Research in higher professional education: A staff perspective
Griffioen, D.M.E.

Citation for published version (APA):
Griffioen, D. M. E. (2013). Research in higher professional education: A staff perspective

General rights
It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations
If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: http://uba.uva.nl/en/contact, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.
# TABLE OF CONTENTS

## CHAPTER 1 - INTRODUCTION: RESEARCH IN HIGHER PROFESSIONAL EDUCATION

1.1 **Context of this Study: The Public Debate on Research in Higher Professional Education**

   - Theme 1: Tasks of the Lectorates and Goals for Research
   - Theme 2: What is Research?
   - Theme 3: Research Culture and Staff Qualifications
   - Theme 4: The Criteria for Research
   - Theme 5: The Relation between Education and Research

1.2 **Outline of this Study**

## CHAPTER 2 - RESEARCH IN TRADITIONAL UNIVERSITIES AND HIGHER PROFESSIONAL EDUCATION: NOT IN ITS GENES

2.1 **Introduction**

2.2 **Universities: Research Becomes a Profession**

   - Research and/or Teaching?
   - Teaching Method

2.3 **Professional Education: No Government Responsibility**

2.4 **Differences between Strands of Professional Education**

   - Technical Professions
   - Social Professions
   - Nursing
   - Teachers

2.5 **Social Responsibility and Growth of Higher Education**

   - To Limit Costs and to Serve Society

2.6 **Toward Higher Professional Education**

   - Alumni of Middle Technical Schools
   - Transfer of Students

2.7 **Concluding: the Balance between Research and Teaching**

## CHAPTER 3 - ACADEMIC DRIFT IN DUTCH HIGHER PROFESSIONAL EDUCATION EVALUATED: A STAFF PERSPECTIVE

3.1 **Introduction**

3.2 **Academic Drift in Dutch Institutions of Higher Professional Education**

   - Policy Drift
CHAPTER 4 - THE INFLUENCE OF DIRECT EXECUTIVES ON LECTURERS’ PERCEPTIONS ON INNOVATION

4.1 Introduction
4.2 The Dutch Context
4.3 Theoretical Framework
   Intellectually Stimulating Leadership
   Collaboration among Lecturers
   Participation in Decision-Making Processes
   Three Research Aims
   All Variables Modelled
4.4 Method
   Research Question
   Sample
   Variables
<table>
<thead>
<tr>
<th>Modeling and Analysis</th>
<th>73</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5 <strong>Findings</strong></td>
<td>74</td>
</tr>
<tr>
<td>Descriptive Analysis</td>
<td>74</td>
</tr>
<tr>
<td>Measurement Model</td>
<td>76</td>
</tr>
<tr>
<td>4.6 <strong>Conclusion and Discussion</strong></td>
<td>78</td>
</tr>
<tr>
<td>Limitations and Implications for Practise</td>
<td>79</td>
</tr>
</tbody>
</table>

**CHAPTER 5 - RESEARCH SELF-EFFICACY OF LECTURERS IN HIGHER PROFESSIONAL EDUCATION**

<table>
<thead>
<tr>
<th>5.1 <strong>Introduction</strong></th>
<th>85</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conceptions of Research Self-Efficacy</td>
<td>85</td>
</tr>
<tr>
<td>Personal Factors</td>
<td>86</td>
</tr>
<tr>
<td>Factors of Mastery Experience</td>
<td>86</td>
</tr>
<tr>
<td>Work Related Factors</td>
<td>87</td>
</tr>
<tr>
<td>The Need for Professional Development</td>
<td>88</td>
</tr>
<tr>
<td>5.2 <strong>Method</strong></td>
<td>88</td>
</tr>
<tr>
<td>Sample</td>
<td>88</td>
</tr>
<tr>
<td>Measures</td>
<td>89</td>
</tr>
<tr>
<td>Analysis</td>
<td>89</td>
</tr>
<tr>
<td>5.3 <strong>Findings</strong></td>
<td>90</td>
</tr>
<tr>
<td>Research Self-Efficacy in Four contexts and Five Aspects</td>
<td>90</td>
</tr>
<tr>
<td>Results of the Path Model</td>
<td>90</td>
</tr>
<tr>
<td>Explaining Research Self-Efficacy</td>
<td>92</td>
</tr>
<tr>
<td>The Effect of Research Self-Efficacy on the Need to be Trained in Research Activities</td>
<td>92</td>
</tr>
<tr>
<td>5.4 <strong>Conclusion and Discussion</strong></td>
<td>93</td>
</tr>
</tbody>
</table>

**CHAPTER 6 - TO IMPLEMENT RESEARCH IN HIGHER PROFESSIONAL EDUCATION: FACTORS THAT INFLUENCE LECTURERS’ PERCEPTIONS**

<table>
<thead>
<tr>
<th>6.1 Introduction</th>
<th>99</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2 Lecturers’ Perceptions of Research-Related Goals</td>
<td>100</td>
</tr>
<tr>
<td>6.3 Research Self-Efficacy of Lecturers</td>
<td>103</td>
</tr>
<tr>
<td>6.4 Lecturers’ Self-efficacy and Their Perceptions of Change</td>
<td>105</td>
</tr>
<tr>
<td>6.5 <strong>Method</strong></td>
<td>106</td>
</tr>
<tr>
<td>Sample</td>
<td>106</td>
</tr>
<tr>
<td>Variables</td>
<td>106</td>
</tr>
<tr>
<td>Modelling and Analysis</td>
<td>107</td>
</tr>
</tbody>
</table>
CHAPTER 7 - HIGHER EDUCATION LECTURERS’ DISCOURSE ON RESEARCH:
THREE THEMES TO DEMARK ‘RESEARCH’

7.1 Introduction
7.2 Dutch Context
7.3 Conceptions of Research
7.4 Discourse of Research
7.5 Method
    Sample
    Analysis
7.6 Findings
    Types of Statements: Building Blocks of Discourse
    Discursive Themes
    Theme 1: ‘Research in Phases versus Transfer of Existing Knowledge’
    Theme 2: ‘New versus Educational Routine’
    Theme 3: ‘Tangible versus Invisible’
    Characteristics of Respondents in Each Discursive Theme
7.7 Conclusion and Discussion
    Limitations

CHAPTER 8 - HIGHER EDUCATION LECTURERS’ CRITERIA FOR ‘GOOD RESEARCH’

8.1 Introduction
8.2 Theoretical Framework
8.3 Method
    Sample
    Data Collection
    Analysis
8.4 Results
    Theme 1: The Design of the Research
    Theme 2: Quality of the Final Product
    Theme 3: the Conduct of the Research
| Theme 4: The Value of the Research and Its Outcome | 150 |
| Theme 5: Researcher-Related Criteria | 150 |
| Theme 6: The Topic of the Research and Its Origin | 151 |

8.5 Conclusion and Discussion | 152 |

CHAPTER 9 - SUMMARY, DISCUSSION AND FUTURE PERSPECTIVES | 157 |

CHAPTER 10 - NEDERLANDSTALIGE SAMENVATTING | 167 |

CURRICULUM VITAE | 175 |

PUBLICATIONS AND PARTICIPATIONS | 176 |

DANKWOORD | 183 |

REFERENCES | 186 |