




## Outline of presentation

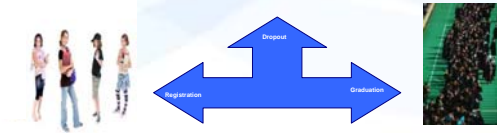
- Problem Statement
- Context
- Project definition
- Research question
- Research Design
- Questionnaire
- Findings
- Way forward
- Conclusion



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## Problem Statement

One in four 1<sup>st</sup> year students in the Faculty of Economic and Management Sciences abandon their studies before completion of the first year

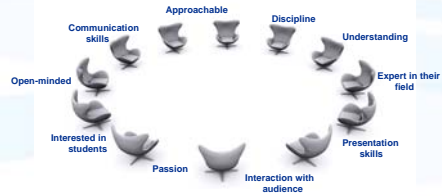


## Context



# Context

Lecturer profile:



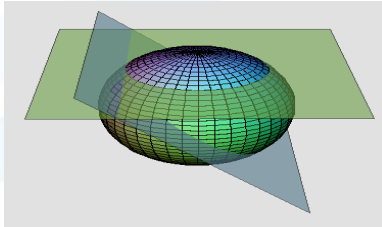
# Context

Lecturer profile:



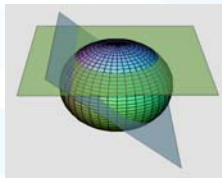
## Context

Complicated by realities



## Context

Some of these realities are:



- Infrastructure
- Funding
- Policy
- Internationalisation
- Human Resource
- Student

## Project definition

- Sponsor for the project: Dean of the Faculty
- Team:
  - Faculty members
  - Staff from the Department for Education Innovation
  - Staff from the Faculty of Education



## Research Question:

How can the Faculty improve the retention and the throughput of its 1st year students?

Sub-questions:

1. How do the 1<sup>st</sup> year students perceive their learning experience?
2. How can Faculty members be empowered to meet their challenges?
3. How can the University of Pretoria contribute to the students' learning experience by making informed management decisions?

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## Research design:

Longitudinal study to elucidate student expectations and learning experience over the three years of their Study.

- First phase:
  - Focus group interviews conducted with students from all three years of study in 2007
- Second phase:
  - Qualitative study using questionnaires at orientation session of 1<sup>st</sup> year students



## Questionnaire:

Questions asked related to two themes:

1. What does the student expect from:
  - the University
  - the Faculty
  - their degree
  - their lecturer
2. What are the inspirations and ambitions of the student for the coming year?



## Questionnaire:

Questions asked related to two themes:

1. What does the student expect from:
  - the University
  - the Faculty
  - their degree
  - their lecturer
2. What are the inspirations and ambitions of the student for the coming year?

## Analysis:



- Aim was to identify main themes in the feedback from students
- Feedback from students were grouped into the 4 Schools in the Faculty
- Only students registered in this Faculty were considered
- 9 Main expectations were identified and ranked in each School

## Findings – School for Public Management and Administration



Expectations from lecturers	Number of codes	Percentage
Professional	10	15.87%
Fair / integrity / equal / respect / reliable / dedicated	10	15.87%
Help / assistance	10	15.87%
Knowledgeable	10	15.87%
Understandable	7	11.11%
Patience and commitment	6	9.52%
Approachable and friendly / fun	4	6.35%
Communication	4	6.35%
Ambitious	2	3.17%
Total	63	



## Findings – School for Financial Sciences



Expectations from lecturers	Number of codes	Percentage
Help / assistance	88	27.50%
Professional	41	12.81%
Approachable and friendly / fun	37	11.56%
Communication	35	10.94%
Patience and commitment	30	9.38%
Understandable	26	8.13%
Fair / integrity / equal / respect / reliable / dedicated	23	7.19%
Ambitious	22	6.88%
Knowledgeable	18	5.63%
<b>Totals</b>	<b>320</b>	

## Findings of project – School for Economic Sciences



Expectations from lecturers	Number of codes	Percentage
Knowledgeable	45	27.11%
Help / assistance	35	21.08%
Communication	19	11.45%
Understandable	17	10.24%
Approachable and friendly / fun	15	9.04%
Patience and commitment	12	7.23%
Fair / integrity / equal / respect / reliable / dedicated	11	6.63%
Ambitious	9	5.42%
Professional	3	1.81%
<b>Totals</b>	<b>166</b>	

## Findings – School for Management Sciences



Expectations from lecturers	Number of codes	Percentage
Help / assistance	40	23.39%
Patience and commitment	28	16.37%
Professional	27	15.79%
Knowledgeable	21	12.28%
Approachable and friendly / fun	16	9.36%
Fair / integrity / equal / respect / reliable / dedicated	13	7.60%
Understandable	10	5.85%
Ambitious	8	4.68%
Communication	8	4.68%
<b>Totals</b>	<b>171</b>	

## Findings – Whole Faculty

(\* ranked according to Totals)

Expectations from lecturers	Totals*	Public Management and Administration	Financial Sciences	Economic Sciences	Management Sciences
Help / assistance	173	10	88	35	40
Knowledgeable	94	10	18	45	21
Professional	81	10	41	3	27
Patience and commitment	76	6	30	12	28
Approachable and friendly / fun	72	4	37	15	16
Communication	66	4	35	19	8
Understandable	60	7	26	17	10
Fair / integrity / equal / respect / reliable / dedicated	57	10	23	11	13
Ambitious	41	2	22	9	8
<b>Totals</b>	<b>720</b>	<b>63</b>	<b>320</b>	<b>166</b>	<b>171</b>

## Way forward

- Developing a 2<sup>nd</sup> questionnaire to determine students learning experience – handed out to the same group of students in August
- Refining the first questionnaire using likert scales
- Using results to refine the profile of lecturers that is expected in each School
- Delving down deeper into the results
- Alignment and Staff development
- Using the research results to inform the Deans' management decisions



## Conclusion

If we want to be good lecturers, we need to create a connected space where learning can take place and this necessitates that we note:

- The complexities of the role of the lecturer
- The needs and expectations of our students
- That we acknowledge diversity – “No one size fits all”
- Alignment
- Systemic approach



# Superstars

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