Abstract

This survey research was conducted to explore academicians’ professional development needs. Participants were 228 volunteer academic personnel working at a major university in Turkey. Data were collected through an online questionnaire form and analyzed by using descriptive statistics, correlation, factor analysis, and multivariate analysis of variance (MANOVA). The results indicate middle to high level of needs in teaching, research, technology use, organizational competencies, self-improvement and global competencies. Their needs were negatively correlated with age and experience, and did not change across gender, major and administrative function. On the other hand, there were significant differences in their needs based on academic title, working unit, and workplace. Participants preferred in-service training programs that were face-to-face, conducted in weekdays, and supported by constructivist methods.

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