

Challenges and Strategies of Improving Academic Staff Development in Higher Education Institutions in Uganda: The Case of Kyambogo University

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ABSTRACT This study was conducted to establish ways of improving staff development in higher education institutions in Uganda. Basing on a total of 180 respondents, the study examined the coherence of staff development systems challenges and strategies that could be used to improve staff development. Data was collected using a set of self-constructed close-ended questionnaires and analysed using frequencies and descriptive statistics (means and standard deviations). Established was that Kyambogo University does not have a coherent staff development system, faces challenges such as: lack of adequate training and development funds, lack of PhD training capacity, inappropriate training and development policy just to mention but a few. The study recommends that Kyambogo University management should first and foremost consider offering induction training for newly recruited staff; conduct annual staff review and development schemes at faculty level; initiate a new staff development strategy that would involve an annual training needs assessment at institutional, departmental and individual levels. Kyambogo University management should also consider introducing cost effective training and development workshops and seminars to build skills in developing coaching and mentoring programmes; skills in developing personal development plans; skills in training needs and impact assessment; and skills in PhD supervision and facilitation.

Key words: Academic staff, staff development, higher education institution, Uganda

Introduction

Sustainable supply of adequate well trained and developed academic staff in Higher Education Institutions (HEIs) is critical towards the development of a relevant and productive workforce in any country across the globe (World Bank, 2002). Academic staff in HEIs are responsible for the preparation of all sorts of professionals and skilled human resource in the various labour sectors. Higher education is perceived as a great asset, both for individuals and the nation as the knowledge, skills, creativity and research developed is supposed to be a major factor in successful creation of jobs and the country's prosperity (Naidoo, 2008). Ostensibly, HEIs the world over, are facing new

challenges which require them to have well trained and developed academic staff more than ever before so as to remain relevant in global-knowledge economy era (World Bank, 2000; Jowi, 2003; Kibwika, 2006).

Kibwika (2006) fervidly advances that the effectiveness of HEIs essentially depends on the efficiency and quality of their staff, and especially the academic staff. The rise of new stakeholders, internal factors, together with globalisation and the swift pace at which new knowledge is created and applied are among the current developments which challenge HEIs. HEIs, for example in Uganda as in other African countries, over the last two decades, have expanded exponentially in terms of student numbers and programmes (Kasozi, 2003; Mamdani, 2007). However, most of these HEIs lack sufficient well trained and developed academic staff among other things needed to prepare students with the desired competencies in the competitive knowledge economy (Liang, 2004; Kibwika, 2006).

HEIs play a significant role in workforce development providing the knowledge and skills required to foster socio-economic development in organisations and society as a whole (Kibwika, 2006; Naidoo, 2008). The quality of higher education in Uganda has a low rating as the relevance of most of the study programmes offered is highly contestable. Memorisation rather than innovation and problem solving is preferred and is the widespread method of education delivery in the country. Consequently, the state of higher education and training delivery in Uganda severely impairs the preparation of students with the capability to foster socio-economic development in the country (Kasozi, 2003; Kibwika, 2006; Mamdani, 2007).

This low quality of higher education in Uganda and indeed many other similar African countries, as put by several researchers and educators is attributed to several problems and challenges such as the lack of well trained and developed academic staff (Kibwika, 2006; Nyaigotti-Chacha, 2004; O'Sullivan, 2010). In Ugandan universities, for example, there is no university teacher education training and development programme. It is simply assumed that if a person has excellent performance as reflected by the academic credentials and has interest in teaching at the university, such a person can easily master the basics of teaching to satisfy most students who are bright enough to study independently (Kasule, 2007).

In this turbulent global economy, there is an expectation on HEIs to have a highly effective and efficient academic staff workforce capable of preparing students with the capability to add value to the country's economic, social and political development. This has raised a lot of concern among policy makers, researchers and educators regarding what can be done to improve academic staff quality in HEIs. To this end, many HEIs in both developed and developing countries are increasingly realising that staff development is fundamental in enabling academic staff to achieve their potential and contribute to the provision of effective teaching, research and community development service (Bakah, 2011). Ignoring staff development of academic staff is a risky option for HEIs since the quality of teaching, research and community development service largely depends on the staff in question. More so, the fact that there is increased national and international competition for quality academic staff, demands that more than ever before, HEIs must devise strategies on how best to utilise the talents among the individual members of staff.

In Ugandan HEIs, the urgent need for focused staff development for academic staff cannot be over emphasised. For example, none of the universities in the country has more 10% and 35% of the academic staff at professorial and doctoral levels respectively (Kasule & Neema-Abooki, 2009). This raises the question of capacity of the academic staff to undertake graduate teaching and research supervision. It also raises concern about the nature or quality of university teaching and research supervision that is rendered to students as well as the ability of the Ugandan graduates to compete on the global job market (Kibwika, 2006).

At Kyambogo University (KyU) in particular, majority (over 70%) of the academic staff possess a Master's Degree as their highest academic qualification with no professional training in university teaching (National Council for Higher Education [NHCE], 2010). The University has developed a number of graduate programmes in various academic departments. Academic staff in HEIs need to be highly trained and developed so as to effectively and efficiently discharge their roles as 'coaches', 'professional educators' and 'managers of learning' (Kibwika, 2006). The lack of highly trained and developed academic staff has some academics to doubt the quality of teaching, research, and community development service provided at Kyambogo University.

Unless Kyambogo University management establishes ways to improve its academic staff development interventions, the institution can hardly be "a centre of academic and professional excellence" as its vision seems to suggest. This study sought to make a contribution towards this agenda by exploring challenges and strategies of improving staff development in HEIs in Uganda: using Kyambogo University as a case study. The study was guided by the following sub-research questions: how coherent is staff development system at Kyambogo University? What are the staff development challenges faced by Kyambogo University? What strategies can be used to improve staff development at Kyambogo University?

Theoretical framework

For over half a century now, theory and research on organisations have underscored education and training as a critical factor in employee productivity (Argyris & Schon, 1978; Bakah, 2011). This is rooted in the assumption that education and training as associated with effective planning, problem-solving, and experimentation (Weisbord, 1989). Likewise, education and training of academic staff has become more pronounced in the education literature and associated with the implementation of planned change (Fullan, 2007). This is mainly attributed to the fact that changes in the nature of academic staff's work, subject matter and student populations challenge prevailing beliefs and practices and require on-going development of knowledge and skills (Hiebert et al. 2002). Bakah (2011) vehemently asserts that the key to better education practices and desired educational outcomes is to have a motivated and superior academic staff workforce.

In light of the foregoing observation, it is necessary to continually engage academic staff in the process of learning to become effective. Staff development in educational setting is described as those processes and activities designed to enhance the professional knowledge, skills, and attitudes of academic staff so that they might, in turn,

improve the learning of students (Guskey, 2000). Ingvarson et al. (2005) advance that staff development of academic staff is now recognised as a vital component of policies to enhance the quality of teaching and learning in educational institutions. Continued staff development of teaching staff is widely accepted as an essential ingredient to any educational reform (Fullan, 2007).

Investment in human resource development is increasingly being seen as one of the most fundamental prerequisites for not only socio-economic development but also intellectual development (Kasozi, 2003; Kibwika, 2006). It is a process by which the staff of an institution are helped, in a continuous and planned way, to: acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles; develop their general capabilities as individuals and discover and exploit their own inner potentials for their own and/or organisational development purpose; develop an organisational culture in which supervisor-subordinate relationships, teamwork, and collaborations among sub-units are strong and contribute to the professional well-being, motivation, and pride of employees (Armstrong, 2006).

An institution is no better than the quality and quantity of her staff in this present market driven economy (Kibwika, 2006). This realisation presses great concern on attracting, retaining and developing talented staff. The role staff development play towards improving performance of staff should not be underrated. Staff development, as a positive notion in human resource management and development, is based on the belief that an investment in human beings is necessary and will invariably bring in substantial benefits to an institution in the long run (Armstrong, 2006). This therefore implies that any institution that wants to grow continuously in this fast changing global economy where high quality products is the ultimate concern of clients, must design a systematic, coherent and comprehensive framework for developing people on a continuous basis.

Accordingly, at a European University Association Workshop on Staff Development in universities held in Milan from 19th to 20th January 2007¹, staff development was described as a journey not a destination. Faced with competition for staff, universities in Uganda, and in particular Kyambogo University, need to embark on a staff development journey that is comprehensive, coherent and more focused to developing staff within the institution. The University managers at Kyambogo University and indeed elsewhere should therefore concern themselves with integral issues in staff development such as matching the academic and administrative staff profile with the institutional strategy, identifying needs and gaps in knowledge and competence profiles across the institution, and designing a comprehensive and coherent staff development scheme.

Methodology

A descriptive study was employed to probe into the system of staff development at Kyambogo University and to cipher strategies for improvement. This method was considered appropriate to provide a systematic description that is as accurate as possible, thus giving management a deeper insight into the issue in question. The sample consisted of 320 respondents obtained; sample determining table, presented by Amin (2005). All the respondents were subjected to a closed structured questionnaire whose

1. (www.eua.be/institutional-development/managing-the-university-community/Milan-workshop).

Content Validity Index (CVI) was established at 0.86 or 86%, above 0.7 or 70% considered appropriate for the instrument to be declared valid (Amin, 2005).

Instrumentation

The questionnaire was administered to academic staff of Kyambogo University from five faculties namely: Arts and Social Sciences, Education, Vocational Studies, Science and Technology through employing using a cross-section survey method. This method enables collecting of data from a sample of a population at a particular time so as to establish the prevalence of a phenomenon, situation, problem, attitude or issue by taking a cross-section of the population (Kumar, 2011). The content scope was limited to examination of the university's staff development system; examination of the staff development challenges the university faces as well as recommending the strategies that can be used to improve staff development in higher education institutions in Uganda. Stratified random sampling technique was employed to select participants in the study. This technique was considered appropriate for the study owing to the fact that it is a fundamental sampling technique where people are put into a stratum and selected in such a way that all the members in the strata have equal chances of being selected to participate in the study (Amin, 2005).

The participants were asked to rate on a scale of one to five (1 = Strongly disagree; 2 = Disagree; 3 = Un decided; 4 = Agree; 5 = Strongly agree) the extent they disagreed or agreed with items regarding the coherence, challenges and strategies of improving staff development at Kyambogo University. Of the 320 questionnaires disseminated to the selected participants, 180 were completed and returned. This represents 56% response rate. Kumar (2011) contends that one is considered lucky to obtain a 50% response rate. Thus, the study findings herein are fairly generalisable to the study population.

Findings and Discussions

The first objective and the subsequent research question sought to establish how coherent the staff development system at Kyambogo University was.

Respondents' background information

With respect to gender, 118 were males (65.6%); and 62 were females (34.4%). Regarding the age of respondents: 23 were between 24 – 30 years (12.8%); 30 were between 31 – 40 years (16.7%); 93 were between 41 – 50 years (51.7%); and 34 were 51 years and above (18.9%). In terms of highest academic qualification: three respondents (1.7%) possess a Bachelor's degree; seven respondents (3.9%) possess a Post graduate diploma; 152 respondents (84.4%) possess a Master's degree; and 18 respondents (10%) possess a PhD. Regarding the length of service at Kyambogo University: seven respondents (3.9%) have been serving for less than one year; 33 respondents (18.3%) have been serving for a period between 1- 5 years; 80 respondents (44.4%)

have been serving for a period between 6 - 10 years; and 60 respondents (33.3%) have been serving for 11 years and above.

Coherence of staff development system at Kyambogo University

According to the results in Table 1 (appendix 1, page 46), majority of the respondents “strongly disagreed” that the university carries out the skills and knowledge gap analysis and draws plans to fill the gaps between university requirements and the present skills and knowledge of staff. Furthermore, the table portrays that most of the respondents “strongly disagreed” that the responsibility of who should implement, monitor, evaluate and amend the staff development plan in light of the changes of university strategy is clearly defined. Table 1 also shows that Kyambogo University does not subject her staff to induction training before being fully deployed and that on-the-job training and off-the-job training is rarely provided. Moreover, the Table 1 reveals that most of respondents “strongly disagreed” and others “disagreed” that Kyambogo University assesses the extent to which staff development objectives have been achieved.

In light of the descriptive statistics presented in Table 1, it can be fairly inferred that Kyambogo University does not have a coherent staff development system. As a consequence, sound staff development can hardly be realised at the institution. This therefore implies that Kyambogo University, as Armstrong (2006) suggests, in order to have a coherent staff development system, should ensure that there is: organisational learning – which is concerned with the development of new knowledge or insights that have the potential to influence behaviour-training. The University should therefore involve both workplace training and formal off-the-job training while defining the academic and professional growth required; deciding who provides the employee development; implementing the staff development programme; and assessing the extent to which staff development objectives have been achieved.

An effective staff development system at Kyambogo University and indeed other similar institutions in the region as advanced by several authors such as: Hiebert et al. (2002); Armstrong (2006); and Bakah (2011) should be guided by the following: discerning the staff development requirements from the institutional vision, mission, goals and objectives; analysing the staff development requirements for effective work performance in institutional functions and jobs; analysing the existing qualities and staff development needs of current staff; devising the staff development plan, which fills the gaps between institutional requirements and the present skills and knowledge of staff; deciding on the appropriate staff development methods to be used for individuals and groups; deciding who is to have responsibility for the plan and its various parts; implementing the plan and monitoring as well as evaluating its progress; and amending the staff development plan in the light of monitoring and evaluation and changes in the institutional business strategy.

Staff development challenges at Kyambogo University

Results in Table 2 (appendix 2, page 47) indicates that the majority of the respondents “strongly disagreed” to the perception that academic staff at Kyambogo University lack

of interest to undertake further education, training and development, and that others have not enrolled because they are nearing retirement age. Also construed is that, most of respondents “strongly agreed” and others “agreed” that they have not undertaken further education, training and development due to overwhelming family obligations, poor financial standing, and overwhelming work load at Kyambogo University. Similarly, majority of the respondents “strongly agreed” that Kyambogo University does not have any PhD training Programme nor does it provide professional education and training to academic staff.

In the final analysis, results from Table 2 indicates the extent of the staff development challenges facing the Kyambogo University which have to be addressed if the university is not only to thrive but also to remain relevant in the ever changing competitive global knowledge economy. In view of the findings in Table 2, it can fairly be deduced that: overwhelming family obligations; heavy workloads; lack of sufficient funds; lack of PhD training Programme and professional education and training for academic staff are some of the notable challenges that have to be addressed if Kyambogo University is to have a well-trained and developed teaching force. To this end, this study underlines that Kyambogo University just like any other institution of higher learning in Sub Saharan African should come up with human resource development policies and programmes that continuously aim at developing its academic staff force in order to rise to the challenges of the present and future demands in the higher education sector (Kasozi, 2003; Kibwika, 2006; Mamdani, 2007).

Strategies that can be used to improve staff development at Kyambogo University

The third research objective and the subsequent research question sought to explore strategies that could be used to improve staff development at Kyambogo University. Results in Table 3 (appendix 3), indicate that majority of respondents “strongly agreed” that staff development policy and plans should be linked to the university vision and mission. The table also show that the selection process of staff development should be transparent and on a need-basis. Additionally, academic staff should be assisted to develop personal development plans to guide their further education, training and development; and induction, coaching and mentoring of academic staff should be given top priority (see also page 48).

The findings in this study are in line with the perceptions of Maicibi (2003), who advance that a contemporary institution should come up with a staff development policy that provide a focus for all the staff development programmes and activities. Effective staff development policy in any institution should underpin decisions about training and developing a highly qualified work force. This is based on the phenomenon that we live in a knowledge explosion era where people are required to replenish their knowledge and skills so as to remain competitive in the ever changing competitive business world. The findings from this study also accords with that of Walugembe (2007) who argue that the selection process of trainees in an institution should be objective so that only talented staff with the potential to complete their further education and training programmes are the ones that are selected. Therefore Kyambogo University is required to identify the potential and skill gaps of employees in terms of the institution’s specific

goals and strategies when it comes to selecting members of staff to be trained and developed.

Moreover, Kasule (2007) argue that the selection of suitable participants to attend training and development programme is very vital if adequate and relevant staff development—in terms of knowledge and skills or competence development—is to be attained in the institution. This, therefore, implies that training and development of in institution has to be driven by the institutional objectives and its success. The latter should be judged by the institution's ability to achieve those objectives, since people to be developed must be systematically chosen according on their potential and performance requirements in line with institutional goals. Also, in line with the findings of this study, Bratton and Gold (2003) and Maicibi (2003) argue that an institution should put in place a conducive work environment that can enhance their desire to pursue further education, training and development.

Concluding remarks

Base on the overall findings, this paper ultimately recommends thus: Kyambogo University and indeed other similar institutions with staff development issues mentioned herein should come up with effective staff development policies; put in place conducive work environment for academic staff; solicit for funds to cover academic staff's further education training and development from both internal and external sources; and launch aggressive staff development linkage programmes with well-developed and established universities and other higher education institutions of learning across the globe. In our view, it is important that Kyambogo University management and the academic staff attached serious importance to staff development to raise the quality of teaching and learning at the university.

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www.eua.be/institutional-development/managing-theuniversity_community/Milan_workshop Retrieved 12-10-2013.

*Appendix 1**Coherence of staff development system at Kyambogo University*

Questionnaire Items	n = 180	Re-sponses	Fre-quency	Per-cent	Mean	Std. Devia-tion
KyU carries out skills and knowledge gap analysis to underpin academic staff training and development programmes		Strongly disagree	123	68.3	1.38 33	.60974
		Disagree	45	25		
		Unde-cided	12	6.7		
KyU has a clear implementation, monitoring and evaluation system of its staff development programmes		Strongly disagree	107	59.4	1.48 89	.64720
		Disagree	58	32.2		
		Unde-cided	15	8.3		
KyU organises induction training for new academic staff		Strongly disagree	116	64.4	1.46 11	.67983
		Disagree	45	25		
		Unde-cided	19	10.6		
KyU provides on-the-job training for academic staff whenever necessary		Strongly disagree	64	35.6	2.06 67	.88185
		Disagree	40	22.2		
		Unde-cided	76	42.2		
KyU provides off-the-job training for academic staff whenever necessary		Strongly disagree	54	30	2.15 00	.85532
		Disagree	45	25		
		Unde-cided	81	45		
KyU assesses the extent to which staff development objectives have been achieved		Strongly disagree	55	30.6	2.06 11	.81989
		Disagree	59	32.8		
		Unde-cided	66	36.6		

n = number of respondents; Mean 1 – 1.4 = Strongly disagree; Mean 1.5 – 2.4 = Disagree; Mean 2.5 – 3.4 = Undecided; Mean 3.5 – 4.4 = Agree; Mean 4.5 – 5 = Strongly agree

Table 1: Frequencies and descriptive statistics of respondents' responses regarding the coherence of staff development system at Kyambogo University

CHALLENGES AND STRATEGIES OF IMPROVING ACADEMIC STAFF DEVELOPMENT IN HE

Appendix 2

Staff development challenges at Kyambogo University

Questionnaire Items	n = 180	Re-sponses	Fre-quenc y	Per-cent	Mea n	Std. devia-tion
I have no interest in undertaking further education and training		Strongly disagree	112	62.2	1.377	.48618
		Disagree	68	37.8		
I have not undertaken further education and training because am nearing retirement age		Strongly disagree	134	74.4	1.2667	.47976
		Disagree	45	25		
		Agree	01	.6		
I have not undertaken further education and training due to overwhelming family obligations		Strongly Disagree	03	1.7	4.1556	.92647
		Disagree	11	1.6		
		Undecided	14	7.8		
		Agree	79	43.9		
		Strongly agree	73	40.6		
I do not have sufficient funds to undertake further education and training		Agree	85	47.2	4.5278	.50062
		Strongly agree	95	52.8		
I have not undertaken further education and training due to overwhelming workload at KyU		Strongly Disagree	05	2.8	3.8944	1.19355
		Disagree	28	15.6		
		Undecided	24	13.3		
		Agree	47	26.1		
		Strongly agree	76	42.2		
KyU does not have any PhD training Programme nor does it provide professional education and training to academic staff		Agree	18	10	4.9000	.30084
		Strongly agree	162	90		

Table 2: Frequencies and descriptive statistics of respondents' responses regarding staff development challenges at Kyambogo University

n = number of respondents; Mean 1 – 1.4 = Strongly disagree; Mean 1.5 – 2.4 = Disagree; Mean 2.5 – 3.4 = Undecided; Mean 3.5 – 4.4 = Agree; Mean 4.5 – 5 = Strongly agree

Appendix 3

Strategies that can be used to improve staff development at Kyambogo University

Questionnaire Items	n = 150	Responses	Frequency	Percent	Mean	Standard deviation																																																																							
KyU staff development policy and plan should be linked to the vision and mission		Agree	24	13.3	4.8667	.34088																																																																							
		Strongly agree	156	86.7			KyU selection process of staff to undertake further education and training should be transparent and based on the need and ability to benefit the institution		Agree	27	15	4.4444	.64490	Strongly agree	153	85	Academic staff at KyU should be assisted to develop personal development plans to guide their further education, training and development		Undecided	30	16.7	4.2944	.73763	Agree	67	37.2	Strongly agree	83	46.1	KyU should incorporate induction, coaching and mentoring of the academic staff training and development programmes		Undecided	25	13.9	4.5333	.72774	Agree	34	18.9	Strongly agree	121	67.2	KyU should embrace on-line professional development programmes so as to address limitations associated with traditional professional development programmes		Disagree	01	.6	4.3500	.72061	Undecided	23	12.8	Agree	68	37.8	Strongly agree	88	48.9	Academic staff at KyU should have a reasonable workload so as to have room to undertake further education and training		Undecided	17	9.4	4.6333	.63074	Agree	32	17.8	Strongly agree	131	72.8	KyU should give lucrative financial and non-financial rewards to academic staff who undertake and complete further education and training		Agree	27	15	4.8500
KyU selection process of staff to undertake further education and training should be transparent and based on the need and ability to benefit the institution		Agree	27	15	4.4444	.64490																																																																							
		Strongly agree	153	85			Academic staff at KyU should be assisted to develop personal development plans to guide their further education, training and development		Undecided	30	16.7	4.2944	.73763	Agree	67	37.2			Strongly agree	83	46.1			KyU should incorporate induction, coaching and mentoring of the academic staff training and development programmes		Undecided	25	13.9	4.5333			.72774	Agree	34			18.9	Strongly agree	121	67.2	KyU should embrace on-line professional development programmes so as to address limitations associated with traditional professional development programmes				Disagree	01	.6			4.3500	.72061	Undecided	23	12.8	Agree	68	37.8	Strongly agree			88	48.9	Academic staff at KyU should have a reasonable workload so as to have room to undertake further education and training				Undecided	17	9.4	4.6333	.63074	Agree	32	17.8	Strongly agree	131	72.8
Academic staff at KyU should be assisted to develop personal development plans to guide their further education, training and development		Undecided	30	16.7	4.2944	.73763																																																																							
		Agree	67	37.2																																																																									
		Strongly agree	83	46.1			KyU should incorporate induction, coaching and mentoring of the academic staff training and development programmes		Undecided	25	13.9	4.5333	.72774	Agree	34	18.9	Strongly agree	121	67.2	KyU should embrace on-line professional development programmes so as to address limitations associated with traditional professional development programmes		Disagree	01	.6	4.3500	.72061	Undecided	23	12.8	Agree	68	37.8	Strongly agree	88	48.9	Academic staff at KyU should have a reasonable workload so as to have room to undertake further education and training		Undecided	17	9.4			4.6333	.63074	Agree	32	17.8	Strongly agree	131			72.8	KyU should give lucrative financial and non-financial rewards to academic staff who undertake and complete further education and training		Agree	27	15	4.8500	.35807	Strongly agree	153	85															
KyU should incorporate induction, coaching and mentoring of the academic staff training and development programmes		Undecided	25	13.9	4.5333	.72774																																																																							
		Agree	34	18.9																																																																									
		Strongly agree	121	67.2			KyU should embrace on-line professional development programmes so as to address limitations associated with traditional professional development programmes		Disagree	01	.6	4.3500	.72061	Undecided	23	12.8	Agree	68	37.8			Strongly agree	88	48.9			Academic staff at KyU should have a reasonable workload so as to have room to undertake further education and training		Undecided	17	9.4	4.6333	.63074	Agree	32	17.8	Strongly agree	131	72.8	KyU should give lucrative financial and non-financial rewards to academic staff who undertake and complete further education and training		Agree	27	15	4.8500	.35807	Strongly agree	153	85																												
KyU should embrace on-line professional development programmes so as to address limitations associated with traditional professional development programmes		Disagree	01	.6	4.3500	.72061																																																																							
		Undecided	23	12.8																																																																									
		Agree	68	37.8																																																																									
		Strongly agree	88	48.9			Academic staff at KyU should have a reasonable workload so as to have room to undertake further education and training		Undecided	17	9.4	4.6333	.63074	Agree	32	17.8	Strongly agree	131	72.8	KyU should give lucrative financial and non-financial rewards to academic staff who undertake and complete further education and training		Agree	27	15	4.8500	.35807	Strongly agree	153	85																																																
Academic staff at KyU should have a reasonable workload so as to have room to undertake further education and training		Undecided	17	9.4	4.6333	.63074																																																																							
		Agree	32	17.8																																																																									
		Strongly agree	131	72.8			KyU should give lucrative financial and non-financial rewards to academic staff who undertake and complete further education and training		Agree	27	15	4.8500	.35807	Strongly agree	153	85																																																													
KyU should give lucrative financial and non-financial rewards to academic staff who undertake and complete further education and training		Agree	27	15	4.8500	.35807																																																																							
		Strongly agree	153	85																																																																									

n = number of respondents; Mean 1 – 1.4 = Strongly disagree; Mean 1.5 – 2.4 = Disagree; Mean 2.5 – 3.4 = Undecided; Mean 3.5 – 4.4 = Agree; Mean 4.5 – 5 = Strongly agree

Table 3: Frequencies and descriptive statistics of respondents' responses regarding the strategies that can be used to improve staff development at Kyambogo University