corporate agenda linked to "new managerialism" (Lynch, Grumwell and Denile, 2012) often resisted by academics and professors for "infecting" (violating) academic norms of intellectual freedom and autonomy (Feiman-Nemser, 2001).

On a similar note Nicholls (2005) advocates for adult learners to be treated with respect and view them as students who can take responsibility for lifelong learning choices. Adult learning theory (Knowels, 1990) advocates for student's autonomy and psychological space to be created with regards to programme choices by adult students in order to ensure student motivation which is likely to be associated with successful completion of the programme.

So, while quality management support acts as an enabler in creating enabling conditions for effective ASD to develop, it is likely that compulsory programme policies are likely to generate resistance in the long term. However, in practice lecturers will not opt for staff development opportunities unless there is

pressure on them (Quinn, 2012). Institutions will have to weigh the merits and demerits of offering compulsory courses.

Finally, it can be claimed that management support can enable or constrain the development and implementation of ASD programmes as shown in the results from case study institutions X and Y. Arguably, there is evidence to suggest that institutional context has huge influence on management support.

7 CONCLUSIONS

There is evidence from the research that management support can enable or constrain the development and implementation of ASD programmes. Commitment of senior management shown in terms of supporting policies, a budget for ASD and appointments made to TLC's are crucial for ASD programmes to be successfully implemented. This was demonstrated in that in the institution that had support from the VC and deans, staff had a buy-in of academic development programmes and the attendance was satisfactory. While in the second institution, where the centre did not get support, (it was just set up as a token to satisfy the ZIMCHE requirements), there was no actual progress in academic staff development. This a structural arrangement had a constraining influence on ASD development and implementation.

8 RECOMMENDATIONS

- Management should give Directors of TLCs status equivalent to that of a dean of a faculty to raise the status of teaching and ASD activities in a university.
- A national structure like ZIMCHE should have policies that influence universities to have their academics go through a formal course that promotes professionalisation of university teaching.
- Management should have a belief and value system that places importance on improving the quality of teaching and learning in a university.
- University goals and mission among other issues should promote institutional quality development and assurance in order to facilitate mainstreaming of ASD programmes into the university culture and activities. Academic staff should receive formal training through (PGTHE) to become qualified tertiary educators.
- Institutional policies that support the valuing of teaching and learning as an institutional culture should be put in place.

9 REFERENCES

Abeli, W.S. (2010). *Higher Education and Development: A Critical Nexus.* A paper Presented to SARUA Workshop on Investment in Higher Education for Development: New Directions, Dar es Salaam, Tanzania, 5 August.

Anderson, L. (2000). Teaching Development in Higher Education as Scholarly Practice: A reply to Rowland et al. "Turning Academics into Teachers?" *Teaching in Higher Education,* 5: (1), 23-32.

Apple, M.W. (1996). *Cultural politics and education.* New York.: Teacher's College Press.

Archer, M. (2000). *Being Human: The Problem of Agency*. Cambridge: Cambridge University Press.

Archer, M. (2003). *Structure, Agency and the Internal conversation.* Cambridge: Cambridge University Press.

Association of African Universities and the World Bank (1997). Revitalizing universities in Africa: Strategy and Guidelines: the partnership for capacity building in Africa. Editorial, *South African Journal of Higher education*, 12 (1), 5–19.

Atkinson, N. D., Mpofu, S. T. and Nziramasanga, C. T. (1994). *Report of the Committee appointed to investigate teaching in the University of Zimbabwe Centre for Distance Education.* Harare: University of Zimbabwe.

Atkinson, N. D., Mpofu, S. T. and Nziramasanga, C. T. (1994). *Report of the Committee appointed to investigate teaching in the University of Zimbabwe Centre for Distance Education.* Harare: University of Zimbabwe.

Baijnath, W. (2010). Success and Failure in the Higher Education Under the Spotlight in UNISA Wise: *Transformation*: Winter 2010.

Barnett, R. (2000). Realising the University in an age of super complexity: Buckingham, Society for McLaren, P (2003). *Life in schools: An introduction to critical pedagogy in the foundation of education:* Boston, MA: Allyn and Bacon.

Becher, T. and Trowler, R. P. (2001). *1st publication Academic tribes and Territories: Intellectual enquiry and the culture of disciplines.* The Society for Research into Higher Education and Open University Press.

Boud, D. (1999). Situating academic development in professional work: using peer learning. *International Journal for Academic Development*, 4 (1): 3-10.

Boughey, C. (2010). *Academic development for improved efficiency in the higher education and training system in South Africa.* Development Bank of Southern Africa (DBSA).

Brazer, S.D. and Bauer, S. C. (2013). Preparing Instructional Leaders. *Educational Administration Quarterly*, 49 (4): 45-648.

Cafarella, R. S. and Zinn, L. F. (1999). Professional Development for Faculty: A Conceptual Framework of Barriers and Supports. *Innovative Higher Education*, 23 (4), 241-254.

Camin, D. C. (2012). Becoming an Authentic Teacher in J. Rhem. (Ed). *The national Teaching and Learning Forum*, 21 (4):136-147.

Carr, A. (2001). *Building the Academic Team. A report on the contribution f academic related staff to the delivery of higher education.* London: Association of University Teachers.

Chabaya, R. A. (2016). *Academic staff development in higher education institutions: a case*

study of Zimbabwe state universities. PhD Thesis submitted in fulfilment of the Doctor of Education Degree. University of South Africa (UNISA). (Unpublished) Pretoria: South Africa.

CHE (Council on Higher Education) (2004a). *Framework for institutional audits.* Pretoria: CHE (Council for Higher Education).

De Valenzuela, J. S., Connery, M. C., and Musanti, S. I. (2000). The theoretical foundations of Professional Development: Is Sociocultural Theory Enough. *Journal on Remedial and Special Education,* 10 (1): 11-120.

Denzin, N. and Lincoln, Y.S. (2005). *Qualitative Research.* (3rd Edition) Thousand Oaks: Sage.

Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum.

Giroux, H. (2004). Critical Pedagogy and the Post Modern/Modern Divide: Towards a Pedagogy of Democratization. *Teacher Quarterly*, Winter 31 – 47.

Gosling, D. (2008). Research into Educational Development Centres. *International Journal for Academic Development,* 14(1): 5-18.

Gosling, D. (2008). *Survey of Directors of Academic Development in Australian Universities.*

https://www.academia.edu/2233134/Report_on_the_survey_of_directors_of_Academic_Development_in_South_African_Universities. Retrieved on 16 May 2019.

Grant, B., Dollery, B.E. andVan der Westhuizen, G. (2012). Locally constructed Regionalism: Western Australia. *Public* Policy, 7(1): 79-96. http://search.informit.com.au|documentSummary:dn=502371780297340:res=IELFSC>ISSN;1833-2110. (Retrieved 28 May 2020).

Guskey, T. R. (2003). What makes professional development effective? *Phi Delta Kappan,* 84 (10): 748-750.

Habermas, J. (1989). 'The Idea of the University.' Learning Process, in J. Habermas, trans. Weber Nicholson, *The New Conservatism: Cultural Criticism and the Historians*

Henkeel, M. (2002). "Academic Identity in Transformation? The case of the United Kingdom. *Higher Education Management and Policy*, 14 (3): 137-147.

Higher Education Academy (2007). *The UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education.* HEA York.

Hunt, C. (2007). Diversity and pedagogic practice: reflections on the role of an adult educator in higher education. *Teaching in Higher Education,* 17(5): 765-779.

Keichner, K. (2010). Rethinking the connection between Campus courses and Field Experiences in College- and University- Based Teacher Education. *Journal of Teacher Education*, 61(2): 89-99.

Kifoil, W. (2012). *"Strategies to 'convert' academics into teachers: Some International Perspectives.* Academic Development Leadership Forum. Heltata SIG, Pretoria 10-12 May 2012.

Knight, P. T. and Trowler, P. R. (2011). Departmental level cultures and the Improvement of Learning and Teaching. *Studies in Higher Education,* 25(1): 69-83.

Knowels, M. S. (1990). *The Adult Learner. A neglected species (4e)*, Houston: Gulf Publishing.

Krebber, C. (2000). How university Teaching Award Winners conceptualise Academic Work: Some further thoughts on the meaning of Scholarship. *Teaching and Learning in Higher Education,* 5(1): 61-78.

Light, G. and Cox, R. (2001). *Learning and teaching in higher education: The reflective professional*. London: Paul Chapman.

Litchfield, A. (1999). *Diffused Staff Development to support Integrating Information Technology into the curriculum.* Centre for Professional Development, Macquire University, Australia.

Lynch, R; Grummel, B. and Devine, D. (2012). *New Managerialism in Education*. Palgrave: Macmillan.

Mahmoud, M. and Kanwara, S. (2015). Trends in International Education in Higher Education Institution in Northern Thailand: A Descriptive Case Study. *Journal of management and innovation,* 2(1): 356-4. http://dx.doi/10.14456%2Fajmi.2015 . (Retrieved 28 April 2020).

Morgan, D.L. (1993). Qualitative content Qualitative analysis: a guide to paths not taken. *Qualitative Health Research,* 9 (1): 112-121.

Nicholl, K. and Harrison, R. (2003). Constructing the Good Teacher in higher education: the discursive work of standards. *Studies in Continuing Education,* 25 (1): 23-35.

Quinn, L. (2006). *A socialist realist account of the emergence of a formal academic staff development, programme at a South African University.* Unpublished PhD Thesis**.** Grahamstown: Rhodes University.

Quinn, L. (2012). Understanding resistance on analysis of discourses in academic staff development in higher education, *Studies in Higher education,* 37(2): 69-83

Ramsden, P. (2003). *Learning to teach in higher education* (2nd ed.). Falmer: Routledge Publishers.

Rice, J.K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes.* Washington, DC: Economic Policy Institute.

Rowland, S. (2003). Academic development: a practical or theoretical business? In Eggins, H. and Mcdonald, R. (Eds.). *The scholarship of Academic Development*, The Open University Press/ SRHE, Buckingham.

Scott, I., Yield, N. and Hendry, J. (2005). *A case for improving teaching and learning in South Africa.* Higher Education Monitor No. 6 Pretoria: Council on Higher Education.

Shizha, E. and Kariwo, M. T. (2011). *Education and Development in Zimbabwe. A Social, Political and Economic Analysis.* Rotterdam: Sense Publications.

Slaughter, S. (2001). "Problems in comparative higher education: Political economy, political sociology and post modernism." *Higher Education*, 41: 389-412.

Southern African Regional Universities Association (SARUA) (2009). *Handbook.* Pretoria.

Thomas, J. R. and Nelson, J. K. (2001). *Research methods in physical activity* (fourth edition). Champaign, 11: Human Kinetics.

Tuckman, B. W. (1994). *Conducting Educational research.* Florida: Harcourt, Brace College Publishers.

UNESCO (1998). *World Declaration on Higher Education for the Twenty-First Century: Vision and Action.* UNESCO Headquarters, Paris (5 to 9 October 1998).

Voster, J.A and Quinn, L (2017). *Re-Framing Academic Staff Development*. In Kinchin, I.M and Winstone, M.E. (Eds) Pedagogic Frailty and Resilience in the University. Sense Publishers, Rotterdam. Pages 109-121.

Whitcomb, J., Borko, H. and Daniel, L. (2009). Wicked Problems and other Thoughts on Issues of Technology and Teacher Learning. Journal of Teacher Education, 2009 60: 3 online version http://jte.sagepub.com/content/60/1/3 . Accessed on 8 April 2013.

ZIMCHE (2006). *Zimbabwe Council for Higher Education Promotion Criteria for Academics in Zimbabwean Universities.* Harare: ZIMCHE.