



**AN INVESTIGATION INTO ADMINISTRATIVE WORKLOAD AND SUPPORT FOR
ACADEMIC STAFF AT THE DURBAN UNIVERSITY OF TECHNOLOGY**

By

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DECLARATION

I, Bongani Penuel Qwabe wish to declare that this dissertation is my own work and all sources used in this study were acknowledged.

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ABSTRACT

A number of studies have been conducted in relation to academic workload in higher education and many have noted a marked increase in workload over recent decades. However, fewer have specifically investigated the increase in the administrative component of an academic's workload, and none have focussed on the current support given to academics by their secretaries in the context of a South African University of Technology. All academics require sufficient time to perform their teaching, research and community outreach duties satisfactorily, while Universities of Technology make additional demands on their academic staff in relation to such aspects as Work Integrated Learning, maintaining contacts with industry and new research requirements. The literature indicates that many feel that they are unable to cope or to cope adequately and that universities often do not understand the burden of the different tasks/activities they perform. The purpose of this case study was therefore to investigate the administrative workload experienced, and the support given, to academics at the Durban University of Technology. It specifically investigates whether the institution of a workload model for the university as a whole would be supported, and would be effective, in addressing equity and transparency issues in academic workload and thus in improving academic retention and research output for the university as a whole. This study used a mixed method approach involving three questionnaires administered to academics, their secretaries, and to senior management. In addition, semi-structured interviews were conducted with some senior academic staff.

The results of the research indicate that the great majority of academic staff members experience a heavy administrative workload and that many believe they are doing more than they expected at the time of their appointment. While the secretaries were better informed as to the nature and extent of the administrative duties expected of them, many also felt that they are doing more than they expected and both groups indicated strongly that there is a lack of transparency and equity between different workloads performed by different individuals. Over ninety percent of both academic and secretarial staff believed that a workload model would assist in ensuring a fairer balance in the work performed, but significant individual comments indicated the

difficulties and drawbacks which should also be taken into account and the consequent need for flexibility and ongoing consultation with staff, before the imposition of such a model. The results also revealed that there was considerable uncertainty amongst respondents as to the current existence of a workload model. It was, however, established that the university is planning to implement a workload model across all six faculties and that a member of the academic staff, Mr Greg Parrott, has been tasked to develop the relevant software. He is in the process of collecting the information needed. Contact was made with Mr Parrott and information exchanged with him. It is hoped that the data gathered in this study will serve to support this initiative.

Following an in-depth analysis of the results, this study recommends wide consultation over the implementation of the model and the employment of a pilot phase to iron out any problems. Flexibility within the model and ongoing consultation are also recommended. The study further recommends that academic departments should consider making greater use of WIL students from the discipline of Office Management who, as part of their work experience, can work closely with secretaries in departments which require additional secretarial assistance. Additional part-time assistance, possibly from retired academics, for specifically academic administrative duties might also be considered.

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LIST OF ABBREVIATIONS

AEM	Academic Executive Management
ASSA	Academy of Science of South Africa
DUT	Durban University of Technology
HEIs	Higher Education Institutions
HoDs	Heads of Departments
IREC	Institutional Research Ethics Committee
MIS	Management Information System
QEPIS	Quality and Enhancement Project Institutional Submission
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
UKZN	University of KwaZulu Natal
UNIZULU	University of Zululand
UoTs	Universities of Technology
USA	United State of America
WAMs	Work Allocation Models
WIL	Work Integrated Learning

CHAPTER ONE

CONTEXT OF THE STUDY

1.1 INTRODUCTION

Higher Education Institutions (HEIs) around the world are facing issues of increasing volumes of students and decreasing funding, putting severe strain on the allocation of resources particularly involving the effective attraction and retention of academic staff – perhaps their key resource. This situation has induced an increasing interest in workload models. At present a number of HEIs use different workload models/policies to ensure that there is transparency and equity as regards the duties performed by academics in the hope of increasing the levels of staff satisfaction and thus retention levels. Most HEIs in South Africa are facing challenges with regards to the management of the performance of academics (Mapesela and Strydom, n.d). The institution which is the focus of this study, the Durban University of Technology (DUT), does not have a functioning workload model at present but, as with many others, it has embarked on a journey of introducing such a model, or set of policy guidelines, as a tool to address staff challenges. However, there appears to be both scepticism and enthusiasm expressed amongst different staff members in regard to the possible effectiveness of these models.

1.2 Definitions

1.2.1 *Workload models*

According to Hornibrook (2012:30) a workload model refers to a proper system that is used to categorise, measure and allocate work to academic staff members to ensure transparency and equity within a department.

1.2.2 *Administrative support*

In this context 'support' refers to all the duties which academic secretaries perform for, or on behalf of, academic staff members which allow the academic staff to perform their own specific roles efficiently and without undue stress or work overload.

1.2.3 Administration

According to Cambridge Dictionary (2016) administration refers to arrangements and tasks required to control the operation of a plan or organisation. The structures for administration in HEIs vary between institutions. Agcas editors (2015) define secretaries and administrators as individuals who provide both clerical and administrative support to academics, either as part of a team or individually. Further, these individuals play a critical role in the administration and smooth-running of academic departments in HEIs. They are also required to attend to students' queries and refer them to the Head of Department (HoD) or other relevant persons as may be required. Gonzalez (2015) adds that working as an academic secretary means that you are continuously working with new technology. Academic secretaries have opportunities to work with a wide variety of different individuals in the field of higher education.

1.3 CONTEXT

A study conducted by Tight (2010:212-213) in the United Kingdom found that there has been an increase in the average workload for academic staff members in that country and that this is a general trend. Kenny and Fluck (2014:600) found that there is a direct connection between the workload of academic staff and the day-to-day operation of a university. He claims that the introduction of an academic workload model can contribute significantly to ensuring that all academic staff members carry approximately equal loads and to further reassuring the staff members that they are not doing more than is expected.

Vardi (2009:2), in a study conducted in Australia, found that many academics were dissatisfied with their workload and working hours in general. From Tanzania (Mohamedbhai, 2011:170-178) found similarly that a heavy workload had not only resulted in inefficiency in handling high student to staff ratios, but it had also meant heavy teaching and administrative responsibilities that were affecting the quality of education while crowding out research and other non-teaching academic activities. Nyaribo (2014:138) argues that academics are expected to generate academic excellence which will add value not only to the students' achievements but to the economy of the country as a whole and that academics are in a position to provide solutions to political, social and economic problems that affect the country.

The Academic Workload Model (AWM) for the University of Tasmania (2012:3) states that the guidelines for workload can be used to help in allocating time to a range of research, teaching, administrative and engagement activities but are not meant to be utilised as a measure of evaluating performance (University of Tasmania, 2012:3). Another report (University of Alberta, 2009:8) warns however that insufficient concern for effective implementation strategies can unnecessarily and inadvertently have a negative impact on workload, and this may not be recognised. Within South Africa these studies are also relevant.

The university selected for this study was born of a merger in April 2002 between the two technikons, ML Sultan and Technikon Natal. It was later (March 2006) named the Durban University of Technology. According to the University's website, DUT takes approximately 23 000 students per year. It is located in the cities of Durban and Pietermaritzburg. DUT has six (6) faculties, namely, the Faculties of Accounting and Informatics, Health Sciences, Management Sciences, Applied Science, Arts and Design and of Built Environment and Engineering. All of these faculties were targeted and took part in the study.

Mr Greg Parrott, an Associate Director in the Department of Civil Engineering, has been tasked with developing the software required to support a workload system for the entire university. This model has features which are not very different from systems that are being used by universities abroad and specific reference is made to the current workload model in operation in the University of South Wales. This model includes the same academic aspects of 'teaching and duties related to teaching; scholarship and/or research; and professional duties' (University of South Wales, 2015: 4). Only community outreach does not feature in this United Kingdom (UK) example. The document explains that 'These [academic workload] components...should be factored into an individual's overall workload allocation' but managers are required to 'facilitate some flexibility to allow for unexpected events and activities' (University of South Wales, 2015: 6). According to this model all academics are expected to undertake 37 hours per week and these hours correspond almost exactly with those recommended for DUT.

1.4 RESEARCH PROBLEM

Mustapha and Ghee (2013:13) maintain that having an unreasonable workload can result in employees becoming stressed and alienated from their organisation. Perks (2013:1) indicates that a common complaint from academics themselves is that the university does not understand the huge number of different tasks/activities they perform, and this appeared to be confirmed in an interview with one senior manager who indicated that senior managers often 'have no idea' how members of their academic staff are spending their time. Ruth's (2000) paper on the "Perceptions concerning academic workload among South African academics" indicated that generally what academics think should be happening is not what is actually happening, and that academics frequently believe that a fair distribution of work is not operating within their departments. These studies all suggest that there is a role to be played by a workload model which can improve fairness and transparency in academic environments.

As long ago as 1997, according to a survey of new universities and higher education colleges in the United Kingdom (Times Higher Education Supplement, 1997:1) it was found that lecturers had less time for their students than in the past because of significant increases in administrative workloads. Also Atkins, Carter and Nichol, found that universities often did not invest sufficient funds in administrative support for their lecturers (Atkins, Carter and Nichol, 2002). There is evidence that funding for universities has become even more scarce in subsequent years both in South Africa and overseas, and it is therefore likely that this situation could have worsened. More recently, Clarke, Kenny and Loxley (2015:12) found that many academics view administrative work as being time consuming and unproductive.

Pienaar and Bester (2006) in a study they conducted in South Africa found that the increased pressure to produce research outputs, along with a myriad administrative obligations and a lack of administrative support all contribute to the workload of academics, while Peterson's more recent (2014:39) study found that the increasing administrative burden on academics tends to negatively influence their academic management role.

Anecdotal evidence and the personal experience of the researcher, who is an administrative staff member of DUT, both indicated that the academics at the

University experience a heavy administrative workload as a major challenge, but it was not clear as to the nature and extent of the administrative support or assistance they get from their respective departmental secretaries. It appeared that some academics felt that they are not coping and that they did not have enough time to prepare for their academic duties/tasks.

The Human Resources Department could not provide a specific workload model for the university and it appears that there are different views with regards to the existence of such a document. Some academics believe that a workload directive operates within their departments while others, even in the same department, believe that none exists. It can be concluded, therefore that there is no university-wide accepted workload model at present.

The literature indicates that no studies have been conducted specifically concerning the administrative support and workload of academics at a university of technology within South Africa.

1.5 AIMS AND OBJECTIVES OF THE STUDY

The aim of this study was to investigate both the realities and perceptions underpinning administrative workload and administrative support of academics at the Durban University of Technology through an analysis of the official duties assigned in job descriptions and the experience of implementing these by the employees concerned. It was envisaged that a clearer picture would emerge allowing for recommendations to be made for a fair balance between work duties within and between academic and administrative posts.

In order to achieve this aim, the research set the following objectives:

- To determine the perceptions of academic staff regarding their administrative workload and administrative support;
- To investigate as far as was possible the actual administrative workload of different levels of academic staff
- To determine the perceptions of the administrative staff who support academics regarding their roles and functions;

- To investigate as far as was possible the actual nature and level of administrative support provided for academics at the Durban University of Technology;
- To determine the perceptions of the Heads of Departments, Executive Deans and Deputy Deans regarding administrative workload of academics and administrative support staff in their faculties;
- To enhance and support the work of Mr Greg Parratt who has been tasked to develop an official workload model for the university.

1.6 RESEARCH METHODOLOGY

A mixed methods methodology was employed involving the use of both quantitative and qualitative methods. Quantitative data was gathered through the use of closed questions within three sets of questionnaires administered to academic and secretarial staff and to senior management respectively. The questionnaires mostly employed statements to which respondents were asked to respond on a Likert scale from 'strongly agree' to 'strongly disagree'. Qualitative data was obtained from the open-ended questions in the questionnaires and the 'additional comments' sections provided at the end of each questionnaire. Further qualitative insights were obtained through structured interviews which were conducted with some members of the university's senior management. The target population of the study is discussed and the use of probability sampling is explained and justified as the means used to select the respondents who participated in the study. The sample for this study comprised academics, academic secretaries, executive deans and deputy deans.

1.7 SIGNIFICANCE OF THE STUDY

This study should assist the university to understand the administrative workload that academic staff members have and also to understand what sort of administrative assistance they require in order to give maximum attention to their academic work. It is envisaged that the findings and recommendations of the study will provide new insights into the perceptions and experiences of those most closely affected, that is, the academic staff, the academic secretaries and senior management of the university. These insights should also inform administrative support services at the university more generally thus assisting towards enhancing the teaching and research output for the university. This study is also significant in that it provides additional

material to enhance and support the work being done by Mr Greg Parrott to develop a workload model for the university.

1.8 SCOPE OF THE STUDY

This study was conducted at the Durban University of Technology. It covered all six faculties and each of the three campuses. Although it was a case study of DUT and only focused on administrative workload and support for academic staff at this one institution, the study could have relevance to similar institutions elsewhere, particularly other universities of technology in South Africa.

1.9 THEORETICAL FRAMEWORK

A theoretical framework is an important aspect in the process of any research study, whether it is made explicit or remains implicit. According to Saunders, Lewis and Thornhill (2009) research philosophy can be positivist or phenomenological or a combination of both. Each has its own strengths and weaknesses. This case study combines quantitative and qualitative elements in the research design. It is therefore a combination of a positivist theoretical standpoint, which seeks to find the truth through verifiable quantifiable data, with a phenomenological or interpretivist framework which understands that human knowledge is socially constructed. The positivist paradigm informs the statistical analysis obtained from the questionnaires and the interpretivist paradigm informs the analysis of data gathered from the opinions expressed within the open-ended questions within the questionnaires and the interviews.

1.10 CONTENT OF THE CHAPTERS

This study consists of five chapters:

Chapter One presents a brief introduction to the study. The research problem is outlined with the support of recent and older relevant literature. The main aim and the specific objectives of the study were also explained along with the significance and

scope of the study and an explanation of the theoretical framework. The chapter concludes with a breakdown of the contents of each of the five chapters.

Chapter two provides a comprehensive review of the literature related to the study; as well as expanding and elucidating key concepts further. The literature review also considers examples of different academic workload models that are used in South Africa and overseas. The DUT's Human Resources Department (Personnel) also assisted in terms of providing job descriptions for its academic staff members and academic secretaries in the form of examples of advertisements for posts in the university and these job descriptions are included in the secondary data outlined in the literature review.

Chapter three discusses the methodology employed in the study.

Chapter four provides a detailed analysis of the data through an interpretation of the results of the survey and interview sessions. The quantitative data are also displayed in tabular and graphic form.

Chapter five is the final chapter of the study and contains recommendations and conclusions that are drawn from the findings in Chapter Four and from the literature discussed in Chapter Two. This chapter also contains suggestions for further research and the limitations of the study are outlined.

1.11 CONCLUSION

This chapter gave a synopsis of dissertation and placed it in context. It gave a rationale for the study, providing an explanation of the research aim and objectives, and outlined the methodology that was undertaken to achieve the desired outcomes. The next chapter is a literature review which presents and discusses both primary and secondary literature sources related to this study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter gave a brief introduction to this study. The background, research problems, aims and objectives, significance of the study, scope of the study, theoretical framework and the content of the chapters were also discussed in chapter one. This chapter will discuss the literature which pertains to the study. The purpose of a literature review is to identify any gaps that exist in the literature and to place each work in the context of its contribution to understanding research problem being investigated (<http://libguides.usc.edu/writingguide/literaturereview>). This chapter presents literature on different academic workload models used in HEIs locally and globally and on issues relating to this issue. It further identifies a gap that exists in that very little has been written specifically on the issue of the administrative workload and support for academics in Universities of Technology in South Africa. This chapter also discusses the job profiles of both academics and academic secretaries of the university.

Wolf (2010:246) indicates that the institutions of higher learning (HEIs) face many challenges in their effort to manage staff activity with the aid of workload assessment and allocation systems. Academics globally have been faced with an increasingly heavy administrative workload over recent years and it is not generally clear about the nature and extent of the administration support or assistance they get from their respective departmental secretaries, nor of the extent of their own obligations to take on aspects of administrative work. Within South Africa academics in Universities of Technology have greater obligations in the field of research than was the case when these institutions were technikons, and their need for administrative assistance has therefore increased as their academic obligations have widened.

2.2 ACADEMIC WORKLOAD

Concerns about staff well-being, motivation and work performance have led faculties and universities around the world to consider how they might better manage the work and distribution of the load of individual staff (Vardi, 2009:500). Monash University's

website (2009) defines academic workload as a combination of self-directed and assigned tasks. It further states that the assigned proportion of an academic staff member comprises, for example, teaching and preparation for teaching, assessment, supervision and the necessary administrative duties associated with teaching and research. Biter (2007:24) defines academic workload as the full range of work commitment of an academic staff member in an academic unit at an institute of higher learning. He further explains that an academic workload might be perceived to be fair by an academic staff member if it is accordance with what could be reasonably expected from him or her in the course of an academic year. MEXT (2009:2) claims that the growing workload of academic staff may be detrimental to the quality of student instruction as well as the research output or productivity delivered. Houston, Mayer and Paewai (2006:17) point out that university academic staff members do complex work in an increasingly demanding environment. They add that traditionally, universities have defined the role of academic staff according to the three domains of teaching, research, and community service, with primary emphasis placed upon the teaching and research aspects. However academics now have less time for their students because of significant increases in administrative workloads, according to a survey of new universities and higher education colleges (Dobele, Rundle-Thiele and Kopanidis, 2011:1) and these authors show that Higher Education now wants to focus increasingly on research and excellence in teaching and learning and that will have workload implications for academic staff.

Several years ago Ruth (2001:203-204) indicated that universities were concerned with distributing teaching workload and tried to establish what contributed to that workload. Ruth identified the following factors that need to be taken into account when assessing the workload of a course:

- *Number of students;*
- *Number of lectures;*
- *Preparation time for lectures (ratio);*
- *Number of tests, setting and marking of examinations;*
- *Administration: minutes per student;*
- *Consultation: minutes per student; and*
- *Level of the course, affecting consultation time and administration.*

More recently a study conducted by Al Hinai and Bajracharya (2014:19) indicates that most academic staff members are still not satisfied with the time they spend on administration. Houston, Mayer, and Paewai (2006:17) find that university academic staff do complex work in an increasingly demanding environment. Shah, Jaffari, Aziz, Ejaz, Ul-Haq and Raza (2011:256) indicate further that in today's working world every employee, including academics, appears to be exposed to a workload problem and each individual is under a range of stress variables, both at work and in their personal lives, which can ultimately affect both their health and their work performance. Hence, workload and stress issues are rising day-by-day, which increases the need for ongoing research aimed at finding ways to help resolve these issues.

2.3 ACADEMIC WORKLOAD MODELS

Boyd (2014:315) shows that universities, nationally and internationally, have used workload models to assist in the achievement of fair, transparent, safe, healthy and equitable workloads for academics. He also finds that the model must be adaptable if it is to cater for a wide variety of different academic activities. A workload model seeks to identify the different activities that are being performed by the academic staff and allocates agreed time budgets to each one. This allows academics, their departments, and their institutions to construct a clear and broad picture of who is doing what and how much time they are dedicating to it (Perks, 2013:1). Tight (2009:2) believes that it is not that workload as such is increasing but rather that the academic work and administrative work balance of the average academics' workload has changed in an undesirable way.

According to Cargill and Nicholls (2008:1901) Work Allocation Models (WAMs) have played a major role in the field of academic employment by facilitating the distribution of the various activities and tasks that academics must do as a part of their job in a reasonable and transparent way. Cargill and Nicholls (2008:1901) added that WAMs have been used in universities in conjunction with other change management tools specifically to assist in the increase of research output and they see WAMS as a useful tool for enhancing research quality and output.

It is a shared concern for the university community that the growing workload of academic staff may be detrimental to the quality of student instruction as well as research productivity delivered (MEXT, 2009:2). According to the Australian Catholic University's report (2013:5) an academic workload framework provides clarity to academic work and academic availability and it aligns academic work and availability to the strategic priorities of the University. The Framework involves the academic workload activities of teaching and learning, research and scholarship, University service and administration, and professional activities and at the same time is able to take into account the changing nature of academic work.

Cawood, Yilmaz, Musingwini and Reznichenko (2008:154) claim that having a workload model can reduce emotional and subjective workload claims by members of staff as it provides guidance to staff on standard hours to be spent on different tasks and how much productive time is understood to be required to achieve desired performance criteria. Furthermore, the model can be useful to Heads of Departments (HoDs) for allocating equitable workloads, for instance for providing for team-teaching of certain subjects, and to ensure equity and flexibility, and also for successful planning of staff development taking account of capacity shortcomings.

Ewing (2012:1) recommends the following basic principles to consider in order to develop a Workload Academic Model:

- Teaching load or allocation should not be made on the basis of academic level or seniority, but rather, on the basis of *relative* research output within cohorts;
- Research output should probably include publications (with a strong quality bias), completions and external income;
- Teaching load should be calculated by hours per week and/or units taught (the universal metrics), adjusted perhaps for large classes; and
- Service load should be broadly spread across *all* staff and allocated on the basis of academic level but excluded from the workload model (for simplicity's sake).

2.4 ACADEMIC WORKLOAD MANAGEMENT

Zilli and Trunk-Sirca (2009:180) define academic workload management as a discipline which specializes in allocation of work to faculty members and in providing compensation for work done by faculty members. They acknowledge that managing workload of faculty staff has always been a difficult task. Kenny (2008:6) points to the fact that there is some managerial hesitance towards engaging in the process of truly quantifying what academics do and he argues that this will finally expose the extent of goodwill associated with academic work as it would provide hard evidence that many academics are working significantly over what might be considered a fair and reasonable workload. On the other hand Wolf (2010:246) warns that the staff who are subject to workload management may experience a complex system of incentives and constraints which many find restrictive, such as the requirement to teach a minimum number of courses while conducting research in the remaining time, or financial rewards for research achievements.

2.5 IMPLEMENTATION OF WORKLOAD MODELS

Kordzadze (2013:112) considers that the challenge which the higher education institutions face is to develop and implement a structure for distributing the workload of academic staff which will provide ways of implementing the mission and aims of the institution. A report compiled by Barrett and Barrett (2009:3) suggests that academic staff members and unions should actively engage in the development and implementation of academic workload model to ensure that there is equity and yet that flexibility is also considered. The results of the study conducted by Crespo and Bertrand (2013:3) indicate that average weekly hours covered by academics should be 56.97 hours of which 44.1 % is devoted to teaching/learning, 35.2 % to research, 5.8 % administrative tasks and 14.8 % to service. It is worth noting that the amount of time allocated to administrative duties is very little as compared to other tasks but also that the working hours are very long. This study specifies that it is concerned with 'a research intensive university'. At present both DUT and the University of South Wales have approximately 37 hours per week as the normal hours to be covered by academics. Clearly therefore, the number of hours allocated to academics per week differs per university as universities have different policies and priorities.

2.6 THE ROLE/RESPONSIBILITIES OF ADMINISTRATIVE STAFF

Kauppinen (2012), Shin and Kehn (2013) argue that a world class academic reputation is not achieved by higher education institutions through their academic staff alone, but is the result of collective efforts in which administrative staff play a significant role. According to Jung and Shin (2015:881-882) the role of administrative staff members in institutions of higher learning has become crucial for global competitiveness and the scope of their responsibility is widening beyond simple office work. For example, the assistance they now provide for academic staff regarding research, teaching, community outreach and administrative duties has widened considerably.

The scope of secretarial duties at DUT. According to the document obtained from DUT's Human Resources (Personnel) Department, academic secretaries should 'provide a general secretarial and administrative service to the Head of the Department and staff *as directed by the HOD* (emphasis added) specifically with regards to the following:

Secretarial Duties, for example:

- Should take, compile and distribute minutes of meetings;
- Types correspondence, reports, examination papers, etc;
- Handles and distributes, correspondence and internal mail;
- Sets up and maintains effective filing and record-keeping systems;
- Administers the HOD's appointments diary;
- Telephonic support (messages/queries);
- Organises meetings, and;
- Organises travel/accommodation arrangements.

Administrative support, for example:

- Monitors and orders stationery supplies;
- Controls/regulates the circulation of books and periodicals;
- Ensures exams papers are submitted on time;
- Checks exam control sheets for borderline cases;
- Maintains up-to-date staff timetables;
- Coordinates salary claims of Part-time lecturing staff;
- Helps with student registration formalities, e.g. screening student results;

- Oversees maintenance of office equipment;
- Liaises with non-academic internal departments as required; and
- Helps coordinate experiential visits of students involved in experiential programmes.

Reception, for example:

- Staffs departmental/programme enquiry counter to assist with and/or redirect student queries; and
- Receives and welcomes guests and visitors.

Records, for example:

- Maintains accurate and up-to-date students records;
- Maintains test and examination master files;
- Processes all diploma applications prior to submission to faculty office;
- Organises distribution of logbooks to students involved in experiential learning programmes; and
- *Any other duties as assigned to by the line manager (emphasis added)*'

The above job description lays out the range of responsibilities that the academic secretaries may be required to do in support of academics as regards purely administrative tasks. It is important to note that these guidelines also indicate that academic secretaries should only get instructions from their line managers – that is, from their Heads of Department (HODs). This implies that academic staff should not independently require administrative assistance from the academic secretaries unless within the guidelines specified.

2.7 THE ROLE OF THE ACADEMIC STAFF

The role of the academics is very wide at any institution of higher learning; it is not just about teaching. Pienaar and Bester (2008:32) point out that, as well as the academic profession being obviously the core of the operation of the university, it is also important to consider the *quality* of these staff members as without well qualified and committed academic staff, no academic institution can ensure sustainability and quality over the long term.

Currently higher education institutions are employing a diverse set of academic staff from a wide variety of backgrounds, and a better understanding of these scholars and their work roles is extremely important for effective teaching, learning, and institutional management (Webber and Yang, 2014). Peretomode (1991, in Ekanem, 2012:42) explains that the academic staff members of universities are expected to provide knowledge, diverse skills and opportunities to students as well as ensuring optimum performance in academic research and scholarly activities. However, in recent years stakeholders have complained that the performance of academic staff may be declining and that staff are no longer as dedicated and devoted to their work as they used to be (Shaheen, Sajid and Batool, 2013:106). This also has implications for workload allocation.

Kenny, Fluck and Jetson (2012:50) point to the wide range of expectations of the academic role including not only teaching and research, but also engagement with students, local communities and professional bodies and leadership within the university. Selesho and Naile (2014:295) state that in order for academic staff to focus on these obligations effectively, the universities need adequate administrative staff suitably qualified and motivated to work effectively.

Shabeen, Sajid and Batool (2013:105) state that the academic teaching role cannot be ignored in enabling the prosperity and developmental progress of a nation and that competent and knowledgeable academics are considered to be the most important strength of any educational institution. They add that university teaching is currently becoming a very scarce profession while teachers have a great role to play in their students' intellectual, personal and social development, thereby influencing the whole nation's development. Teaching has to be seen as an exciting task to be carried out with a high level of dedication if academic staff are to be considered as capable of performing a given workload well (Mustapha, 2013:120).

2.8 JOB PROFILE OF ACADEMIC STAFF AT DUT

The job profiles for academic staff members (junior lecturers, lecturers and senior lecturers) were requested from the Department of Human Resources (Personnel) of DUT as indicated in chapter one. A discussion of these job profiles is given below:

2.8.1 Teaching and learning

All academic staff members, however senior, are required to be involved in teaching as part of their academic duties to ensure that students are well equipped. They are also required to develop learning materials and to identify areas that need revision and improvement, to review module content and to ensure that the course is updated. Junior lecturers are not directly involved in developing learning material to the same extent as lecturers and senior lecturers, but they are expected to assist and to contribute to their development. Junior lecturers, therefore, do not carry teaching and learning duties which are as demanding as lecturers and senior lecturers. Their remuneration will also be lower and it can be assumed that they will have to spend longer in preparation and other academic duties with which they are not as familiar as their more senior colleagues.

2.8.2 Research

Junior lecturers are required to participate, under supervision, in research activities, whereas lecturers and senior lecturers are required to be directly involved in research activities in order to develop, contribute, produce and generate new knowledge through research outputs. A junior lecturers' job involves giving assistance in research rather than being directly involved and their research load is therefore not as heavy as more senior members of the academic staff.

2.8.3 External engagements

Junior lecturers are required to provide assistance with community engagement programs and to assist in cooperative education duties which include placement of students to gain learning experience and assessment/monitoring of students' progress in Work Integrated Learning (WIL). Lecturers and senior lecturers also participate in cooperative education related duties. Furthermore, academics are required to engage in partnerships with civil society, community outreach and non-government organisations (NGOs) and this is done to advance the departments' relevance through

contact with communities with the aim to provide development, technology transfer, exchanges and support. This is a significant aspect of Universities of Technology which is less prevalent in research led universities. This clearly also has implications for workload issues and differentiates UoTs from other HEIs.

2.8.4 Academic administration

It is noted that academic staff members (junior lecturers, lecturers, and senior lecturers) are all required to participate in and contribute to academic administration. The academic administration includes student admissions, timetabling and examinations. However, it is noted that senior lecturers perform more administrative duties than their more junior colleagues. Their additional academic administration includes:

- supervision of staff as delegated by the HOD,
- administration and management of subject, tuition, and research, and they
- may undertake projects or additional duties. For example, research coordination, quality promotion, industrial liaison and external engagements are all expected of senior lectures but not of less senior academics.

These job profiles do not allocate time requirements for specific duties per week. As a result it is not easy to measure the academic staff workload using these current job profiles. The only tool that could be used to measure their workload effectively would be an academic workload model stipulating more precisely the time that academics should spend on each of their range of duties.

2.9 COMPARISON OF WORKLOAD POLICY BETWEEN DUT, LOCAL AND INTERNATIONAL UNIVERSITIES

DUT is intending to implement a workload model that will assist in assessing, evaluating and regulating their academic staff members' daily workload, as are many other universities. A South African study conducted by Barnes (2005:4) in one of the KwaZulu Natal universities indicates that administration as defined in such a workload model should exclude administrative tasks related to teaching: for example, processing marks or writing to organisations for funding. Their administrative tasks included in the workload models should include such activities as attending faculty board meetings and university committee work that is not directly related to teaching

and research. Similarly a comprehensive document laying out the workload expected of academics in the University of South Wales (2015) (which is a UK public university comparable in various ways to DUT) suggests that preparation, assessment, marking, moderation, provision of assessment feedback, academic support and guidance all fall under teaching load for academics and should not be regarded as administrative tasks (University of South Wales, 2015). The University of Zululand (UNIZULU) in its Quality and Enhancement Project Institutional Submission document (2014:7) indicates that their previous workload policy was based on 45 hours per week for each academic staff member and included lectures, tutorials, research supervision, hours of preparation, administration and community engagement. This policy has, however, been revised as it was found to be too prescriptive and did not allow academics sufficient flexibility to adjust their working hours. At DUT the administration to be undertaken by academics according to their current job descriptions would normally be directly related to their academic role which may include such tasks as moderating scripts and setting tests and exams.

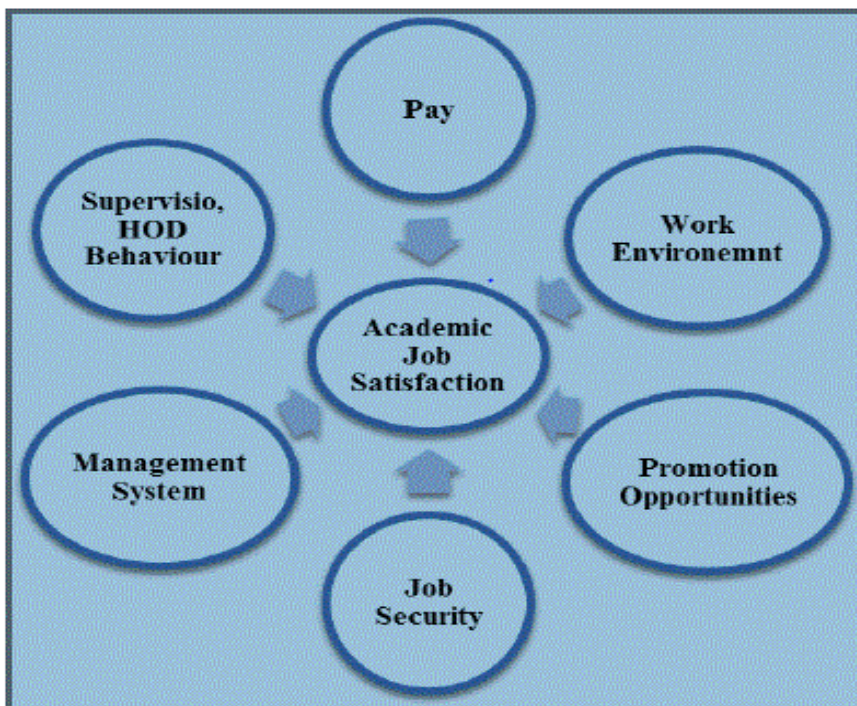
2.10 MOTIVATIONAL FACTORS

The literature shows that there are several factors that influence the motivation of staff members. Olmedo-Cifuentes, Martínez-León and Davies (2006: 150) indicate that university policies and practices, through administrative action, the reward system, organizational structure and hiring policies regarding part-time staff, will all have a significant influence on the workload which academics experience. According to Shaheen, Sajid and Batool (2013:105) ideally a motivated academic is recognised by the high level of his/her commitment, hard-work, dedication and desire to become a source of inspiration to students through his or her exemplary character. However, they also point out that there are a lot of factors that affect academics' motivation, reducing the likelihood that they will reach this high ideal, including any negative aspects of their work environment, or rewards and incentives schemes, workload stress levels and administrative policies (whether these are sensitive to academics needs or not).

2.11 ACADEMIC STAFF JOB SATISFACTION

Noordin and Jusoff (2009) describe job satisfaction as the satisfaction employees feel about the general aspects of their employment like pay, promotion, their relationship with management, the job itself and progression prospects, amongst other things. A study conducted by Al Hanai and Bajracharya (2014:14) also found that there are numerous factors that affect academic staff job satisfaction in higher education institutions similar to the factors identified above. These factors are reflected in Figure 2 below:

Figure 2.1 - Factors affecting job satisfaction for academics staff



Source: Al Hanai and Bajracharya (2014:14)

According to Al Hanai and Bajracharya (2014:14) there are many factors that can be used by university administration to enhance academic job satisfaction. Academics should experience the work environment at all times as at the least satisfactory. Clarke, Kenny and Loxley (2015:38) find that the challenges that academic staff members experience affect the creation and maintenance of a supportive working environment. Insufficient pay can be the reason for staff to leave an institution for better remunerated posts elsewhere. The relationship that their supervisors or HODs have with academics may also have a significant impact on academic job satisfaction.

In addition, management systems, job security and opportunities for promotion also need to be taken into consideration in regard to academic job satisfaction.

Machado, Soares, Brites, Ferreira and Gouveia (2011:1715), and Al Hinai and Bajracharya (2014:13-24) both emphasise that the academic staff serve as the key resource within higher education institutions and, therefore, play a leading role in achieving the objectives of the institution. Moreover, the performance of the academic staff determines much of the student success and has an impact on student learning. Therefore, motivation and satisfaction of the academic staff is crucial for academic staff performance and for the quality of higher education institutions. This job satisfaction however also requires an underpinning of sound secretarial support.

Mustapha (2013:120) sees job satisfaction as a key predictor of work behaviors such as good 'organizational citizenship', and low absenteeism and turnover. He also indicates that job satisfaction among academics is crucial because it contributes to the quality of teaching, high job commitment and therefore paves the way to achieving high academic performance amongst students. Understanding academics' job satisfaction levels can also help HEIs to find mechanisms to retain academic talents, lower absenteeism and reduce turnover rates, as well as attracting new quality employees into the academic field. Increased job satisfaction and greater employee retention helps universities to achieve adequate staff allocations (Froeschle and Sinkford, 2009:1153).

The attitude of the academic staff is strongly influenced by a working environment that should ideally be safe and healthy, offering career progression, good salary incentives and (significantly for this study) good administration support (Noordin and Jusoff, 2009:123). Also found to be important were the encouragement of team work, support from peers and, of course, the interest and challenge of the job itself. Santhapparaj and Alam (2005) point out that job satisfaction also has a clear relationship with pay, promotion prospects, working conditions, fringe benefits, support for research, absence of gender discrimination and adequate support for teaching. On the negative side Bushe, Chiwira and Chawawa (2012:87) find that being on a non-permanent contract and (again significantly for this research) excessive hours spent on

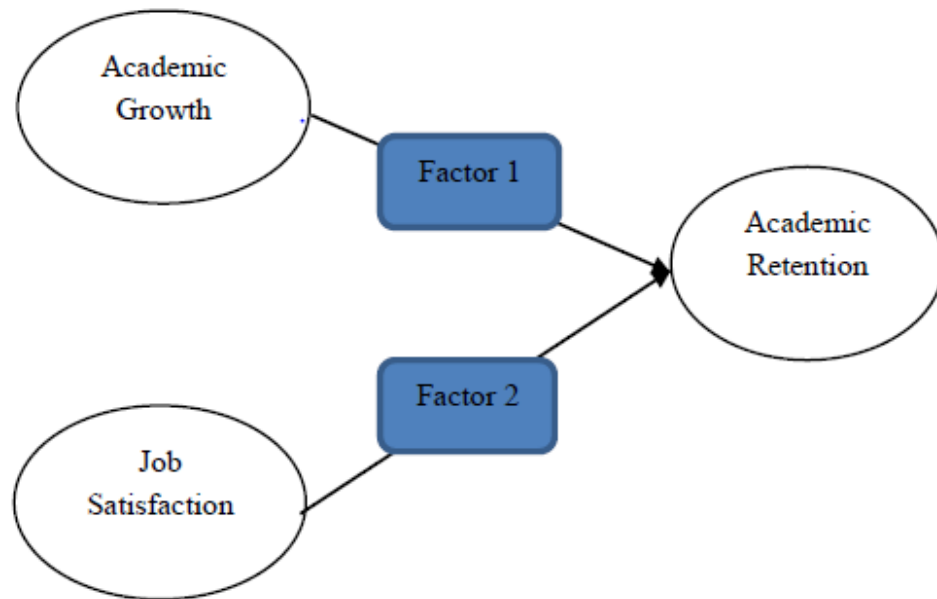
administrative tasks, are amongst the principal factors that lead to high academic staff turnover.

2.12 ACADEMIC RETENTION

Bernard (2012:279) describes academic retention as the ability of an institution not only to employ well qualified academic staff, but also to retain competent staff through the establishment of a quality of working life, a motivated staff climate, a quality work environment, overall enabling them to establish themselves as an employer of choice. Unfortunately this has proven to be difficult in many countries in recent years including South Africa, and Theron, Barkhuizen and Du Plessis (2014:2) maintain that the demand for academic staff in higher education is expected to continue to increase while the supply remains limited or is reduced. The South African situation is worsened by the so-called 'retirement swell' currently involving the loss of large numbers of experienced staff along with turnover and retention problems. They point to the fact that the means of identifying and addressing these factors remain limited.

Selesho and Naile, (2014:295) agree that most higher education institutions (HEIs) are concerned about retention of employees and that the high turnover rate of academic staff poses a major challenge which has serious repercussions for the quality, consistency, and stability of academic enterprises. Ng'ethe, Ivavo and Namusonge (2012:205) find that retaining academic staff is crucial, as this is a major factor in ensuring that universities are able to accomplish their visions and missions, and to become centres of excellence.

Figure 2.2: Model illustrative of academic retention



Source: Selesho and Naile (2014:297)

Figure 2.2 illustrates the claim made by Selesho and Naile that there are two principal factors which affect academic retention those being academic growth and job satisfaction: academic staff are much more likely to be retained if they are satisfied with their jobs and if there is a clear growth-path in terms of their careers. Job satisfaction clearly involves an equitable workload.

2.13 RELATIONSHIP BETWEEN NON-ACADEMIC AND ACADEMIC STAFF

According to Patrick, Peach, Pocknee, Webb, Fletcher and Pretto (2009) both academic and administrative staff members will have additional duties not always specified within their respective job descriptions, not only for the support of students but also for the organisations they represent. These additional duties include such activities as the coordination of Work Integrated Learning (WIL) programmes and supervision duties for academics, and preparation for advisory meetings for the department for secretaries.

McMaster finds that there is a limited literature regarding the role of non-academic staff in universities and much of what there is focuses on perceived tensions between non-academic and academic staff. For instance, the study of Mcinnis conducted in 1998 found that non-academic staff generally have a negative view of their relationship

with academics and that academic staff are often perceived as guilty of undermining or undervaluing administrative skills.

An additional issue is raised by Teferra and Altbach (2004:31) who found several years ago that non-academic staff of African educational institutions were beginning to assume a disproportionate presence in HEIs and that they were therefore beginning to be perceived by academics as taking away the resources needed for the basic functions of universities which are teaching and research. Welsh and Metcalf (2003:445-468) conclude that the disconnection between academic staff and administrative staff members reduces their opportunities or weakens their ability to work as a team or collectively. However, it has also been claimed that academics and administrative staff members in universities play an equally critical and central role in higher education in fulfilling the missions of education, research advancement and public service (Kuo, 2009:43) and Kuo's study pointed to academic staff and administrative staff members showing high levels of respect towards each other's intellectual and professional contributions.

2.14 ACADEMIC STAFF RESEARCH PRODUCTIVITY/OUTPUT

Especially since the world entered into what has been seen as 'the knowledge era', research has been increasingly recognised as a central priority for higher education (Teferra and Altbach, 2004:37). Academics are required to conduct their own research which includes publishing books and scholarly journal articles and supervising Masters and PhD students (Kuzilwa, 2012). Bates and Kaye (2014:230) also point out that increasingly a key feature of the role of academic staff relates to the demand for research output while at the same time managing the teaching and administrative tasks of the role. Kenny and Fluck (2014:2) argue that in order to ensure a good standing in the current highly competitive research environment, universities are imposing performance expectations on staff designed to increase research productivity and using the resulting research output to differentiate, sometimes unfavourably, between staff focused on research and those focused on teaching. The research role has however always been important and Martin (2007) points out that research is required to seek solutions to problems which fall within academics' fields of expertise. This knowledge can be used and applied practically to resolving existing problems in society or in industry. Martin adds that academics that undertake research

are able to achieve their academic goals, get satisfaction, and receive recognition from their peers and colleagues as well as being able to provide practical solutions to community problems.

South Africa's Department of Education expects every academic member of staff to publish at least 1.25 articles annually in the journals that are accredited by the Department and these institutions receive financial rewards for meeting this target, and are penalized if they are unable to meet it (Schulze, 2008:644). This is a special challenge for UoTs which, before they became universities, were focused very much more on practical teaching of technical subjects with very much less emphasis being placed on research. Thus, according to the Academy of Science of South Africa (2010), academics here face severe challenges in pursuing research productivity. Collaghan (2015:188) agree that a high teaching and high supervision workload may impact negatively on the research productivity of academic staff.

Understanding the factors that contribute to job satisfaction of academic staff members, particularly in a developing country like South Africa, is pivotal in order to provide the work environment for them to achieve both a high standard of teaching and to produce quality research and publications (Duong, 2014:23). Lyons and Ingersoll (2010:139) claim that teaching loads have increased to such an extent that academic staff members frequently complain that they have to do research in their own, unpaid, time.

2.15 SABBATICAL LEAVE

Sabbatical leave is a system that has been developed for the support of academics who are involved in teaching and at the same time conducting research (Wildman, 2012:1) to enable them to concentrate on their research for certain periods without interruption. Sabbatical leave also refers to research and study leave that enables academic staff members to follow an approved research programme abroad (Smith, Spronken-Smith, Stringer and Wilson, 2015:5). During this leave, academics are usually released from their teaching and administrative duties provided that necessary arrangements can be made to ensure that these functions can continue during their absence. Nyaribo (2014:139) argues that academic staff members with heavy

teaching or administration workloads find it very difficult to create time to conduct research and therefore adequate provision for sabbatical leave affects research output for the institution positively. Therefore most universities use sabbatical leave to improve the skills and qualifications for their academic staff members in teaching and in research.

2.16 CASUAL ACADEMIC STAFF

Joullie and Lama (2015:2-11) believe that the use of casual academic staff in universities and HEIs is not a new concept although it has increased in recent years. Lazarsfeld-Jensen and Morgan (2009) find that casual academics, hired to assist in teaching undergraduate students, frequently end up performing more duties than their permanent colleagues. Lazarsfeld-Jensen and Morgan further indicate that the substitution of full time academic staff members with casual academics has now become one of universities' major cost saving strategies. This is important for this study as 21 percent of the respondents were non-permanent/casual academic members of staff.

2.17 SOUTH AFRICAN HIGHER EDUCATION

The higher education institutions in South Africa as elsewhere play an important role when it comes to producing the skilled workers and professionals of the future (Bradly, Noonan, Nugent and Scales, 2008). Mapesela and Strydom (n.d) claim that South African higher education is experiencing an unprecedented number of demands for increased public accountability, responsiveness, capacity-building, efficiency and effectiveness. At the same time they point out that universities are experiencing a steady loss of academics either to better-paying universities in Africa or abroad, or to the corporate world which offers appealing salaries. The loss of senior staff and more experienced staff sets these institutions back in terms of their research output and has a marked effect on the quality of teaching. Moreover, from the South African higher education perspective, all these imperatives have major implications for attracting and retaining staff, as well as the for the development and performance management of academic staff.

The White Paper for Post-school Education and Training sees the universities as fundamental to reaching national objectives and this includes supporting the rest of the post-school system and aligning curricula and research agendas to meeting national objectives, including tackling the challenges of poverty, unemployment and inequality (White Paper, 2013:27). It adds that South Africa faces a major and complex challenge in terms of staffing its universities: it has to sustain adequate levels of academic staff, build capacity within the system, develop future generations of academics for the system, and improve quality.

Dr Blaze Nzimande, Minister of Higher Education and Training, indicated in a speech in 2009 that about 3 million South Africans between 18 and 24 years of age were not in employment, education or training. These were all recent school leavers whose needs the universities, as institutions serving the public good, should assist in meeting. This situation has recently reached crisis proportions, illustrated by the 'Fees Must Fall' campaign at the end of 2015 and the more destructive demonstrations of frustration and anger displayed at HEIs at the beginning of the 2016 academic year.

2.18 WORK INTEGRATED LEARNING (WIL) COMPONENT

Work Integrated Learning (WIL) is one of the most important components in the curricula of UoTs. A study conducted by Bates (2011:111) indicates that WIL courses involve university academic and professional staff in specific duties which are outside the scope of the traditional categories used by HEIs to define equitable workloads for academic and administrative staff. Bates further notes that a number of programs have been developed, many of these demanding additional time from academics. WIL gives students an opportunity to put theory into practice and gain practical experience in the workplace before they graduate. Kramer and Usher (2011:2) explain that WIL refers to types of student employment experiences that are usually organized by their institution, related to their field of study, and geared towards making connections between classroom learning and on-the-job experiences. Universities which prepare students for practical and professional fields find it necessary and useful to prepare students for the world of work, and to help students to gain practical experience through work based learning or service learning projects (WIL: Good Practice Guide, 2011:6). WIL however also becomes a workload issue for academics as many of them

will be required to perform WIL related duties, for example, WIL monitoring, workplace approval, WIL assessment, student placement, and meeting with employers. WIL is a three-way partnership between the student, the work place organisation, and the university which requires all parties in the relationship to undertake definite responsibilities, perform specific functions, and achieve benefits as a result of their involvement (Martin and Hughes, 2009:20).

Forbes (2006:1) states that HEIs, especially universities of technology (UoTs) which have grown from the former technikons, are involved in the cooperative education model of engaging in learning partnerships between academic institutions and stakeholders in industry and the community. Forbes further indicates that:

the challenge for higher education institutions is to ensure that WIL forms an integral part of the exit level outcomes of the qualification, and it is then mandatory on the higher education institution to ensure that the assessment and evaluation of the student's learning experience is managed and measured with the same objectivity and accreditation that applies to the theoretical component of the curriculum. This places yet a further burden on the existing workload of academics at UoTs (Forbes, 2006:1).

2.19 GENERAL EDUCATION IN HIGHER EDUCATION

The issue of curriculum renewal continues to be one of the most discussed topics in the HEIs around the world. Burn (2002:1) found that General Education has become one popular tool to address problems and encourage more appropriate teaching and learning in the higher education environment. Kelly (2010:1) sees general education as a way for students to gain general skills regardless of their areas of interest in order to be prepared for the outside world and to aspire to live a good life within it. A study conducted by Vander Schee (2011:382-387) showed that most universities and colleges in the USA where it originated, continue to include general education in the curriculum to fulfill their institutional missions. Significantly for this study, Vander Schee indicates that the introduction of general education can be enhanced when administrative support is provided to academics as they will be directly involved in the

implementation of general education. The concept of general of education is also relevant on this study as DUT is in the process of incorporating it widely into the university curriculum and, while no specific mention was made of it in the responses received, the researcher is aware of resistance to its introduction from academic staff who believe that it will contribute substantially to their workload. Therefore universities that intend to incorporate General Education into their curriculum will be advised to incorporate provision for it within their workload models.

2.20 CONCLUSION

This chapter presented a range of the relevant literature on academic workload, administrative workload, academic workload models/policies and related topics. The University of South Wales's model was referred to as an example as its current model seems to be relevant in certain respects to the requirements and intentions of the selected university. The chapter also gave a brief introduction to the South African Higher Education system as regards its current challenges and the specific challenges facing UoTs. The WIL and General Education components of current curricula were also discussed.

The following chapter provides an overview of the research methodology that was employed in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes and explains the research methodology employed in this study. The discussion will include the research design, the target population, sample size, sampling frame and data collection methods, including the types of questionnaire, the administration of the questionnaire, data analysis techniques, and reliability and validity issues. Interview schedules and interviews conducted will also be discussed.

3.2 RESEARCH DESIGN

Sekaran and Bougie (2013:95) define research design as a complete plan for connecting the conceptual research problems to the relevant empirical research and it speaks to what data is required, what methods are going to be used to collect and analyse data, and how this is going to address the researcher's research questions. Research design is about planning strategies to find things out systematically with the intention that the findings should contribute to the existing body of knowledge (Rugg and Petre, 2007:60-61).

The design involved gathering both quantitative and qualitative data and was therefore a mixed methods design. The data was gathered from senior management staff, academic staff and academic secretaries from all six faculties of the selected university. In order to solve the research problems and to collect the required data, the researcher opted to disseminate three sets of questionnaires. The first set was distributed to academic staff while the second set was distributed to academic secretaries and the last one was distributed to senior management staff. Interviews were conducted with senior management staff members who agreed to be interviewed for this research project.

It is hoped that this research will contribute to the design of an optimum workload model for the selected university and that it may have wider relevance for similar tertiary institutions in South Africa.

3.2.1 Mixed methods

Mixed methods research can be described as an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data and using distinct designs (Creswell, 2013:4). Azorin and Cameron (2010:95) state that a key feature of mixed methods research is its methodological pluralism, which results in research which provides broader perspectives than those offered by single method designs. Creswell (2006:5) concludes that its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone. In this study the use of open-ended questions afforded the respondents an opportunity to provide the information that could have been left out on the Likert scale questions and it also allowed them to voice any additional information that could contribute in this study. A better understanding of the research problems was obtainable by speaking directly to some senior academics whose overview of both their academic and their administrative staff would provide a wider view not necessarily obtainable from the participants themselves.

3.2.2 Quantitative and qualitative design aspects

Given (2008:1) states that quantitative data is any data that is in numerical form, such as statistics and percentages. Quantitative data was collected by means of questionnaires disseminated to academics, academic secretaries, deputy deans and deans. The quantitative method was chosen because its data analysis is less time consuming and allows the researcher to reach a large proportion of the population and it provides a precise and numerical data that can be easily interpreted.

Creswell (2009) defines qualitative research as an inquiry approach useful for exploring and understanding a central phenomenon. Qualitative data was gathered through open-ended questions on the questionnaires, and through interviews which involved both structured and semi-structured questions. As explained above the open-ended questions enabled the respondents to give any additional information not covered in the closed questions.

3.2.3 Special comparative and practical support aspects

The University of South Wales model (2015), the University of KwaZulu Natal (UKZN) models (2005) and the University of Zululand model (2014) were used as an illustration of contemporary workload models. The University of South Wales is a public university in the United Kingdom. Aspects of these models were used for comparison purposes and to illuminate the work that is being done by Mr Greg Parrot in developing a model for the selected university.

3.3 TARGET POPULATION

A target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions and it usually has varying characteristics. It is also known as the 'theoretical population' (Castillo, 2009:1). Sekaran and Bougie (2009) say that effective research requires the population of the study to be clearly defined to enable a representative sample size to be determined in order to be generalizable. The target population for this study comprised of 711 employees (652 academic staff, 59 academic secretaries and 6 deans). All six faculties were covered to ensure that the results were representative of the whole institution.

The information regarding the target population was requested from the university's Management Information System department.

3.4 SAMPLING

According to Sekaran and Bougie (2013:244) sampling refers to a process of choosing an appropriate number of the elements from the population to ensure that a study of the sample, and an understanding of its properties or characteristics, make it possible to generalise such properties to the population elements. They add that it is imperative that the right individuals, objects or events are selected as representatives for the entire population. In this study, the researcher felt that random sampling would be suitable to address the objectives of the study as there are a large number of academic staff whose experiences are likely to be similar and all fairly representative of the staff body as a whole and there was no need for the researcher to select specific

staff members except for the Deans and Deputy Deans – all of whom were approached to participate. This study only achieved a 25 percent response rate from the senior management questionnaire but these responses, together with the two interviews held with senior management, involved three of the six faculties thus ensuring that the data included some representative comments and opinions from senior management from half of the faculties. The response rate for academic staff was 47%, only achieved after a full year due to the difficulties experienced in getting responses. However this was deemed sufficient given the fairly large numbers involved (130 responses were received). The response rate for academic secretaries was 59%.

3.4.1 Sampling frame

Sekaran and Bougie (2013) define a sampling frame as a representation of all units or elements in the population from which the sample is drawn. They also point out that if the population is 652, a sample size of 278 should be adequate to support the research findings (Sekaran and Bougie, 2013:268). The researcher opted to use simple random sampling for selecting this sample size of academic staff. This was done through using the MS Excel by creating a random number table and the participants were selected according to each random number until the sample size for academic staff was reached. Executive deans, deputy deans and all academic secretaries were also included in this study and, as these numbers were small, all were all requested to participate. This was done because executive and deputy deans can be expected to have an informed idea of what the administrative workload of their staff is like and they are also in a position to develop and implement certain policies and rules in the university. Academic secretaries were chosen because they are required to provide support to academic staff and so were clearly a group which was central to the study.

3.5 DATA COLLECTION

Data can be obtained from both primary and secondary sources (Sekaran and Bougie, 2013:113). They describe primary data as the information obtained first-hand by the researcher on the variables of interest for the specific purpose of the study, and secondary data as information gathered from sources that already exist. In this study, the researcher opted to use both primary and secondary data in order to address the

objectives of the study. Primary data was collected by means questionnaires and structured interviews while the secondary data was collected through literary sources and relevant university documents (please see Chapter 2).

3.5.1 Questionnaire design

Leung (2001:1) points out that well-designed questionnaires should be highly structured to allow the same type of information to be collected from a large number of people and for data to be analysed quantitatively and systematically. The use of questionnaires for this study enabled the researcher to collect data efficiently across the six faculties. Sekaran and Bougie further explain that questionnaires are a familiar method of collecting data because researchers can get information fairly easily, and the questionnaires responses are easily coded. A well designed questionnaire is going to provide accurate, good quality information (Brace, 2008). The questionnaires assisted the researcher the get information from academics regarding their perceptions and experiences of the administrative workload and levels of support available and also similar information from the perspectives of the academic secretaries providing that support (that is, from two different angles). Further questionnaires allowed the researcher to obtain the perceptions of executive deans, and deputy deans – whose viewpoints as administrators and policy makers would be wider and somewhat different from the other groups.

All three sets of questionnaires had both open-ended and closed questions. Open-ended questions were included to allow participants to formulate and express their own ideas and responses. The questionnaire used a Likert-type rating scale with the following categories: strongly agree/agree/neutral/strongly disagree and disagree with numerical ratings from 1 to 5. The ‘additional comments’ space was included to allow respondents to add any information that could have been left out from the Likert scale questions.

All three questionnaires had a Letter of Information and Consent Form (see *Appendix A, B and C*). This letter contained the title of the research study, the researcher’s details, the supervisor’s details, the purpose of the study, procedures involved in completing of the questionnaire, and any risks or benefits involved for the participants. The participants were assured that they could withdraw from the study at any time and that anonymity and confidentiality would be maintained. Contact details of the

responsible persons were given in the event of participants having any problems or queries. The above information was provided to assure the participants that the appropriate ethical processes were followed in this study.

3.5.1.1 Academic staff questionnaire

The questionnaire for full time and part-time academic staff had six pages and two sections (section A and B) and included the letter of information and consent form. Section A concerning biographical details had eight questions (1.1 to 1.8) covering gender, age, race (voluntary), highest educational qualification, status of employment, faculty they belong to, lecturing experience and employment ranks. This was done for statistical purposes.

Section B had ten questions. Some of these questions were closed and some were open-ended allowing the respondents to give explanations for the answers they have provided. Space was also provided for additional comments at the end of the questionnaire (see *Appendix A*)

3.5.1.2 Senior management questionnaire

As indicated above, the senior management questionnaire was also divided into two sections involving first biographical information followed by open and closed questions (see *Appendix B*). Section B was designed to gather the perceptions of the Heads of Department, Executive Deans and Deputy Deans regarding their perceptions of the administrative workload of academics and administrative support staff in their faculties. The questionnaire had an option of additional comments at the end. It was felt that additional comments from senior staff would give a useful insight into what they believe academics experience as they are in the position to implement certain rules and policies affecting this issue. In addition, there were some questions that this questionnaire covered that were not covered in the other questionnaires. For example, the senior staff members were asked how they believed administrative workload for academics affects the service delivery for their faculties and whether they believe from an executive standpoint, that academics are given adequate administrative support (see *Appendix B*)

3.5.1.3 Academic secretaries' questionnaires

The questionnaire for academic secretaries had six pages and two sections (Section A and B). The letter of Information and Consent Form were included (see *Appendix C*). Section A had seven closed questions and that assisted the researcher in terms of getting the personal information of the respondents. As with the other questionnaires, the respondents were asked to provide the following information: gender, age, race (optional), highest educational qualification, employment status, faculties they belong to and were also asked to reveal their administrative experience. Section B had eight closed questions but most of these questions had spaces that enabled respondents to explain their answers further. The questionnaire had an option of additional comments at the end. This questionnaire allowed the respondents to state the number of academics for whom they are required to provide administrative support. Further, the secretaries were able to share the relationship they have with academics.

3.5.2 STRUCTURED AND SEMI-STRUCTURED INTERVIEWS

According to Welman, Kruger and Mitchell (2005:165) a structured interview is where an interviewer puts a collection of questions from a previously compiled questionnaire, known as an interview schedule, to a respondent face-to-face and records the latter's responses. In structured interviews, the questions should be asked of everybody in the same manner (Sekaran and Bougie, 2013:120). Semi-structured interviews are described as more open and allowing new ideas to be brought up during the interview (Woods, 2011:2). In this study, an interview schedule was prepared (see *Appendix D*) and the interviews with the deputy and executive deans were conducted following this schedule – while allowing for further comments at the end of each interview. An email request was sent to their secretaries to check whether they would be available for the interviews. The researcher attached the interview schedule together with the letter from IREC which gave permission for the research to be conducted. This gave respondents enough time to prepare for the interview. Dates and times of the interviews were then discussed between the researcher and the interviewees. The interviews were conducted over a period of two weeks starting from November 2015 – December 2015. The interviews were conducted on a one-on-one basis in the academics' offices.

The researcher requested permission to record the interviews from the participants as this was going to allow him to pay more attention during the interview. One respondent agreed to be recorded while the other respondent did not feel comfortable for the interview to be recorded. Therefore, the researcher had to listen attentively during the interview to ensure that all valid points were captured. These interviews were informative as the interviewees were able to provide fruitful recommendations and were able to voice their opinions openly with regards to the research topic. However, the researcher managed to secure only two interviews with senior management staff. The rest of the staff were not available for interviews due to their crowded schedules.

3.6 ADMINISTRATION OF THE QUESTIONNAIRE

Stewart (2009:2) explains that questionnaires differ in several ways, from how the populations are contacted, to how each instrument is administered, to the way the surveys are presented to the respondents. He adds that currently survey and questionnaire data can be collected via a traditional pencil and paper method, in personal interviews, telephone interviews, self-assessed telephone recordings, or through electronic or computer based data collection methods. Sekaran and Bougie (2010) feel that a self-administered questionnaire is an effective way to collect data when the survey is restricted to a local area.

All the three sets of questionnaires in this study were personally administered. The researcher opted to use this system due to the fact he also works at DUT and found it convenient compared to other methods. This also allowed him to encourage the respondents to complete the questionnaire.

The questionnaire together with the Letter of Information and Consent Form were personally administered to all the participants as indicated in Chapter One. The executive and deputy deans, academic staff and academic secretaries for all faculties at both centres of the University were included in the survey. The researcher requested the participants to leave the completed questionnaires with their respective departmental secretaries. In practice the researcher found it very difficult to collect the distributed questionnaires because the academic staff, deputy and executive deans were always busy and consequently it took twelve months for all the data to be collected. Eventually one hundred and thirty (130) academics participated and the

response rate was therefore 47 %. The response rate for senior staff members was made out of questionnaires (3) and interviews (2) – the response rate was 50 %. Thirty three (33) academic secretaries participated in the study and a 59% response rate was achieved.

3.7 PRETESTING THE QUESTIONNAIRE

Grimm (2010) points out that pretesting is a vital step in survey research and that it is necessary to ensure that mistakes that are associated with survey research are reduced. Grimm concludes that pretesting helps to improve the quality of data significantly. It is normally done with a small sample of respondents from the target population. Saunders, Lewis and Thornhill (2009) agree that prior to using a research questionnaire to collect data, the questionnaire should be pre-tested. The purpose of the pretesting was to refine the questionnaire so that respondents would have no problems in answering the questions and there would be no difficulty in recording the data. It also enabled the researcher to assess the questions' validity and reliability of the data that would be collected. For this study, data was collected from ten (10) respondents (five academic staff and five academic secretaries) as a questionnaire pretest. This was done before the distribution of the main questionnaire to selected respondents. The responses to this pilot were then read and analyzed. The researcher discussed the responses with his supervisor and all questions that seemed to be ambiguous or caused confusion were removed or improved. These respondents were then excluded from the main study.

3.8 ETHICAL CONSIDERATIONS

According to David and Resin (2011), there are numerous reasons why it is significant to follow ethical norms in research. These norms promote the aims of research, such as knowledge, truth, and avoidance of error. For example, prohibitions against fabricating, falsifying, or misrepresenting research data promote the truth and avoid errors. Anonymity, confidentiality and informed consent were taken into consideration in this study. Written permission to conduct the research study was obtained from the

Institutional Research Ethics Committee (IREC) at the University, the study proposal having already been approved by IREC.

Letters of Information and Consent forms (Appendix D) were attached to all three (3) questionnaires. The researcher assured the respondents that the information provided will be kept strictly anonymous and confidential. The Letter of Information introduced the title of the research study, why and how the participants should participate in the study. The researcher's and supervisor's contact details were provided in case the participants needed clarification as far as any aspect of the study was concerned. The participants in the study were informed that their participation in this was voluntary and that they had a right not participate in the study or to withdraw from it.

3.9 RELIABILITY

According to Tavakol and Dennick (2011:53) it is possible to objectively measure the reliability of an instrument and Cronbach's alpha is most widely used objective measure of reliability. They further state that the improper use of alpha can lead to situations in which either a test or scale is wrongly discarded or the test is criticized for not generating trustworthy results. The Cronbach's alpha was applied by a qualified statistician in this research.

Table 3.1: Reliability for Academic staff questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.738	8

Table 3.2: Reliability for Administrative staff questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
.712	5

3.10 VALIDITY

Validity checks whether a questionnaire is valid, that is, whether it measures what it is supposed to measure (Golatshani, 2003:599) and therefore how truthful and correctly focused the research results will be. The pilot study had already established that the kinds of data needed to answer the research questions were obtained from the questionnaire.

3.11 DATA PREPARATION

Data preparation is one of the crucial elements as far as data analysis is concerned. It involves the process of coding the data collected. After the researcher had collected all the questionnaires, the questions and responses were coded and captured using the SPSS version 23.0 by a qualified statistician, and all captured questionnaires were numbered. Qualitative responses were grouped into similar categories of response.

3.12 DATA ANALYSIS

The researcher grouped the research questions per objectives and these were categorised to show patterns and draw general conclusions from the data. According to Sekaran and Bougie (2013), the content analysis systematically assesses the symbolic contents of all forms of recorded communications, allows the researcher to analyse large amounts of textual information and systematically identify its properties such as the presence of certain words, concepts, themes or sentences. The qualitative data was analysed into broad categories using descriptive analysis. A multiple regression analysis was applied:

- The first type of analysis worked at frequencies, for example, the number of times a certain response was made.
- Variables were then screened, identifying those variables that were highly influential on the dependent variables of the study.

After the data was captured, the results were presented in the form of charts and graphs.

3.12.1 Descriptive statistical analysis

According to Adams et al (2007), descriptive statistics are used to summarise data collected and to facilitate an understanding of the information through the use of graphs and frequency analysis. Also descriptive analysis enables the identification of patterns and data distribution of the study variables through simple summaries and generally forms the basis of most quantitative studies. For this study, the closed questions of the descriptive questionnaire were used to:

- determine the perceptions of academic staff regarding their administrative workload and administrative support;
- determine the perceptions of the academic secretaries who support academics regarding their roles and functions; and
- determine the perceptions of the Heads of Departments, Executive Deans and Deputy Deans regarding administrative workload of academics and academic secretaries in their faculties.

3.12.2 Inferential statistics

According to Keller (2009), inferential statistics is a process allowing for forecasting or approximating based on the sample data of a population and it is a method that allows the inference of statistical data from the sample to the entire population. For this study, inferential techniques included the use of correlations and chi square test values, which were interpreted using the p-values.

3.13 CONCLUSION

This chapter provided an overview of the methodology that was adopted to conduct this study. Questionnaires and semi-structured interviews were employed involving recognised data collection instruments. These two instruments collected both qualitative and quantitative data. The academic staff, academic secretaries, and senior management questionnaires were personally completed by the participants. Pretesting was also conducted to take care of reliability and validity issues in the study. Ethical issues were taken into account to ensure that the research was conducted within established ethical parameters.

The following chapter presents the findings of the study.

CHAPTER FOUR

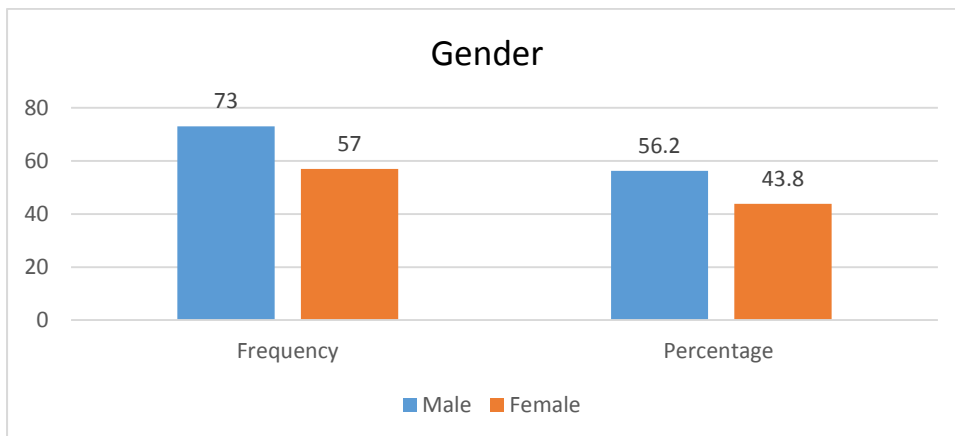
DATA ANALYSIS, RESEARCH FINDINGS AND INTERPRETATION

4.1 INTRODUCTION

This chapter provides a detailed analysis of the findings from the data and an interpretation of the results. The objectives of this study include determining the perceptions of academics with regard to their administrative workload and the support they receive from the academic secretaries at DUT, also determining the perceptions of the academic secretaries who support academics regarding their roles and functions. The data collected from the responses was analysed with SPSS version 23.0. The results are presented as descriptive statistics in the form of graphs and other figures. Inferential techniques include the use of correlations and chi square test values; which are interpreted using the p-values. The analyses of the results are presented according to each objective.

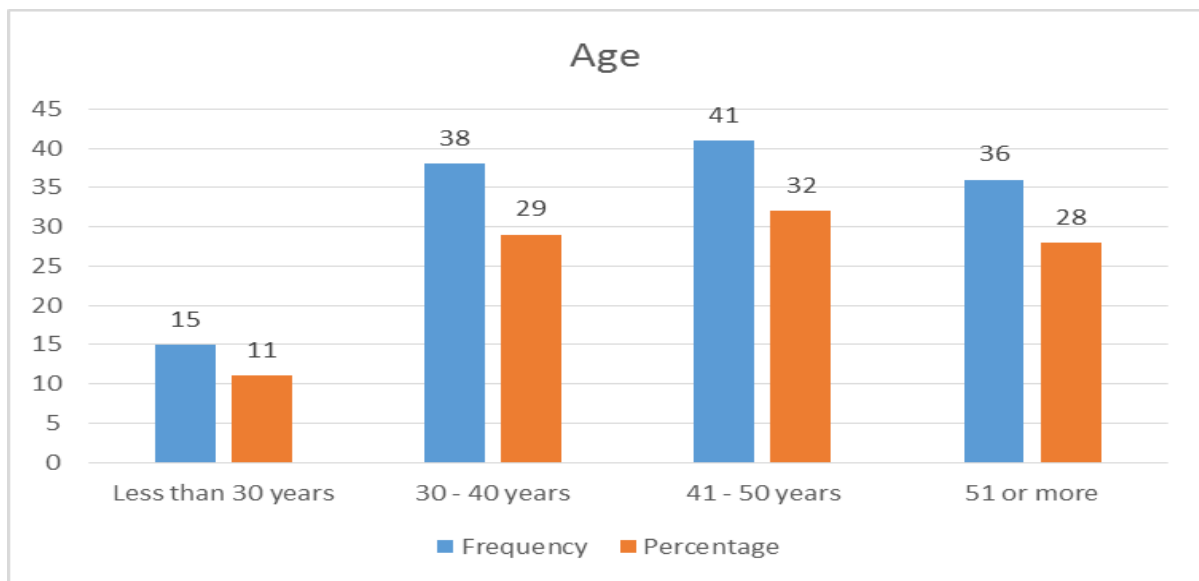
4.2. BIOGRAPHICAL ANALYSIS FOR ACADEMIC STAFF QUESTIONNAIRE

Figure 4.1 Gender of the respondents



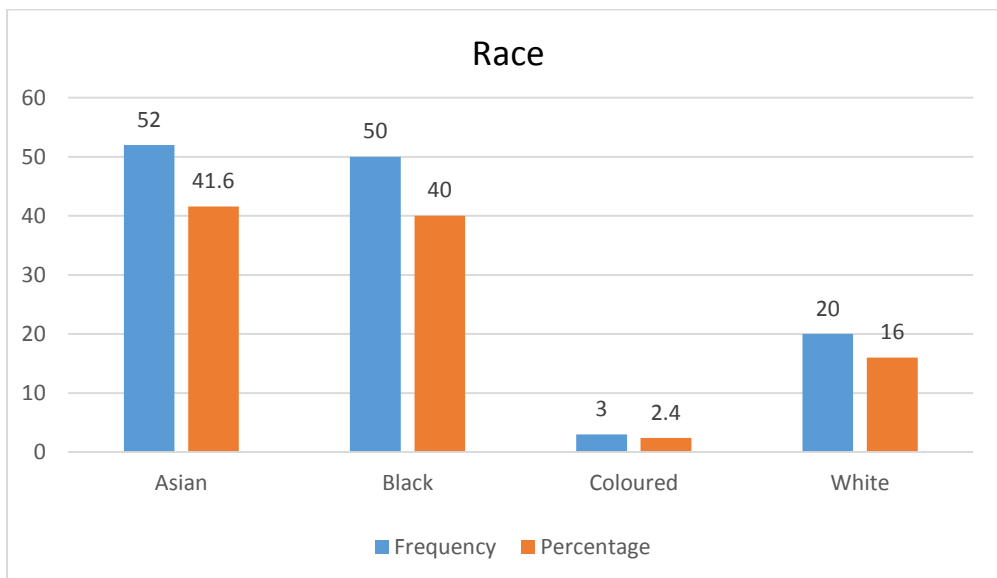
The findings of this study show that 73 (56.2 percent) of the respondents were males and 57 (43.8 percent) were females. These results indicate a reasonable balance between the genders (56% male and 43.8 % female). This is close to the gender differences amongst academic staff in the university as a whole.

Figure 4.2 Age of academics



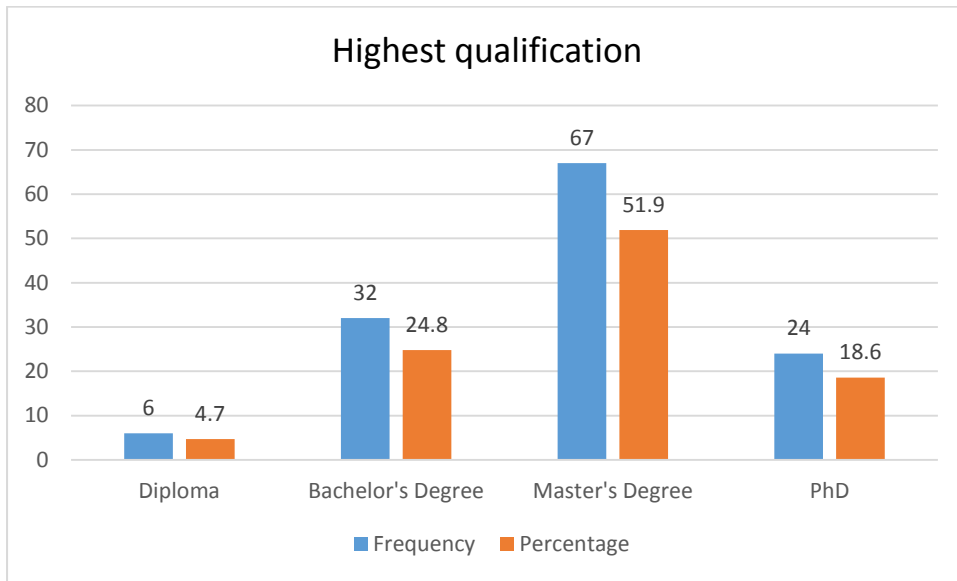
The results show that only 15 (11 percent) of the respondents were younger than 30 years, 38 (29 percent) were between 30 and 40 years of age, while the majority of the respondents were between the age of 41 and 50 years and a substantial percentage:36 (28 percent) were 51 years and older.

Figure 4.3 The racial composition of respondents



The results in figure 4.3 reflect that 52 (41.6 percent) of the respondents were Asian, 50 (40 percent) were black, while three were coloured (2.4 percent) and 20 (16 percent) were White. It is therefore noted that a majority of the respondents were Asian and black and this reflects the racial composition of the staff at the university quite closely.

Figure 4.4 Highest education levels



The results in figure 4.4 show the education level of respondents as 4.7 percent having diploma qualifications, 24.8 percent having bachelor degrees, 51.9 percent of respondents had masters degrees and 18.6 percent of respondents had doctorates. The majority of respondents (70.5 percent) therefore had at least a master's degree. Therefore the results indicate that the majority of the respondents do meet the minimum requirements of lecturing but many will require to pursue their studies further in order to obtain masters or doctoral degrees and this will have implications for workloads.

Figure 4.5 The nature of employment contracts of the respondents

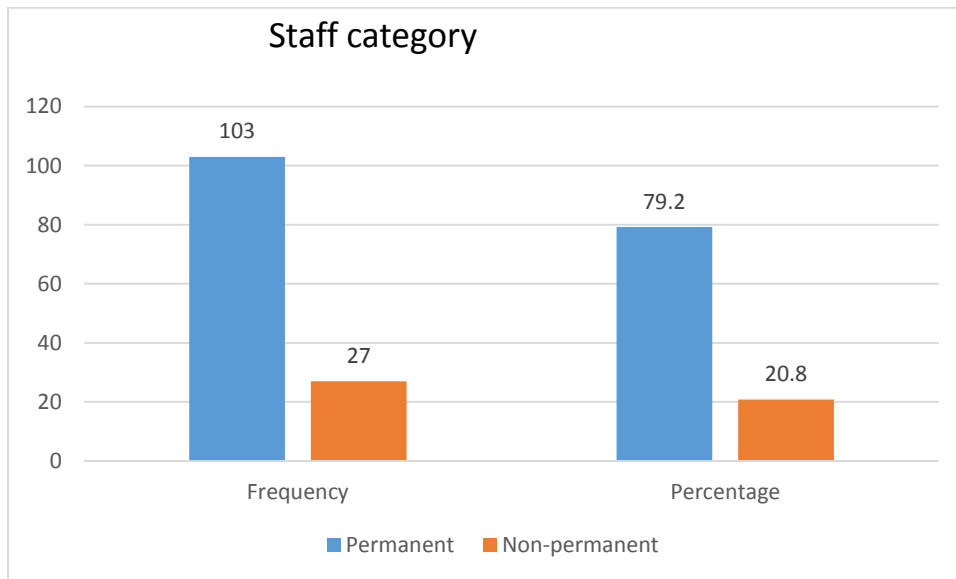
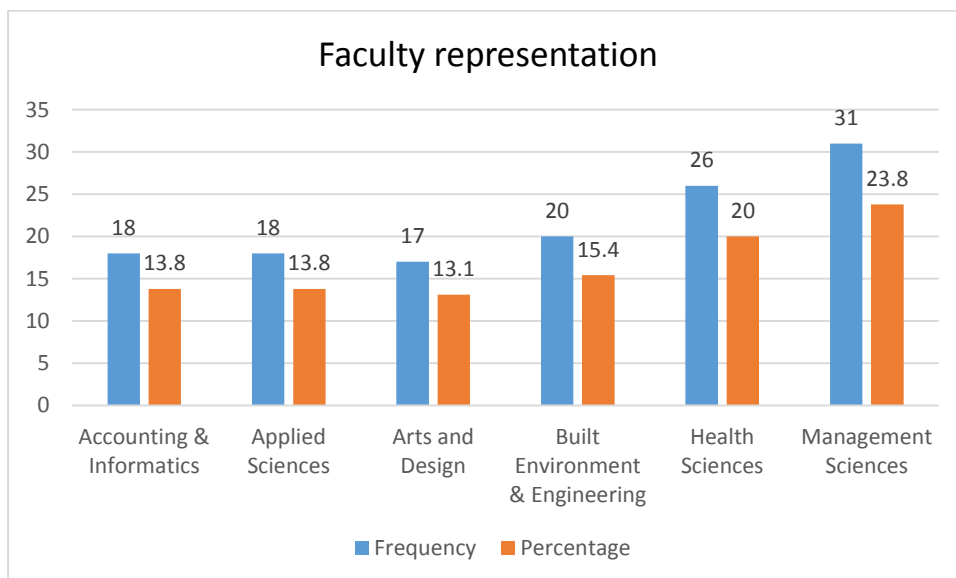


Figure 4.5 shows that close to 80 percent of the respondents were permanent staff members. However these findings do indicate that there is also a substantial proportion of non-permanent academic staff.

Figure 4.6 The distribution of the respondents by faculty



The results in figure 4.6 show that the largest proportion of the respondents were from the Faculty of Management Sciences (23.8%) followed closely by the Faculty of Health Sciences. Overall, however, the above figure illustrates that all six faculties were fairly well represented in the study.

Figure 4.7 Lecturing experience

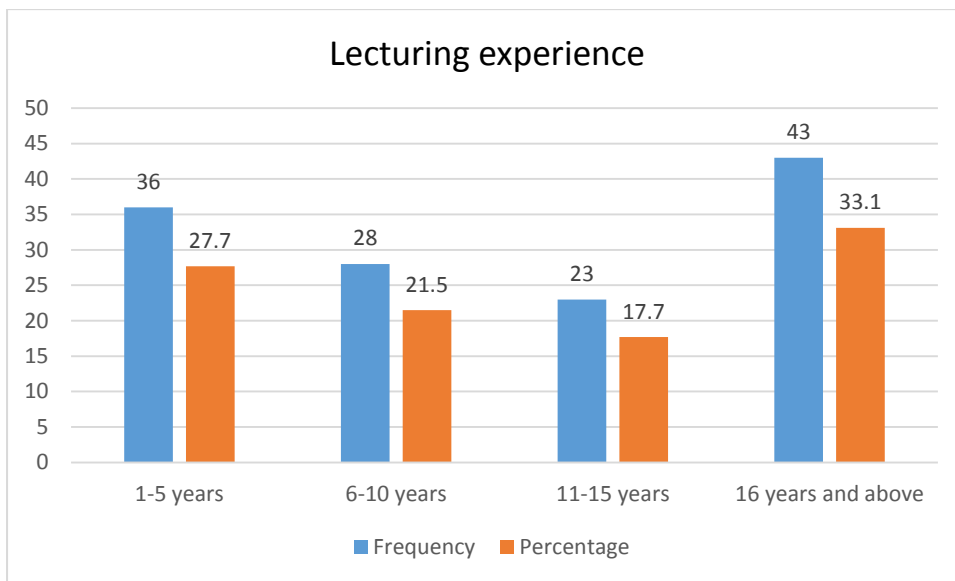


Figure 4.7 shows that the largest number of respondents had sixteen years of lecturing experience or more: 43 (33.1 percent). However it is also significant to note that the second highest response rate (36 (27.7 percent) was from those with fewer than six years of experience.

Figure 4.8 Academic Position

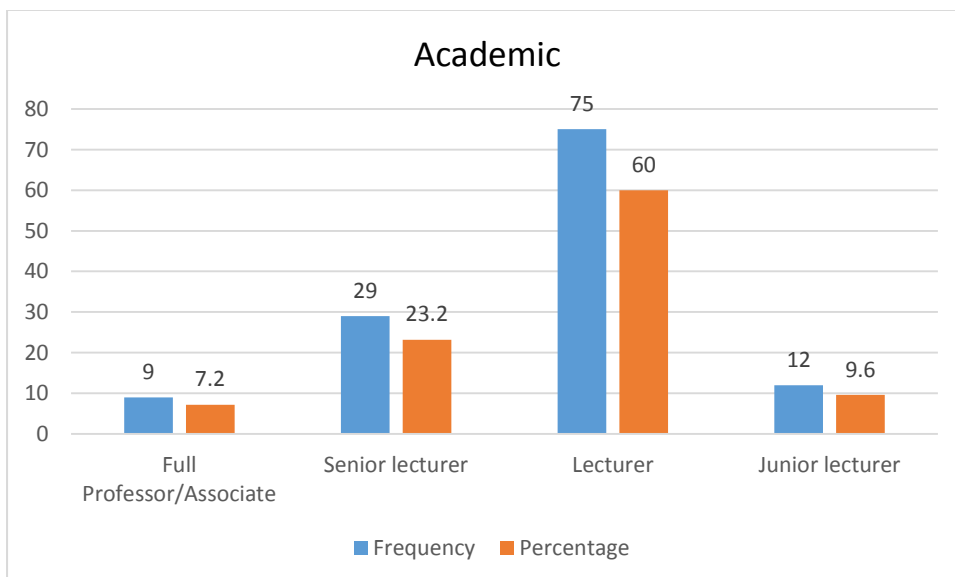


Figure 4.8 indicates that the majority 75 (60 percent) of the respondents who participated in this study were lecturers, 29 (23.2 percent) were senior lecturers, 12(9.6 percent) were in junior lecturer positions and 9 (7.2 percent) were full professors or associate professors. Thus the spread was roughly equivalent to what could be

expected indicating an appropriate spread of responses from the full population of academic staff.

4.3 SECTION ANALYSIS FOR ACADEMIC STAFF QUESTIONNAIRE

Figure 4.9 Academic staff who claim to experience a heavy administrative workload

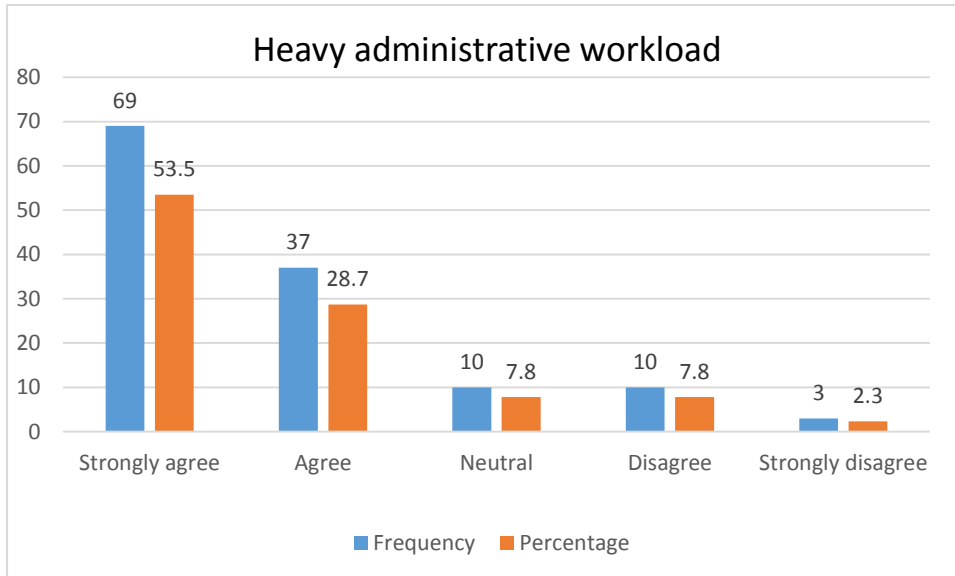


Figure 4.9 shows that a large majority of respondents (83%) either strongly agree or agree with the statement that they currently experience a heavy administrative workload. 10 (7.8 percent) remained neutral and only 10.1 percent disagreed or strongly disagreed. These findings indicate that indeed most academic staff do experience administrative workload as an important issue.

Figure 4.10 The 106 respondents who met the inclusion criteria for this question, identified the following as being important.

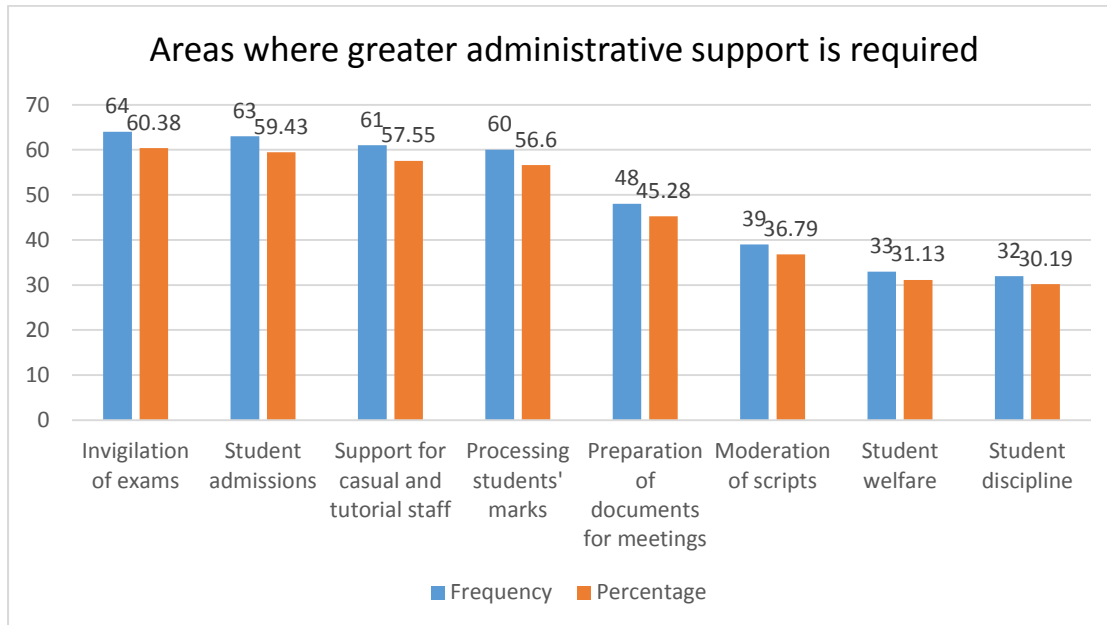


Figure 4.10 reveals that administrative assistance with invigilation of exams is the area that the largest number of respondents (over 60%) considered important, followed closely by student admissions, support for casual and tutorial staff, and processing of student marks. It is interesting that nearly 37% felt the need for assistance with the moderation of scripts, a function normally requiring specific academic input which may therefore imply a wish for additional academic assistance.

Qualitative response

This section covers the qualitative (open-ended) response sections within the questionnaires. The respondents were asked to state whether there were any additional aspects where they believed that greater support is required. Their responses are given below. (Note that these have been grouped by the researcher within specific categories of response).

Table 4.1

PURELY ADMINISTRATIVE

- All the paperwork needed for every meeting;

BROAD ACADEMIC ASPECTS

- Attend committees and development training;

- For issues which are not academic. For example, quotes for purchase maintenance requests and follow-up;
- Monitoring students and preparation of documentation for students;
- Typing course-related documents.
- Curriculum development, quality assurance and curriculum renewal;
- Invigilation of class tests for large class groups for continuous evaluation subjects;
- Lecture preparation, lecturing, setting assessments and programme review;
- Marking and setting of question papers for new staff members;
- Marking continuous assessments;
- Marking of examination scripts, quality audits.
- Extra mural activities.

ADDITIONAL STAFF REQUIRED

- Laboratory assistant.

POSTS NOT FILLED

- General everyday student queries as we have no administrator.

These responses indicate that staff are sometimes called on to undertake purely secretarial duties (for example placing orders for maintenance items and preparing the paperwork required for meetings, or answering general student queries) but also that they would like assistance with more academically focussed office tasks such as typing course-related documents. It appears that there is a felt need in some instances for additional staff to be employed or for vacant posts to be filled. It is also clear that the respondents feel that academic work which is beyond core teaching duties requires additional assistance, for example, work on programme reviews, quality audits and curriculum renewal. This has clear implications for the design of any workload model.

Figure 4.11 The perceived time expressed by academics as a percentage devoted to administration

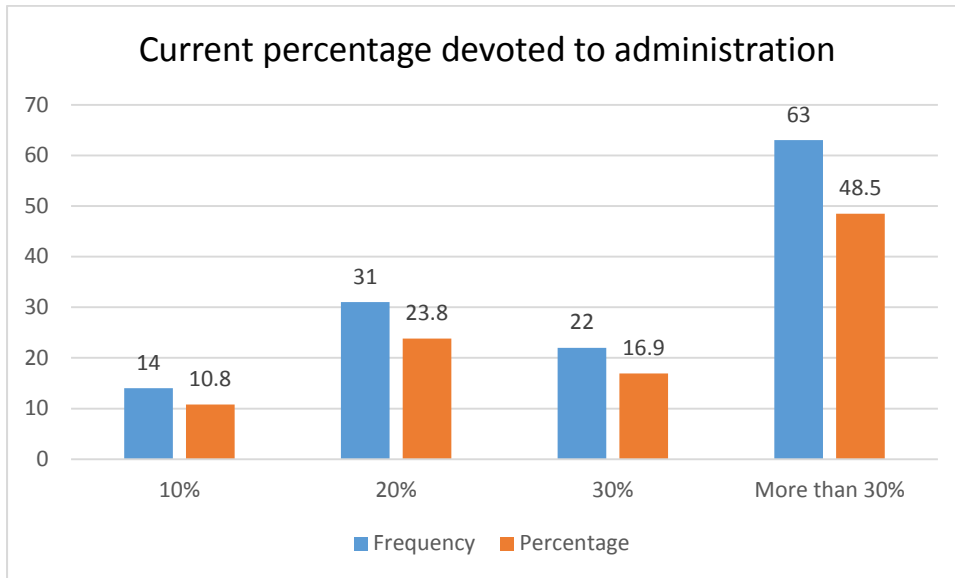
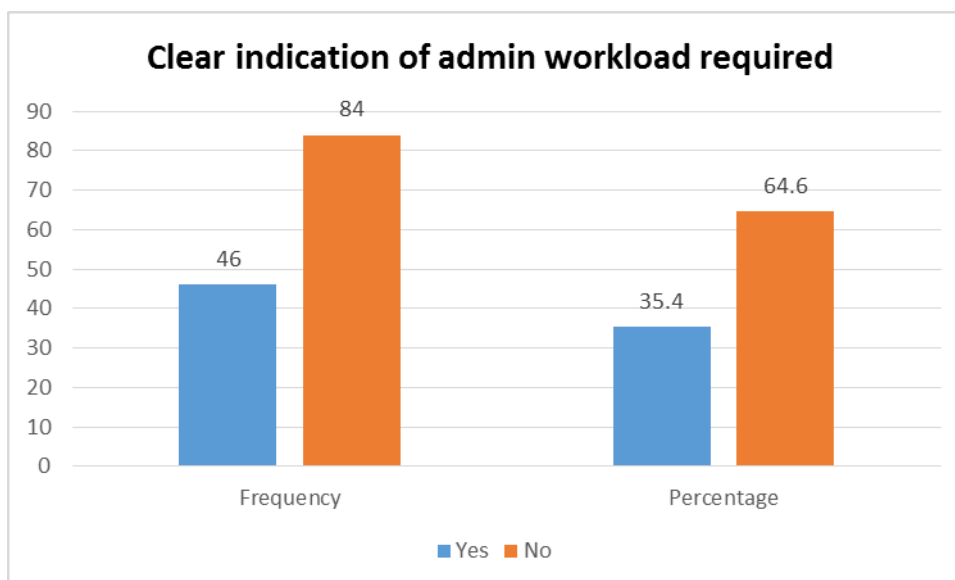


Figure 4.11 reflects that nearly half, 63 (48.8 percent), of the respondents indicated that they spend more than 30 percent of their time on administrative work. Only 10 percent were able to spend as little as 10% of their time on administrative work.

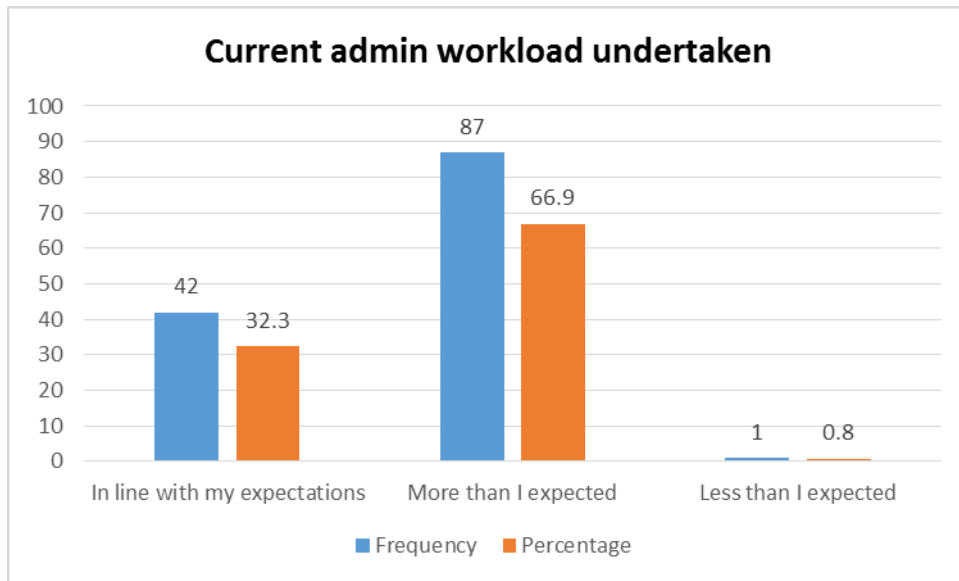
Figure 4.12 The administrative workload which I would be required to perform was made clear to me at the time of my appointment



The results in figure 4.12 illustrate that 84 (64.6 percent) of the respondents indicated that they were given no clear indication about the administrative workload they would

be required to perform at the time of their appointment while only 46 (35.4 percent) indicated that there was a clear indication of expected administrative workload.

Figure 4.13 The administrative workload I currently undertake is



The findings in figure 4.13 explain that 42 (32.3 percent) of the respondents indicated that the administrative workload they currently undertake is in line with their expectations while 87 (66.9 percent) feel that it is more than they expected and only 1 (0.8 percent) indicated that it is less than they expected.

Figure 4.14 Please state what percentage you would consider as appropriate to allow you to perform your academic duties satisfactorily:

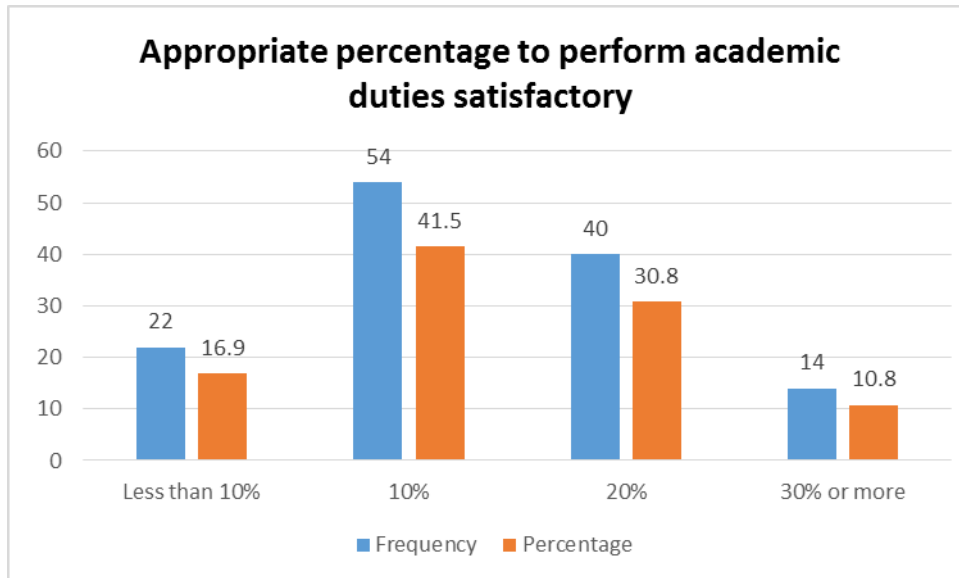
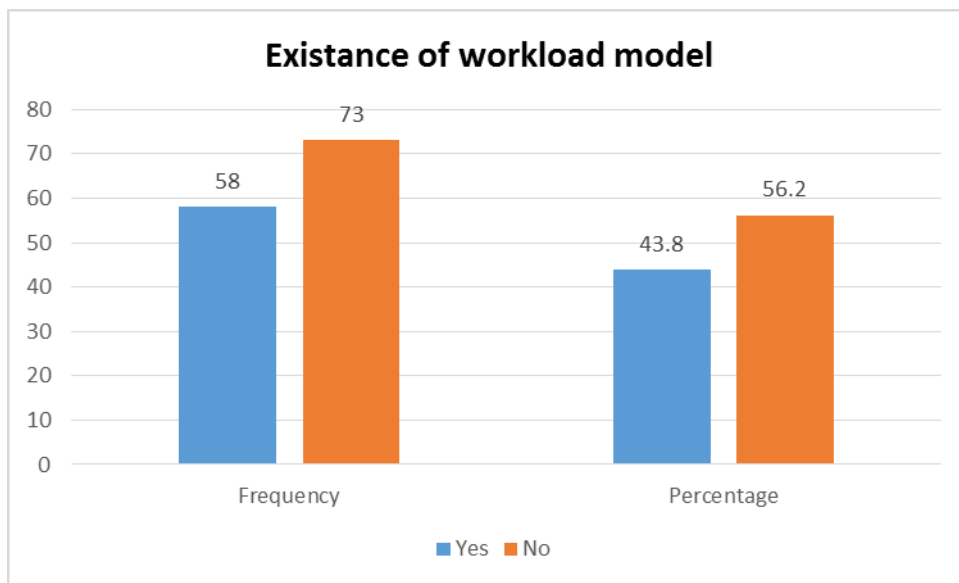


Figure 4.14 reveals that 22 (16.9 percent) of the respondents felt that they would have to spend less than 10 percent of their time on administration to allow them to perform their academic duties satisfactorily. The largest proportion, 54 (41.5 percent) felt 10 percent to be appropriate while nearly a third (30.8 percent) felt that 20 percent would be appropriate. Just over ten percent indicated that they would accept a proportion of 30 percent or more. These findings indicate that the majority of academic staff consider 10-20 percent of administrative duties as an appropriate percentage to allow them to perform their academic duties satisfactorily, while the previous figure indicates that most academics in reality spend 30% or more of their time in this way.

Table 4.15 A clear workload model exists within my department



The results given above show that a substantial number, 58 (43.8 percent) of the respondents believed that a clear workload model exists within their respective departments while 73 (56.2 percent) indicated that they were unaware of such a model existing in their departments. It is therefore noted that the percentages are quite close and that some confusion exists within the University on this point.

Figure 4.16 A workload model can help identify a fair division of work for staff members

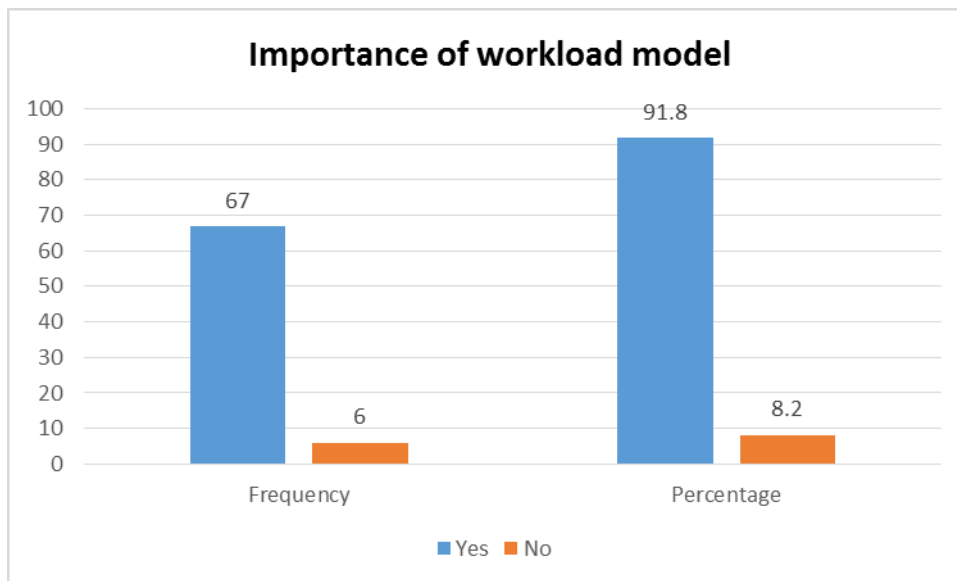


Figure 4.16 reveals that 67 (91.8 percent) of the respondents felt that the workload model would help to identify a fair division of work for all members and only 6 (8.2 percent) did not think it could help identify a fair division of work amongst the staff. These results show that the great majority of academics believe that the introduction of a workload model would assist in ensuring that there is fair division of work for all staff members.

Qualitative responses:

Those respondents who had indicated that an introduction of a workload model could help to identify a fair division of work for all staff members were asked to explain how they believed that this would help. Their responses are given below. (Note that these have been grouped by the researcher within specific categories of response).

Table 4.2

EQUITY (FAIRNESS)

- The staff should have an equitable and fair workload so as to allow staff members to have more academic work;

TRANSPARENCY

- A schedule of what is expected of lecturers should be provided to lecturers before appointment. Clear divisions between academic and administrative work should be

- At present within the department the workload is not fairly distributed;
- By making sure that no staff member are over worked or given an unfair workload. That they will be no discrimination in distribution;
- If a workload model exists, every staff member would know their roles and responsibilities and be able to cater for additional tasks;
- It will help with time management and planning;
- One staff member cannot be expected to handle over 300 scripts alone;
- Our department is understaffed and workload to individual lecturer is therefore much higher;
- Some staff members have a much greater workload than others;
- Such a model would hopefully diminish the current perception of unfairness where some staff members appear to be doing more than others;
- To make the workload fair and equitable, a formula needs to be revised;
- We need to have a structure and an understanding of each other's workloads;
- Work Integrated Learning should be allocated equitably;
- Workload is inequitable. I supervise 3x times the number of postgraduates but shown and where the academic responsibility ends and admin responsibility begins;
- I have noticed that there are discrepancies with regards to workload, for example, between LP and TIP therefore, such a workload model could strike the balance;
- Evidence will be available to show even workload;
- The university's workload needs to be benchmarked against other UoTs;
- The workload model is clear 30% admin (roughly) and the rest on academic related work, however in practice the admin demands placed on academic staff exceed this.

have the same lecture load and administrative load.

POWER DYNAMICS and individual CONCERNS

- As long as it has input from academics themselves;
- Recommend 50:50 distribution administrative: academic lecturing;
- The university should have a senate approved workload policy;
- Regarding contract staff, they lack clarity on stipulated work hours, yet the workload is equivalent to that of permanent staff;
- To take into account duties other than teaching such as research, supervision, curriculum renewal, community engagement, material development, attendance of meetings;
- Various factors need to be taken into account: student numbers, types of assessments, lab sizes;
- An effective workload model should focus on the core business of academia and the purpose should be to enhance academic efficiency;
- Workload policy needs to be urgently instituted currently in the faculty of Health Sciences supervision of postgraduate students is not considered as part of workload.

DRAWBACKS

- Difficult when only some academics are researchers and supervisors which further increases the administrative duties;
- It is difficult to compare theory lecture load with practical work load;
- The workload depends on the number of subjects being taught, the number of students, the time spent on the assessments etc. These are different for different subjects;
- We have tried to work on it before but it polarises staff with each other trying to outdo each other and people are less than honest about what they do;
- What goes on paper and what goes on in reality are often different;
- Workload models reflect quantitative data which says very little about the quality of work.

PSYCHOLOGICAL FACTORS

- A clear workload model will mean that there is a clear understanding as to the expectations of management regarding performance and that this would lead to a decrease in stress levels;
- Secretarial staff could be more helpful.

The findings in table 4.2 indicate that the majority of the respondents were concerned about equity and transparency, for example, the issue of some staff members having a much greater workload than others. It was also clear that specific suggestions arising from the experiences of different respondents would need to be heard if they were to be satisfied with any future workload model. For example, the various factors needing to be taken into account included: student numbers, types of assessments, lab sizes and so on in order for a model to be fair and transparent. A significant number of responses indicated an awareness of the drawbacks or challenges which any workload system would entail, including the need to take into account the difference between a written model and the reality when implemented and one with adverse experiences in the past. Some responses also indicate psychological or personal issues and experiences. Overall these responses are significant as they show that an initiative like Mr Greg Parrott's will not be popular if staff are not intimately involved in the decisions taken.

The respondents were also asked to indicate any additional ideas which they felt would help to improve the workload policy of the university. The following qualitative responses were received:

Table 4.3

EQUITY (FAIRNESS)

- Knowing about deadlines in advance – this can allow the staff to prepare

TRANSPARENCY

- I believe a software package is in the pipeline and this would assist greatly. Staff who

documents if they are aware when they are due;

- A limited staff complement with minimal secretarial support creates an admin burden on staff;
- Look at area of specialisation. Look at staff complement and match specialists with appropriate workload.
 - Job profile and description need to be considered.
 - A lecturer must be told from the beginning on the kind of workload which will be provided to him or her and expected to deal with;
- Workload models need to factor all facts of academic. For example, physical contact sessions, WIL, projects, industry liaison and other responsibilities. General admin should be minimised to encourage academics to focus on strengthening academic pillars of DUT;
- Priorities to tasks should dictate a reasonably acceptable duration that can be measured against for better control. Administrative duties have increased over the years as the nature of job description has changed and student numbers have increased. Attending to admin related issues, sending emails etc. Related to supervising post-graduate students is endlessly complain about overload require a better perspective on their tasks. Staff need to be trained to utilize their time and teaching/learning practices in a manner that builds students capacity to work efficiently and more effectively;
- Workload to be planned or created using all representative of different departments and all the unions to make sure that it is fair;
- There must be flexible criteria for workload allocation. Everyone is differently equal – workload must be arranged according to an individual staff involvement;
- Needs to be more realistic and take into account exactly what academics do and not just what they are perceived to do. For example, one hour lecture time is not accurate, preparation, marking, notes, blackboard, smart boards, inadequate facilities in lecture rooms etc. No time for research or students or write articles;
- An administrative workload model that clearly outlines all tasks that need to be performed and have accurate estimates of the actual content will enable a fair and equitable allocation of administrative work;
- Is there a workload policy? It there is one, I have not seen it. Workload is not distributed equally and this needs to be done;
- Clear workload policy with specific guidelines;
- A schedule of what is expected of lecturers should be provided to lecturers before appointment. Clear division between

very time-consuming. Hence, academic workload and responsibilities have increased, necessitating more time on these, my core function;

- Class sizes must be taken into account;
- Immediate update to staff about any amendments made in workload policy. Changes to be communicated as soon as possible;

SPECIFIC SUGGESTIONS

- More academic support in terms of reduction of workload can free-up more time for research and continuous professional development. Please consider the number of students with the workload and hours allocated. For example, 400 students allocation of time is not considered as compared to a lecturer with 20 students allocated for the same time;
- You would have to come up a model that encompasses supervision, research (based on current output) and teaching and community engagement. Academics take risk/supervision, marking home because we are trying to sort out admin during working hours;
- The HODs need to have lecturing duties as a primary area of focus. This

academic and administrative work should be shown and where the academic responsibility ends and admin responsibility begins;

- Any workload delegated to staff must appear as periods in the lecturer's timetable. Also, workloads/administrative work must be shared between all staff;
- Academic staff should be assigned administrative work;

DRAWBACKS

- Such policies give no attention to the intangible aspects of one's work, nor to the additional elements which academics take on in order to provide a holistic and meaningful educational experience for students. An effective teaching and learning process, and a university committed to the development of students and knowledge, cannot be reduced to numerical data and models reflecting corporatisation;
- Policies are made by people who are out of touch with what academics do at the selected university of technology;
- Essential to maintain a simple and transparent bureaucracy. Need to examine procedures every year or two to ensure this. If a procedure is no longer useful, drop it. Maintain an ethos where support staff do support academics in their work. DUT must avoid a load of hugely complex bureaucracy

would free-up time via transfer of some duties from staff to HODs;

- Do a SWOT analysis of academic staff members and develop their strengths;
 - Research assistants should be appointed to certain departments that carry a heavy research administration load;
 - More assistance should be given in terms of support for admin work. This could be done by using undergraduate students to provide support, while they gain work experience;
 - Employment of more staff for programmes that have high enrolment figures. Your academics must be fully supported at the beginning of their careers as they join the university for them to upgrade their qualifications accordingly and therefore less administration and workload can give them time off or their studies thus speeding the process of improved academic qualifications as to meet the university's goals and expectations;
 - Staff involved in research and supervision of post-graduate students must be given time-off;
 - Most of the work should be computerized so that it would be easy to edit and make changes, if it is done by hand, it requires more time;
- and admin staff who are either unwilling or unable to implement it;
- I think there should be some flexibility as there are many variables. For example, online course require very much more work from the lecturers than face to face. Some people have postgraduate students who require a lot of attention to be successful in the regulation time. I feel the support services from admin are not effective and as academics we have to be a jack of all trades and waste time, not to mention the expense, in non-academic bureaucracy;
 - A clear workload model exists within my department on paper but not in practice;

- Research should be differentiated. Own research, departmental research Btech an Mtech, lecture load and preparation and add in time for staff development;
- Wide consultation is required when developing the model;
- More assistance when it comes to endless forms about quality assistance and curriculum development, module reports etc;
- I teach over twelve (12) classes a week. I feel that this should be rectified, I have no time to fulfil other duties. Our programme has a unique situation in that there is no administrative support for the office based at ML Sultan Campus. So most of admin is conducted by academic staff with limited support from the administrator based at Steve Biko campus;
- Moving towards e-learning is a great initiative;
- Employing more support staff to assist with duties outside lecturing;
- Should have assistant lecturers and more tutors;
- An HOD has a greater administrative workload due to the nature of the job, so my answers reflect the nature of my job. Cut down on committees which lead to too many meetings, and this

takes time from work. Employing admin assistants to assist with this high load of admin work;

- Class group sizes are to be considered per subject. A subject in which there are fewer than 30 students will require only one 2 (two) hour practical session per week. A subject in which there are 150 students will require that 5 groups of 30 students each be formed for lab sessions and as such the lecturer will have five 2 hour lab sessions per week;
- There needs to be a clear distinction as what is important and not have everybody calling for meeting etc to do what they want them to do;
- The university has identified student centeredness as a key aspect of our vision and plan. Therefore, more needs to be done to support students and track their performance. Support needs to be provided for this because it is more work but with no extra room to do it in. Perhaps more integrated academic support division for students that can assist struggling students (because student counselling and the writing centre assist to some extent but there are huge gaps). As a result staff have to encourage in much more time consulting activities to assist students.

The findings in Table 4.3 reveal that the respondents had many diverse and well formulated ideas concerning ways and means of reaching greater equity and transparency within workload issues. While these results indicate that a majority of the respondents believe that the introduction of an academic workload model could help to ensure that there is equity and transparency with regards to administrative workload, several comments revealed some scepticism about the value and potential of any such model.

4.5 ACADEMIC SECRETARIES – QUESTIONNAIRES

As stated in Chapter three, the researcher included academic secretaries in this study as the knowledge they possess will help to balance and extend the perceptions of the academics. Some respondents did not return the questionnaires as anticipated. Due to time constraints, the researcher had to capture the returned questionnaires for analysis. In total, 56 questionnaires were despatched and 33 were returned which gave a 59% response rate.

Figure 4.17 Gender

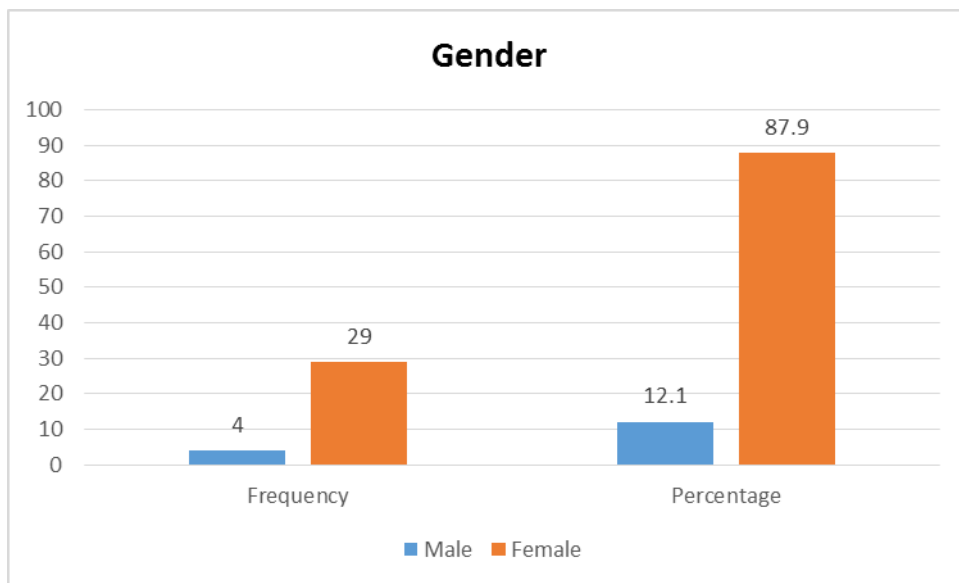
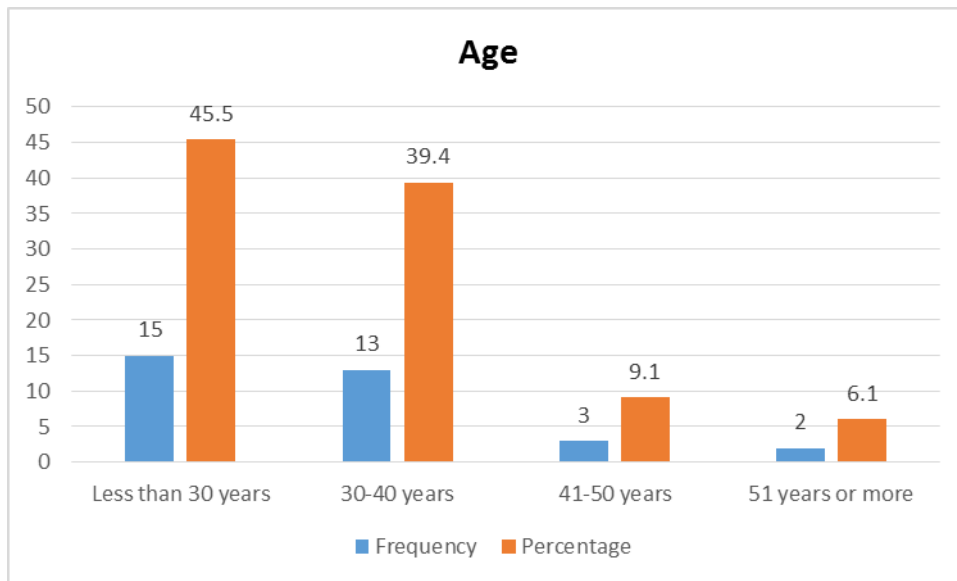


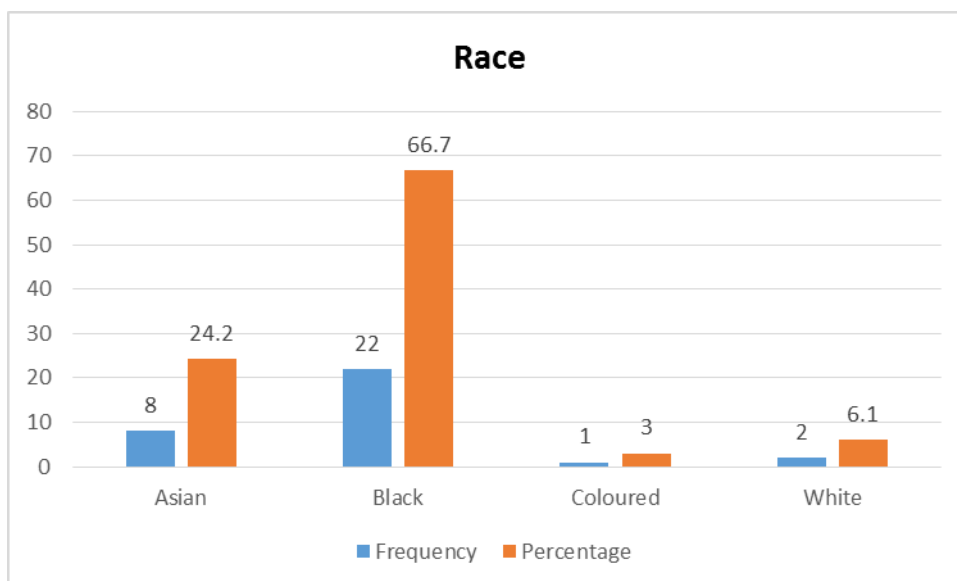
Figure 4.17 reveals that 80 percent of secretaries were female. These findings show that a gender imbalance in this field still exists, but that it is not perhaps as marked as in past decades.

Figure 4.18 Age of the respondents



The findings in figure 4.18 show that nearly half the respondents were under 30 years of age and less than 16 percent were over 40 years. These ages contrast markedly with those of the academics whose average ages were higher.

Figure 4.19 Racial composition



The findings in figure 4.19 show that close to 70 percent of the respondent were black followed by Asian (24.2 percent). This reflects the racial composition of academic secretaries at the university quite closely but contrasts with the academic respondents where the ratio is more evenly balanced between black and Asian. The secretaries reflect a closer alignment as regards the demographics of the country as a whole.

The figure 4.20 Highest educational qualifications

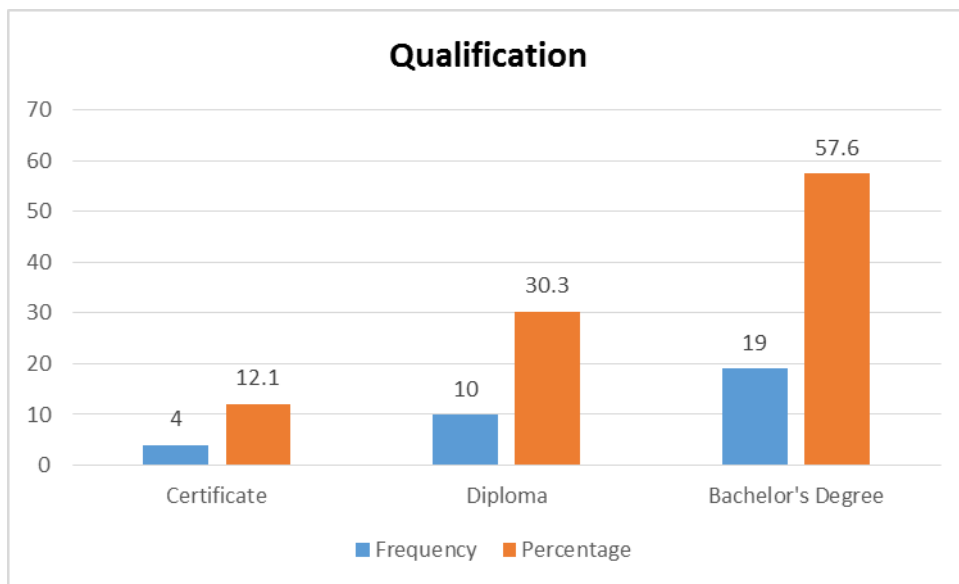
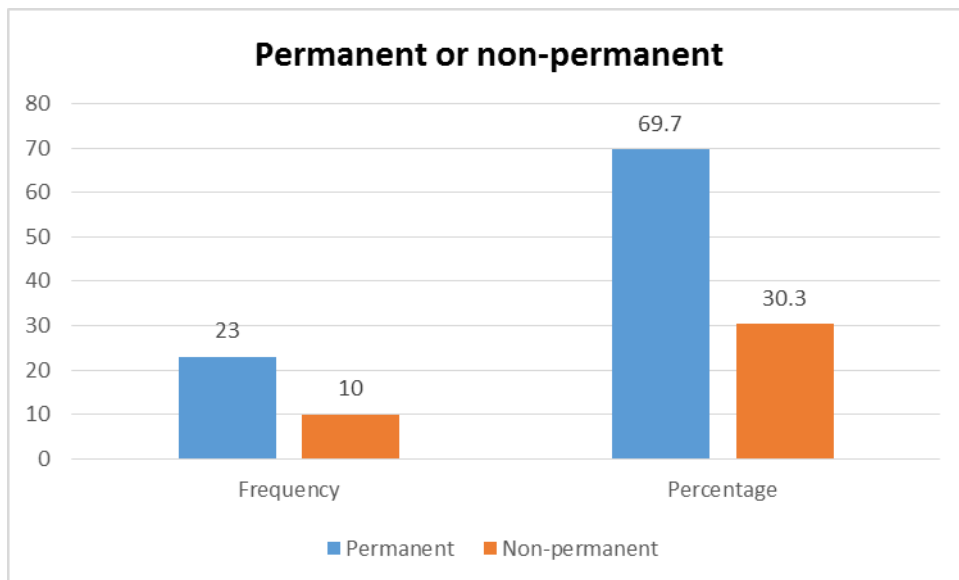


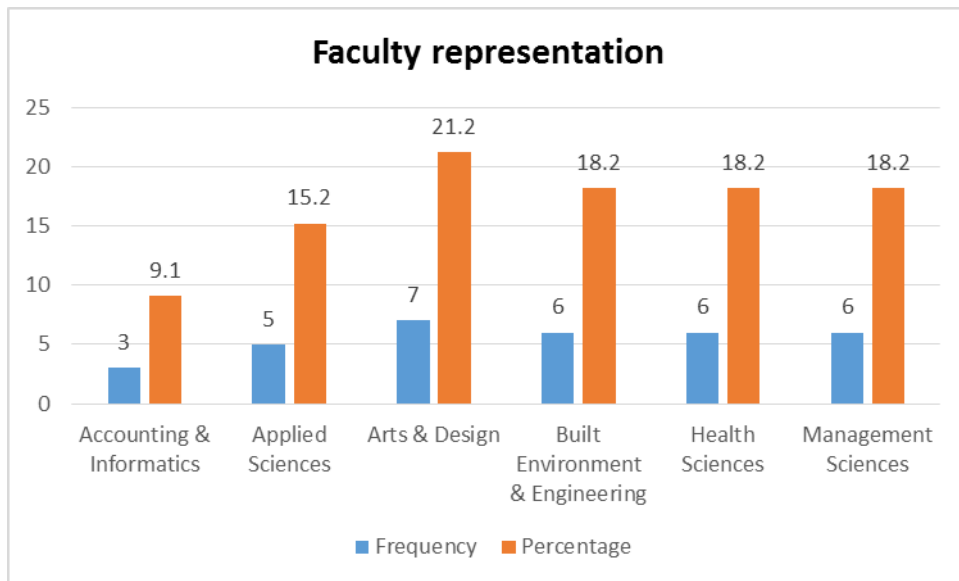
Figure 4.20 reveals that close to 60 percent of secretaries hold bachelor's degrees. They are therefore well qualified to carry out their role as academic secretaries.

Figure 4.21 Nature of employment



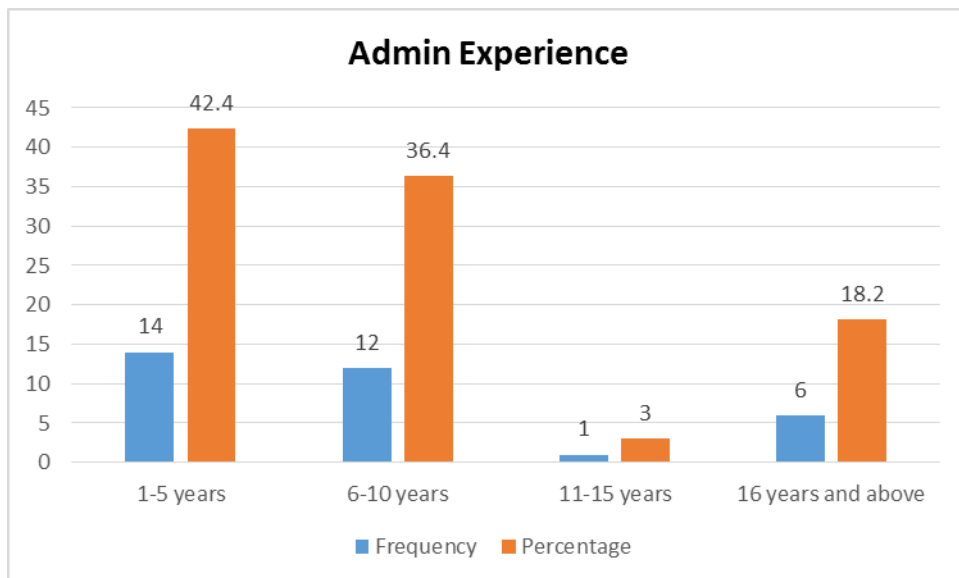
The findings in figure 4.21 show that the majority 23 (69.7 percent) of the respondents were permanent staff members but that nearly one third, 10 (30.3 percent) were employed on a part-time or fixed term basis.

Figure 4.22 Faculties' representation



The results in figure 4.22 indicate that the Faculties of Built Environment and Engineering, Health Sciences, and Management Sciences all had 18.2 percent of respondents participated in the study. The faculties were therefore evenly represented with the exception of the Faculty of Accounting and Informatics with under 10 percent of the responses received.

Figure 4.23 Administrative experience



The findings in figure 4.23 reflect that the largest number of respondents had only 1-5 years of administrative experience, closely followed by those with 6-10 years. It is significant to note that the majority of the respondents had indicated that they were

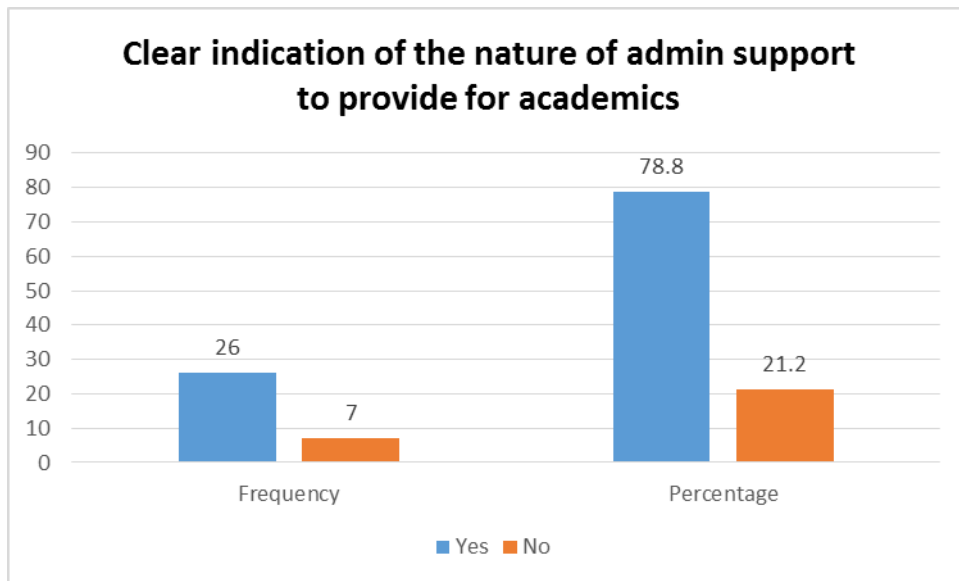
younger than 30 years of age. These would be fairly new on the system and therefore would not have a lot of administrative experience within the university setting.

Table 4.4 number of academics in the departments whom support staff are required to assist.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 10	6	18.2	18.2	18.2
11	3	9.1	9.1	27.3
12	2	6.1	6.1	33.3
13	5	15.2	15.2	48.5
14	1	3.0	3.0	51.5
17	1	3.0	3.0	54.5
20	1	3.0	3.0	57.6
30	1	3.0	3.0	60.6
4	2	6.1	6.1	66.7
47	1	3.0	3.0	69.7
5	2	6.1	6.1	75.8
6	2	6.1	6.1	81.8
7	2	6.1	6.1	87.9
8	3	9.1	9.1	97.0
9	1	3.0	3.0	100.0
Total	33	100.0	100.0	

The findings in table 4.3 show that the majority of the respondents were required to support more than ten academics in their departments. Overall this table indicates wide discrepancies between the numbers of academics supported by different secretaries. It is notable that one secretary provides support to 47 academics compared to several others who support fewer than ten. Academic secretaries clearly do not have a specified number of academics to whom they are required to provide support.

Figure 4.24 Nature of administrative support expected



The findings in figure 4.24 show that 26 (78.8 percent) of the respondents indicated that at the time of their appointment a clear explanation of the nature of administrative support to be provide for academics was given, while 7 (21.2 percent) indicated that this was not the case.

Qualitative responses:

Those respondents who indicated that there was no clear indication of the nature of administrative support which they would be expected to provide to academics were asked to explain what happened upon their appointment. The following responses were received:

Table 4.5

Frequency	Comments
1	I figured out most of the stuff myself;
1	I was never given a document listing duties;
1	Scope of work was not properly outlined as per job profile and I ended up performing duties beyond my scope of work;
1	There was no hand over;
1	There was no induction or orientation I knew my duties from the post that was advertised;
1	The indication given was that I was going to provide support to the HOD not all academics;
1	Student numbers have grown considerably.

It is noted that amongst those secretaries who felt they had not been given a clear indication about the nature of the support required, that three said they were left to find out what was expected on their own, while two indicated that they had expected a formal handover or induction which did not happen. It is also interesting that one pointed out that he/she had only expected to give support directly to the Head of Department.

Figure 4.25 Extent of the administrative workload expected

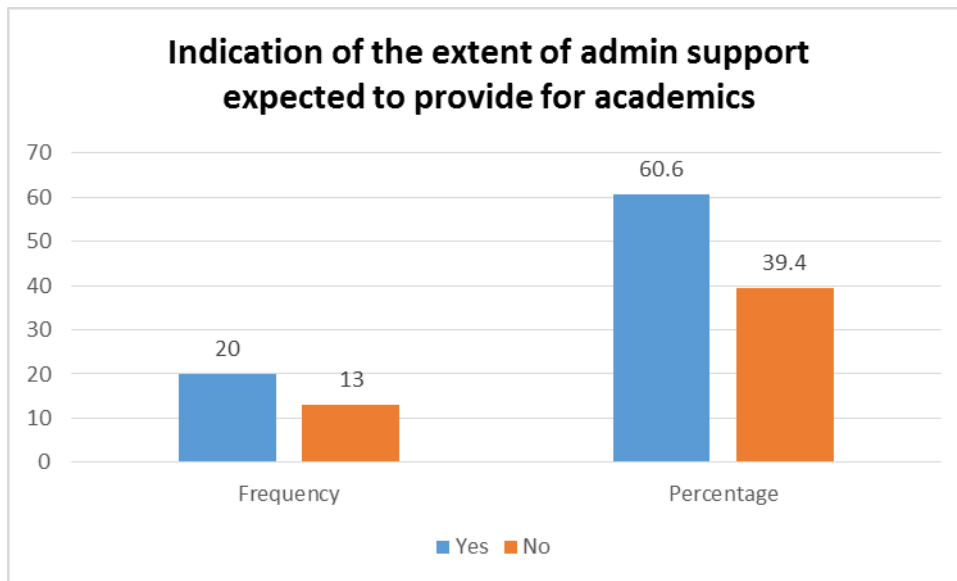


Figure 4.25 reveals that 20 (60.6 percent) of the respondents were satisfied that they were given a clear indication of the extent of administrative support they would be expected to provide for academics, while close to 40 percent (39.4 percent) indicated that there was no such clarity.

Qualitative responses:

Those respondents who indicated that no clear indication was given with regards to the extent of administrative support expected to provide for academics were requested to explain what happened during their appointment. The following responses were received:

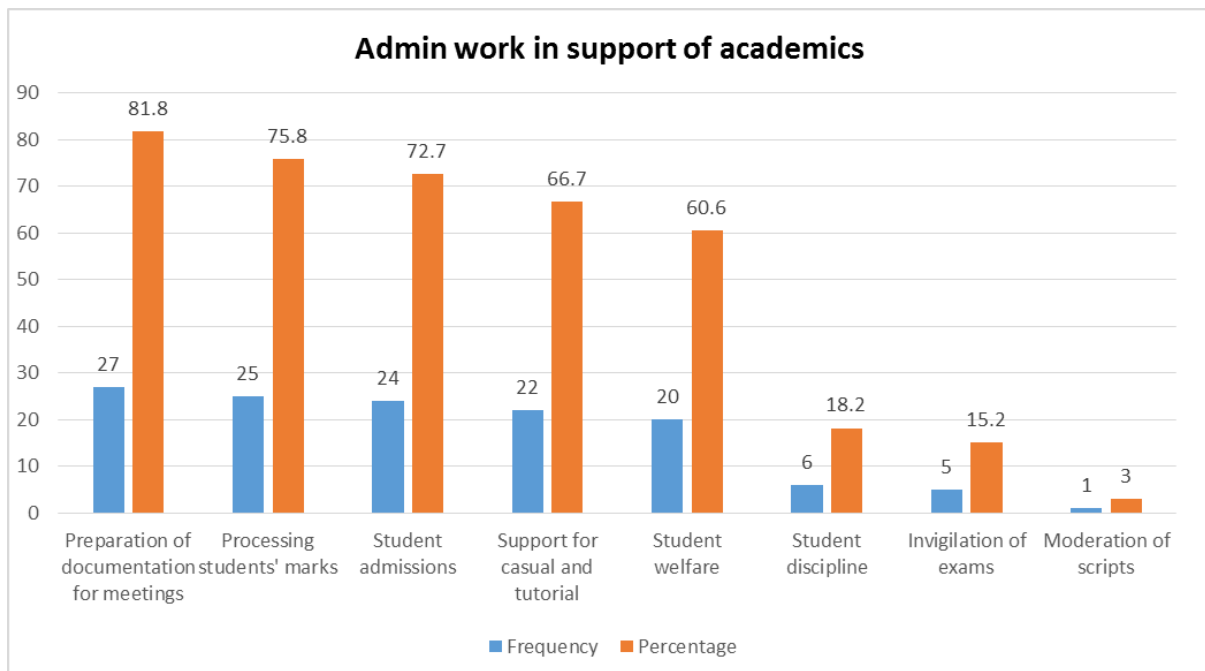
Table 4.6

Frequency	Comments
1	I do over and above my duties due to the lack of staff;
1	In my department, staff just take you for granted and just demand/tell you what to do;
1	Workload is added automatically there was no indication of it;
1	During the years, workload has increased with the number of staff;
1	Providing support to the HoD is different to providing support to all staff;
1	I was not provided with a workload document;

- 1 No handover, I had to learn myself and create my own processes;
- 1 Not all duties I perform were on the advert I applied for;
- 1 Nobody explained anything about workload when I was appointed;
- 1 As administrative support has constantly changing dynamics, my workload varies.

The findings in table 4.6 indicate that secretaries often do more than was indicated at the time of their appointment. This may be due to the fact that no proper handover procedure took place. It is also indicated that some academics ask secretaries to perform work for them without checking first with the HoD and this puts additional pressure on secretaries as well as possibly making them feel that their position is not respected.

Figure 4.26 - Respondents identified the following as being part of their administrative duties



The findings in figure 4.26 reveal that preparation of documentation for meetings is the area that the largest number of secretaries (82 percent) indicated that they provide most administrative support for academics followed by processing of students' marks,

student admissions, support for casual and tutorial staff and student welfare. It is further noted that invigilation of exams, student discipline and moderation of scripts were sometimes performed but were considered as the lowest requirement.

The respondents were also asked to indicate any additional administrative duties they are required to provide for academics. The following responses were given (listed in no particular order): advisory board meetings; events planning; audits preparation; graduation processing; assisting staff with the typing of test scripts; assistance with short courses; CAO applications; travelling arrangements; processing of requisitions; completion of various DUT documents; capturing minutes at meetings; making arrangements concerning computer labs; assisting with experiential training; sourcing quotes and ordering. This indicates the wide variety of duties that academic secretaries are currently required to perform.

Figure 4.27 - A clear workload model exists in my department.

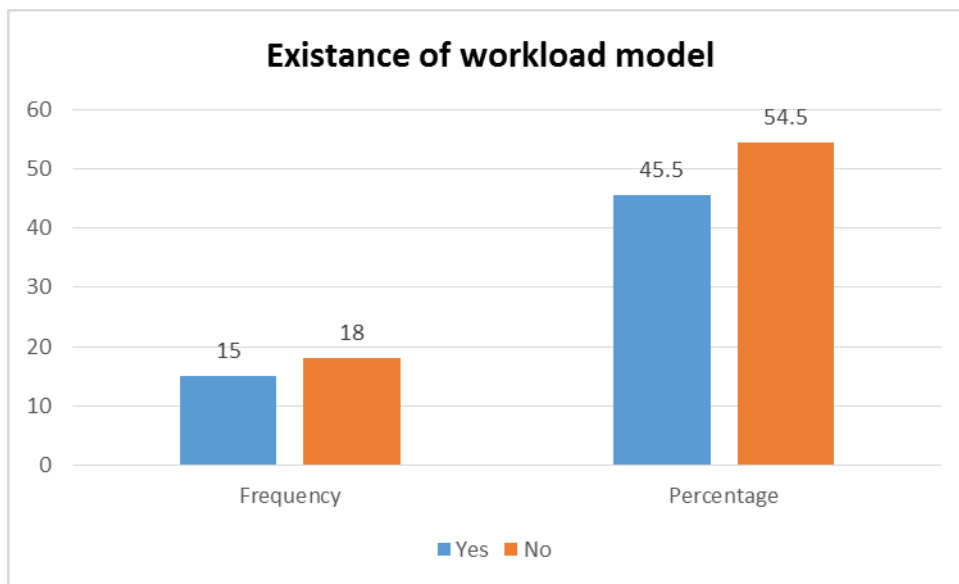


Figure 4.27 shows that 15 (45.5 percent) of the respondents indicated that there is a clear workload model in their departments while 18 (54.5 percent) indicated that there is no such model in their departments. This uncertainty mirrors the answers of the academics in this regard quite closely.

Qualitative responses

If your answer was NO to the above question, could such a workload model help to identify a fair division of work for all staff members in your opinion? The following responses were received:

Table 4.7

EQUITY (FAIRNESS)

- An additional person, such as an administrative assistant needs to be employed in addition to a workload model to balance workload between technician and secretary;
- The workload model will ensure that everyone is given a clear indication of what is expected from them;

TRANSPARENCY

- The introduction of workload model will assist all staff to know what their expectations are and it would limit confusion to say there are some staff members who do more as compared to others;
- Some academics do a lot more than other academics in the department, so the introduction of workload model will take care of them;

- Introduction of workload model would help distribute the duties among employees fairly and equally;

POWER DYNAMICS

- It will help in efficiency and minimise conflict amongst staff members as each would know exactly who does what. It will also help with accountability and information storage;
- Workload for academic staff is clearly outlined but not for administrative staff. Workload model for administrative staff will be more helpful and will make our jobs very much easier.

It is noted that most of the comments were again trying to address the issue of inequality/unfairness and what should be done in order to ensure that administrative workload is manageable. A suggestion for an additional administrative assistant to be employed was made in one case. It is noted that no specific drawbacks to a workload model were noted by the secretaries in this section of the questionnaire.

The respondents were requested to provide any additional comments with regard to workload in general. The following qualitative responses were provided:

Table 4.8 additional comments

Frequency Responses	
1	There is no workload policy available in my department.
1	The help of Work Integrated Learning (WIL) student would be greatly appreciated and assistants are needed.
1	I have nothing much to say beside that I enjoy doing my job.
1	A workload of employees should be continuously reviewed at least every quarter or yearly.

- 1 There should be more training done especially to employees who do more administrative work. Workshops should be conducted as well. In my department, they are about seven administrative employees and different duties are assigned to all of us. It would help if all the academics in the department were familiar with the administrative structure so that they would know who does what in terms of administration. Most administrative employees are contract staff, it would go a long way in improving productivity if most of those contracts were converted to permanent employment. [Note that this is a perception which is not reflected more generally in the statistics]
- 1 This is what I studied for and I expected this work overload and I am able to multitask and I am grateful for that. Congratulations to the researcher for investigating this study, the concept of a workload model is interesting but whether the university will implement it or not is another story as they have no interest in administrative staff.
- 1 People must not shift their responsibility to others.
- 1 Reduce faculty's committee, I think this is too much of academics and it takes a lot of time to prepare and to attend meetings. Running around of secretaries and admin staff to submit documents in various places within the university.
- 1 All workloads are instructed by the HoD, clearly as an admin staff member you have got to do your duties as assigned to help achieve the goals of the department.
- 1 Duties need to be divided equally between academics. For example, there should be a separate coordinator for each level.

1

More trained staff needed to assist and regular training needs to be provided. Incentives or staff appraisal may be a good idea. Good communication needs to be maintained and constructive criticism.

The findings in table 4.8 indicate that the majority of the respondents provided valuable insights regarding the challenges they encounter in terms of providing administrative support to academics. The need for training was noted and also academics' lack of knowledge of the administrative structures. It was also suggested that duties should be divided more equally between academics and that academics should not 'shift their responsibility to others' (presumably secretaries).

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4.6 SENIOR MANAGEMENT – QUESTIONNAIRES

The researcher felt that it would necessary to get the perceptions of the Executive Deans and Deputy Deans regarding the administrative workload of academics and administrative support staff in their faculties. He hoped to get a full representation of all six faculties in the university. As it turned out only two faculties were able to participate and agreed to complete the questionnaire. Senior management within the other faculties were not available due to their busy schedules. The researcher could not wait indefinitely as there were deadlines to meet and therefore went ahead with these three responses – which however he considered to contribute valuable insights to the research findings.

Table 4.9 - Academic staff are given adequate administrative support

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	33.3	33.3	33.3
Strongly Disagree	2	66.7	66.7	100.0
Total	3	100.0	100.0	

The findings in table 4.25 show that 1 (33.3 percent) disagreed that academic staff are given adequate administrative support while 2 (66.7 percent) strongly disagree with this statement. These results indicate that in fact all senior staff members who completed this questionnaire believe that academics are given insufficient administrative support.

Table 4.10 - All academic staff carry approximately equal administrative duties

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	66.7	66.7	66.7
Strongly Disagree	1	33.3	33.3	100.0
Total	3	100.0	100.0	

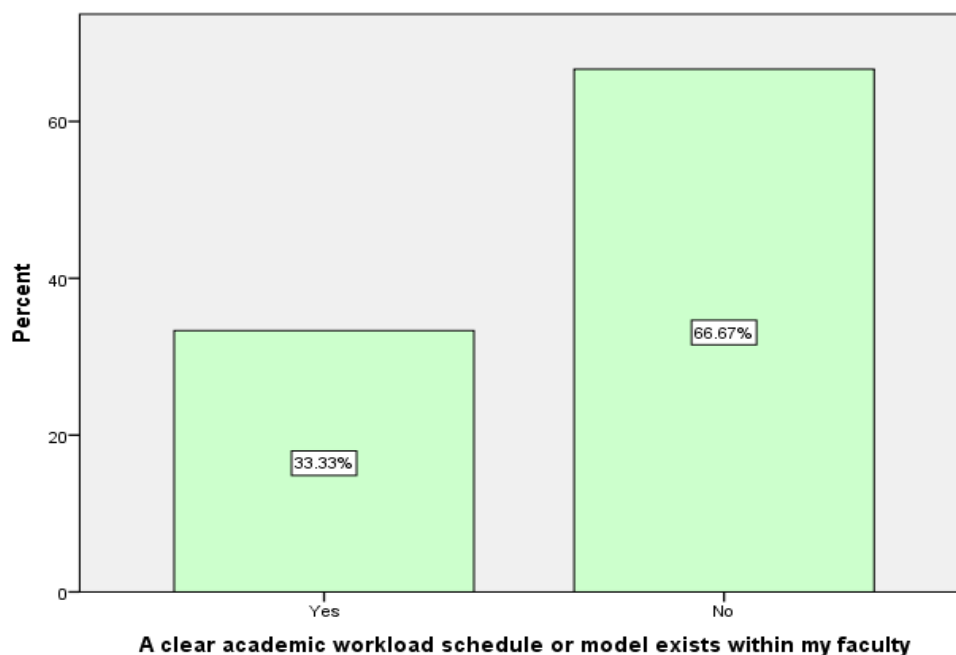
Two of the three respondents indicated that they disagree that academic staff carry equal administrative workloads. The other respondent strongly disagreed. Again if you combine these responses, it is clear that all of these senior executive respondents were unhappy about the degree of equity achieved in their faculties in regards to administrative workloads.

Table 4.11 - The administrative workload for academic staff does not affect the faculty's service delivery

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	1	33.3	33.3	33.3
Disagree	1	33.3	33.3	66.7
Strongly Disagree	1	33.3	33.3	100.0
Total	3	100.0	100.0	

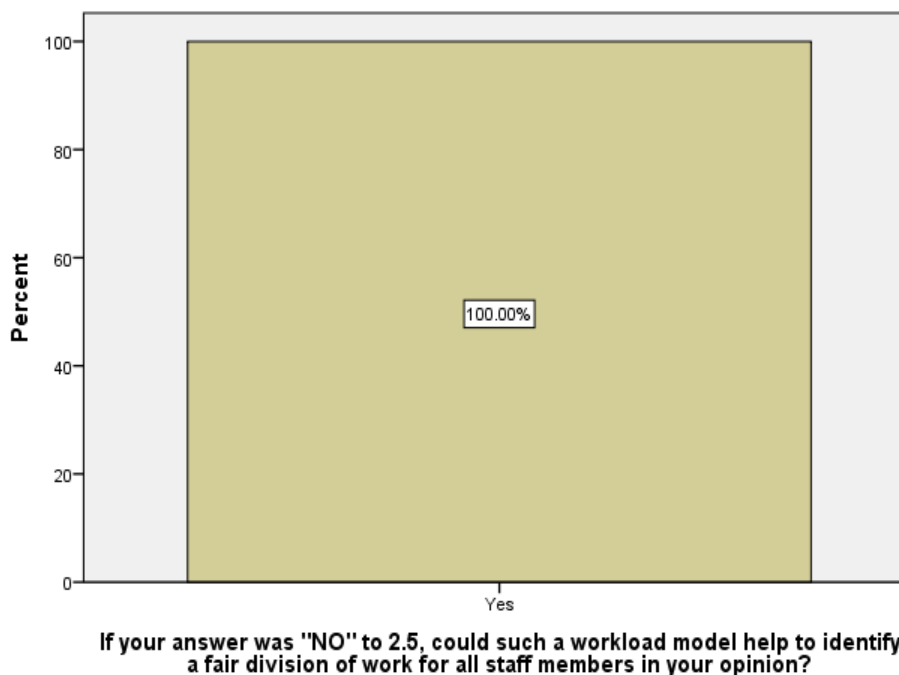
The findings in table 4.11 reveal that out of three respondents, two indicated that they believe that the administrative workload that academics have does affect their faculties' service delivery while the other respondent did not think so.

Figure 4.28 – A clear academic workload model exists with my faculty



The results in figure 4.28 reveal that one of the respondents stated that there is a clear workload model in his/her faculty while two indicated that there is no such model in their faculty. This is interesting as it shows that even some senior management are uncertain concerning the existence or not of such a model.

Figure 4.29- If your answer was "NO" in above question, could such a workload model help to identify a fair division of work for all staff members in your opinion?



The findings in figure 4.29 indicate that this respondent felt that an introduction of workload model could help to identify a fair division of work for all staff members. The respondents were further asked to explain how such a workload model could help to identify a fair division of work in their opinion. This is what the one respondent who gave an opinion suggested:

“In the absence of a workload model, different loads apply to staff of different levels. A fair workload policy will be helpful if you could find one”.

It should be noted that this respondent was in favour of a model as such, but reserved judgement as to the possibility of designing an equitable model.

4.5 SENIOR MANAGEMENT STAFF – INTERVIEWS

The researcher felt that it would be appropriate to conduct semi-structured interviews with members of senior management in order to get the opinions of decision makers who would have a broad picture of the situation within their faculties. The researcher hoped to interview the deputy and executive deans of each of the six faculties. However, in the event, only one faculty agreed and therefore only the Dean and Deputy Dean of this faculty were interviewed. (It should be noted however that this faculty was a different one from the two whose senior management members completed the questionnaire, thus increasing the representation of senior management in the research project as a whole to three out of six faculties). It was also felt that these responses were illuminating and added a new dimension or viewpoint not obtained from other responses.

4.5.1 Do you think academic staff are given adequate administrative support?

Both respondents believed that academic staff in their faculty are given enough support for their administrative work to be carried out appropriately. One respondent said that all departments in the university have secretaries whose job is to support academics. This respondent added that sometimes the most productive staff carry the heaviest load which includes teaching and learning, research, community engagement and representing their department on various boards.

4.5.2 Do they carry approximately equal administrative duties?

Both respondents agreed that academics carry approximately equal administrative duties. It should be noted that this is in marked contrast to the perceptions of the staff members themselves as revealed in the findings of the questionnaires. However, one respondent indicated that administrative duties can only be equal if a workload model is fairly applied. This respondent further considered that the issue of socialisation is one of the contributing factors to an inequitable workload because it is perceived that women are efficient or productive when it comes to administration and as a result he believes that women end up doing more administrative duties than men. (It is interesting to note that this statement is supported by Botha (2014:397-414) who finds that male academics tend to spend more time on research and postgraduate

supervision while female staff members spend more time on administrative duties). The respondent also pointed out that administrative duties for academics differ according to their levels or rankings. For example, an administrative workload of a junior lecturer, lecturer, senior lecturer and professor cannot be equal. Here the respondent was discussing academic administration involving aspects of running the departments.

4.5.3 Do you think the administrative workload for academic staff does affect the faculty's service delivery?

One respondent felt that the administrative workload for academics does affect the faculty's services because academics complain a lot about their workloads, while the other respondent indicated the administrative workload should not affect the faculty's service delivery because administrative work is an on-going thing and academics must allocate one or two hours each day to perform their administrative duties.

4.5.4 Do you have a clear workload model that exists within your faculty?

The respondents agreed that there is one which the Academic Executive Management (AEM) approved for adoption. However, this model was meant to have been tested in 2014 and 2015 with 37.5 hours per week being the standard workload agreed. Both respondents also referred to the work of the researcher, Mr Greg Parrott, who has been tasked by the university to develop a workload model. One respondent further explained that he does not see this as a model or policy but rather as a tool that will help to monitor the workload for academics. It was also mentioned that the HoDs have been reluctant to use this model and to put it into operation.

4.5.5 If no, could such a workload model help to identify a fair division of work for all staff members in your opinion? How?

One respondent believed that a workload model might bring a lot of challenges because of different workloads carried out by academics in different faculties. For example, some departments might have problems in terms of fitting into the model when some courses have studio-based teaching which may not be recognised.

4.5.6 Do you have any additional information you would like to add and that may help to improve the workload policy of the university?

- The researcher should have a discussion with Mr Greg Parratt who is currently developing the university's model;
- The relationship between workload policy, workload model and conditions of service needs to be thoroughly investigated;
- The workload model needs to be interrelated with Performance Management System (PMS) of the university;
- The workload policy must take into account the issue of organisational culture within the university;
- Junior lecturers are not part of the workload model and now we have a category of lecturer coming in which is 'end-gap junior lecturer'. End gap lecturers are expected to do substantially less than what a normal lecturer does in terms of teaching and the policy should consider that as well.
- Staff should be allowed to take sabbatical leave because lecturers are expected to produce research. This could also help to improve the research output of the university and the model must take account of this.
- The performance of staff in terms of research needs to be taken into account.

4.6 CONCLUSION

The purpose of this chapter was to provide a full presentation, analysis and the interpretation of the data that was gathered from academic staff, academic secretaries, deputy and executive deans of the university. The overall findings indicate that indeed academic staff members do believe that they have a heavy administrative workload. While senior management agreed with this those interviewed were unaware of, or disagreed with, the perception that there are large discrepancies between different workloads of academic staff. The findings for academic secretaries showed that secretaries do provide a wide range of administrative related support to academics and some indicated that they do not go through their HoDs before making these requests. The findings of this study overall suggested that the introduction of a workload model in the university would be perceived positively and would help to address the perceived imbalances and heavy workloads but that there are a range of

possible difficulties which also need to be taken into consideration some of which may be difficult to overcome.

The next chapter presents the concluding remarks, suggestions and recommendations of the study.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

Chapter four presented the findings from the data and gave a detailed analysis of these. This chapter covers the achievement of the objectives, draws conclusions and makes recommendations. The limitations of the study are also discussed and the implications considered.

5.2 ACHIEVEMENT OF OBJECTIVES ON KEY FINDINGS

This section will present conclusions that have been reached as regards the objectives of the study.

5.2.1 Determine the perceptions of academic staff regarding their administrative workload and administrative support

The responses received established that the great majority (83 %) of academic staff members experience a heavy administrative workload, with over 50 percent strongly agreeing. All of these respondents were able to point to areas in which they felt that greater support was needed. This perception is mirrored by Morrison (np) in a study that indicates that there has been an increase in academic and administrative workload experienced by academics in recent years and that this has become burdensome at many tertiary institutions. The literature also reveals that most academic staff members view administrative work as being time consuming and burdensome as compared to other academic work (Clarke, Kenny and Loxley, 2015:12). It should also be considered that Universities of Technology make some additional demands on their staff such as the co-ordination of work experience programmes – while the additional research expectations placed on academics from these institutions, now that they are research-driven, also impacts on overall workload. (The selected university is also involved in a curriculum renewal programme which is likely to impact on most staff workloads although this was not specifically noted in the responses). The responses indicate that invigilation of exams, student admissions, support for casual and tutorial staff and processing students' marks were regarded as the areas where the greatest administrative support is required.

It should also be noted however that just over ten percent of the respondents did *not* experience the administrative aspects of their work as heavy – and one of the senior managers interviewed disagreed that the staff in his/her faculty were burdened with a workload which impacted negatively on the academic output of the faculty.

With one minor exception, the data do not point to any personal or professional criticism of the work performed by the academic secretaries in the institution, but does indicate that most academics would like to have greater administrative support than they currently get. It can also be noted that many of the aspects of their work identified as requiring additional assistance are in fact academic in nature (for example, marking tests/exam scripts, setting of tests/exam papers, moderation of papers and research supervision) or else they would require the single secretary within most departments to be absent from his/her front-office duties for extended periods (for example, test invigilation) if he/she were to assist. This could imply that part-time outside academic support from, for instance, retired academics, could be considered where budgets allow.

McCinnis conducted a study in 1998 that found that non-academic staff members generally have a negative view of their relationship with academics and that academic staff are often perceived as guilty of undermining or undervaluing administrative skills. The literature indicates that this is still prevalent in many institutions and this was evident from a minority of remarks made by the academic secretaries. It is a problem which might be overcome by more direct involvement of the secretaries, along with the academics, in any consultations concerning workload issues.

One respondent stated that some of their academic staff members are based on one campus and others are based on another. They have only one secretary, implying that several of the academics from this department do not have any administrative assistance immediately available to them. There also appears to be a significant imbalance between the numbers of academic staff served by a single academic secretary in different departments, this varying between 47 and four.

While several years ago, a study conducted by Carter and Nichol (2002) shows that part of the problem is that the institutions of higher learning have not invested

sufficiently in administrative support for academics, this does not appear to be a significant issue in the selected university since well-qualified people have been appointed to these posts and nearly all departments do have administrative support.

Overall the need appears to be for a more equitable balance between the different departments and consideration of ways and means of providing additional administrative support in the areas most urgently requested by academics, within the current severe budget constraints.

5.2.2 Investigate as far as possible the actual administrative workload of different levels of academic staff at the Durban University of Technology

The responses received showed that the majority of academic staff members believed the current percentage of their time devoted to administrative work to be more than thirty percent while most considered ten percent to twenty percent would be appropriate in order to allow them to perform their academic duties satisfactory. It was not possible to establish their actual administrative workload as currently job descriptions for academics at DUT do not cover this aspect, however a study conducted by Tight (2010:212-213) in the United Kingdom shows that there has been an increase in the average administrative workload for academics over recent decades and that academics in the UK spend on average 24 percent of their time doing administrative work. Kusi, Mensah and Gyaki (2014:15-23) identified lesson preparation, and delivery and marking of assignments as areas that require most administrative support, however this study indicated that student admissions, support for casual and tutorial staff and processing of students marks needed the greatest additional administrative support. The findings further indicate that more assistance is required when it comes to typing course-related, paperwork related for every meeting, procurement issues, monitoring students, preparation of documentation for students, student intake and research supervision.

Therefore, this study recommends that there should be clear guidelines as to what can be considered as administrative duties/work for academics and that this should be, as far as possible, spread equally between different academic staff members. This could involve the Deans consulting widely with academics and all other parties involved in

order to come up with resolutions reached collaboratively to ensure that there is fairness, equity and transparency as far as administrative duties are concerned. One member of senior management warned about the tendency for gender imbalances to occur with female staff being disproportionately burdened with administrative duties on account of their being seen as more efficient at administration than their male counterparts. This is confirmed in the literature.

5.2.3 Determine the perceptions of the administration staff who support academics regarding their roles and functions

As might be expected from an appointment to a purely administrative post, close to eighty percent of the respondents indicated that there was a clear indication about the nature of administrative support they would be required to provide for academics. The great majority of secretaries identified the following four aspects as constituting the major part of their administrative duties in support for academics: preparation of documentation for meetings (82 %), processing students' marks (76 %), student admissions (73 %) and support for casual staff and tutorial (68 %).

However, the remaining twenty percent of the respondents who indicated that no orientation or induction was provided for them upon their appointment were consequently left to find out for themselves the nature and extent of their duties. These respondents gave significantly more negative responses concerning their experiences than those who were well informed at the time of their appointment. Where the scope of work was not properly defined they believed that they were doing more work than they had expected. Some response indicated that secretaries had expected only the Head of Department to assign duties, and not all academics as happened in practice.

Other open-ended responses indicated a very wide scope of duties actually performed. This is in line with the literature which shows that the role of administrative staff members in HEIs has become crucial for global competitiveness and the scope of their responsibility has widening beyond simple office work (Jung and Shin, 2015:881-882). One of the responses from secretarial staff (clearly from a large department) suggested that there should be ongoing training involving workshops for administrative staff – and the greater involvement of academics in understanding the division of duties undertaken by different individual secretaries within that department.

This study therefore recommends that there should be clear guidelines in terms of the scope of individual secretarial responsibilities, that this should be widely understood by all staff members, that proper induction of new secretarial staff should be undertaken and ongoing support and training given. Wide consultation could be conducted with the secretaries where they would be given an opportunity to provide their insights

This study therefore recommends that the secretaries should be acknowledged and involved along with academic staff in the process of discussing and implementing any workload model to ensure that equity and transparency are maintained within and between different staff categories – whether administrative or academic.

5.2.4 Investigate as far as possible the actual nature and level of administrative support provided for academics at the Durban University of Technology

About 65 percent of academics indicated that they were not provided with a clear indication about the nature and extent of the administrative work they would be expected to perform, with 35 percent indicating that they had been made aware of this. Also the results indicate that approximately 67 percent of academics were concerned about the fact that they are doing more than expected regarding administrative duties.

Individual comments from the open-ended questions within the questionnaires confirmed that there is also a perception of a wide discrepancy between different workloads carried by different academic staff members. Without an effective workload model currently operating in the institution it was impossible to measure this. Botha's recent study however indicates that there is a generally a wide inequality in the administrative workload allocation of academic staff in South African universities, with some staff members underutilised and other significantly overworked (Botha, 2015:1).

This study therefore recommends that a duty sheet for academics (already employed in various departments) needs to be clearly defined and should be in line with job description and job specifications for academic staff members, while allowing for flexibility according to understood criteria within different departments and faculties.

5.2.5 Determine the perceptions of the Heads of Departments, Executive Deans and Deputy Deans regarding administrative workload of academics and administrative support staff in their faculties

The senior management expressed differing opinions as to whether academics are given adequate administrative support or not. Out of five respondents who participated in this study, three indicated that academics are not given enough support with regards to administrative workloads while two respondents felt that academics are provided with adequate support. All the senior managers who responded did however agree that administration required of academics is substantial. One respondent said however that academics should not complain as it is part of their job to perform administrative duties and pointed out that all have departmental secretaries whose job is to support them. [The data indicate, however, that this is not in fact quite accurate]. One of those interviewed also agreed that the administrative workload for academics may have a negative impact in their faculties' service delivery; and one was not aware of a workload model operating in his/her faculty. Overall this uncertainty suggests that senior management may not always be aware of the workload situation across their respective faculties.

Greater certainty and equity might be achieved by engaging academics in discussions, open forums and workshops where they would be able to voice their concerns and share solutions with regards to their administrative workloads. As suggested by one senior academic, the university should also consider linking its performance management system (apparently not widely operational at present) with a flexible workload model in order to ensure that these two elements talk to each other and help to address the workload issues faced by academics.

5.2.6 Enhance and support the work of Mr Greg Parrott who has been given the responsibility of developing a workload model for the university as a whole

While there was overwhelming support (over 90%) from academic respondents and secretarial staff alike for the introduction of a workload model in order to bring about greater equity and transparency in the system, there were also important reservations

expressed by some members of staff – and notably by one who had experienced the negative effects such a model in another institution. One respondent pointed out that what is stipulated on paper may not match the reality, and another that the quality as opposed to the quantity of work cannot be captured in such a model. Evidence from other universities' models also suggests that the most workable models are open and flexible (e.g. University of South Wales, 2015). Prescriptive models are unlikely to work well and would clearly be unpopular with academic staff according to many of the individual comments received. Some of these pointed to the very different types of responsibilities required of staff in different faculties – and others pointed out the different kinds of responsibilities which individual academics undertook – for instance as regards postgraduate supervision.

As the university is apparently committed to rolling out the model currently being developed by Mr Parrott, with consultation and input from all six faculties, and involving discussions at the highest levels, this study recommends a pilot programme to ensure that any problems can be ironed out before strategies are implemented university-wide. This could prevent friction or resistance. Further, the implications of the model for academics in different faculties and departments need to be considered and provision made for these differences to be incorporated in the model.

The conclusion reached is that an effective workload model implementation process requires all concerned stakeholders (for example, academics, senior management and academic secretaries) to be fully involved to ensure that the model is fair, equal and transparent. The insights of the secretaries are equally valuable and should be equally considered.

It is also proposed that in cases where academic departments have too many academics requiring the support of one secretary, a WIL student from the Office Management department be appointed as part of their work experience requirements to work closely with the secretary and decrease her/his workload while gaining administrative experience.

Finally, the issue of the ongoing increase in student numbers was raised as an area of concern for both academics and academic secretaries. This was already recognised as an issue in a study conducted by Anderson, Johnson, and Saha in 2002 where increasing student numbers were recognised as a significant factor in

increasing the workload for both academic and administrative staff members in HEIs. This would seem to be an intractable problem in South Africa given the ongoing need for transformation and for an increased skills base, along with shrinking university budgets. While some internal changes might be considered (such as improved use of online learning) the need for government intervention would seem to be indicated here.

5.3 SUGGESTIONS FOR FUTURE RESEARCH

A heavy administrative workload seems to be a common challenge faced by all academics and their secretaries at all levels. Future research could be extended to accommodate the other tertiary institutions in South Africa as this study only focused on one University of Technology in KwaZulu Natal. Future research could also consider the challenges of implementing these academic workload models especially in South Africa's six Universities of Technology. This would provide a fuller insight into the practical challenges and ways of overcoming these which are not available at this stage to the researcher at DUT.

5.4 LIMITATIONS OF THE STUDY

The limitations of all case studies involve the impossibility of generalising the findings beyond the selected institution, although it is probable that lessons could be learnt from this study which would apply to similar institutions in South Africa. The researcher also had difficulty in getting the full cooperation of staff members to participate in the study especially the cooperation of senior academics. He was required to personally administer the questionnaires while also undertaking full time work at the university. Several staff members were unavailable to complete the questionnaires and this meant accepting a lower response rate than would be considered ideal.

5.5 CONCLUSION

The recommendations made were based on the data provided by the respondents, on the literature reviewed, and on the researcher's personal and professional knowledge as an administrative member of staff at DUT. It is hoped the findings of this study will assist the management of the university in fast-tracking the implementation of the workload model/policy and that the issues raised by academics and secretaries will enhance the work of Mr Greg Parrott and allow the university to address many of the specific issues raised. In conclusion, the objectives of the study were largely met.

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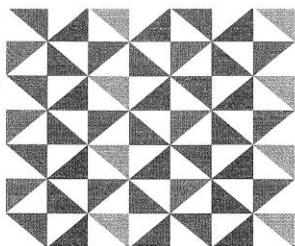
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APPENDIXES

Appendix A – Ethics clearance letter



Institutional Research Ethics Committee
Faculty of Health Sciences
Room MS 49, Mansfield School Site
Gate 8, Ritson Campus
Durban University of Technology

P O Box 1334, Durban, South Africa, 4001

Tel: 031 373 2900
Fax: 031 373 2407
Email: lavishad@dut.ac.za
http://www.dut.ac.za/research/institutional_research_ethics

www.dut.ac.za

24 July 2015

IREC Reference Number: **REC 9/14**

Mr B P Qwabe
P O Box 504
Kwa-Ndengezi
3607

Dear Mr Qwabe

An investigation into administrative workload and support for academic staff at the Durban University of Technology
Ethics Clearance Number: IREC 022/14

The Institutional Research Ethics Committee acknowledges receipt of your Safety Monitoring and Annual Recertification report.

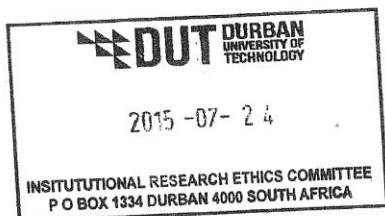
I am pleased to inform you that the study has been approved to continue.

Please note that ethical approval has been extended till **19 March 2016**, if the research is not complete within this time, you will be required to apply for recertification three months before the expiry date.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'JK Adam', written over a horizontal line.

Professor J K Adam
Chairperson: IREC



Appendix B – IREC letter of information and consent form



INSTITUTIONAL RESEARCH ETHICS COMMITTEE (IREC)

LETTER OF INFORMATION

Title of the Research Study: An investigation into administrative workload and support for academic staff at the Durban University of Technology.

Principal Investigator/s/researcher: Mr. Bongani Penuel Qwabe, Master of Management Sciences in Administration and Information Management

Supervisor/s: Dr J Skinner (Supervisor)

Brief Introduction and Purpose of the Study: This study intends to investigate the administrative workload and support available to academic staff at the Durban University of Technology.

Outline of the Procedures: The questionnaire will take roughly 10-15 minutes to complete. The respondents are requested to fully complete the questionnaire as this will allow the researcher to analyse and interpret the responses accurately.

Risks or Discomforts to the Participant: There are no risks to respondents.

Benefits: This study will potentially benefit the respondents and the entire community of the Durban University of Technology by making recommendations for a more equitable and efficient workload model designed to enhance teaching and research output at the University (you can shorten to 'university' now we know which university you mean). There will no financial benefits to respondents.

Reason/s why the Participant May Be Withdrawn from the Study: Participation is voluntary, respondents may withdraw at any time.

Remuneration/ Costs of the Study: No remuneration will be received by respondents for participating in this study.

Confidentiality: Respondents' responses will be kept confidential and their names will not be mentioned in the research report nor in any subsequent publications.

Research-related Injury: No injuries can be expected in this study.

Persons to Contact in the Event of Any Problems or Queries: Dr. J Skinner (Supervisor) at 083 658 5951, or Mr. BP Qwabe (Researcher) on 082 512 6532 or the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on 031 373 2382 or dvctip@dut.ac.za.



CONSENT

Statement of Agreement to Participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, _____ (name of researcher), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant	Date	Time	Signature / Right Thumbprint

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher	Date	Signature

Full Name of Witness (If applicable)	Date	Signature

Full Name of Legal Guardian (If applicable)	Date	Signature

Appendix C - Academic staff questionnaire

ACADEMIC STAFF QUESTIONNAIRE

SECTION A. PERSONAL DETAILS

Please put a cross (x) in the appropriate box.

1.1	Gender	
	• Male	
	• Female	
1.2	Age	
	• Less than 30 years	
	• 30 – 40 years	
	• 41 – 50 years	
	• 51 or more	
1.3	Race (voluntary)	
	• Asian	
	• Black	
	• Coloured	
	• White	
1.4	Highest educational qualification obtained	
	• Diploma	
	• Bachelor Degree	
	• Master Degree	
	• PhD	
1.5	Kindly indicate whether you are permanent or non-permanent staff member	
	• Permanent	
	• Non-permanent	
1.6	Kindly indicate the faculty you belong to	
	• Accounting and Informatics	
	• Applied Sciences	
	• Arts and Design	
	• Built Environment and Engineering	
	• Health Sciences	
	• Management Sciences	
1.7	Lecturing experience	
	• 1 – 5 years	
	• 6 – 10 years	

	<ul style="list-style-type: none"> • 11 – 15 years 	
	<ul style="list-style-type: none"> • 16 years and above 	
1.8	Academic	
	<ul style="list-style-type: none"> • Full Professor/Associate 	
	<ul style="list-style-type: none"> • Senior lecturer 	
	<ul style="list-style-type: none"> • Lecturer 	
	<ul style="list-style-type: none"> • Junior lecturer 	

SECTION B

The Actual Support

Please indicate your level of agreement with the following statement:

2.1 Academic staff experience a heavy administrative workload:

- | | |
|--------------------------|----------------------|
| <input type="checkbox"/> | 1. Strongly Agree |
| <input type="checkbox"/> | 2. Agree |
| <input type="checkbox"/> | 3. Neutral |
| <input type="checkbox"/> | 4. Disagree |
| <input type="checkbox"/> | 5. Strongly disagree |

2.2 Only answer this question if your answer to 2.1 was strongly agree or agree.

Please tick any of the following in which you believe that greater support is required:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. Processing students' marks |
| <input type="checkbox"/> | 2. Invigilation of exams |
| <input type="checkbox"/> | 3. Moderation of scripts |
| <input type="checkbox"/> | 4. Student admissions |
| <input type="checkbox"/> | 5. Student welfare |
| <input type="checkbox"/> | 6. Student discipline |
| <input type="checkbox"/> | 7. Support for casual and tutoring staff |
| <input type="checkbox"/> | 8. Preparation of documentation for meetings |
| <input type="checkbox"/> | 9. Other (if given) |

Perceptions of support

2.3 DUT, as other universities, requires that academic staff perform some administrative duties.

Please state what you believe is the percentage of your workload currently devoted to administration.

Approximately:

- 10 %
- 20 %
- 30 %
- More than 30%

Workload Models

2.4 The administrative workload which I would be required to perform was made clear to me at the time of my appointment:

- 1. Yes
- 2. No

2.5 The administrative workload I currently undertake is:

- 1. In line with my expectations
- 2. More than I expected
- 3. Less than I expected

2.6 Please state what percentage you would consider as appropriate to allow you to perform your academic duties satisfactory:

- Less than 10%
- 10 %
- 20 %
- 30 % or more

2.7 A clear workload model exists within my department:

- 1. Yes
- 2. No

2.8 If your answer was “**NO**” to 2.7, such a workload model could identify a fair division of work for all staff members:

- 1. Yes
- 2. No

Please explain

2.9 Please indicate any additional ideas which you feel will help to improve the workload policy of the university. Your contribution in this regard will be very helpful.

Thank you for your cooperation.

Appendix D – Academic secretaries’ questionnaire

ACADEMIC SECRETARIES QUESTIONNAIRE

SECTION A. PERSONAL DETAILS

Please put a cross (x) in the appropriate box.

1.1	Gender	
	• Male	
	• Female	
1.2	Age	
	• Less than 30 years	
	• 30 – 40 years	
	• 41 – 50 years	
	• 51 or more	
1.3	Race (voluntary)	
	• Asian	
	• Black	
	• Coloured	
	• White	
1.4	Highest educational qualification obtained	
	• Certificate	
	• Diploma	
	• Bachelor Degree	
	• Master Degree	
	• PhD	
	• Other (please specify)	
1.5	Kindly indicate whether you are permanent or non-permanent staff member	
	• Permanent	
	• Non-permanent	
1.6	Kindly indicate the faculty you belong to	
	• Accounting and Informatics	
	• Applied Sciences	
	• Arts and Design	
	• Built Environment and Engineering	
	• Health Sciences	
	• Management Sciences	
1.7	Administrative experience	

	• 1 – 5 years	
	• 6 – 10 years	
	• 11 – 15 years	
	• 16 years and above	

SECTION B.

2.1 Please state the number of academics in your department for whom you provide administrative support_____.

2.2 When appointed I was provided with a clear indication of the nature of administrative support which I would be expected to provide for the academics in my department:

- 1. Yes
- 2. No

If “no” please explain_____

2.3 I was provided with a clear indication of the extent of the administrative workload which I would be expected to provide for the academics in my department:

- 1. Yes
- 2. No

If “no” please explain_____

2.4 Please tick which of the following are part of your administrative work in support of academics:

- 1. Processing students’ marks
- 2. Invigilation of exams
- 3. Moderation of scripts
- 4. Student admissions
- 5. Student welfare
- 6. Student discipline
- 7. Support for casual and tutorial staff
- 8. Preparation of documentation for meetings
- 9. Other (please state) _____.

2.5 A clear workload model exists within my department:

- 1. Yes
- 2. No

2.6 If your answer was **“NO”** to 2.5, please respond to the following statement: Such a workload model could identify a fair division of work for all staff members.

- 3. Yes
- 4. No

Please explain

2.7 Additional comments

Thank you for your cooperation.

Appendix E – Senior Management Questionnaire

PERCEPTIONS OF THE HEADS OF DEPARTMENTS, EXECUTIVE DEANS AND DEPUTY DEANS REGARDING ADMINISTRATIVE WORKLOAD OF ACADEMICS AND ADMINISTRATIVE SUPPORT IN THEIR FACULTIES

Please indicate your level of agreement in the following statements:

STATEMENTS	Strongly Agree 1	Agree 2	Neutral 3	Disagree 4	Strongly Disagree 5
2.1 Academic staff are given adequate administrative support.					
2.2 All academic staff carry approximately equal administrative duties.					
2.3 The administrative workload for academic staff does not affect the faculty's service delivery.					

2.4 A clear workload model exists within my department:

3. Yes
 4. No

2.5 If your answer was “**NO**” to 2.4, such a workload model could identify a fair division of work for all staff members:

5. Yes
 6. No

Please explain

2.7. Any additional comments

Thank you for your cooperation.

Appendix F – Senior Management Staff Interview Schedule



Questions:

1. Do you think academic staff are given adequate administrative support?
2. Do they carry approximately equal administrative duties?
3. Do you think the admin workload for academic staff does affect the faculty's service delivery?
4. Do you have a clear workload model that exist within your faculty?
5. If no, could such a workload model help to identify a fair division of work for all staff members in your opinion? HOW?
6. Do you have any additional information you would like to add and that may help to improve the workload policy of the university?