

Barriers identified that limited participation of Central University of Technology Academic Staff in National Research Foundation funding programmes

Zenobia D. Louw · Research and Development · Central University of Technology, Free State (CUT)
 Mohamed Mostafa Hassan · Engineering and Information Technology · Central University of Technology, Free State
zlouw@cut.ac.za * mmostafa@cut.ac.za



National Research Foundation

Question

Does a lack of time management and cognitive dissonance towards key academic responsibilities contribute to low participation rates in NRF funding programmes among academic staff in the CUT Faculty of Engineering and Information Technology?

Background

- Participation in NRF funding applications by academic staff has been a challenge at the CUT and it was suggested that staff may have experienced dissonance towards funding applications.
- Cognitive Dissonance is experienced when an individual's decisions and behavioral acts contradict the individual's attitude.

Study

- Participants were asked to complete anonymous questionnaires.
- Respondents time management skills and attitudes towards funding applications were measured.

Figure 1 & 2

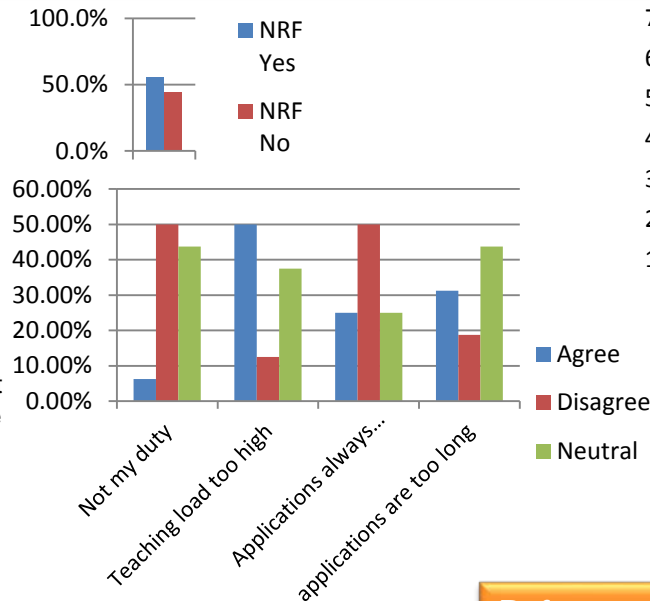
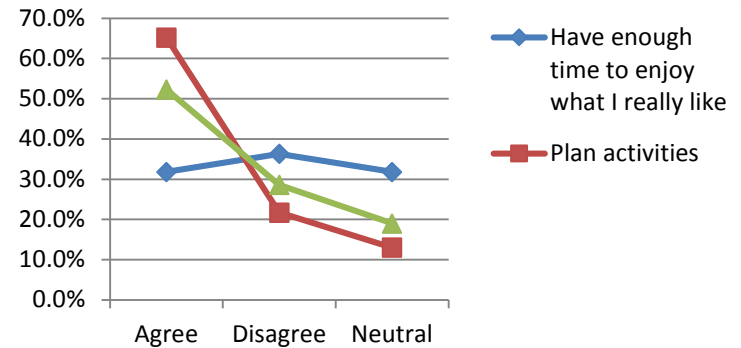


Figure 3



Conclusion

- These results suggest that those academics who have participated in NRF funding programmes manage their time better.
- Results suggest a link between the non participation rate of NRF funding, academic responsibilities and a lack of time management skills.
- Dissonance is typically resolved by changing attitude, it is therefore recommended that time management training and platforms be created where staff can express free choice.

References

1. NCSL modular curriculum. Available at: <https://www.nationalcollege.org.uk/transfer/.html> (Accessed: 05 May 2016).
2. National Research Foundation. Available at: <https://nrfs submission.nrf.ac.za/> (Accessed: 02 May 2016).
3. Taylor, S.E., Peplau, L.A., and Sears, D.O. (2006). Social Psychology. 12th ed. Pearson: Prentice Hall,