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## Professional development status of teaching staff in a Ugandan public university

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### ABSTRACT

A study was conducted to determine general professional development activities perceived to be important in enhancing university teaching staff's job performance, and the extent to which teaching staff participate in these activities in Uganda. Data were collected through semi-structured interviews with faculty deans and department heads ( $n = 20$ ), and a questionnaire administered to university senior administrative staff ( $n = 90$ ) and teaching staff ( $n = 126$ ). Deductive content analysis and descriptive statistics techniques were used to analyse qualitative and quantitative data, respectively. It was established that university teaching staff rarely participate in professional development activities. Nevertheless, activities such as accredited university teacher education and training, symposia, workshops, and professional networks, all oriented on contemporary teaching and learning, research and innovation, and community development activities, are perceived to be important in improving teaching staff job performance. Thus, there is a need to make participation in formal and informal professional development activities mandatory for university teachers.

### KEYWORDS

Professional development; status; teaching staff; Uganda; university

### Introduction

It is incontestable that the importance of quality teaching and learning, research and innovation, and community development-oriented programmes in universities has shifted from routine and somehow taken top priority in government policy to a central place in the university education policy agenda in this turbulent knowledge and innovation era. As such, university teaching staff roles have become and/or are still becoming more complex. Consequently, this demands that the teaching staff are assisted to develop the capability to cope with this trend. This is based on the fact that most university teaching staff across the globe often undertake university service basing on their experiences as students in the colleges or universities they attended, for instance, with hardly any pedagogical and/or andragogic background (Mundy, Kupczynski, Ellis, & Salgado, 2012). This raises concern regarding the extent to which such teaching staff possess competence to deliver high-quality university service, for

example, teaching, research and innovation, and engagement in community development activities, particularly in Sub Sahara Africa countries where the higher education sector is yet to act as a catalyst for national development and improvement of people's quality of life. Consequently, graduates from Ugandan universities who are under the tutelage of the teaching staff in question, in most cases, not only do they fail to meet their own expectations but also fail to meet the expectations of employers (Baligidde, 2013; Baryamureeba, 2013; Businge, 2014; Kirunda, 2014). Thus, we espouse the assertion of Putnam and Borko (1997), and Tigelaar, Dolmans, Wolfhagen, and Van der Vleuten (2004) that due to the changing visions of student learning and the teacher role, university teaching staff have a continuous obligation to develop themselves professionally, regardless of context. Nonetheless, it is widely accepted that university teaching staff are unquestionably regarded as experts in their own fields when it comes to their areas of speciality (Ferman, 2002).

It is imperative that attention be paid to developing the innovation competence of academics, if African universities are to act as a catalyst for socio-economic development (Kibwika, 2006). Moreover, quality education, especially higher education, is singled out as the most influential force for alleviating poverty, improving health and livelihoods, increasing prosperity, and shaping more inclusive, sustainable, and peaceful societies (Wachira, 2014). As such, professional development of university teaching staff is becoming more important as universities try to respond to an increasingly diverse and judicious student population, issues relating to standards and quality, and growing international competition among other things (Lueddeke, 2003). Besides, university teachers ought to keep abreast with new notions aimed at improving the quality of teaching and learning in higher education institutions, for example, universities. Among the notable ones is constructive alignment (Biggs & Tang, 2011). Constructive alignment is a principle used for planning teaching and learning activities, and assessment tasks that directly address the learning outcomes intended in a way not typically achieved in traditional lectures, tutorial classes, and examinations. Succinctly put, constructive alignment identifies the desired learning outcomes and helps teachers design the teaching and learning activities that will help students to achieve those outcomes, and to assess how well those outcomes have been achieved (Biggs & Tang, 2011).

Available education research indicates that teacher quality, regardless of any educational level, is one of the key determinants of the quality of the graduates in any education system across the globe (Rowe, 2003), leave alone playing a fundamental role in educational reforms (Musset, 2010). Bakkenes, Vermunt, and Wubbels (2010) assert that teachers are regarded as the most important agents in shaping education for students and in bringing about change and innovation in educational practices. Inevitably, this therefore, requires teachers at any level to keep abreast with the current developments that are occurring in their areas of speciality and the education field as a whole. This corresponds with Little (1993) that school improvement is most surely and thoroughly achieved when teachers engage in frequent, continuous, and increasingly concrete talk about teaching practices that can enable them to execute their present and future duties effectively.

It is worth noting that there has been extensive research in the last few years on adapting teaching to differences among learners, on the social and institutional context

of teaching in higher education in developed countries, and on the theory and methods of research on teaching and learning in higher education (Boyer, 1990; Knight, Tait, & Yorke, 2006; Kreber & Cranton, 2000; Lueddeke, 2003; Mick, 2000). However, very little is known about the extent to which university teaching staff in developing countries such as Uganda participate in professional development activities, and the extent to which these activities are perceived to be important in enhancing teaching staff job performance by the university managers and the teaching staff themselves. This study is set to make a contribution in addressing this literature gap.

## Problem statement

Teachers in higher education, particularly, universities have a vital role to play towards the realisation of six educational imperatives for the post-2015 development agenda as advanced by the UNESCO. For instance, they have the obligation to contribute towards provision of quality education and learning; provision of appropriate knowledge and skills for sustainable development, global citizenship, and the world of work; and provision of flexible lifelong and life-wide learning opportunities through formal, non-formal, and informal pathways including by harnessing the potential of information and communication technologies (ICT) to create a new culture of learning. However, this begs the question: How prepared are the teachers to provide high quality education that addresses the various issues facing the world today, for example, skills mismatch, joblessness, intolerance. That said, despite the fact that professional development for teachers is a key in improving student learning achievement as well as overall improvement of the education system. There is no empirical literature regarding the professional development activities perceived to be important in enhancing university teaching staff's job performance in the university service, let alone any literature indicating the extent to which teaching staff participate in these activities in Uganda's context. As such, this study is set to address this gap in the education research literature.

## Research questions

This study was guided by the ensuing research question: *Which professional development activities are perceived to be important in enhancing university teaching staff's job performance and to what extent do teaching staff participate in these activities?*

## Methods

### Research approach

The study employed an exploratory research design. This design was considered appropriate because an exploration is needed to identify important variables to study quantitatively when little or nothing is known about a phenomena or when a researcher wants to generalise results to different groups (Morse & Niehaus, 2009). It is also advanced that in an exploratory study, the results of the first method (qualitative) can help develop or inform the second method (quantitative), according to Creswell (2013).

Thus, in this study, qualitative data obtained by means of in-depth interviews were used to develop a closed-ended questionnaire in order to obtain quantitative data from a relatively big sample to validate the qualitative findings.

### ***Context of the study and participants***

This study was conducted at Kyambogo University, Uganda's second largest public university. Currently, the university lacks teaching staff with the capability to deliver effectively high quality teaching, research and innovation, and engagement in community development activities (Baligidde, 2013; Baryamureeba, 2013; Businge, 2014; Kasule, Wesselink, Noroozi, & Mulder, 2015; Kirunda, 2014). As such, professional development for teaching staff at the university should be a matter of top priority. The study involved university senior administrative staff and university teaching staff. The former category was selected because they are central in organising as well stimulating teaching staff in engaging in professional development activities. Meanwhile, the latter was selected because it is crucial to involve teachers in deliberating on issues regarding their professional development. This is critical if we want to improve teachers' attitudes and commitment towards continuing professional development, especially in higher education. Accordingly, the university teaching staff were involved in a questionnaire survey to validate the suggested professional development activities mentioned in the exploratory interviews. Participants in the exploratory interviews included the faculty deans and departmental heads ( $n = 20$ ). They were selected and preferred for the interviews because they are fully involved in the management and development of university teaching staff under their jurisdiction. The interviewees were sent letters requesting them to voluntarily participate in the interview survey. They were also requested to indicate their time (at least one to two hours) and place of preference for the interview. As such, this informed the interview protocol.

### ***Sample selection***

In the context of Uganda, there are three categories of staff in a public university, namely, the academic staff (teaching staff), the administrative staff, and the support staff. The administrative staff consist of people employed by a university, other than teaching staff, holding administrative, professional or technical senior posts established by the university council for the efficient management and running of the university (see Universities and Other Tertiary Institutions Act, 2001: As Amended in, 2003 and as Amended in, 2006, Enacted by the Parliament of the Republic of Uganda Act 7). University senior administrative staff were chosen because they all have contact with teaching staff and are able to assess the professional development needs of university teaching staff and the extent the university teaching staff participate in professional development activities needed to deliver contemporary university education. Besides, most of the university senior administrative staff have teaching experience themselves and/or still have a part-time teaching assignment.

The study used stratified purposeful sampling so as to capture the major variations that may exist among the university senior administrative staff and university teaching staff (see Patton, 2001). Putting it succinctly, this was done in the following manner: (a)

University senior administrative staff were stratified according to their administrative units. Thereafter, the selection of the participants within each administrative unit was done according to the university senior administrative staff's job scales. The university teaching staff were stratified according to their faculties and departments. It is worth noting that at Kyambogo University, most of the teaching staff are at the ranks of assistant lecturer and lecturer. As such, further stratification by rank so as to capture the variations of teaching staff by rank was not considered. For that reason, simple random sampling of teaching staff at the faculty and department level was considered sufficient (see, e.g., Amin, 2005; Kumar, 2011). The Krejcie & Morgan (1970) sample determining table was used to report the sample size.

After getting permission from Kyambogo University management to conduct the study at Kyambogo, the researcher and research assistants approached the selected university senior administrative staff and teaching staff individually and requested them to respond to the study questionnaire. Out of the 330 questionnaires, (paper and pencil questionnaires) administered to the sample population, 261 questionnaires were returned and after screening for missing data, they were considered usable. This represents 65.4 per cent response rate. In a cross-sectional survey questionnaire research, the ideal is to get a 100 per cent response rate; however, several social science researchers consider it acceptable to obtain a 50 per cent response rate (Kumar, 2011). The present study meets this criterion.

## **Measures and instrumentation**

### **Exploratory interviews**

Using a purposive sample method, 20 face-to face exploratory interviews were conducted with faculty deans and departmental heads. Exploratory interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, programme, or situation (Boyce & Neale, 2006). Moreover, in a study with a specific problem statement, data saturation usually occurs after 12–25 interviews (Guest, Bunce, & Johnson, 2006; Marshall, 1996). The study employed semi-structured interviews because standardisation of the core questions allows for replication of the interview with different participants, thus ensuring data reliability (Kumar, 2011). All interviews were conducted within a time frame of two months. The interviews took approximately one-and-a-half hours each. The central question of the interviews was: *Which professional development activities do you think are important to enhance university teaching staff performance?*

### **Questionnaire**

The qualitative data obtained from the exploratory interviews acted as a basis to construct a close-ended questionnaire. The questionnaire aimed at quantifying the results from the interviews as well as complementing the interview results by bringing out other study aspects which could be better explained quantitatively (Creswell, 2013). As such, the university senior administrative staff and the university teaching staff responded to 13 close-ended questionnaire items. This required them to indicate the degree of importance of professional development activities mentioned in the

exploratory interviews to enhance university teaching staff's teaching, research, and community development duties. For the purpose of keeping the questionnaire short and concise, university teaching staff roles that had more than three suggested professional development activities were put into two categories, for instance, formal and informal activities (Table 1). The study questionnaire in total had 26 items – 13 items on a five-point Likert scale ranging from not important = 1 to extremely important = 5 (Table 2). This aimed at identifying professional development activities perceived to be important in enhancing university teaching staff's core university duties. Meanwhile, the other 13 questionnaire items – along a five-point Likert scale ranging from never = 1

**Table 1.** Professional development activities perceived as important to enhance university teaching staff performance from exploratory interviews ( $n = 20$ ).

University teacher role	Formal professional development activities	Informal professional development activities
Innovating	<ul style="list-style-type: none"> <li>• Accredited innovation education and training</li> <li>• Innovation conferences, workshops, seminars, and symposia</li> <li>• Innovation coaching and mentoring programmes</li> <li>• Action research</li> </ul>	<ul style="list-style-type: none"> <li>• Innovation games</li> <li>• Innovation brainstorming sessions</li> <li>• Innovation-oriented excursions</li> <li>• Membership to innovation networks</li> </ul>
Knowledge society facilitating	<ul style="list-style-type: none"> <li>• Accredited training in technology-supported teaching and learning</li> <li>• Accredited training in massive online open courses (MOOCs)</li> <li>• Knowledge society development conferences, workshops, seminars, and symposia</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge society development brainstorming sessions</li> <li>• Membership to knowledge society development social networks</li> </ul>
Collaboration and networking	<ul style="list-style-type: none"> <li>• Accredited training in collaboration tools and social networking technologies</li> <li>• Twinning programmes</li> <li>• Membership to academic and professional networks</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration and network games</li> <li>• Membership to social network groups</li> </ul>
Higher education designing and development	<ul style="list-style-type: none"> <li>• Accredited training in higher education curriculum studies</li> <li>• Higher education curriculum design and development conferences, workshops, seminars, symposia</li> <li>• Higher education curriculum design and development coaching and mentoring</li> <li>• Membership to higher education curriculum designing teams</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective practice on higher education curriculum design and development</li> <li>• Academic and professional discussions with colleagues on higher education curriculum design and development</li> </ul>
Entrepreneurship	<ul style="list-style-type: none"> <li>• Accredited entrepreneurship education and training</li> <li>• Entrepreneurship conferences, workshops, seminars, and symposia</li> </ul>	<ul style="list-style-type: none"> <li>• Membership to entrepreneurship networks</li> <li>• Entrepreneurship brainstorming sessions</li> <li>• Entrepreneurship-oriented excursions</li> </ul>



**Table 2.** Professional development activities: degree of importance and teaching staff participation. Means, standard deviations, and ANOVA results.

Professional development activities for university teaching staff roles	Respondents	Degree of importance of professional development activities					Teaching staff participation in professional development activities					
		N	M	SD	Sig.	F	Eta Squared	M	SD	Sig.	F	Eta Squared
Innovation education and training courses; innovation coaching and mentoring; innovation games etc.	TS	126	3.54	0.72	.000	36.01	.14	2.63	0.40	.000	51.68	.19
	SAS	90	2.94	0.71				2.24	0.39			
	Total	216	3.29	0.77				2.47	0.44			
Training in technology-supported teaching and learning etc.	TS	126	3.58	0.77	.000	17.71	.07	2.57	0.48	.000	51.02	.19
	SAS	90	3.12	0.79				2.13	0.38			
	Total	216	3.39	0.81				2.38	0.49			
Participating in twinning programmes; training in the use of collaboration tools and social networking tools etc.	TS	126	3.61	0.79	.019	5.60	.02	2.59	0.39	.000	82.94	.27
	SAS	90	3.34	0.87				2.11	0.37			
	Total	216	3.50	0.83				2.39	0.45			
Training; coaching and mentoring in higher education design and development etc.	TS	126	3.57	0.79	.022	5.32	.02	2.55	0.45	.000	56.62	.20
	SAS	90	3.33	0.69				2.11	0.36			
	Total	216	3.47	0.76				2.37	0.46			
Education and training; coaching and mentoring in entrepreneurship etc.	TS	126	3.28	0.55	.000	13.29	.05	2.64	0.43	.000	79.80	.27
	SAS	90	2.97	0.66				2.12	0.39			
	Total	216	3.15	0.61				2.42	0.48			

\*The mean difference is significant at the 0.05 level

TS – Teaching staff

SAS – Senior administrative staff

(N = number of respondents; M = mean; SD = standard deviation; range of importance scale: 1 = not important; 5 = extremely important; participation scale: 1 = Never; 5 = very frequently)

to very frequently = 5 (Table 2), aimed at establishing the extent to which teaching staff at Kyambogo University participate in the suggested professional development activities that are considered important for effective execution of core university duties.

### **Data analysis**

Each interview was audio-taped, transcribed verbatim, and data analysed using the deductive content analysis technique. This technique involves using a structure or predetermined framework to analyse data (Burnard, Gill, Stewart, Treasure, & Chadwick, 2008). As such, the interview data transcription and analysis was done according to the five university teaching staff roles as advanced by Kasule, Wesselink, and Mulder (2014). Quantitative data were analysed using IBM SPSS Statistics 20 Computer Programme. Descriptive statistics were used to summarise and describe the participants' responses regarding the degree of importance of suggested professional development activities for effective execution of core university duties and the extent to which teaching staff participate in these activities (Table 2).

The descriptive statistic values regarding the degree of importance of suggested formal and informal professional development activities for teaching staff to effectively execute their core university duties in this study were interpreted as follows: 1.00–1.99 = not important; 2.00–2.99 = slightly important; 3.00–3.99 = important; 4.00–4.99 = very important; 5.00 = extremely important. Meanwhile, the descriptive statistic values regarding the level of university teaching staff participation in professional development activities were interpreted as follows: 1.00–1.99 = no participation at all; 2.00–2.99 = participation was rare; 3.00–3.99 = participation was occasional; 4.00–4.99 = participation was frequent; 5.00 = participation was very frequent. ANOVA was performed to check whether there are significant differences between the views of university senior administrative staff and the teaching staff regarding the issues under investigation (Table 2).

## **Results**

### ***Professional development activities perceived to be important to enhance university teaching staff job performance***

Formal and informal professional development activities perceived to be important in enhancing university teaching staff role of innovating; knowledge society facilitating; collaborating and networking; higher education designing and development; and entrepreneurship are shown in Table 1.

### ***The extent to which university teaching staff participate in professional development activities in Uganda***

As shown in Table 2, for each of the professional development activity per university teaching staff role, that is, innovating, knowledge society facilitating, collaborating and networking, higher education designing and development, and entrepreneurship, the aggregated mean score for the degree of importance of the professional development

activities to enhance teaching staff job performance was 3.29, 3.39, 3.50, 3.47, and 3.15, respectively. This indicates that both the university senior administrative staff and the teaching staff concur that the suggested professional development activities from exploratory interviews are important for enhancing university teaching staff job performance. Meanwhile, the aggregated mean score for participation was 2.47, 2.38, 2.39, 2.37, and 2.42, respectively. This indicates that both the university senior administrative staff and the teaching staff themselves rated university teaching staff participation in professional development activities in Uganda as rare. Table 2 further reveals that the ANOVA results showed that there were statistically significant differences among the two categories of respondents, though the differences in means were small as portrayed by effect size scores.

## Discussion

This study was set up to determine the professional development activities perceived to be important in enhancing university teaching staff job performance in university service. Additionally, it was to identify the extent to which the university teaching staff participate in these activities in the context of Uganda. Accredited university teacher education and training, conferences, and workshops, action research, and membership of professional groups and networks, among others as profiled herein, all oriented on contemporary higher education teaching and learning, research and innovation, and community development in universities, are perceived to be important professional development activities for university teaching staff. Nevertheless, university teaching staff in Uganda rarely participate in the aforementioned professional development activities (both formal and informal). Yet, in an increasingly challenging higher education environment characterised with larger and more diverse student populations, demand for labour market-driven study programmes, fostering of innovation, and the use of ICT to support student learning, the need to provide teaching staff with appropriate professional development cannot be overstated (see, e.g., Ferman, 2002; Garcia & Roblin, 2008; Maor, 2006). Put differently, the increase in demand for university education and the resultant large class sizes in the various courses, among other things, in many universities in Uganda, inevitably call for the university teaching staff to replenish their knowledge and skills so as to execute their university service tasks in contemporary ways.

The results of this study are similar to De Rijdt, Dochy, Bamelis, and Van Der Vleuten (2014) who buttresses that educational institutions need to offer diverse professional development programmes to allow staff members to keep up with educational innovations and to guarantee educational quality. As such, participation in formal and informal professional development activities profiled herein can help the university teaching staff to develop the capability to improve their performance when executing university tasks under their jurisdiction. Besides, the present world of work and life in general requires people to generate and apply new ideas/solutions solve problems and adapt to new situations (Rush, 2000). Moreover, in the event that most university teaching staff (especially the older generation) in African countries such as Uganda lack adequate knowledge and skills to use ICT to support student learning (Aguale, 2007; Muwanga, 2009), the suggested professional development activities such

as attending accredited education and training courses in technology-supported teaching and learning, is seen as key in equipping the teaching staff with the capability to use online technology within universities which is increasing (Maor, 2006). It can also be noted that participation in the aforementioned professional development activity, not only enhances the university teaching staff's capability to use ICT as tools to meet the teaching and learning needs of a large number of students but also helps them to expand their opportunities for reflection, dialogue, and collaboration beyond the classroom activities (Garcia & Roblin, 2008).

The findings of this study are also in accordance with the previous research suggesting that university teaching staff roles and responsibilities have expanded to become both more diverse and more complex as these days university teaching staff are expected to be course designers, marketers, technology experts, and administrators (Brew & Boud, 1996; Ferman, 2002). This, therefore, implies that it is vital for university teaching staff to attend and participate in higher education curriculum design and development programmes and activities. Apart from the foregoing, the need for university teaching staff to possess collaborating and networking competence in a climate of university education reform cannot be exaggerated. This is based on the notion that they are expected to be actively involved in benchmarking the best practices from other universities and tertiary institutions (Kibwika, 2006), leave alone collaborating and networking with government sectors, industries, business organisations, and local communities to ensure that they deliver university service that meets the needs and expectations of the clients and other stakeholders (Baryamureeba, 2013; Kasozi, 2003; Mamdani, 2007).

Moreover, literature indicates that in higher education, there seems to be reluctance for professional training and development for university teaching staff (McAleese et al., 2013). This is buttressed by Hamdan's (2011) study findings which indicate that a large number of teachers' attitudes towards professional development activities is less positive, especially in developing countries, Uganda being no exception. Therefore, if we want university teaching staff to significantly contribute to university education reform aimed at equipping students with the capability to address the present and future global economy needs and challenges, the need to identify professional development activities that can be used to support university teaching staff core duties cannot be overstated (Henard & Roseveare, 2012). The preceding assertion concurs with Knight et al. (2006) who advance that educational professional development is a global concern. The aforementioned authors argue that educational professional development is often characterised by event-delivery methods, though there are signs that other approaches are gaining favour. Thus, they stress the significance of non-formal learning, and the ways in which it can be promoted and enhanced within the activity systems within which teachers in higher education work.

This study espouses the notion of involving teachers in establishing professional development activities they deem relevant to enhance their performance in the execution university tasks. Otherwise, it is likely that they will not participate, knowing the research findings of Hamdan (2011). Besides, management literature indicates that when employees do not participate in making decisions that concern their work and personal life at the work place, their commitment, motivation, loyalty more often are not amplified (Kular, Gatenby, Rees, Soane, & Truss, 2008). Accordingly, this study posits that if the attitudes

of university teaching staff are to be improved by participating in professional development activities, it is prudent to consider involving them in setting up activities that they are more willing to participate in. This is further buttressed by the finding of this study, which indicates that collaboration and network games, and membership to academic and professional social network groups are deemed to be important in enhancing job performance of university teachers.

### Limitations and suggestions for future research

One of the limitations of this study is that it was exploratory in nature and was based on perceptions of the study respondents. As such, this makes the validation of the study problematic. Since, for example, no two individuals may perceive a situation in exactly the same way. It is hereby suggested that a similar study is conducted using a relatively big sample involving research methods such as longitudinal study and observations. It is hoped this can help in gaining insights regarding the professional development activities that work and those that do not work when it comes to enhancing the university teaching staff's job performance in the twenty-first century and beyond. Similarly, the present study also suggests empirical studies to be undertaken to establish facilitating factors of university teaching staff professional development in African countries such as Uganda. Furthermore, there is a need to establish the factors responsible for the low participation of university teaching staff in professional development activities. Furthermore, another limitation of the study is that data were gathered from only one public university out of six, and over 30 private universities. This makes the generalisability of the findings of the study problematic. As such, a similar study involving a good number of both public and private universities, to gather data about which professional development activities are perceived to be important in enhancing university teaching staff's job performance, and the extent to which they participate in these professional development activities is suggested.

### Conclusion

Participation in formal and informal professional development activities such as those profiled in this study is a key to enhance university teaching staff job performance in university service in this knowledge and innovation explosion era. Notwithstanding the important role involvement in formal and informal professional development activities could play in enhancing university teaching staff job performance, it has been established in this study that university teaching staff at Kyambogo rarely participate in both the formal and informal professional development activities. This situation ought to be mitigated. It is hereby posited that one of the critical ways to create awareness among the university teaching staff is accentuating the fact that continuous learning in the knowledge and innovation era is obligatory for professionals regardless of the labour field if they want to remain relevant in the twenty-first century world of work and beyond. In this light, it is vital that higher education institutions, especially universities, encourage their staff to participate in professional development activities aimed at improving their job performance. Moreover, university teaching staff are expected to

be supporters of lifelong learning which is perceived as one of the sure ways, how individuals can cope with the present and future life and work demands.

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