

**AN INVESTIGATION INTO MANAGERS'  
OBSERVATIONS OF TRANSFORMATION IN THE  
FACULTY OF HEALTH SCIENCES, UNIVERSITY OF THE  
FREE STATE**

**by**

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**DISSERTATION**

**submitted in fulfilment of the requirements for the degree**

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(M.HPE)**

**in the**

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**FACULTY OF HEALTH SCIENCES**

**UNIVERSITY OF THE FREE STATE**

**September 2010**

**Study leader: Prof. Dr M.M. Nel**

## DECLARATION

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I hereby declare that the work submitted here is the result of my own independent investigation. Where help was sought, it was acknowledged. I further declare that this work is submitted for the first time at this university/faculty towards a Magister degree in Health Professions Education and that it has never been submitted to any other university/faculty for the purpose of obtaining a degree.

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## DEDICATION

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I would like to dedicate this dissertation to the happy memory of my Husband Khama Peter Machedi and grandson Khama Peter Warona Mangakane Machedi.

*"What lies behind us and what lies before us are tiny matters compared to what lies within us". Oliver Wendell Holmes*

*"Denied memories are dangerous memories". Scott*

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## LIST OF ACRONYMS

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ANC	African National Congress
CBE	Community-based Education
CHE	Council on Higher Education
DoE	Department of Education
DoH	Department of Health
GOOT	Grow Our Own Timber
IAHSC	Integrated Academic Health Services Complex
IAHSCs	Integrated Academic Health Services Complexes
LDP	Learning Development Programme
NCHE	National Commission on Higher Education
OBE	Outcomes-based Education
PBL	Problem-based Learning
PHC	Primary Health Care
RSA	Republic of South Africa
UFS	University of the Free State
UNESCO	United Nations Educational, Scientific and Cultural Organization

## **SUMMARY**

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**Key terms:** accessibility; change management; diversity; equity; Faculty of Health Sciences; higher education; qualitative approach; quality; semi-structured interviews; transformation; University of the Free State.

On taking over the government after the first democratic elections in 1994 the ANC inherited a fragmented, inefficient higher education system, characterised by structural inequities and distortions based on racial legislation. It found itself faced with the challenge of having to transform this system.

A blueprint for transforming the education system was set by the National Commission on Higher Education, which clearly stated how the system should be transformed. The Faculty of Health Sciences, to transform itself, had to observe this blueprint which demanded the creation of equal opportunities, educational programmes which are relevant for immediate communities, the country and current times, new instructional approaches, educational structures and changing student and staff populations.

The Faculty of Health Sciences, except for being a part of higher education, is also responsible for health personnel education. As a result, it has to observe the recommended model for health personnel training and health care, which requires certain structural and organisational changes, increased community involvement, changes in financial management and an emphasis on primary health care.

Since 1994 the Faculty has been involved in transformation interventions to overcome historically determined patterns of inequality and fragmentation; however, these seemed to be slow and not intrusive enough to make a meaningful difference. To assess the process of transformation in the Faculty, a study was conducted to investigate managers' observation of transformation in the Faculty of Health Sciences, University of the Free State. The goal of this study was to inform and contribute to the process of transformation, thus assisting in creating an environment that will attract, accommodate and support a diverse population in

the Faculty. The aim of this study, was to investigate Managers' observation of transformation in the Faculty and to identify mechanisms to further promote transformation in an effective and sustainable manner.

To achieve the aim of the study, the following objectives were pursued: to clarify the concept transformation within the context of higher education, to identify factors that promote and those that impede transformation in the Faculty of Health Sciences, to determine Management's interpretation of the process of transformation and suggestions on how the Faculty should be transformed and to make recommendations on the process of transformation.

An extensive literature review was done to clarify and investigate the process of transformation in higher education. Transformation was studied as a development and as a redress process. As a development tool it is mostly evolutionary and as a redress tool it is typically revolutionary. Higher education has gone through an evolutionary and a revolutionary period in South Africa and elsewhere. During these periods of change, leaders and managers should be change agents by practicing astute change management skills. Literature review was further used as the basis of the study in that it assisted in determining research tools and enabled the designing of the interview guide.

In this study a qualitative research approach was used to study the concept transformation in the Faculty of Health Sciences at the University of the Free State. This study further had practical applications and is therefore applied research. Data was collected using semi-structured interviews. Participants consisted of Heads of different units and administrators or their representatives in the Faculty of Health Sciences at the University of the Free State who are broadly involved in student issues, and have at least two years teaching experience in the Faculty and have consented to the interview.

The data was analysed qualitatively. The results were tabled, the findings were described and discussed.

The findings of the study supported by the literature review provided a clear view of the respondents' perception of how they experience transformation in the Faculty of Health Sciences. Factors that promote and those that impede transformation were identified, the impact of transformation on personnel and students was stated and mechanisms to address transformation issues were recommended.

Findings revealed that transformation in the Faculty of Health Sciences at the University of the Free State does exist; however, it exists in a skewed manner and to a limited extent, which could mean that transformation is quite slow in the Faculty. Findings further suggested that to improve and fast-track transformation, Management should be committed to transformation, and roles and functions of different stakeholders should be stated clearly. The personnel development unit should have a programme that supports transformation. The establishment of the transformation unit and the naming of the Faculty facilities that reflect all groups in the Faculty were seen as critical to the advancement and sustenance of transformation.

The researcher believes that the study will be useful in guiding the Faculty in identifying the progress of transformation and towards its realisation of the process of transformation. The findings of the study should be presented to the Faculty Management for consideration and possible implementation and should be disseminated in the Faculty. Workshops should be held in an open and friendly manner with all the roleplayers and in the different Schools. The workshops should aim at clarifying the concept transformation and at promoting transformation in the Faculty.

The researcher further believes that the findings of the study should be published in accredited scientific journals and should be presented at national and international conferences.

This study could benefit different institutions of higher education especially the Faculties of Health Sciences.

## **CHAPTER 1**

### **ORIENTATION TO THE STUDY**

---

#### **1.1 INTRODUCTION**

Transformation is a broad concept. It can be viewed from different perspectives by different people at different times under different circumstances; sometimes it is seen differently by the same people at different times. To manage transformation one has to define it, so that it is clear to everybody from what angle it is being managed. In this study the concept transformation in higher education and in the Faculty of Health Sciences (also referred to as the Faculty) is discussed both as a developmental process and as a process to redress inequities and distortions in higher education and in the Faculty. It is discussed within the South African context of transformation in higher education. It was therefore necessary to give an exposition of the South African situation with emphasis on the challenges facing higher education looking especially at the Faculty of Health Sciences, University of the Free State.

The creation of a democratic society in South Africa in 1994 has resulted in the opening of all educational institutions to students from culturally and linguistically diverse backgrounds. This has posed a great challenge to institutions - especially those of higher learning - to create diverse campus environments and to transform themselves into effective meaningful multicultural institutions.

The preamble to the Constitution (Act 108 of 1996) further poses a challenge when it states that "South Africa belongs to all who live in it, united in our diversity" (RSA 1996). This means that this country does not belong to any cultural group nor is it the reflection of any particular cultural group. It is the heritage of all cultures and must therefore reflect the collective expression of its diverse people.

According to Cushner, McClelland and Safford (1992:75) a society cannot function to its fullest if it ignores the ideas, contributions, efforts and concerns

of any of its people. It is therefore imperative that transformation be spoken of and is seen to be happening.

Given the information above, the Faculty of Health Sciences, through its process of enabling and monitoring transformation, has to pay attention to certain factors and issues which characterise the new health care and the new higher education dispensations in the country. Observation of these characteristics is especially important if the Faculty is to produce diverse, relevant and pragmatic health practitioners.

The following are the factors that characterise the new health care dispensation:

- Certain structural and organisational changes.
- An emphasis on primary health care.
- Increased community involvement.
- Changes in financial management (RSA 1997:25).

The following are the issues that characterise the new higher education dispensation:

- A demand for equal opportunities.
- A demand for educational programmes, which are relevant for the immediate communities, the country and current times.
- New instructional approaches and educational structures.
- Changing student and staff populations (RSA DoE 1997:21).

To be able to respond to the aforementioned issues, the Faculty has to take cognisance of the following:

- Affirmative action, appointments of personnel, and admission and selection policies for students.
- Student and personnel needs from varying educational backgrounds.
- Academic support and development for students and personnel.
- Personal and social support for students and personnel.
- Parallel-medium instruction, and deliberations.
- Curriculum revision and reform, with the emphasis on more student-centred

education and primary health care.

- A shift towards greater community-based education and training.
- Insecurities of the non-traditional population and dissatisfaction of the traditional population.

This list is by no means exhaustive; however, it reflects some issues that the researcher observed during the period 1999-2003 when she managed the office for Transformation and Student Issues in the Faculty of Health Sciences at the University of the Free State, as well as those identified in literature. Gourley (1994:20), for example, refers to some of the aforementioned - such as the necessity of affirmative action - as a means of redressing the injustices of apartheid on a scale that will result in a magnitude that will lead to a transformed and a reconstructed society. Curriculum changes may be one of the factors that will produce the type of graduate that can meet the needs of the country and those of society at large effectively.

These issues will therefore serve as a point of departure for investigating transformation and its concomitant factors, including diversity and quality, in the Faculty of Health Sciences.

Diversity should be seen as a key factor that may be taken into account if equity is to be promoted. Equity implies equal opportunities, fairness and justice; anything short of these values is not equity. Equity should not be seen as a lowering of standards or as the opposite of quality, and inaccessibility should not be equated to quality (Harvey & Green 1993:12).

Quality should be seen in perspective when discussing education. Harvey and Green (1993:12) state that within an educational perspective, quality should be seen as transformation with the aim of transforming its participants. It should not be seen as service to a customer, because it will then lose its meaning. Education must be seen as an ongoing process of transformation of participants and only then can it be seen as quality education (Harvey & Green 1993:12).

What does transformation mean then? Transformation means to completely

change the appearance or character of something, especially so that it is better (Hornby 2005:1274).

With more specific reference to the context here, Eckel, Hill and Green (1998:24) define transformational change as unfamiliar to most higher education institutions; as altering the culture of institutions by changing select underlying assumptions and institutional behaviours, processes, and products; as deep and pervasive, affecting the whole institution; as intentional; and occurring over time.

In order to evaluate and manage transformation, it is necessary to look at change management and transformation.

Change Management refers to change that is planned and systematic and that aims at effectively implementing new methods and systems. Change may be 'evolutionary' - which is more developmental in approach, or 'revolutionary' - which is more reconstructive in approach and aims at redressing imbalances (Dlamini 1995:39; The Renaissance Network 2003:5).

Institutions are first and foremost made up of individuals, and management of individual differences and similarities is known as diversity management. Managing diversity is about change. When managing diversity, managers must identify and discuss stereotypes about race, national origins and cultures, gender, age and education, lifestyle and sexual orientation (Broderick 1992:1).

Change management need visionary leaders who will direct change and will instill values that will guide change. At the same time it needs managers to manage transformation (Kelly in Inayatullah and Gidley 2000:162; Kotter 2000:3).

For the purpose of this study, transformation has been investigated within the context of transformation in higher education, with the emphasis on South African higher education. It is seen as a part of the broader process of South Africa's political, social and economic transition - which includes political



democratisation, economic reconstruction and development, and redistributive social policies aimed at equity. In this regard transformation refers to multiple inter-related changes in social, cultural and economic relations. For a policy of transformation to be successful, it should overcome historically determined patterns of fragmentation, inequality and inefficiency. It must increase access for blacks, women, disabled and mature students, and generate new curricula and flexible models of learning and teaching (including modes of delivery) to accommodate a larger and more diverse student population (NCHE 1996:3).

## **1.2 PROBLEM STATEMENT**

It is common knowledge to an extent that institutions of learning, especially of higher education, including the University of the Free State and the Faculty of Health Sciences, are characterised by an array of structural inequities and distortions based on the apartheid racist legislation. Since 1994, certain things have happened towards overcoming the historically determined patterns of inequality and fragmentation. The Faculty has, among other things, opened its doors to different cultural groups in an effort to redress the situation. This, however, does not seem to be intrusive enough to make any difference, and these efforts have also not yet been measured to assess progress and their impact on the population in the Faculty.

To assess the progress of transformation in the Faculty, an investigation into managers' observations of transformation in the Faculty of Health Sciences has been conducted. The progress of transformation has been determined and factors that promoted and those that constrained transformation (in the Faculty), as well as the impact of transformation on personnel and students were identified. Mechanisms to address factors that hindered transformation are recommended.

### **1.3 OVERALL GOAL, AIM AND OBJECTIVES**

#### **1.3.1 Goal of the study**

The overall goal of this study is to inform and contribute to the process of transformation in the faculty in order to assist in facilitating the creation of an environment that will attract and accommodate a diverse population in the faculty.

#### **1.3.2 Aim of the study**

To achieve this goal, a study will be executed to investigate managers' observations of transformation in the Faculty and to identify mechanisms to further promote transformation in an effective and sustainable manner.

#### **1.3.3 Objectives of the study**

To achieve this aim the following objectives of the study were pursued:

- To clarify the concept transformation within the context of higher education (through a literature review)
- To identify factors that promote transformation in the Faculty of Health Sciences (through semi-structured interviews and a literature review)
- To identify barriers to transformation in the Faculty of Health Sciences (through semi-structured interviews and a literature review)
- To establish Management's interpretation of the process of transformation in the Faculty of Health Sciences (through semi-structured interviews)
- To find out how Management would want transformation to be managed in the Faculty (through semi-structured interviews and a literature review)
- To make recommendations on the process and management of transformation (based on findings and the literature review).

## **1.4 THE SCOPE OF THE STUDY**

The study was conducted within the domain of Health Professions Education and included elements of strategic management, such as educational management, with the emphasis on transformation in the Faculty of Health Sciences at the University of the Free State.

## **1.5 VALUE AND BENEFITS OF THE STUDY**

The process of transformation has not yet been studied fully in the Faculty before, which has led to different and mostly biased opinions about the progress of transformation in the Faculty. This study has informed and contributed to the process of transformation. It has assessed the progress of transformation, identified factors that enable and those that impede transformation and has identified measures that could enhance transformation in the Faculty. This may be replicated in other faculties and institutions of higher learning.

## **1.6 RESEARCH DESIGN AND METHODS OF INVESTIGATION**

### **1.6.1 Design of the study**

In this study the qualitative research paradigm was used to describe and understand the process of transformation in the Faculty of Health Sciences at the University of the Free State (UFS). Babbie and Mouton (2002:27) explain qualitative research as being appropriate when studying attitudes, behaviours of people and processes in their natural settings. These authors further state that one of the key features of qualitative research is "to attempt to see the world through the eyes of the actors themselves." Qualitative researchers face the challenge of attempting to understand the people they are studying; their actions, decisions, behaviours, practices and rituals - from the subjects' point of view (Babbie & Mouton 2002:27). In this study the attitudes and behaviours of Management, and processes in the Faculty have been studied. The researcher has tried to understand Management's perception of transformation and why it

is perceived as such and has reported the findings from that point of view in order to avoid bias. This understanding is important, especially when there are racial and cultural differences.

Porter (in Cormack 2000:141) states that qualitative research presents data in words and seeks to understand interpretations and motivations as compared to quantitative research that presents data in numbers and often seeks to explain why things happen. The semi-structured interview guide in this study had qualitative elements. It attempted to describe and clarify the process of transformation as interpreted in literature and by Management in the Faculty.

## **1.6.2 Methods and procedures of investigation**

### **1.6.2.1 Literature review**

One of the methods that were used was a literature review of relevant aspects of transformation in higher education as a basis of investigation. It helped the researcher choose research procedures and instruments appropriate for use in the study so as to carry out meaningful research and evaluate findings and their significance effectively. In this study the literature review was also used to contextualise transformation in higher education as a developmental process and as a process of redressing inequities and distortions due to racist legislation. It was also used to clarify a historical and contemporary overview of higher education in South Africa, and helped to identify factors that promote and those that impede transformation and identified mechanisms to further promote transformation in an effective and sustainable manner.

### **1.6.2.2 Empirical study**

In the empirical study "data in words" (also referred to as data) was collected by means of semi-structured interviews using an interview guide. Participants in the study were managers and administrative staff managing student issues in the Faculty of Health Sciences or their representatives, who have been working in the Faculty for two years or more. This enabled the researcher to collect data

of Management's opinions, attitudes, values and perceptions regarding transformation.

In this study the researcher was trained by a qualified interview instructor on how to conduct semi-structured interviews. This was followed by a pilot study which was conducted by the researcher in the presence of an expert. The pilot study took place under circumstances similar to those of the real study. A tape recorder was used to collect data. This pilot study was done to ensure that questions in the draft guide were precise, clear and unambiguous. After the pilot interviews, amendments were made to some of the questions. The researcher could also determine and adjust time for conducting an interview and improved her ability to conduct the final semi-structured interviews.

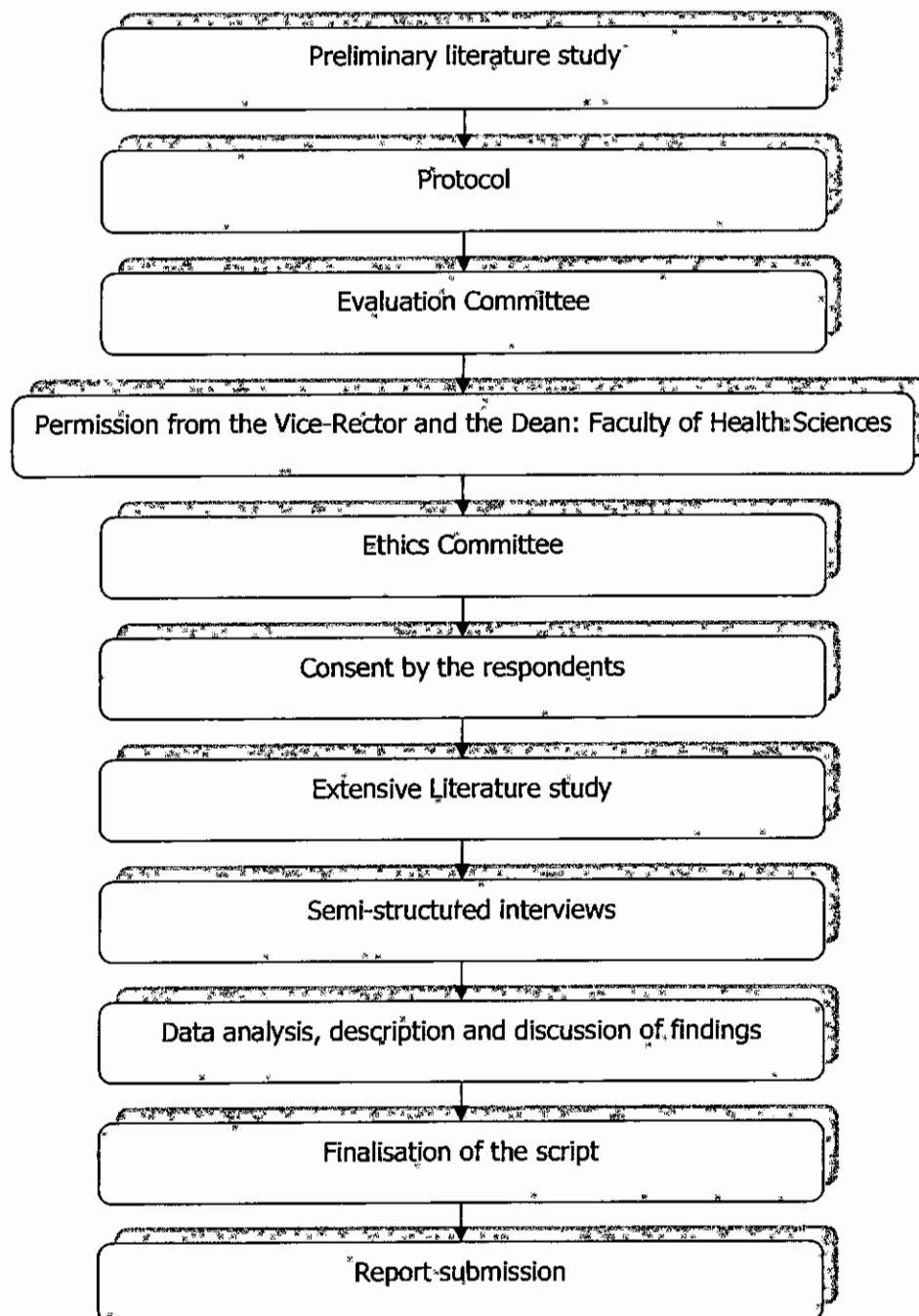
The data collected was analysed qualitatively (cf. Chapter 3) to understand participants' perspectives and their views about transformation in the Faculty. Based on the findings of the literature review and the semi-structured interviews the progress of transformation was determined; enabling factors and barriers to transformation were identified and mechanisms to further manage transformation were recommended.

Consent to conduct the study was obtained from the Ethical Committee of the Faculty (ETOVS No 149/06). All information obtained from the participants has been dealt with confidentially.

The report of the findings of the research will be brought to the attention of Management in the Faculty of Health Sciences for discussion and possible implementation. To further disseminate information for adaptation and adoption a workshop is recommended to be run in the Faculty. Research findings will be submitted to academic journals as manuscripts for journals and will be presented in conferences.

A detailed description of the research design, methods and procedures as well as data analysis will be provided in Chapter 3 entitled Research design and methods of investigation.

Figure 1 is a schematic overview of the study.



**Figure 1: A schematic overview of the study**

## 1.7 ARRANGEMENT OF DISSERTATION

In Chapter 1, **Orientation to the study**, the background and orientation to the study is provided. It serves to give some background information to clarify the need for the study of transformation. The problem, overall goal, the aim and objectives are stated. The value and benefits of the study are highlighted and the research design and methods of investigation are discussed.

In Chapter 2, **Transformation in higher education in South Africa**, the concept transformation including transformation in higher education and in the Faculty, both as a developmental process and as a process to redress inequities and distortions, is contextualised through literature study.

In Chapter 3, **Research design and methods of investigation**, aspects of research pertaining to this study are discussed. The semi-structured interview which was used as a tool for collecting data and a qualitative method of data analysis are described.

In Chapter 4, **Research results, data analysis and description of findings**, the results of the collected data are given and the findings are *described*.

In Chapter 5, **Managers' observations of transformation in the Faculty of Health Sciences, University of the Free State – a discussion of the findings**, a conclusive *discussion* of the findings are given as well as direct quotes of respondents to enhance the trustworthiness of the study.

Chapter 6, **Conclusions, recommendations and limitations of the study**, contains a summary of the highlights and challenges of the study. It further makes recommendations and states limitations of the study.

## 1.8 CONCLUSION

A major challenge facing institutions of higher education, including the

University of the Free State and by implication the Faculty of Health Sciences, is creation of diverse campus and faculty environments and effective and sustainable management of these environments.

By virtue of falling under both the Department of Education (DoE) and the Department of Health (DoH), the Faculty finds itself in a situation where it has to take cognisance of both the new education and health dispensations to have an impact on transformation.

For transformation to be seen to be successful its interventions should be effective and sustainable. It should be continuously monitored and evaluated. This study aimed at investigating managers' observations of transformation in the Faculty and identified factors that would further promote transformation and those that would impede transformation and made recommendations to promote an effective and sustainable transformation.

The next chapter discusses transformation in higher education in South Africa.



## **CHAPTER 2**

### **TRANSFORMATION IN HIGHER EDUCATION IN SOUTH AFRICA**

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#### **2.1 INTRODUCTION**

South Africa has experienced tremendous changes, especially since 1994 after the takeover of the government by the African National Congress (ANC). These changes have affected different aspects of all South Africans' ways of life. Amongst others they have affected the higher education sector and by implication the academic profession. During the apartheid era education was fragmented and divided along racial and ethnic lines. Higher education during this era was characterised by the following:

- Inequitable distribution of access and opportunity for students and personnel according to race, gender, class and geographic discrimination
- Mismatch between higher education output and the needs of the economy
- Research and teaching that were insufficiently responsive to the needs and problems of the African continent and the great majority of the poor and rural people of the society
- Fragmentation and weak accountability leading to inefficiency and ineffective evaluation of quality
- Failure of higher education to fully create a society that is critical yet tolerable, a society that accommodates differences and competing interests (NCHE 1996:1).

Based on these characteristics one can support the belief that apartheid effectively excluded black people from quality education.

The transition of South Africa from the apartheid system to democracy necessitated a change from existing systems, practices and values. It called for a new education policy to redress the apartheid inequalities that would be based upon the following principles: equalisation of opportunity, desegregation, development, quality, academic freedom and institutional autonomy as well as effectiveness and efficiency of these institutions (NCHE 1996:71). This policy is

to serve the new social order, to meet the pressing national needs and to respond to new realities and opportunities (RSA DoE 1997). Implementation of such a policy requires a transformation process that will enable the management of organisational changes within our institutions of higher education.

The call for transformation does not mean that there is no change or that there has been no change whatsoever. Change is a constant; it is always there. However, there are different types of change and people should differentiate between these changes. There is, for example revolutionary as opposed to evolutionary change and for a better understanding of change it is necessary to differentiate between these changes as they impact differently on people. Evolutionary change is change that accompanies development and is a given, whereas revolutionary change is not automatic – it is planned. South Africa is presently going through a revolutionary change. This change is radical and its break from the past must be decisive. In radical change people want to disassociate themselves from the past which they resent or in which they had no say. In South Africa the policy of apartheid adversely affected black people and they would like to see a change that will remove all that which would remind them of apartheid (Dlamini 1995:39).

This chapter will provide a contextual discussion of transformation, an overview change management as well as the roots and traditions of universities as they underwent transformation through the ages, how they shaped human needs and how that in turn necessitated further transformation. It will further provide an overview discussion of transformation of higher education with special emphasis on transformation in South African higher education, including the Faculty of Health Sciences, as a process to redress discrimination.

## **2.2 EDUCATIONAL INSTITUTIONS AND TRANSFORMATION**

### **2.2.1 Transformation in education**

The role of education in all societies has been to transmit culture, train people

for specialised roles and at the same time ensure continuity and change (Johnson 1982:214). For this role to be effective, it should be accompanied by the following responsibilities: knowledge production (research), transmission of knowledge (teaching and learning) and the application of knowledge (community interaction) (Van Louw & Beets 2008:474). It is therefore imperative that when studying transformation in the Faculty of Health Sciences at the University of the Free State one should look at societal changes at large, the developmental process of education, and transformational processes in redressing the inequities in higher education.

Educational institutions are said to be products of their culture. They are products and co-producers of the age within which they exist. Education is about full human development and the understanding that will transform education in the next century is that all human beings have the potential to become enlightened. This was espoused by education philosophers as diverse as Plato and John Dewey (Grant in Inayatullah & Gidley 2000:207).

For the ancient Greeks, good education was to build character and develop competent citizens. Competence meant having commitment, knowledge, insight, understanding and the appropriate skills to choose well in life; having the ability to serve your own needs whilst contributing to societal needs. It meant living a purposeful life (Inayatullah & Gidley 2000:2).

Chapter 2 by Spies in Inayatullah and Gidley (2000:25) reveals that the 20<sup>th</sup> century educational system had taken a different route. It emphasised disciplinary thinking. It discouraged interaction and interdisciplinary interdependence. Students were moulded for functional specialisation and line responsibilities (Spies in Inayatullah & Gidley 2000:25). It is, in response to these challenges, however, encouraging to note that medical studies are an exception in that it is purpose-designed and well-integrated (Spies in Inayatullah & Gidley 2000:28).

Changes in education did not only start during the 20<sup>th</sup> century. Education has been evolving through the ages as shall be seen under the discussion of its

stages of transformation which were evolutionary. Through all the ages, change has been moving at a controlled pace. However, during the 20<sup>th</sup> century universities worldwide started facing new challenges in that the environment was undergoing rapid change. There is, for example, a demand for flexibility, speed and continuous innovation. Tasks are complex, yet production processes are to be kept simple as compared to past organisations where tasks were simple yet processes were complex (The Renaissance Network 2003:47).

These changes affect universities as centres of education and they have to search for relevant and adequate knowledge and insights in community sectors. This sought knowledge and insight should enable universities to address some of the social needs. Though it is well agreed that existing knowledge is important, there is a need for new information that is relevant to the realities in the community (Van Louw & Beets 2008:474). We therefore need to have knowledge and insight into what transformation is, what the basis of transformation is and how it should be applied in the Faculty.

### **2.2.2 The concept “transformation” in higher education**

As was pointed out in 1.1, transformation means to completely change the appearance or character of something, especially so that it is better (Hornby 2005:1274).

Transformation in education means altering the culture, the select underlying assumptions and institutional behaviours, processes and products. It is deep and pervasive and should affect the whole institution. It is intentional and occurs over time (Eckel *et al.* 1998:3). When assessing the trends that create the future and by implication transformation, writers that participated referred to the future they want and in some cases the future they feared (Inayatullah & Gidley 2000:2). This clearly shows the complexity of forces that are to change universities, which makes it difficult for universities to change.

According to Eckel *et al.* (1998:3) institutional culture is often made up of many

different subcultures, especially in institutions like colleges and universities. These authors liken understanding institutional culture to peeling an onion, which has many layers. The outer skins of the onion are the organisations artifacts, the middle layers, the espoused values and the inner core the underlying assumptions (Eckel *et al.* 1998:3).

Artifacts are what we see: the products, activities and processes that form the landscape of the institutions culture. They include things like the language, myths and stories, mission statements, rituals and ceremonies, reward systems and communication channels. They are the concrete representations of culture.

Espoused values are what we say: the articulated beliefs about what is "good" what "works" and what is "right". They are what we say and what we promote but not always what we do. They include, for example, valuing lifelong learning (Eckel *et al.* 1998:3).

The underlying assumptions are what we believe. These beliefs are deeply ingrained, are rarely questioned and are usually taken for granted. They are not easy to identify unless one is a careful observer or a cultural insider. They include for example "scholarly production is what counts" (Eckel *et al.* 1998:3).

Jansen (2008:311) sees the institutional culture of higher education in South Africa as not having changed to any extent, though there are changes to the landscape. Dominant traditions, symbols and patterns of behaviour remain distinctive, and he believes that these deep-rooted beliefs and behaviours will take some time to change.

This clarifies difficulties in the management of transformation. It also provides guidance on the subtle issues that are sensitive and which can easily be overlooked because they are not easy to identify.

Transformation that is deep must show shifts in values and assumptions. Transformed people should think and act differently. Transformation that is pervasive should be far-reaching. It must cross unit boundaries.

Transformation does not just happen. It is intentional; in other words, it is purposeful and desirable. Transformation will only occur when institutions succeed at the changes they desire and move in the direction they choose (Eckel *et al.* 1998:4). One can therefore argue that transformation cannot happen unless the institution desires change and choose to move in the direction towards that change.

Transformation of institutions is a process and occurs over time because institutions are complex; however, in transformation it is not the speed that counts but its depth and pervasiveness. Change may be evolutionary and happen over time or maybe revolutionary and happen with great speed, whatever happens that will bring about transformation (Eckel *et al.* 1998:5).

### **2.2.3 Stages of evolutionary transformation in higher education**

Education in higher education has gone through different stages during different ages. These will be briefly discussed to give further clarity to the route of transformation.

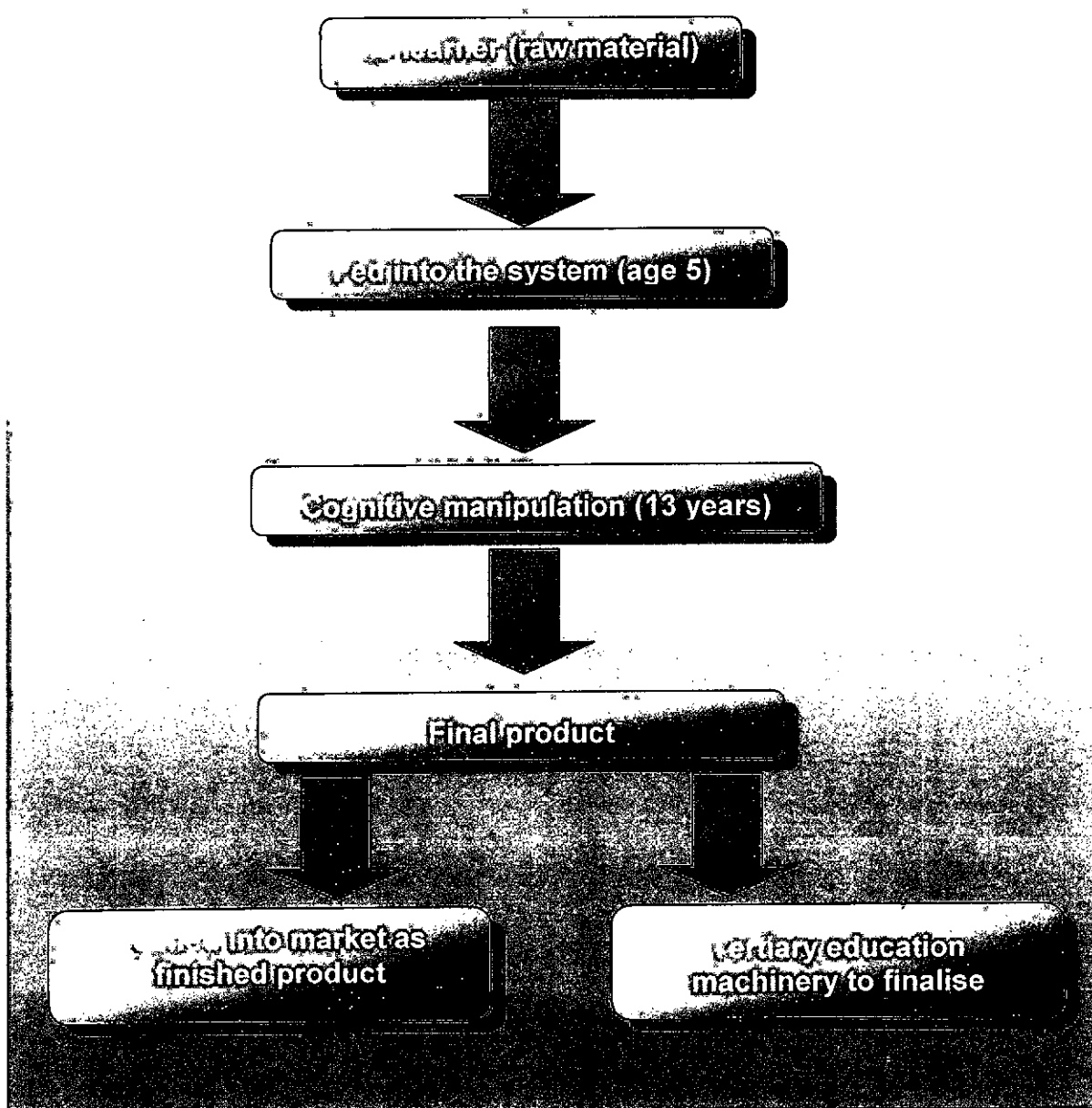
#### **2.2.3.1 The Renaissance Age**

The Renaissance period evolved between the late 14<sup>th</sup> century and the late 16<sup>th</sup> century and took place throughout Europe. During this period the church dominated the social order and political institutions, urban commercial economy and lay patronage of education, arts and music were central to society's way of life. During this era the world went through the first information revolution. There was an explosion in the printing of books and pamphlets. Towards the end of this century humanism, the sciences, geography, history, mathematics, music and physical training formed the curriculum of higher education. At this stage education was a privilege to the few (Spies in Inayatullah & Gidley 2000:23).

### **2.2.3.2 The Industrial Age**

The innovation of steam power during the 18<sup>th</sup> century heralded a new era known as the "Industrial Age". At this stage educational development reflected the needs of the time. Mass education system became a practice as the state became responsible for the provision and financing of education. It administered the education system, determined the educational standards and became responsible for the development of the curriculum. The educational development of a child involved a process that started at primary school. During the secondary schooling and tertiary education, great emphasis was placed on subjects and specialisation. The factory model was used as a guideline for the educational system (Spies in Inayatullah & Gidley 2000:24).

The learner was seen as raw material which was placed in the system at the early age of five years and after about 13 years of cognitive manipulation, this final product (learner) was pushed into the job market as finished "parts" for the industrial machine or as "raw material" for tertiary education (Spies in Inayatullah & Gidley 2000:24). See Figure 2.



**Figure 2: The factory model of education**

(Adapted by the researcher, 2009)



### **2.2.3.3 The Nomocratic Age**

The Nomocratic age, also known as the post-industrial age, is argued to have evolved between the middle of the 1970s and the early 1980s. During this age the economic transformation moved from an industrial emphasis towards services. Societies became information, service and knowledge societies. People became ruled by knowledge (Spies in Inayatullah & Gidley 2000:24). These stages clearly show that education has not been static. They also show that education was changing at a very slow pace.

## **2.3 Transformation of higher education in South Africa**

From 1994 onwards, transformation of higher education in South Africa has been a revolutionary one. There was a need to break decisively with the past in an effort to redress racial discrimination, which started from the period after the European invasion of South Africa and was further perpetuated by the apartheid system.

### **2.3.1 Education in South Africa: historical overview**

"South Africa has historically been a diverse country and continues to be inhabited by individuals from different ethnic groups, cultures, religions, classes, gender, abilities, ages, sexual orientations, histories, aspirations and experiences. However, after the European invasion of this country the diverse nature of humanity was exploited, denied and undermined by the establishment of a norm, a standard of rightness and righteousness whereby all ways of doing and performing are judged in relation to it - the norm" (Goduka 1994:25).

#### **o Educational ideologies**

Throughout its periods of colonisation, South Africa has gone through different educational ideologies. It went through the Integrationist period, which held that Africans are potentially equal to white Europeans and should have access to the same education, then the Segregationist period which held that Africans

have the right to develop gradually and along different lines. The latter ensured that education for Africans was more vocational (Goduka 1994:25). The Segregationist thinking was the basis of the apartheid ideology.

The apartheid ideology, which was designed by the Nationalist Party and which formed the basis of Bantu education, held that the African is inferior and cannot escape from that inferiority. It established the supremacy of European education and the subordination of African education. Bantu education was designed to serve the interests of whites and to keep Africans in powerless and subordinate positions. This is espoused in Dr Verwoerd's words when he took over as the Minister of Education after the National Party had won the elections in 1948. He said, "When I am controller of Native Education I will reform it so that the natives will be taught from childhood to realise that equality with Europeans is not for them..." (Johnson 1982:219).

#### ○ **The role of language in transformation**

Throughout all these stages of change, language played a very important role. During the initial period of the Dutch control of the Cape there was no educational system. It was only during the late eighteenth century that a few church-run schools for the Boers and two slave schools were established. The arrival of the British brought with it some sort of educational system and with it a deliberate policy on attempting to anglicise the Afrikaners and using English as a language of instruction as a further attempt in anglicising the Afrikaner. The Afrikaners regarded the English system as oppressive and resisted it. They realised that the only solution was a radical change otherwise they would remain subordinate to the British. After the Anglo-Boer War the Afrikaner demanded the use of Afrikaans as the medium of instruction and because of their huge numbers succeeded. From then on the Afrikaners' preservation of distinctive language became their focal point for Afrikaner nationalism (Johnson 1982:216).

The Afrikaner, once in power, forced the use of African languages at primary school and this served as a barrier to learning at a higher education level for

African children because the medium of instruction at this level was either English or Afrikaans. Language influences learning; it influences what is learned and how it is learned (Johnson 1982:220).

Lack of language preparation inhibits the ability of African learners to compete successfully with students from other population groups. Furthermore, conditions under which African children are learning are such that they ensure that these learners are perpetually subordinate whilst those for white learners maintain their super ordinate position (Johnson 1982:221). In South Africa the way in which education is structured has played a very important role in stratifying the population according to race, with language playing a very important role (Johnson 1982:222).

- o **Racial segregation**

Apartheid was based on racial discrimination. Biasco (2001:523) refers to discrimination as behavioural responses that are unfavourable to ethnic members, and therefore defines racial discrimination as "unjustified, negative or harmful conduct, verbal or physical, that is directed at an individual because of one's race, colour, national origin or ethnicity". For transformation to be meaningful, should not only call for structural changes, but for behavioural changes as well.

Race is affecting the different racial groups in one way or the other. Blacks are resigned to their imagined sameness whilst whites are resigned to their indifference to race. Whites will mostly deny racism is a problem and blacks will indicate that they feel comfortable in the company of other blacks (Erasmus 2006:57). This means the past remains with us and unfortunately we are not even aware and this is the danger.

Initially universities were for whites and were later established along racial lines.

The first university in South Africa was the University of Good Hope, which was founded in as early as in 1873 under the British Colonial administration. Thereafter other universities that were established were the University of Stellenbosch in 1916, Witwatersrand in 1922, the University of Pretoria in 1930 the University of Natal in 1949; Rhodes University and Potchefstroom University were both established in 1951 (Wolhouter, Higgs & Higgs 2006:5).

Tertiary education for Black South Africans started as early as 1916 with the establishment of the South African Native College at Fort Hare and which later became known as the University of Fort Hare under the policy of racial segregation. When the National Party came to power in 1948, the policy of racial segregation came into strong practice. The education system and the universities were divided along racial lines. This was condemned by black South Africans as it meant inferior education for blacks, which perpetuated inequality and white domination (Wolhouter *et al.* 2006:5).

To redress the apartheid inequalities in higher education, the merging of universities and technikons and their renaming was seen as a solution. Renaming had to reflect other cultural groups. These mergers started in 2004. Reference will only be made to institutions with Faculties of Health Sciences and which previously were only for black South Africans. The University of Natal and University of Durban Westville merged in 2004 and became University of Kwazulu Natal. Medunsa, which was established with the sole purpose of training black doctors, merged with the University of the North and they became known as the University of Limpopo. The University of the Transkei (Unitra) merged with former Border and Eastern Cape Technikons and became Walter Sisulu University. The University of the Orange Free State became the University of the Free State (University of the Free State 1993:3).

The need for transformation in higher education affect all institutions of higher learning, including universities that were established specifically for education of blacks. Khapola and Mthembu in Seepe (1998:18) when discussing transformation in black universities in South Africa see the greatest challenge being to discuss the niche for excellence on quality for themselves as

universities. These authors feel that education should be defined within the social milieu within which it is being taught or practiced. They further feel that even with an 80% increase of blacks in white institutions, if an Afrocentric belief system, philosophy and culture are not embraced, transformation remains an ideal (Seepe 1998:19). This could be true in that the inclination is towards socialising blacks into the system and discarding whatever belief system or values they bring as these are looked at as primitive or as bringing down standards.

### **2.3.1.1 The University of the Free State**

The University of the Free State has undergone numerous changes since its inception in 1904. Faculties were established one after the other and these also underwent changes of names and content. When the University was established, it was known as the Grey University College, which was using mainly English as a medium of instruction because it was a British product (Mapesela & Maharaso 2002:10).

After the National Party had won its first elections in 1948 there was growing dissatisfaction in "what was regarded as the predominantly Afrikaans Free State" to have an English medium University. In 1951 this University College became a full-blown University. It obtained a private Act; a new coat of arms with orange, white and blue colours of the then South African flag. It changed its name to the "Universiteit van die Oranje-Vrystaat", and changed the medium of instruction from English to Afrikaans (Mapesela & Maharaso 2002:11).

In 1993 as the winds of change were blowing stronger and stronger, and the country was getting ready to have its first democratic elections, the University changed to a system of parallel medium of instruction where classes are offered in English and Afrikaans during separate teaching sessions. In 2001, the University of the Orange Free State changed its name to the University of the Free State to be in line with the changed name of the Province of the Free State, previously the Province of the Orange Free State. In an effort to enhance transformation, the UFS has taken upon itself to develop Sesotho as a

scientific and regional language (University of the Free State 1993:3). For all the years till 1993 the University of the Free State was a whites only University. However, this has changed; the number of black students has substantially increased, though it is a totally different ballgame regarding personnel (Mapesela & Maharaso 2002:10).

### **2.3.1.2 The Faculty of Health Sciences at the University of the Free State**

The then Medical Faculty was established in June 1969 after about 24 years of a number of fruitless attempts to establish a Medical Faculty in the Free State. On announcing its establishment the then Minister of Health, Dr Carel de Wet, stated thus: "n Mediese Fakulteit vir blankes gaan by die Vrystaatse Universiteit gestig word" (Lingua *sine qua*). This was furthering the ideology of separate development.

The Faculty of Health Sciences like all other Faculties underwent changes. In 2003 it changed to the Faculty of Health Sciences and catered from then onwards for medical, nursing and allied health profession students. The School for Allied Health Professions caters for physiotherapy, occupational therapy, nutrition and optometry students. The Faculty also had to undergo revolutionary changes including, amongst others, the selection of black students into the Faculty.

Nel (2004:1) states that challenges in the health system that called for new responses, such as the quest for relevance, quality and cost effectiveness, as well as prevailing socio-economic and political realities were universal at that point in time and South Africa, and the Faculty in turn, could not escape being affected. The pressure in the Faculty has thus and still is domestic and international in nature and this makes it intense. This intensity calls for change management skills.

## **2.3.2 Higher education in South Africa: A contemporary perspective**

### **2.3.2.1 The National Policy**

Universities throughout the world are undergoing constant transformation. This has also been the case in South Africa. In 1994, however, South Africa had to undergo revolutionary changes. This called for a transformation process, and guidelines for transformation had to be formulated as a new policy framework for higher education transformation. This policy states clearly that in all that is done, what is valuable should be preserved and only what is defective should be addressed. To address these deficiencies the policy framework has three main features, namely increased participation, greater responsiveness and increased co-operation and partnerships (NCHE 1996:4).

Government felt that it had set the stage for change with its legislative strategies. There are national policies that have set broad parameters for change; however, real action is to take place at the institutional level. Different universities respond differently to these policies. It is therefore important that institutional responses are managed (Slowley 1995:26). Change in further and higher education may be seen as political, because it has been initiated by the Government. Managers of change may find themselves having to implement the policies for change and may find that there is a measure of hostility from academic peers. Most academics would prefer to be left in peace so that they could get on with their research and teaching. Those that are solely pre-occupied with the refinement of their discipline may find this change unnecessary and unwelcome. Those that are responsible for change and are holding conventional academic positions may find themselves with a role that is inherently difficult and which may be subject to concerns about potential compromise of traditional academic values (Slowley 1995:27).

#### **○ Increased participation**

Increased participation should be seen in terms of numbers and diversity. The composition of the student body, the diversification of programmes, curriculum

and qualifications, the introduction of multiple entry and exit points, new relations between the study and the workplace and shifts in institutional functions and missions are seen to be a true reflection of transformation (NCHE 1996:5).

Growth should be planned, linked to capacity, available resources, enhanced quality and national human resource needs. The higher education programmes of the organisation (according to UNESCO 1996) should be based on human development, democracy and peace; in order for these to be met the following objectives should be set:

- Ensuring accessibility of entry and of success
- Improving management and contributing peace and equity
- Ensuring development founded on justice, equity, solidarity and freedom
- Ensuring that higher education is what it must be, bearing in mind that the quality of higher education is a multidimensional concept that includes the nature of the institutions and of knowledge, and the problems that arise with regard to the different social contexts within the framework of national, regional and local priorities (Inayatullah & Gidley 2000:139).

#### – **The composition of student body**

Throughout the world there is pressure for greater access to higher education which comes from many sources - amongst others from politicians in response to public pressure. Increasing access to higher education may mean raising participation rates of underserved groups which may be women, members of minority groups and children of the poor. In developing countries it could mean bringing greater numbers of students into higher education, especially those who have been excluded historically. In South Africa the legacy of apartheid, however, means that access is an issue for the majority population rather than for minority groups and means bringing in greater numbers of those students who have been historically excluded (Green 1997:7).



Such disadvantaged groups are often up against hurdles. These may be financial or educational problems. What is even sadder is the high dropout rate that occurs after access is increased. In the end the student will not have accomplished anything (employable skills) and the government will have lost its investment in students who are of no use to the economy (Green 1997:7). McIntosh in Pike (1978:183) refers to these hurdles as barriers to access and explains them as barriers of poor preparation, the testing barrier and the money barrier.

In South Africa, access to higher education was one of the key challenges that the White Paper expected would over time be representative of the South African demographics (Cloete & Bunting 2001:16). The policy by the National Commission on Higher Education laid a framework for access; however, failed to scrutinise its implementation closely. Close scrutiny is especially critical when redress is supposed to be tied to development. This had to be the case in South Africa because of the legacy of apartheid. Implementation, however, seems to be a problem. Chrichton (2007:107) explains this poor implementation of the access policy beautifully by means of his experience as a student in the English class. He refers to the environment that did not deal well with different students – lecturers' attitudes towards different students, poor instructional design, delivery of content and the management of diversity.

Access is an issue of equity, and encompasses three different aspects, namely:

- Equity of access; ensuring fairness in admission to the institution and its various programmes
- Equity of process; ensuring fairness in the delivery of teaching activities
- Equity of outcome; ensuring fairness in student achievement (Cloete & Bunting 2001:21).

Akoojee and Nkomo (2007:386) state that measures that enhance access should be a compelling priority when dealing with equity. These measures should be followed by creating opportunities for blacks to realise their potential. Accessibility is thus a prerequisite for equity.

### **– Curriculum reform and review and diversification of programmes**

Seepe and Lebakeng in Seepe (1998:2) explain the primary function of universities as the production, dissemination and evaluation of knowledge. This would include continuous curriculum review and reform and using this as a transformation tool as well. Knowledge production changes from time to time; therefore, knowledge transmission and application need to change. Le Grange and Gibbons in Van Louw and Beets (2008:474) refers to a change in knowledge production as a shift from Mode 1 to Mode 2 knowledge production. Mode 1 refers to pure, disciplinary, homogenous expert-led, supply-driven, hierarchical peer reviews and indeed exclusively university-based knowledge. Mode 2 refers to applied problem-solving, trans-disciplinary, heterogenous, hybrid, question-driven, entrepreneurial, network-embedded knowledge. Mode 2 does not replace Mode 1 knowledge production but co-exists with Mode 2 flowing from Mode 1 knowledge production. Each Mode represents a specific way of knowledge production; however, they interact and complement one another.

This approach is challenging universities to put community service alongside teaching and research, thus making communities full and equal co-producers and users of Mode 2 knowledge and in a way making them, together with universities, jointly responsible for social change (Van Louw & Beets 2008:474). This could be the case in transformation where both blacks and whites should be jointly responsible for social change and professionals and communities should be jointly responsible for curriculum changes.

According to Seepe and Lebakeng in Seepe (1998:2) interrogating curriculum during periods of transformation is especially important as it will address issues of values, orientation, epistemology and pedagogy, which should form the basis of education - especially higher education. These authors further see failure to address these issues as a shortcoming of the National Commission on Higher Education report (Seepe & Lebakeng in Seepe 1998:2).

Gourley (1994:20) brings in the impact of curriculum change on service delivery when stating that the change in curriculum is the only means that will produce the type of graduate that will effectively meet the needs of the country and those of society at large. One can therefore argue that the change in curriculum in health professions is the only means that will produce the type of health practitioner that will meet the needs of the South African society.

The Philosophy of Education is a sensitive yet crucial aspect in the transformation of any system of education and lack of debate on it is seen as a weakness of the NCHES report. During the apartheid era in South Africa, the pedagogy of oppression was a distinctive feature of education. It is therefore necessary to espouse a philosophy of liberation which will liberate all South Africans. This Philosophy of Education should be an enabling one. It should be derived from the national quest for freedom and justice and should aim at enabling the curriculum to meet the academic, personal and social needs of the personnel, students and the community served (Nkondo 1998:34).

Similarly, failure of higher education policies post-apartheid to provide frameworks for knowledge production alternative to those provided by dominant Western knowledge systems is a concern and a shortcoming in the process of transformation. Universities have a special responsibility to contribute uniquely African dimensions to the international discourse based on African experiences and creativity and to apply them to address the concerns of their own country (Le Grange 2002:68).

#### **- Effectiveness and Efficiency**

Issues of Quality and Standards in relation to access are not new. Concerns about low levels of throughput and high attrition rates have been issues of discussions even pre-1994, though the focus was on white students then. The solution to this problem was not to restrict admission and there was no concern about standards being compromised because of an open admission policy. The concern was correction of the situation so as to enable success (Akoojee & Nkomo 2007:388).

Access means greater numbers and greater numbers will definitely affect standards and will mean greater expenditure. It is therefore imperative to have a funding model that will make wider participation affordable and financially sustainable and to develop a policy of quality assurance that will improve and maintain standards. At the same time the process of entry should be planned for and intensely facilitated.

Trow (1999:14) explains the traditional concept of quality as associated with the notion of distinctiveness, exclusivity and apodictic and not as something judged against a set of criteria. The fact that higher education was for the elite gave it the status of quality. University education was seen as synonymous with high academic standards. Staff members were also assumed to be true scholars involved in high-level research. They were seen as people of high social and intellectual prestige and standing.

Quality is said to be relative to the user of the term and the circumstances under which it is used. It means different things to different people, yet the same person may see it differently at different times. Quality can be viewed as exception, perfection, as value for money and as transformation. This therefore raises the question "whose quality?" (Harvey & Green 1993:9).

Quality should embrace all the main functions and activities of higher education. It should embrace quality of teaching and that of the staff, programmes and learning and research as well as infrastructures and the academic environment. The principal objective of quality assessment should be to achieve institutional as well as system-wide improvement and to ensure that the quality of the systems, institutions and programmes of higher education is linked to social relevance, to the preparation and commitment of professors and researchers, to the social responsibility involved in the work of the institutions, and to their accountability to society within their global performance (Harvey & Green 1993:24).

To enhance quality, modular-based programmes, accumulation of credits and offering multiple entry and exit points should be introduced to augment

traditional models of learning. To ensure successful and sustainable massification, increased participation should be planned and negotiated. There is a need for radical change in the structure, planning and governance of institutions and the system itself. If well planned and negotiated in good faith, increased participation will promote values of equity, redress and development (NCHE 1996:5). Personal and institutional values are important for the understanding of transformational intentions. Values further influence the behaviour and roles of participants in transformation (Chrichton 2007:318). The behaviour roles of participants are critical when dealing with transformation, because the participants' behaviour will determine the progress of transformation.

- **Greater responsiveness**

Higher education should be responsive to societal needs and interests. Stakeholders should be identified, consulted and involved in decision-making processes. Key in this feature is developing and modernising South Africa from racial discrimination and oppression towards a democratic country, observing justice and equal opportunities at all times (NCHE 1996:79).

The institutional mission, policies, content, and delivery modes of higher education programmes should reflect responsiveness to societal needs and interests. Knowledge generation should, amongst other things, observe consumer demand and societal interests, yet be aware of long-term demands on higher education which do not only have to do with the market and the social environment (NCHE 1996:79).

As much as there is a need to respond to immediate societal needs, long-term demands should never be out of focus. They should be part of the plan throughout (NCHE 1996:80).

- **Increased co-operation and partnership**

There is a need for co-operation and participation of governance and operational structures in higher education. First and foremost, the relationship between the state and higher education should be clearly defined. The role of the state is a steering and coordinating one. The institutions should remain autonomous but also be accountable to the state (NCHE 1996:7). Chrichton (2007:45) refers to this relationship as a dichotomy. On the one side are values that promote institutional autonomy to ensure a high degree of self-regulation and administrative independence while on the other side the values make the institution answerable to the broader society. The author further sees this dichotomy as that between power and influence.

The government has power and thus control over the elements (institutions, practices and procedures) which it has put in place; however, it has less direct influence on issues such as the behaviour of civil servants and this leads to a slow transformation (Chrichton 2007:48). Considering this debate it is clear that co-operation and partnership between the stakeholders in education is a complex issue that need continuous self-evaluation (on behaviour) and evaluation of the institutional processes and practices. Secondly, stakeholders from different organs of civil society should participate meaningfully in the governance of higher education institutions. Thirdly, within higher education itself there should be trans-disciplinary, trans-faculty and trans-institutional programmes. Within this increased co-operation and partnership, interdependence should be acknowledged and the complementary and competing interests of institutions be recognised (NCHE 1996:7).

### **2.3.2.2 Transformation guidelines**

Transformation of Universities is not easy. It needs full commitment and participation of all stakeholders, and good planning. Transformation is not its own goal; the goal of transformation is an improved, more just and more equitable society (Waghid 2001:79). The following are guidelines for smooth transformation of institutions of higher education:

- **Solidarity in the Faculty**

Departments and faculties should work together and should assess and respond to needs for transformation by accepting and preparing for massification and its implications. They should respond to the socio-economic situation of society through research and curriculum changes, by following new forms of knowledge production and dissemination, such as methods of teaching and student assessments (NCHE 1996:260).

- **Meeting the changing needs of students**

In their effort to develop learners universities should be sensitive to the learners' needs, as well as those of the communities they are serving. They should then develop these learners in totality and according to the identified needs of the communities they are serving. Communities and their surroundings are undergoing change constantly and this challenges education, especially higher education, to review itself and the information it is distributing continuously to find out if the information is still applicable and the institution is still relevant, and if not, to transform accordingly (Inayatullah & Gidley 2000:2).

- **Multicultural content**

Initially multiculturalism should concentrate on representation and an appropriate curriculum, but its long-term goal should be fundamental transformation of the male, Western bias of the present universities. Multiculturalism must go beyond inclusion and move towards responsiveness to societal needs. It should respond to the changing needs of students, academic and administration staff as well as university management (Spies in Inayatullah & Gidley 2000:28).

These guidelines state the need for all participants to be working as a team towards a common goal through assessing needs and responding to the identified needs. To meet these needs, information should be applicable and relevant. This calls for transformation in structure, content and the process.

Numbers and appropriate curriculum changes should be the basis for transformation and the end product should be fundamental transformation that will ensure equity, fairness and justice.

It is of utmost importance that those persons who manage transformation realise that the future undetected is the future given to us and thus taken away from us. If one expects and outlines the future and maps the alternatives, then one can strongly influence that future; even shape it more thoughtfully and more creatively to everyone's benefit.

### **2.3.2.3 Transformation in health sciences education**

Loram and Gluckman have in their commissions, in 1928 and in 1942-1944 respectively, clearly stated the inappropriateness of health personnel training, hence the mismatch of rendering care according to national needs. The recommended model for health personnel and health care is thus to a certain extent based on these commissions and recommendations:

- i) Model for health care
- ii) Model for training within the Integrated Academic Health Services Complex (IAHSC)
- iii) Funding
- iv) Curriculum review
- v) Access and admission procedures
- vi) Nursing education
- vii) Health personnel education (NCHE 1996:342).

NCHE (1996:342) acknowledges the positive and significant contribution the existing structures involved in health personnel education and training have played in the rendering of public health care in South Africa; however, of great concern is the inequality along race, gender, and class lines within which these services are rendered and the inappropriateness in terms of national needs. This, in all fairness, calls for change.



A proposed model for the rendering of health care was the primary health care approach, which it is believed, would address the inequities and imbalances in the health care system. This would be accompanied by the district-based health system which integrates primary, secondary and tertiary health care. These changes necessitated fundamental changes in the composition, planning, production and management of human resources personnel. They also necessitated a review of the education and training system in their preparation of health care students and health personnel educators with knowledge, skills and attitudes to be able to respond meaningfully and caringly to the health care needs of the population (NCHE 1996:343).

The Department of Health and the Department of Education have a common goal of producing relevant and pragmatic health professions that are well trained to meet the health needs of all South Africans at all levels of service. Higher education institutions in health are primarily accountable to the Department of Education (RSA DoH 2006:26).

Health sciences education is in a challenging situation in that it lies in both the department of health and the department of education. It, therefore, requires a joint multidisciplinary Health Personnel Education Council that is responsible for developing a policy for and coordinating the organisation and funding of health personnel education (NCHE 1996:344).

It was also recommended that, if possible, the training of all health professionals should take place within the broad structures of Integrated Academic Health Services Complexes (IAHSCs). These IAHSCs would be responsible for training of health personnel for the whole country and for the continuing education of health professionals. Funding was to be as such that it supports transformation (NCHE 1996:345).

## **2.4 CHANGE MANAGEMENT**

Evaluation of higher education transformation need to look at transformation goals as set by CHE in South Africa. It is, however, also necessary to look at

theories of change and how policies and policy implementation will bring about the desired effect (Van der Westhuizen 2007:560).

### **2.4.1 The concept "change management"**

Change is the only constant in all life's activities, organisations included. Change in organisations is known as organisational change and some experts refer to it as organisational transformation. Change in organisations is commonly triggered by economic, legal, moral or societal factors. Change needs to be planned for, but it can sometimes occur without being planned for and the latter change is disruptive and not easy to manage. To be effective and sustainable, change should be managed though (The Renaissance Network 2003:5).

Change management here refers to change that is planned and systematic and that aims at effectively implementing new methods and systems. It uses conforming strategies or may be accomplished by a paradigm or mindset shift; it is more radical and far reaching and is structural in nature. Change may come as a response to change over which the organisation has little or no control. This response may be reactive, anticipative or proactive (The Renaissance Network 2003:5).

As was pointed out above Dlamini (1995:39), in turn, refers to change as either evolutionary or revolutionary. To recap, evolutionary change is more developmental in approach, whilst revolutionary change is more reconstructive in approach in that it aims at redressing imbalances. Revolutionary change is radical and its break from the past is decisive. In radical change people want to disassociate themselves from the past which they resent or in which they had no say. In South Africa the policy of apartheid adversely affected black people and they aim to see a change that will remove all that would remind them of apartheid (Dlamini 1995:39). It is therefore necessary that when managing change one should identify what type of change it is so that one would be able to manage it accordingly.

Cushner *et al.* (1992:86) states that people are creatures of habit who find it difficult to change at any level of their existence and whose strengths can sometimes be their weaknesses. Kulati (1998:2) states that transforming universities is like trying to move a cemetery: one is not likely to get much internal support because the traditional response to challenges or demands for change is strategic avoidance; creating new institutions or programmes rather than transforming the existing ones. This means transforming universities is not easy.

This is especially evident during changing circumstances. At every level of societal development new circumstances and opportunities arise which demand that new perspectives, attitudes and solutions be sought. Now is such period in South Africa where institutions of higher learning are serving diverse populations and there is a need for new perspectives and attitudes; yet in many instances people would want to maintain the *status quo*. In trying to bring about change the following factors should be considered:

- Environmental factors acting on the organisation such as driving forces and barriers
- Defining characteristics of the organisation such as structure, culture and values
- Existing paradigms and mindset determining organisational behaviour (Cushner *et al.* 1992:87).

In organisations, employment equity is practiced to accommodate differences to ensure successful and long-term integration of employees in the workplace. The process of pursuing and achieving employment equity is not easy. It can even be painful because it requires all of us to confront the validity of strongly held traditions and beliefs about ourselves and others. It requires sensitivity, openness, flexibility, innovation, teamwork and collaboration (Darling 1991:57).

#### **2.4.2 Global and national trends**

Change happens within global, national, organisational and individual dimensions. These continuously impact on one another. Within a global context

organisations should be more flexible, inclusive and responsive. They need to manage complex information flows, grasp new ideas quickly, and spread those ideas through the organisation and ensure that people absorb the impact of the information quickly and respond to the opportunity (The Renaissance Network 2003:12). In South Africa, change has been from the apartheid to a democratic era. This has been guided by principles of equity, fairness and justice and has seen legislative changes coming into place to effect change.

### **2.4.3 Organisational culture**

Culture in the organisation or organisational culture is members' perceptions of their objectives of the organisation; their perception of the conditions, factors and events that occur in the organisation. Culture has behaviours, processes and products inherent in its meaning (The Renaissance Network 2003:12). In this study we are looking at Management's perception of the process of transformation in the Faculty; in other words, how they see the values, beliefs, activities and processes of transformation in the Faculty, how they behave towards transformation and what processes have they put in place for transformation, what have they reached and what meaning they attach to transformation (Eckel *et al.* 1998:3).

The culture of the organisation plays an important role in enhancing or derailing transformation. It is therefore important to assess the actual organisational culture. This may not even reflect in the vision and mission statement of the organisation. Organisational culture is usually reflected in the actual practices and behaviours of members, how things are done. Culture operates at different levels; it may operate at a more conscious level or at an unconscious level where one will only see certain manifestations. These perceptions may promote or hinder transformation (The Renaissance Network 2003:14).

Assessment of organisational culture assists in closing the gap between real and ideal cultures. It facilitates value and goal alignment across subcultures and divisions and ensures a good individual and organisational fit as well as adaptability and change management.

#### **2.4.4 Organisational management of transformation**

Changes within the organisation needs a change agent - someone who will lead and manage change in the organisation. The question then arises, Do managers for higher education have the capacity to run the present system and change it at the same time? This may be difficult as stated by Slowley (1995:27). It is difficult to manage change when occupying a conventional academic position, because there could be a lack of support from peers who are concerned about traditional academic values.

Leaders should lead change and managers should manage transformation. It is argued that leadership is about vision and values (Kelly in Inayatullah and Gidley 2000:162). A leader should establish direction and align governance structures, people and technologies to that vision. Leaders should at all times be ready to make tough moral choices, often between right and wrong courses of action. The point here is to link equity and efficiency; quality and access.

According to Kotter (2000:2) the critical issues in managing change are the speed of change, the common understanding and vision of change and the interdependence amongst members.

Kotter (2000:2) further explains that if the pace of doing things is slow in this modern fast-moving world, then one should expect real problems when managing change. From Kotter's perspective, change management, therefore, calls first and foremost for a leader rather than a manager, somebody who will give direction, who is creative and innovative, and who will help people cope with change. Eckel *et al.* (1998:4) differ in opinion. They refer to transformation of institutions as a process that occurs over time because of the complexity of institutions of higher learning. One can therefore argue that the speed of change is situational. The leader of change should determine how fast the process should be based on facts.

A manager is needed to manage what is already there and what has been put in place by the leader with a strong eye for forecasting. A manager's function is

to run the organisation and hold together the current systems. A manager is needed more in a slower-moving world where organisations have been protected by monopolies or national protectionism (Kotter 2000:3).

Leaders in the organisation should be interdependent. Relationships should run horizontally and between people in different departments and divisions or offices for change to take place successfully. Formal positions are good and necessary but they maintain a distance and do not connect people sufficiently (Kotter 2000:3).

Resistance to change is a key barrier to change taking place. Kotter (2000:4) supports this by espousing that anyone at any level of the organisation can resist change and sometimes it can be everyone. People usually resist change not for a single reason but for many reasons. It is therefore important to know this so that in the end one knows what one is faced with in bringing about change. Some people consider the world around them to be fine and do not see why it should be changed; some resist change because they are afraid of change. Some resist change because they do not have confidence in the people who are trying to bring about change. Some resist because they do not understand or even agree with the vision for this change. Others do not even know what the change is all about and are therefore living in a vacuum; they are not resisting but just do not know what is happening or what to do (Kotter 2000:4).

For change to take place there is a need for creativity, innovation, capacity to, an interest in, and a willingness to put up with this chaotic environment of fear of the unknown and mind-boggling speed (Kotter 2000:4).

Human resources plays a pivotal role in driving change. Butler-Adam (2001:30) explains the role of human resource practitioners as that of being central to:

- Driving change
- Convincing faculties of the reality of transformation
- Encouraging faculties that at the base of transformation there are more

fundamental social drives and rapid growth in an environment not yet regulated

- Gaining the support of faculties to implement change.

It is thus with dismay that research reveals that human resources still remains a major area of weakness that has not been addressed successfully. Managers lack capacity to lead and manage the health sector appropriately. Health professionals also leave South Africa in large numbers; at the same time there is insufficient production of human resources to make up for the created gap. This impacts negatively on transformation (RSA DoH 2006:47).

During times of change there is a need for the empowerment of personnel to ensure full participation and commitment. Empowerment means different things to different people. It is thus imperative that there is clarity of what it means in this study. Empowerment is a multilevel construct that includes intrapsychic elements such as self-efficacy and perception, motivation to exert, and actual skills development to bring about change. It embodies participation in one's socio-political context to promote system-wide change.

For effective social, economic and political changes there is a need for empowerment. Muelder in Robertson (1978:1) refers to empowerment as the power education bestows on persons for effective participation in the social, economic and political orders. This author further states that persons involved in health education in any way have to take their professional responsibilities seriously today more than ever and work to maintain a constant sensitivity to the great realms of value where power and empowerment are involved. It is therefore clear that power and empowerment plays an important role in effecting change.

#### **2.4.5 Management of diversity**

Managing change involves managing people and people may have similar or different behaviours; they remain individuals though. Management of these individual differences and similarities in an organisation is termed diversity

management. When managing diversity it is imperative to focus on the environment, which is the organisational values and culture. These should be in line with the diversity management imperatives. It is critical to examine the management skills needed to deal with diversity issues and it is crucial to concentrate on individual attitudes and beliefs. These processes should be managed equally and simultaneously (The Renaissance Network 2003:43).

Changes in the workforce bring about a need for change in management styles. When managing diversity managers must be able to identify and discuss stereotypes about race, national origins and cultures, gender, age and education, lifestyles and sexual orientation. Managing diversity is about change. People are not the same even when they are of the same race or gender. Managers should move away from treating people the same and start treating people fairly and justly. It is critical that a whole person be considered when a decision is reached; in other words, each person should be treated as an individual and not as a member of a specific group. It is not as important to treat everyone the same as it is to consider the whole person when making decisions (Broderick 1992:1).

When managing diversity one should be sensitive to the fact that physical dimensions such as gender, race, appearance and age form barriers of ethnocentrism, stereotypes and prejudices, which limit our perceptions and thus hinder successful management of diversity. Successful management of diversity calls for the recognition that there are such barriers as taking pride in ourselves and our culture and confronting stereotypes, prejudices and discrimination (The Renaissance Network 2003:56). To manage diversity effectively one should at all times instil awareness among employees. It is important to bear in mind that among employees there will always be differences in values and lifestyles (Broderick 1992:2).

Kelly in Inayatullah and Gidley (2000:162) suggests the following guidelines for the successful management of diversity:



- Assess your organisation's needs. Conduct an organisational audit to determine which, if any, diversity problems exist and which ones need attention first.
- Learn all you can. Expose yourself and personnel to one another. One reason that stereotypes develop, is that people do not spend enough time with people who are different. Because it is a natural tendency to associate with people like yourself, you may have to take deliberate steps to meet and learn about people who come from different backgrounds.
- Curb your assumptions about people. Do not base career decisions for people on assumptions. Your organisation becomes a victim when you harbour prejudice.
- Build diversity into your leadership team. When you hire for diversity, include development and promotion of your non-traditional workers.
- If an organisation finds it difficult to keep non-traditional personnel, it may be because they have no visible sign that it is possible to succeed in that organisation and there is no one up there who looks like them. When employing non-traditional employees give them authority, responsibility and accountability.
- There is always a need to provide education in supervision and support when employing employees who are entering your system for the first time. It does not matter what race or colour they are; that is what one needs in order to do and feel good about oneself. This helps them feel that they can succeed at their jobs. What happens is that everyone becomes more devoted to the organisation, and it becomes less "their" organisation and more "our" organisation.
- Expect backlash, and take steps to minimise it. Include everybody at all levels of decision-making, including decisions about diversity.
- Keep everybody informed. Try to dispel fears. It is important that employees realise that they are still going to be rewarded on merit.
- Avoid stereotypes and give recognition where it is due.
- Make continuous improvement in communication a goal.
- Expect problems between groups of employees. Sometimes problems may develop out of innocence and sometimes out of ignorance.
- Look for ways to adjust your organisation to your workers. Traditionally,

employees have been expected to conform to the organisation. If a person wanted to work for an organisation, he or she had to fit in.

## **2.5 CONCLUSION**

Transformation in higher education has occurred worldwide. Through the ages it, however, been mostly evolutionary. Different periods such as the Renaissance and the Industrial and Nomocratic ages played major roles in bringing about change. Like in all other institutions of higher learning, in South African institutions of higher learning these changes were also taking place.

In 1994 the change in South Africa became revolutionary. The government had changed from the apartheid government in which education was divided along racial and ethnic lines to a democratic government in which black people were to be effectively included in quality education. The University of the Free State being an institution of higher learning and the Faculty of Health Sciences as its component also had to undergo transformation as set out in the South African Framework of the National Commission on Higher Education. A proposed model for rendering health care necessitated fundamental changes in the composition, planning, production and management of human resources as well as a review of the education and training system.

In order to manage transformation in higher education effectively a visionary leader who will be able to set transformational values is called for. This leader should be able to align governance structures, human resource personnel and other resources to set the values. This leader should be able to assess the speed of change and control its pace.

It is important that people understand why transformation is necessary, what needs to be transformed and how it is to be transformed. Proponents of transformation should know that people will sometimes resist change for different reasons. It may be because they live in a vacuum and do not know or understand what is happening. It may be because they are afraid of change.

Whatever the reason, managers of change should be ready to deal with resistance to change. Dealing with transformation includes managing diversity. When managing diversity managers must be able to identify and discuss stereotypes about race, national origins and cultures, gender, age and education, lifestyles and sexual orientation. Guidelines to manage diversity are core to transformation.

In the context of transformation in the Faculty of Health Sciences, the question is no more "Should we do it?"; rather it is "How should we do it?" Not doing it has its penalties which may be suffered by our children, like we are suffering the consequences of the previous governments.

The next chapter discusses the research design and methods of investigation.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODS OF INVESTIGATION**

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#### **3.1 INTRODUCTION**

Research is a system of interdependent related stages that always start with choosing a research problem followed by formulating the research design, then gathering data, coding and analysing it, and finally interpreting that data. To plan a research study the general approach to be followed is known as research design. A research design is a set of guidelines and instructions used to address a research problem (Burns & Grove 2001:107). Research methodology, in turn, is the philosophy of the research process. It includes the assumptions and values that serve as a rationale for research and the standards the researcher uses for interpreting data and reaching conclusions (Burns & Grove 2001:107).

Specific methods are used to collect data. These methods should be specific to a specific discipline, for example, social science. These methods are known as research methodology. Each particular research project is unique; however, all research projects share a common goal of furthering our understanding (Burns & Grove 2001:100).

This study sought to understand how management perceive and practice transformation and how transformation is progressing in the Faculty of Health Sciences at the University of the Free State. The Faculty of Health Sciences has been like other institutions of higher learning in South Africa, characterised by an array of structural inequities and distortions based on a racial legislation from the previous government. Since 1994 much has been done towards overcoming these historically determined patterns of inequality and fragmentation. This, however, seems to be slow and not intrusive enough to make a meaningful difference.

Factors that promote and those that impede transformation have been identified and the impact of transformation on both personnel and students has been determined and solutions to identified issues are recommended.

## **3.2 RESEARCH DESIGN**

Research design can also be defined as a structural framework for conducting a study. It minimises control over factors that could interfere with the validity of the findings, therefore maximising validity. To minimise or even eliminate errors in the study there is a need for a research design (Uys & Basson 1991:38).

In this study a qualitative research design was used in order to describe and understand the process of transformation in the Faculty of Health Sciences at the University of the Free State (UFS) (Burns & Grove 2001:101). Qualitative research is especially appropriate when studying attitudes and behaviours of people as well as processes in their natural settings. It is used to answer questions about complex situations with the intention of describing and understanding these situations from the participants' point of view. As pointed out in Chapter 1, qualitative researchers should endeavour to understand the people they are studying - their actions, decisions, behaviours, practices and rituals - from the subjects' point of view. Such understanding is important especially when there are racial and cultural differences (Babbie & Mouton 2002:27). Porter in Cormack (2000:141) states that qualitative research presents data in words and is interpretive as compared to quantitative research which presents its data in numbers and seeks to explain why things happen.

### **3.2.1 Qualitative design**

A qualitative design is a systematic, interactive and subjective approach. It is used to understand participants' perspectives and their views of social realities (Burns & Grove 2001:26). Perspectives may be seen as subjective experiences; they are, however, seen as meaningful and providing reliable data for understanding reality. The strength of qualitative research is its focus on specific situations or people, its emphasis on words rather than numbers and its intention to give meaning to the whole (Burns & Grove 2001:26). The words and expressions of the Managers provided data of how they experience and perceive transformation in the Faculty. Transformation is thus discussed in context.

### **3.2.2 Descriptive research**

Descriptive research provides an accurate account of characteristics of a particular individual, event or group in a real life situation for the purpose of discovering new meaning. Descriptive studies provide a truthful description, stating how things are, and what the actual state of affairs is. It looks at existing conditions, beliefs and attitudes, and practices (Burns & Grove 2001:30). This study sought to understand how transformation is perceived and practiced in the Faculty and how it is progressing.

## **3.3 METHODS AND PROCEDURES**

Research methods are tools used to collect data. The type of data a researcher is going to collect dictates, to a certain extent, the research methods that should be used (Burns & Grove 2001:100). This study has used a qualitative research approach that is focused on understanding transformation in the Faculty of Health Sciences at the University of the Free State. It was undertaken from 2006 to 2009. The intention was to understand Management's perspectives of transformation in the Faculty; Managers' observations thereof; how it impacts on them and how it can be managed. The methods used in this study are a literature review as a basis of investigation, followed by semi-structured interviews (cf. Appendices A-C).

### **3.3.1 Literature review**

A literature review describes theoretical perspectives and previous research findings related to the research topic (Cormack 2000:22). According to Uys and Basson (1991:20) the role of literature review is helping the researcher choose procedures and instruments appropriate for use in a study (in this case progress of transformation in the Faculty of Health Sciences), so as to carry out meaningful research and to evaluate findings and their significance more effectively and to clarify the concept transformation in higher education and its management. A literature study was done prior to starting with the study and

again after data was collected to ensure a fresh perspective and to relate the data to the existing body of knowledge.

In this study a literature review was used to help clarify the concept of transformation in higher education and was used for the formulation of an interview guide that was used to collect data. It was further more used to choose appropriate research procedures to study transformation in the Faculty of Health Sciences at the University of the Free State. In this study it was by no means attempted to provide a comprehensive discussion on transformation. Transformation is discussed in the context of transformation in higher education in South Africa, touching to an extent on how higher education in general developed. It will be further discussed as affecting the Faculty.

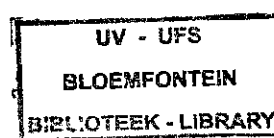
### **3.3.2 Empirical studies**

The literature level of the study was followed by an empirical level which is sometimes called the data level. Data was collected and analysed qualitatively. It was collected using semi-structured interviews (cf. Appendices A1-C).

#### **3.3.2.1 Semi-structured interviews**

Uys and Basson (1991:58-59) explain an interview as a "conversation with a purpose"; its main purpose being to collect data about a person, his opinions, attitudes, values and perceptions of his environment or any topic of interest. Henning, Van Rensburg and Smit (2004:52) clarify this further by stating that an interview brings to our attention what individuals think, what they feel, what they do and what they say.

These authors further encourage researchers not to just collect data and summarise it as final, but to engage in the process of interviewing. During the process of collecting data researchers should observe how the interviewees behave, how they are expressing themselves, what questions they are asking and how these questions are being asked. The researchers should be aware that as the interviewers they have limited into the interviewee's perspective of



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the situation. During an interview the data should be regarded as credible as long as the data was forthcoming without interference from the interviewer. The interviewers should not ask leading questions, and should prevent contamination of data by all means (Henning *et al.* 2004:52).

According to Burns and Grove (2001:422) interviews are advantageous in that peoples' responses to questions are high. They are likely to answer all questions and where they do not understand they ask for clarity and most of them respond unlike in mailed questionnaires. There is a chance of observing non-verbal behaviours as well as assessing the validity of the respondents' answer. All those who were invited to take part in the semi-structured interviews granted permission and answered all questions asked. Where they did not understand questions they asked for clarification.

Interviews are said to be costly, time-consuming, need more resources and are inclined to bias. Sekeran (2000:226) explains bias as errors in the data collection, which can be caused by the interviewer, the interviewee or the setting in which the interview is taking place. In this study, however, costs were cut and fewer resources were used in that the researcher did own semi-structured interviews using the languages of preference by the interviewees which were English and Afrikaans and therefore did not make use of interpreters. The semi-structured interviews in this study took 45-60 minutes to be completed; however, because of the rich data gathered the researcher felt that time was meaningfully used.

During the semi-structured interviews the interviewer tried to establish rapport and trust and, to avoid bias caused by the interviewer, avoided the use of gestures and facial expressions. The interviewer believes she had gained the trust of the interviewees as they freely expressed themselves, their opinions and true sentiments - especially where they had strong feelings on an issue, for example, issues of language and inaccessibility of personnel in the Faculty, without feeling intimidated by the racial and gender differences. An effort was made to create an environment that made the interviewees feel comfortable and free to answer questions truthfully. The researcher listened attentively and



asked questions tactfully, clarifying them whenever the need arose. This interviewing technique is described by Sekeran (2000:226).

The interviewees can bias the data when they do not understand the questions or do not want to express their true opinions but give answers that they think the interviewer would like to hear or may answer questions in a socially acceptable manner rather than state their true sentiments. The interviewees in this study minimised chances of a bias as they were forthcoming and not withholding any information. They answered what they believed and felt. This was seen by the passion with which they answered questions.

According to Sekeran (2000:226) the setting may introduce a bias, for example somebody may feel uncomfortable if interviewed at the workplace and may not respond honestly. The setting in our study could easily have introduced a bias because they were conducted in the respondents' offices; however, the natural and relaxed setting and the interviewer's attempt to create an environment that was accepting and non-judgemental further minimised chances of a bias.

The researcher was trained by a qualified interview instructor on how to conduct interviews. This ensured that the information collected was as free as possible of bias. Training was followed by a pilot study which was conducted by the researcher in the presence of a trainer. The pilot study took place under the circumstances similar to those of the real study and a tape recorder was used to collect data as it would be used in the real study. The pilot study was conducted to ensure that the questions in the draft interview guide were precise, clear and unambiguous.

After the pilot interviews some questions in the draft guide were amended, the researcher could, based on the pilot study, determine the amount of time necessary for responding and had further sharpened her interview skills.

The pilot semi-structured interviews were followed by semi-structured interviews. In the consent letter the purpose of the semi-structured interview and how the individuals were chosen was clearly stated and the interviewees

were reassured of complete confidentiality. This ensured that situational bias in the study was minimised as far as possible.

The semi-structured interviews were scheduled on an appointment basis. Formal consent letters were written to the participants explaining the purpose of these interviews, the process and how the interviewees were chosen further requesting their participation in the study. These letters were followed by telephone confirmation of appointments. After an appointment and prior to the interview, an interview guide with semi-structured questions was electronically sent to a specific interviewee to enable them to be ready for the interview and to allay their anxiety.

These semi-structured interviews were conducted from October 2006 to February 2007. During these interviews a tape recorder was used when collecting data to make sure that a detailed transcript is collected. The interviews were conducted in a quiet and relaxed atmosphere where disruptions were brought to a bare minimum and privacy was maintained. Burns and Grove (2001:422) states that this type of atmosphere is necessary to facilitate a free expression of feelings and information. The researcher was literally involved in the collection of data thus getting a clear and better understanding in a natural setting and as perceived by the participants.

The data collected was later transcribed, then checked and rechecked by the interviewer and study leader to ensure that information was correctly typed.

### **3.3.2.2 The Interview Guide**

An interview guide is a questionnaire written to guide interviews. It provides the researcher with a set of predetermined questions. It ensures that the researcher ask questions that will provide appropriate answers (De Vos 2002:302). The literature review and the experience of the researcher on issues of transformation from the period when she managed the Office for Transformation and students' issues in the Faculty of Health Sciences at the

University of the Free State informed the designing of the interview guide in this study.

The purpose of the semi-structured interview as stated in the interview guide was to inform and contribute to the process of transformation, thus enhancing creation of an environment conducive to accommodating and supporting the Faculty's diverse population of personnel and students.

### **3.4 POPULATION SAMPLING**

#### **3.4.1 The population/units of analysis**

When doing surveys it is important that questions are asked to people that can provide correct answers to solve problems. Sekeran (2000:266) defines a target population as a collection of objects, events or individuals having some common characteristics that the researcher is interested in studying. A target population includes all members of a clearly defined group with specific, distinguishing criteria who have been chosen for a specific study (Burns & Grove 2001:366). Yegidis and Weinbach (2002:180) further state that when selecting a target population the following factors should be considered: budgetary constraints, methods of data collection and time allocated to conduct the research.

The target population should be carefully selected and stated. It is mostly not easy to study the whole population, hence only a subset of the population can be studied. A subset of the population is known as a sample. Sampling is the process of selecting a sufficient number of elements from the population. The reason for sampling instead of collecting data from the whole population is to get a sample that is as representative as possible of the target population (Yegidis & Weinbach 2002:181). Ideally one would like to study the whole population to give more meaning to one's findings; however, this is not always possible, hence researchers must at most times settle for a sample.

### 3.4.2 The target population

In this study the researcher tried to obtain subjects with a variety of characteristics within the management spectre to reduce the risk of biases. Burns and Grove (2001:237) explain heterogeneity as a strategy where subjects may be sought from multiple diverse sources. Characteristics of the group are from different management positions, different disciplines, different racial groups and different sexes. This heterogeneity would help increase the generalisability of the study.

For the purpose of this study Heads of units and administrators or their representatives in the Faculty of Health Sciences at the University of the Free State who have at least two years experience in the Faculty, who have consented to the interview and are broadly involved in student issues including teaching have been selected as the target population.

#### *The Executive (Office of the Dean)*

- Dean of Faculty of Health Sciences -1
- Administration Director -1
- Heads of divisions -2

#### *School of Medicine*

- Head of School -1
- Heads of departments in final year Medical Programme -5
- Programme directors - Medical Programme -1
- Programme coordinators – Medical Programme -1
- Phase leaders - Medical Programme -5

#### *School for Allied Health Professions*

- Head of School -1
- Heads of departments -4

#### *School of Nursing*

- Head of School -1

- Programme directors -2
- Programme coordinators -1
- Student administrator -1

### **3.5 QUALITATIVE DATA ANALYSIS**

Qualitative data analysis refers to all forms of analysis of data that is collected using a qualitative technique (Babbie 2000:490). Bailey (1987:370) in turn states that to culminate a study properly it is necessary to analyse the data so as to properly answer the research question and to present the results of the study in an understandable and convincing form.

#### **3.5.1 Semi-structured interviews**

Data was first gathered and organised. The data was then fully analysed on completion of the transcription of the data by the researcher herself with the support and under the guidance of an expert. Responses were processed by identifying and summarising concepts and followed by grouping themes to form specific categories (Porter in Cormack 2000:404).

Large sections of data were broken into smaller sections. The data was then carefully scrutinised in order to obtain its broad overview, with a view to describing preliminary interpretations. According to Leedy and Ormrod (2001:161) and Porter in Cormack (2000:404) responses were processed by identifying patterns of behaviours followed by mapping out variations, limitations and exceptions to the patterns being examined; finally, patterns were clarified and conclusions were confirmed and modified.

#### **3.5.2 Mechanisms to ensure trustworthiness of the results**

##### **3.5.2.1 Trustworthiness**

According to Henning *et al.* (2004:103) "trustworthiness" and "validity" are synonyms with the "believability" of a researcher's findings. The Web definition

of trustworthiness reads as follows: "When trust is well-founded and trust of another person (or moral agent) is morally sound, then it is based on trustworthiness. Put another way that which deserves trust is trustworthy" (Google S.A.). Guba as quoted in De Vos (2002:351-352) identifies trustworthiness as having four aspects, namely credibility, which is a true expression of feelings and opinions; transferability; dependability and conformability. To ensure dependability of data the researcher listened to tapes several times, checked and rechecked the manuscripts and compared the data. Tapes and transcripts are available for reference. The trustworthiness of this study lies in the fact that the researcher was instructed by the trained instructor in the art of conducting an interview. This gives credibility to the data. Additionally, an independent expert listened to the transcript to ensure an accurate interpretation, thus lending conformability and dependability to the information.

In qualitative research the requirements of validity and reliability are strongly debated. It is interpreted that these traditional methods are not applicable in qualitative research because of the nature of the method and epistemological assumptions. On the other hand it is expected that to evaluate the trustworthiness of the research when doing qualitative and quantitative research one should use the same criteria. Regardless of the aforementioned, the issue of trustworthiness should always be considered as an essential component of qualitative research. Components of trustworthiness and validity and reliability will thus be briefly discussed.

- **Credibility**

Credibility asks whether the researcher has established the truth of the findings as viewed through the eyes of those being interviewed, and within the context in which the research was carried out (Krefting 1991:215). Credibility in this study was achieved in that the researcher has been in this environment for some time and was thus accepted by the interviewees and they freely and honestly shared their views. The study was presented to participants and colleagues to ensure trustworthiness.

Data triangulation was achieved through obtaining diverse views by interviewing management involved in the administration of personnel, student issues and teaching from different disciplines, in different schools in the faculty and from the literature review.

Data triangulation means comparing and cross checking the consistency of information derived at different times and by different means with the intent of obtaining diverse views for the purpose of validation (Burns & Grove 2001:239).

- **Transferability**

Transferability refers to the degree to which the findings can be applied to other contexts or with other subjects (Krefting, 1991:216). The criteria of transferability was ensured through using a convenience sample where managers from different positions, disciplines, racial groups in the Faculty were selected for interviewing. Burns and Grove (2001:237) states that sample selection should be sought from multiple diverse sources.

There has been a thorough description of the methodology presented in this study in Section 3.3. Krefting (1991:220) explains this description as dense description and as such ensuring that the study is repeatable.

- **Dependability/Consistency**

Dependability or consistency refer to whether the findings of an enquiry would be consistent if the inquiry were to be replicated with the same subjects in a similar context (Krefting 1991:216). To ensure dependability methods of data collection, analysis and interpretation of data have been thoroughly explained in this study. The researcher and her study leader compared and discussed data and reached a consensus on the data.

- **Conformability**

Conformability refers to the guarantees that the findings, conclusions and the recommendations are supported by the data and that there is agreement between the researcher's interpretations and the actual evidence (Brink 1997:125). Data should be forthcoming without interference from the interviewer (Uys & Basson 1991:95).

### **3.5.2.2 Validity and Reliability**

Validity and reliability of the used measuring instruments or procedures influences the extent to which one can learn something. The probability that one will obtain significance in one's data analysis, as well as the extent to which one can draw meaningful conclusions from one's data is based on the validity and the reliability of the instrument or procedure (Landman 1988:96; Leedy & Ormrod 2001:31).

- **Validity**

Mouton (2002:122) refers to validity as the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration. Landman (1988:96), in turn, states that validity is the extent to which an instrument or procedure satisfies the purpose for which it is constructed; that is, it determines that which it was designed to determine.

Leedy and Ormrod (2001:31) define validity as the extent to which the instrument measures what it is supposed to measure. These authors further clarify the definition of validity as having two parts, firstly that of actually measuring the concept in question and not some other concept, and secondly that the concept is being measured accurately. The authors further state that if a measure is valid it will be accurate every time it is used and it should therefore be reliable. The relationship between validity and reliability is asymmetrical, in that validity ensures reliability, but not *vice versa*.



The validity of this study rested on the in-depth literature review, the scientific methods used, as well as the experience and support of the researcher by the study leader.

#### ○ **Reliability**

Reliability is a matter of whether a particular technique applied repeatedly to the same object would yield the same result each time (Babbie & Mouton 2002:119). Leedy and Ormrod (2001:31) further explain it as consistency with which a measuring instrument yields a certain result when the entity being measured has not changed.

Relevant semi-structured questions, the training of the researcher by the interview instructor, the semi-structured interview, the pilot study and the method followed to analyse data, all enhanced the reliability of this study.

### **3.5.3 Ethical considerations**

#### ○ **Consent**

In this study the researcher obtained consent from

- The Evaluation committee
- The Vice-Rector
- The Dean of the Faculty of Health Sciences
- The Ethics Committee
- Respondents (informed consent in this case)

#### ○ **Confidentiality**

The respondents shared their personal views voluntarily and agreed that it would be used as a source for the research data (Burns & Grove 2001:200).

### **3.6 CONCLUSION**

In this chapter the researcher explained the research methodology that was used in this study, namely the qualitative research paradigm, which has been used to describe and clarify the process of transformation in the Faculty of Health Sciences at the University of the Free State.

The target population was selected from Management in their different positions, the Executive body, different disciplines, different racial groups and different gender groups. A literature study was done to clarify the concept transformation in higher education and its management, and to assist in choosing appropriate research methods. After semi-structured interviews were done using an interview guide, data was analysed qualitatively and findings and recommendations reported. Literature was further reviewed to compare and control data.

The next chapter reports on the research results, data analysis and findings.

## **CHAPTER 4**

### **RESEARCH RESULTS, DATA ANALYSIS AND DESCRIPTION OF FINDINGS**

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#### **4.1 INTRODUCTION**

The study was conducted in two stages, namely a literature study and semi-structured interviews. The literature review was used as a background support for the design of the interview guide and to confirm certain aspects of the data. The purpose of the study was to inform and contribute to the process of transformation in order to enhance the creation of an environment conducive to accommodating and supporting a diverse population of personnel and students.

This chapter will deal with the results, data analysis and a description of the findings.

#### **4.2 REPORTING OF THE RESULTS, DATA ANALYSIS AND DESCRIPTION OF THE FINDINGS**

[For a conclusive discussion of the findings, including direct quotes (own words) cf. Chapter 5].

Results of the semi-structured interviews are reported according to constructed categories of explanations for the classification of the information.

Twenty-seven interviews were conducted with role players from the following:

The Executive/Office of the Dean (D1-D4)

School of Medicine (M1-M13)

School for Allied Health Professions (A1-A5)

School of Nursing (N1-N5)

The results of the following questions are reported:

(1) Do you think there is accessibility in the Faculty?

- Access of entry
  - Access for success
- (2) In your opinion what are the factors, if any, that impede accessibility in the Faculty of Health Sciences at the University of the Free State?
  - (3) What measures can be taken (mechanisms can be introduced) to enhance accessibility of entry and of success?
  - (4) Briefly provide evidence of transformation in the:
    - Faculty of Health Sciences
    - Your School
    - Department / Division or programme
  - (5) In your opinion, are you empowered to teach (work with) learners from designated groups or from different cultural backgrounds?
  - (6) What do you think is the impact of transformation or lack thereof on you as a person and on your performance?
  - (7) What do you think is your role in enhancing transformation?
  - (8) In your opinion, does the curriculum enhance the following:
    - The learners' appreciation of cultural diversity
    - Learner-centred education
    - Emphasise Primary Health Care / Community-based Education?
  - (9) What do you think is the impact of parallel medium of instruction on:
    - The lecturer
    - The learner?
  - (10) In your opinion, what are the priority areas to promote meaningful transformation?
  - (11) How can these priority areas be evaluated?
  - (12) How can the following issues be evaluated and addressed:
    - Insecurities of the traditional population
    - Dissatisfaction of the non-traditional population?

The results were summarised in table format (cf. Table 4.1 – 4.9b).

The results are reported in the following way: **results** with clear table referencing and **data analysis and description of findings** (cf.4.2.1-4.2.12).

[For a conclusive discussion and direct quotes, the reader is referred to Chapter 5]

**Table 4.1a: Accessibility in the Faculty of Health Sciences at the University of the Free State**

General perspectives on access of entry and success in the Faculty
1. There is open access for all personnel and students [D2, D3, D4, A1, A3, A5, M3, M4, M7, M8, M9, M11, M12, M13, N2, N3, N5].
2. We are accessible to a certain point [D1, M1, M2, M5, M6, M10, N1, N4].
3. Very difficult for all nationalities because of the high standards set for a specific course [A2].
4. There are a number of constraints [A4].

**Table 4.1b: Accessibility of entry and success in the Faculty as far as personnel is concerned**

Factors that enhance access of entry for personnel	Factors that impede access of entry for personnel	Measures (mechanisms) that will enhance access of entry for personnel
<p><b>1. Management and leadership</b></p> <ul style="list-style-type: none"> <li>With policies and approaches we have progressed a lot [D1, D4, A1, A5, M3, M4, M5, N1]</li> <li>People are appointed on 3-year contract cycles [D4]</li> </ul> <p><b>2. Appointment of staff</b></p> <ul style="list-style-type: none"> <li>Widely advertised posts [D1, M2, M3, M13]</li> <li>Non-discriminatory advertisements [D3, A3]</li> <li>To have potential [D2]</li> <li>Right Qualifications [D1, D2, D3]</li> <li>Minimum standards for intake [D2]</li> <li>Affirmative Action posts [D2]</li> <li>Open discussions about selection and admission policies for appointment of staff [D4]</li> <li>Use of special grants [M2]</li> <li>Interviews are conducted in a fair manner with union representatives present [M11]</li> <li>Merit and availability of posts [A3]</li> <li>Headhunting [M2]</li> <li>Find people to enter [D2]</li> </ul> <p><b>3. Development of staff</b></p> <ul style="list-style-type: none"> <li>Grow Our Own Timber and Philanthropic projects to help University to enhance employment equity [D3, D4, A1, M6]</li> <li>Bringing in post-graduate students as registrars [D4, M6]</li> </ul>	<p><b>1. Management and leadership</b></p> <ul style="list-style-type: none"> <li>Language (parallel medium of instruction) may deter people who do not understand Afrikaans from coming to the Faculty D2) [M2, M11, M13, A1]</li> <li>University experiencing financial constraints [M11, A1]</li> <li>The University is not prepared to change its culture [A4]</li> <li>Failing to make good ambassadors of people leaving the Faculty [D1]</li> <li>The Department of Health because of their dependence on the university staff are not doing anything to support transformation [A4]</li> </ul> <p><b>2. Appointment of staff</b></p> <ul style="list-style-type: none"> <li>Interviewing panels not yet very clear about transformation and accessibility [M1]</li> <li>People should be able to pull up their socks, [M10] must show that they can take the full load of the post and appointment should be on merit [A3]. We can't just appoint anyone for the sake of transformation [M11]</li> <li>Internal advertisements of posts [M1]</li> <li>People don't want to move from big cities to smaller towns [M2, M6, M13, A1, D4]</li> </ul>	<p><b>1. Management and leadership</b></p> <ul style="list-style-type: none"> <li>Improve doctors' salaries to get some of my black colleagues back from the private sector [M1]</li> <li>Implementation of policies [D1]</li> <li>Create equity posts [M6]</li> <li>Get money for equity posts [M2, M6]</li> <li>Support people in equity posts [M6]</li> </ul> <p><b>2. Appointment of staff</b></p> <ul style="list-style-type: none"> <li>We need to work on our image to attract designated groups [D1]</li> <li>Put more focus on attracting senior students, even from other universities [A1]</li> <li>Recruit from other universities and during national congresses and forums [A1, M2]</li> <li>Be serious about recruitment, target students to come back to be registrars and move on [A4, M2]</li> </ul> <p><b>3. Social relationships/organisational culture</b></p> <ul style="list-style-type: none"> <li>Improvement of the organisational culture to suit all employees (to understand one another and one another's traditions) [D2]</li> <li>Make people feel welcome and at home [D1]</li> </ul> <p><b>4. None</b></p> <ul style="list-style-type: none"> <li>No measures (mechanisms) because there is no discrimination [M3]</li> </ul>

Table 4.1b (continued)

	<ul style="list-style-type: none"> <li>• No applicants [D4,A5,M2,M4,M6,M8,M10]</li> <li>• Attracting staff from other cultural groups is a national problem [A1]</li> <li>• People with such qualifications do much better in the private sector or even the government [A1,A5] even overseas [D4,M2]</li> <li>• People not having requirements for the post such as experience and qualifications M2,M6,M8,D4,M8]</li> </ul> <p><b>3. Physical facilities</b></p> <ul style="list-style-type: none"> <li>• Physical facilities don't allow for free movement of the disabled people though I don't think disabled people can cope in this Faculty [D3, M6, M9, A1]</li> </ul> <p><b>4. Quality assurance</b></p> <ul style="list-style-type: none"> <li>• Rigid systems because of quality control, which is a good thing, but which takes away the freedom of staff and the uniqueness of the different areas to work better and faster towards transformation [N1]</li> </ul> <p><b>5. Social relationships/organisational culture</b></p> <ul style="list-style-type: none"> <li>• The family is strongly one group and there are no colleagues to identify with socially [D1] and sometimes not even family members [D4]</li> <li>• Perceptions [M4,M1,D1]</li> <li>• Environment not open [D1]</li> </ul>	
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Table 4.1b (continued)

Factors that enhance access for success for personnel	Factors that impede access for success of personnel	Measures that will enhance success of personnel
<p><b>1. Staff development and support</b></p> <ul style="list-style-type: none"> <li>• New lecturers get 10 handbooks to help them and they can further request more reading material [M10]</li> <li>• Staff development unit [M11, A1]</li> <li>• Mentorship programmes for staff or postgraduate students [A1]</li> </ul>	<p><b>1. Management and leadership</b></p> <ul style="list-style-type: none"> <li>• No clear guidelines [M1]</li> <li>• Policies that are not implementable [M1]</li> <li>• The Department of Health is not doing much to help correct the situation [A4, M1]</li> <li>• Workload of staff denies them time for mentoring and coaching [A1, N1]</li> <li>• General factors that you will find in any university in the world [M3]</li> </ul> <p><b>2. Staff development and support</b></p> <ul style="list-style-type: none"> <li>• Lack of support [D4]</li> </ul> <p><b>3. Social Relationships</b></p> <ul style="list-style-type: none"> <li>• Social isolation leading to easy quitting once faced with problems; no confidantes [D1]</li> </ul>	<p><b>1. Staff development and support</b></p> <ul style="list-style-type: none"> <li>• Support of new personnel by immediate supervisor [D4, M1, M2, M6, M10, N1]</li> <li>• Special programmes to support the person employed on potential capabilities [M1, M2, M6, M10]</li> <li>• Orientation of personnel should be continuous [D4]</li> <li>• Need for coaching and mentoring of personnel [N1]</li> <li>• Short courses or half-day seminars/conferences [M10]</li> </ul>

Table 4.1c: Accessibility of entry and success in the Faculty as far as students are concerned

Factors that enhance access of entry of students	Factors that impede accessibility of entry of students	Measures (mechanisms) that will enhance entry of Students
<p><b>1. Management and leadership</b></p> <ul style="list-style-type: none"> <li>• Recruitment [D3] of the right numbers of students towards 60/40 as set by the government. [M3]</li> <li>• Policies, procedures [D4, M1, M2, M9]</li> <li>• Financial support [A1]</li> <li>• Parallel medium of instruction [D2, M3]</li> <li>• Lower selection criteria for entry for black students [D2, D5, A3, M3, M4, M5, M6, M7, M8, M11]</li> <li>• Discussion forum with experts [M2]</li> </ul> <p><b>2. Student support</b></p> <ul style="list-style-type: none"> <li>• Bridging courses [A3]</li> <li>• There is so much accessibility that it's almost discriminating to whites [M4]</li> <li>• Commitment to make school as accessible as possible [M1]</li> </ul>	<p><b>1. External factors</b></p> <ul style="list-style-type: none"> <li>• Perception that there is a high failure rate [D1]</li> <li>• Perception in general [M1, M4]</li> <li>• The poor school system [A2, A5, M7, M11, M12, N3, N4]</li> <li>• Financial problems [A1, A2, A3, A4, A5, M11, M13, N1, N4]</li> <li>• Selected students don't turn up, [A3, A5, N4]</li> <li>• Students' results sometimes reflect shortcomings of a specific school rather than the ability of the student and that the selection criteria do not take this into account [A4]</li> <li>• Parents feel that what they pay for studies does not tally with what their children earn at the end [A5]</li> <li>• Few or no applications from black students [M4, M10]</li> <li>• General factors found at any university [M3]</li> </ul> <p><b>2. Internal factors</b></p> <ul style="list-style-type: none"> <li>• Students don't identify with the Faculty [M1, A4]</li> <li>• In some schools the selection is too high and as such exclusive [A2, N4]</li> <li>• Cultural differences /shock [A2, A3, A4, A5, M9]</li> <li>• Recruitment needs improvement [D3, M1]</li> <li>• Environment [M1]</li> <li>• No guidelines [M1]</li> </ul>	<p><b>1. External factors</b></p> <ul style="list-style-type: none"> <li>• Financial support [A1, M1, N1, N5]</li> <li>• Bridging fund [D3]</li> <li>• Advise teachers in grade 8 and 9 about subjects choice for the medical programme [M1, A5]</li> <li>• Standard of schooling to be improved [A2]</li> <li>• Improvement of standard of schooling [A3]</li> </ul> <p><b>2. Internal factors</b></p> <ul style="list-style-type: none"> <li>• Need for more social workers or people that can help students cope with their problems, for example, the office of transformation which is now closed [N5]</li> <li>• Improve the recruitment strategy and recruit the students that we want quite early (grade 8 and 9) [D3, M1, A1, A5]</li> <li>• Pre-med degree [M5]</li> </ul>



Table 4.1c (continued)

Factors that enhance access for success of students	Factors that impede access for success of students	Measures (mechanisms) that will enhance success of students
<p><b>1. Academic factors</b></p> <ul style="list-style-type: none"> <li>• Orientation programme to give necessary skills to learners from learning environments where there was a lack of certain skills [A1]</li> <li>• Academic support through tutors and learning facilitators [A1, A2, A3, A5, M12]</li> <li>• Development programme [A1, M9]</li> <li>• Bridging courses [A2, A3, M12, N5]</li> <li>• Mentors [N5]</li> <li>• Reassessments and additional tests [A3]</li> <li>• Learning division [M9, M10, M11, N5]</li> <li>• Modular system to break year subjects into smaller, manageable bits [M10, M3]</li> <li>• Allocating junior registrars to work alongside senior registrars for three months as orientation [M2]</li> <li>• Training programme for interns [M2]</li> <li>• Exit points [D4]</li> <li>• Encouraging postgraduate students to enrol for extra courses e.g. computer course if not computer literate [M2]</li> <li>• Support after failing a semester [M8, D4]</li> <li>• Winter classes for those who failed [M2]</li> <li>• Prepare students for 2<sup>nd</sup> examinations [M2]</li> </ul> <p><b>2. Social support services</b></p> <ul style="list-style-type: none"> <li>• Support structures on campus [M11, N5]</li> <li>• Access for success committee [A1]</li> <li>• Creating discussion forums for students [M2]</li> </ul> <p><b>3. Policy</b></p> <ul style="list-style-type: none"> <li>• Minimum standards for intake [D2]</li> </ul>	<p><b>1. Internal factors</b></p> <ul style="list-style-type: none"> <li>• Limited accessibility due to languages [M1, A4, A5, M4] don't know English [M6, M11]</li> <li>• Nobody to address change of culture [M9]</li> <li>• Transport problems [A2, A5]</li> <li>• The volume of work and tempo [M7]</li> <li>• The Faculty is a strange place for black students [A4]</li> <li>• No role models [A4, M1]</li> <li>• The naming of the Faculty facilities reflects only one group and for such reasons black students cannot identify with the Faculty [A4]</li> <li>• Not paying much attention to external factors [A1]</li> <li>• Late identification of learners' problems [A1], [M2, M4, M9]</li> <li>• Workload on staff [N1]</li> <li>• Low selection criteria [D4, M4, M5, M6]</li> <li>• Borderline students as registrars from other universities.</li> </ul> <p><b>2. External factors</b></p> <ul style="list-style-type: none"> <li>• The Department of Health is not doing much to help correct this situation [A4]</li> <li>• The previous political system [A5]</li> <li>• Students from schools without good teaching facilities are all of a sudden expected to be on a certain level like they are at par with everybody [A4, M4, M9]</li> <li>• Learners are taught in their mother tongue at primary school and only in English at high school [M12]</li> <li>• Ignorance about some of the courses [A1]</li> <li>• Defective conditions at the homes of these scholars [M12]</li> <li>• Students don't turn up [A3]</li> <li>• Social problems [M4, M5]</li> <li>• Inadequately prepared students [M5]</li> </ul>	<p><b>1. Internal factors</b></p> <ul style="list-style-type: none"> <li>• Introduction of different levels of exit [A2]</li> <li>• Standard of schooling to be improved [A3, M12]</li> <li>• Upgrading period after selection e.g. summer school during the December holidays [M9]</li> <li>• AARP results to be compulsory and to be used as a guideline to identify learning problems on time and not necessarily as a selection tool [M9]</li> <li>• Need for a transformation officer to attend to students' other problems except learning problems [A4]</li> <li>• Add one or two remedial years [M12]</li> <li>• Academic support from the onset [D4, M1, M11, A1]</li> <li>• More staff and versatile staff [M5]</li> <li>• Role models [M5]</li> <li>• More social support [M1, M9, N5]</li> <li>• Appoint Faculty students in the staff establishment of the Province so that they can identify with their supervisors as their role models [M1]</li> <li>• Financial support [A1, N1] and there is a need for a bridging fund [D3]</li> <li>• Extra classes after failing 1<sup>st</sup> test</li> <li>• Introducing Assistant courses [D4]</li> </ul> <p><b>2. External factors</b></p> <ul style="list-style-type: none"> <li>• Department of Health to help students control their bursary money so that it lasts till the end of the year [M1]</li> <li>• Discussions with bridging course management to offer courses that will benefit all students [N4]</li> </ul>

Table 4.2: Provision of evidence of transformation

Evidence of transformation	Efforts for enhancement / Derailment of transformation	Recommendations to improve transformation
<p><b>1. Representivity</b></p> <ul style="list-style-type: none"> <li>• Representivity in personnel numbers-very little progress [D1, D2, M13, N2] (some schools better than the Faculty in totality) [N1]</li> <li>• Females progressed definitely [A1,D1]</li> <li>• Representivity in terms of gender-moved a little bit [D1, A3] In some departments still male dominated and in others female dominated [N1]</li> <li>• Appointment of a black woman in a very senior position [D1, D2, A2, M1, M3, M6, M7, M10]</li> <li>• Representivity in terms of race and gender (personnel) we have made progress [D3, M2, M3, M10, M12, M13]</li> <li>• Representivity among students-There is great progress [A3, D1, D2, D4, M2, M11, M12, M13, N1, N3, N4, M8]</li> <li>• Admin personnel from designated groups [M8]</li> </ul> <p><b>2. Curriculum</b></p> <ul style="list-style-type: none"> <li>• New curriculum [D1, D2, A1] OBE and problem-based curriculum meeting almost all the goals set by SAQA [A4, D3, N1]</li> <li>• New methods of teaching and training [D1, N1]</li> <li>• New methods of assessment [D1]</li> <li>• Learning development programme [M10]</li> <li>• College of medicine examinations now conducted by more English speaking assessors [M1]</li> <li>• Learner centred [D3]</li> </ul> <p><b>3. Management and leadership</b></p> <ul style="list-style-type: none"> <li>• Management restructured to focus on efficiency and quality (21<sup>st</sup> century type of organisation) [D1]</li> <li>• Collective partnership [N1]</li> <li>• Technological transformation [D3]</li> <li>• Openness when talking about transformation [D4], More open minded</li> </ul>	<p><b>Efforts to derail transformation</b></p> <p><b>1. Management and leadership</b></p> <ul style="list-style-type: none"> <li>• Transformation office shut down [A4]</li> <li>• No black or female understudy for the dean's post [A4]</li> <li>• Post of vice-dean closed [A4]</li> <li>• In some departments nothing is happening for personnel [A4]</li> <li>• Executive Management all white except dean, [A4]</li> <li>• Measuring transformation by statistics only (representivity) [M9]</li> <li>• Language keeps students separate socially [M12]</li> <li>• Don't just appoint for the right colour</li> </ul> <p><b>2. Academic</b></p> <ul style="list-style-type: none"> <li>• Shortcomings of OBE [D3]</li> </ul> <p><b>Efforts to improve transformation</b></p> <p><b>1. Academic</b></p> <ul style="list-style-type: none"> <li>• To have a definite section on cultural sensitivity, professional behaviour and diversity presented as a generic module [A1]</li> </ul> <p><b>2. Management and leadership</b></p> <ul style="list-style-type: none"> <li>• Trying hard to get as many black and coloured students as possible [A2]</li> <li>• Outreach programme to try and fill a vacant post with a black woman [A2]</li> <li>• Promotion of Sesotho as a scientific and regional language [M1]</li> <li>• You see them working and talking together [M12 ]</li> </ul> <p><b>Concerns</b></p> <ul style="list-style-type: none"> <li>• Cannot appoint for the sake of appointment, one should deserve to be appointed [M11]</li> <li>• We cannot let people resign to let others to come in [M11]</li> <li>• Transformation appointments to pull up their socks [M5]</li> </ul>	<p><b>1. Management and leadership</b></p> <ul style="list-style-type: none"> <li>• Many departments still have to change how they do things and change in their approach [A4]</li> <li>• Intensive recruitment of blacks into the Faculty [A4]</li> <li>• Need for financial resources to effect the new curriculum [D3]</li> <li>• Need for participatory decision-making, transparency and flat management structure [D3]</li> <li>• Student support</li> <li>• Define disadvantaged students; is it blacks from Grey College or from disadvantaged schools [M9]</li> </ul> <p><b>2. Psycho-social needs</b></p> <ul style="list-style-type: none"> <li>• Only the strong-willed will stay [A4]</li> </ul>

Table 4.2 (continued)

<ul style="list-style-type: none"> <li>• Minutes are now written in either English or Afrikaans (alternate sessions) [M1, A2, A3, A4]</li> <li>Language improved [N1]. Interpreting services [M1]</li> <li>• Research culture [A1]</li> <li>• Developed and appointed cleaner in a secretarial post [N3, N4]</li> <li>• Faculty policies [A5]</li> <li>• We have transformed up to a certain point and I think the problem is not the lack of the will to do it on our side but it's the results [M2]</li> <li><b>4. Students Issues</b></li> <li>• Mentorship programmes [A1]</li> <li>• Philanthropic students to increase pool of black post-graduate students to appoint personnel from, because of low rate of applicants from outside [A4]</li> <li>• Interaction amongst groups of students in English class [M12,A4] (even in social gatherings)</li> <li>• Black students are participating in decision-making and other activities in the school [N4]</li> <li>They are now taking more leadership roles [N3]</li> <li>• Black and white students are solving their differences on their own in the students forum unlike in the past [N5]</li> <li>• No more students uprisings [N5]</li> <li><b>5. Opinions</b></li> <li>• Slightly disappointed at the rate of transformation [M1]</li> <li>• There are changes happening, we sometimes don't see them yet people from the outside see them [M1]</li> <li>• The rate is slow bit it's a non-issue [M5]</li> </ul>	<ul style="list-style-type: none"> <li>• In some departments looking for personnel and students is a problem in all nationalities and more so for lacks [M4]</li> <li>• There is a need for more transformation [D2]</li> <li>• It is better to appoint good people than the right people [M3]</li> <li>• The argument may be whether transformation is enough or not because there is transformation [M2]</li> <li>• Still have to do a lot of work [N1]</li> <li>• For me as a black there are very few signs of transformation [A4]</li> </ul>	
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**Table 4.3: Empowerment of staff to teach (work with) learners from designated groups or different cultures**

Empowerment	Proof of empowerment	Suggestions for empowerment
<p><b>1. Self-empowerment</b></p> <ul style="list-style-type: none"> <li>• My background gives me an advantage of identifying with both groups [D1, M4]</li> <li>• It is the policy of the University and one must adhere to it [D2, M4]</li> <li>• My Christian belief to give everyone a place on earth, what is good for me is good for everybody [D2]</li> <li>• There are gaps, we mostly teach ourselves [D4, M11]</li> <li>• I am empowered but with a provision because I don't know enough about how different cultures work [M1, M3, M12, N1]</li> <li>• Try to communicate with black and coloured people [A2]</li> <li>• Exposure to different cultures has prepared me [A4, M9, M11, M12, A4, N5]</li> <li>• Studied to improve my understanding of cultural differences [N3, M2, M9, M11]</li> <li>• Empowered through trial and error [N3, N4, M5]</li> </ul> <p><b>2. Institution Empowerment</b></p> <ul style="list-style-type: none"> <li>• Lecturers are equipped and have the will to support black students in their studies [A2, A3, M13, M8]</li> <li>• In the department we talk about issues that affect different types of students on a regular basis [A4]</li> <li>• Address cultural issues as members of staff [A4]</li> <li>• Lecturers are empowered and have the will to help students [A3]</li> <li>• Not very empowered, we still make assumptions [N1]</li> <li>• The university has given some courses, workshops, seminars on transformation [D2, D3]</li> <li>• The Faculty is better equipped to work with people from all cultural groups as part of their clinical training [A1, M2]</li> <li>• Attended workshops on diversity [A1]</li> </ul>	<p><b>1. Socio-cultural</b></p> <ul style="list-style-type: none"> <li>• Understand students in their own context and mindset [D1]</li> <li>• When making examples in class take into consideration other groups [M9]. Accommodate other groups in class [M11]</li> <li>• Understand their problems M12</li> <li>• Be honest, talk to one another to clarify perceptions and socialise to get to know one another [M6]</li> <li>• There is a need for career pushing to prevent dissatisfaction</li> </ul>	<p><b>1. Management and leadership</b></p> <ul style="list-style-type: none"> <li>• Need for a yardstick for people to measure themselves [D3]</li> <li>• An approach to motivate people to change [D3]</li> <li>• Set clear goals for transformation [M1]</li> <li>• Observe rules but don't generalise when taking decisions, consider amongst others cultural and religious backgrounds [M1]</li> <li>• Blacks to also play their role to facilitate transformation [M10]</li> <li>• To fast track transformation there is a need of critical mass who support transformation [M1]</li> <li>• Put structures in place to enhance transformation [N4]</li> </ul> <p><b>2. Socio-cultural</b></p> <ul style="list-style-type: none"> <li>• Empower students on how to change certain cultural behaviours such as addressing black elderly people appropriately [A4]</li> <li>• Students should be exposed to different cultural situations [A4]</li> <li>• Socialise and spend more time together [N1]</li> <li>• Be sensitive when taking decisions about students [M1]</li> <li>• Share time together and talk to one another [N1]</li> </ul>

Table 4.4: The impact of transformation or lack thereof

Challenges of transformation	Challenges of Lack of transformation	Measures (mechanisms) to improve transformation
<p><b>1. Positive impact</b></p> <ul style="list-style-type: none"> <li>• Broaden my vision [M8]</li> <li>• Improved me as a person [M8]</li> <li>• Makes me think deep [M8]</li> <li>• Makes me to be innovative [M13]</li> <li>• Transformation for the better makes me feel good [D1]</li> <li>• Transformation is a great motivator [D1]</li> <li>• I had to make some adjustments to work with people from other cultures [D2]</li> <li>• Transformation has challenged me to develop people from other cultures [D2 M9, M11]</li> <li>• I had to improve my language because I had to speak more English [D2]</li> <li>• I can speak a bit of Sesotho [D2]</li> <li>• Enriching experience [A1]</li> <li>• We had to make some adjustments in the organisational structure because of different cultures. We are not used to that at this level [D2]</li> <li>• It is a liberating experience [N1]</li> <li>• I have learnt a lot about other cultures e.g. how different cultures look differently at solving problems [A1]</li> <li>• It encourages group cohesion, I have seen this especially among students [N4]</li> <li>• Has definitely brought in a new dimension into the system for us [M2]</li> </ul> <p><b>2. Negative impact</b></p> <ul style="list-style-type: none"> <li>• I suffered the stress of having to speak English because I am not so fluent in English [D2]</li> <li>• I have a problem in just appointing and transforming for the sake of transformation, at least appoint a person with potential [D2, D3, A3]</li> <li>• Parallel medium maintains separation [A1]</li> <li>• Brings a lot of challenges [M8, M9]</li> <li>• The sense of getting them up to standards can be stressful [M5]</li> </ul>	<p><b>1. Negative impact</b></p> <ul style="list-style-type: none"> <li>• Lack of transformation affects both groups negatively because they go with what they think works. Blacks will not raise issues of importance because they know those issues will be considered not to be fair. Whites will not support what they think is not fair even if it is just and as a result things will remain the same [A4]</li> <li>• Lack of transformation pulls me down [D1]</li> <li>• Lack of support affects transformation negatively [D3]</li> <li>• It kills innovation [A4]</li> <li>• Policies are so rigid that they don't allow for transformation [A4]</li> <li>• Lack of transformation keep blacks in the minority and remaining in the minority; disadvantages blacks in that their decisions are mostly out-voted [A4]</li> <li>• Black staff only do what is required and keep quiet and stay out of trouble [A4]</li> <li>• It is saddening and depressive [N1]</li> </ul> <p><b>2. Positive impact</b></p> <ul style="list-style-type: none"> <li>• Lack of transformation challenges me to analyse the situation and act accordingly [D1, D3]</li> <li>• Transformation potentially brings down standards [M3]</li> <li>• Lost a lot of brain power [M1]</li> </ul>	<p><b>1. Management and leadership</b></p> <ul style="list-style-type: none"> <li>• Every person has a different perspective of transformation because we don't discuss it. There is a need for more discussions [D4]</li> <li>• To advance transformation there is a need for flexibility. You cannot treat people that are different the same way [A4]</li> </ul> <p><b>2. Psycho-social</b></p> <ul style="list-style-type: none"> <li>• Need for a strong will if one is to stay here [N4]</li> <li>• Work on how people perceive transformation [N4]</li> <li>• Work with undergraduate students so that they will come back as registrars and go further to be consultants and stay on [M1]</li> <li>• There are critical posts like assistant researcher and secretary which should not be forced to appoint for the sake of transformation if a person is not up to standard. It may not be the same problem with appointing one consultant as that person can develop in that post [M3]</li> <li>• Keep 70%, bring in 30%; after 5yrs push to 50%, the 30% will be ready to support. [M1]</li> </ul>

Table 4.4 (continued)

<ul style="list-style-type: none"> <li>• It is a personal thing, you can allow yourself to be motivated or demotivated depending on the situation [D3]</li> <li>• Staff is nervous about transformation [A2]</li> <li>• Transformation is an extra load because you have students with problems and you are to support them [A3, M3, M10]</li> <li>• Transformation is an extra load and is frustrating if you make transformation appointments of people that don't qualify and you are to do the job for them while they get the money [A3, M3, M12]</li> <li>• It creates stress when you are in severe need of personnel and there are people available from other groups and you are to go out and search for people from the previously disadvantaged groups [M2, M13]</li> <li>• It is unfair because it makes one to be overlooked for promotion [N4]</li> </ul> <p><b>3. Opinion</b></p> <ul style="list-style-type: none"> <li>• I think I am not seen as pro-transformation as I used to be, and this limits my capabilities to negotiate for transformation [M1]</li> <li>• I see transformation as slow and that makes me question myself as I cannot fast track it [M1]</li> <li>• Both parties (black and white ) are not playing their part [M1]</li> <li>• Sacrifice personal time but not appreciated [M10]</li> </ul> <p><b>4. No impact</b></p> <ul style="list-style-type: none"> <li>• I don't think I am really affected by transformation in any way, either negatively or positively [D3, A2]</li> </ul>		
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Table 4.5: Role of Management in enhancing transformation

Role	Suggestions
<p><b>1. Management and leadership</b></p> <ul style="list-style-type: none"> <li>• To get the staff to focus on transformation and all its aspects [D1]</li> <li>• Identify areas where there is no progress, identify the cause of problem and give strategic direction [D1]</li> <li>• We try to transform as much as possible in appointments, staff development, organisational atmosphere [D2 , M12]</li> <li>• To lead by example [D3] to be a role model [N4]</li> <li>• Enable appointment of black personnel in my department [D4, A2]</li> <li>• Identify needs and support accordingly [D4, N5]</li> <li>• To ensure that everybody has a formal vision of where we are going, there are guidelines and we know what the demographic composition is, and there are target dates [M1]</li> <li>• To do transformation in a responsible way [M2, M13, M3]</li> <li>• To manage differences and sometimes conflict within the group in the department [M2, N1]</li> <li>• To strike a balance between transformation and academic standards (not that they are exclusive of one another) [M11, M12, M13]</li> <li>• To facilitate setting of transformation goals and strategies and enabling reaching those goals [A1]</li> <li>• We can try to improve the quality of students [A3]</li> <li>• To be very careful to appoint anybody that can't really do the job [A3]</li> <li>• Change mindset of whites to be receptive and that of blacks to be exceptional in their performance [A4]</li> <li>• To make it possible that people come and work here and feel comfortable in our organisation [D2]</li> <li>• Recruit using role models to get the best students [M2].</li> </ul> <p><b>2. Staff Development</b></p> <ul style="list-style-type: none"> <li>• Committed to transformation and to make it a success [M1]</li> <li>• Development of personnel [D4]</li> <li>• Would like to learn Sesotho but too busy [A2]</li> <li>• Mentoring role [A1]</li> <li>• Support role [N3, M11, M9]</li> <li>• Teach colleagues about cultural differences [N3]</li> <li>• Enhance transformation through my behaviour towards students [N3]</li> </ul>	<p><b>1. Addressing dissatisfaction of traditional populations</b></p> <ul style="list-style-type: none"> <li>• People appointed on transformation posts should bring in their side of the story [M1]</li> <li>• Transformation should not be done for the sake of transformation, be committed to making it a success [M1]</li> <li>• Inform people that it is not that we are no more going to appoint white people [A2]</li> </ul> <p><b>2. Addressing dissatisfaction of non-traditional populations</b></p> <ul style="list-style-type: none"> <li>• People should be taught that there are different methods of doing things and any method that brings results is correct, and not only the methods that certain individuals subscribe to [A4]</li> <li>• To abide by the principle set by the government but be free to critically think about transformation and express certain concerns and criticism [M3]</li> <li>• To promote transformation wherever it is meaningful and makes sense [M3]</li> <li>• Facilitate and look for people to appoint who are trainable [M4]</li> <li>• Create an environment where they will feel at ease</li> <li>• Create the environment for change [M2], facilitate transformation [N3, M3, M8]</li> <li>• No role, everything is decided for us at undergraduate programme [M5]</li> <li>• At postgrad, recruit good students, appoint role models [M5]</li> <li>• Support students in every identification of their problems [M9]</li> <li>• No choice as far as personnel is concerned [M11]</li> <li>• Accommodate the differences [M11]</li> </ul>

Table 4.6: The effect of the curriculum on transformation

Learners' appreciation of cultural diversity	Learner-centred education	Emphasis on Primary Health Care (PHC)/Community-based Education (CBE)
<p><b>1. Fully Agrees</b></p> <ul style="list-style-type: none"> <li>• There is an opportunity in day to day activities and interactions [D1]</li> <li>• It is addressed in one of the core module in phases 1 and 2 [D3, D4, M9, M10, A1] (as part of a module) [A3, A4, A5, N1, N2, N3, N4, N5]</li> </ul> <p><b>2. Agrees to some extent</b></p> <ul style="list-style-type: none"> <li>• Yes to some extent especially for the first year in the English class which is a diverse class [M11]</li> <li>• Yes to some extent, language affects this [N1]</li> <li>• Yes, but we accommodate the old traditional method and the new method of teaching [A5]</li> <li>• Learners appreciate this once they get into the community because then they need one another for interpretation [N4]</li> <li>• It is only addressed in the assessment training course [D4]</li> <li>• We are doing a lot of teaching but there is a need for exposure to cultural diversity [M9]</li> <li>• Cultural diversity is stressed in the lecturing and community intervention but not in the classroom [A2]</li> <li>• Not so sure but they certainly have by mixing informally during their first year [M12]</li> </ul> <p><b>3. Non-existent</b></p> <ul style="list-style-type: none"> <li>• For cultural diversity to be appreciated students need to have role models [M1]</li> </ul> <p><b>4. Don't know</b></p> <ul style="list-style-type: none"> <li>• Difficult to answer because I am not involved [D2]</li> </ul>	<p><b>1. Fully Agrees</b></p> <ul style="list-style-type: none"> <li>• It is learner centred because we follow outcome-based, resource-based curriculum, group work and self-directed student learning [D3, M1, N1, N4, N5, A1, A3]</li> <li>• Learner centred even beyond classroom teaching by being accessible to learners [A4]</li> <li>• At post-graduate level the curriculum is learner centred, integrated and problem oriented [D4]</li> </ul> <p><b>2. Agrees to some extent</b></p> <ul style="list-style-type: none"> <li>• We are getting there but we have to put in more effort [M11, A2]</li> <li>• The curriculum is learner centred though the size of the class and the content they are handling influences it to some extent [N1, A2]</li> <li>• It is learner centred the 1<sup>st</sup> world way [D1]</li> <li>• It is a philosophy for curriculum 2000 and is a wonderful idea, but we are still lecturing. There is a need for a mind shift for both lecturer and student [M9]</li> </ul> <p><b>3. Don't know</b></p> <ul style="list-style-type: none"> <li>• I don't know what to answer because the course is very compacted because of its short duration [M2]</li> </ul>	<p><b>1. Fully Agrees</b></p> <ul style="list-style-type: none"> <li>• CBE is catered for through clinic visits and community set-up visits [D1, D3, M9, M10, A1, A3, A4, A5, N1, N2, N3, N4, N5]</li> <li>• There is emphasis on Primary Health Care [M2]</li> <li>• Reflective writing exercise [D3]</li> <li>• There is a huge emphasis on PHC [M1, M2, M9, M11, M12] (in the early years) [N1, N2, N3, N4, A2, A3, A5] [A4]. (Our programme is the best in PHC) [M5]</li> </ul> <p><b>2. Agrees to some extent</b></p> <ul style="list-style-type: none"> <li>• We do practice CBE, our problem is we don't have funds and CBE is expensive [M1, N4]</li> <li>• There is a gap in community-based learning in the clinical years of the programme [D4]</li> <li>• A lot is done in phase one and two and nothing in phase three [M9]</li> <li>• PHC is catered for to a certain extent because of our focus on curative health as a country [D1]</li> </ul> <p><b>3. Don't know</b></p> <ul style="list-style-type: none"> <li>• I don't know so much detail of the curriculum [M2]</li> </ul>



Table 4.7: The impact of parallel-medium instruction

Lecturer	Student
<p><b>1. Negative impact</b></p> <ul style="list-style-type: none"> <li>• It is very difficult especially to those people who can only speak one language [D3]</li> <li>• Time wise it is very complicated because you present the same content twice (workload) [N1, D1, D2, D3, A1, M1] (but no solution) [M2, M9, M10, M11] (but not that I don't want parallel medium) [M12] (but not too bad) [A3, N4, N5]</li> <li>• We are not coping [A5]</li> <li>• It is frustrating [A5]</li> <li>• It affects social relations [M1]</li> <li>• It is expensive because you are to employ the services of language practitioner to interpret [D2]</li> <li>• It only gets terrible for the lecturer because their work has just doubled without any additional remuneration</li> </ul> <p><b>2. Positive impact</b></p> <ul style="list-style-type: none"> <li>• You become fluent in both languages [D1, M12]</li> <li>• It is politically correct and this is good for the university [A2]</li> <li>• It has enabled accommodation of both English and Afrikaans speaking groups [A2]</li> <li>• It is a good thing, but is it sustainable? I don't know [D4]</li> </ul>	<p><b>1. Negative impact</b></p> <ul style="list-style-type: none"> <li>• Enables entry to learners who are only functional in English [D1, D2]</li> <li>• Not learning different languages disadvantages both groups [D1]</li> <li>• Biggest monster for students is perception because students think that lecturers give the best to the culture he belongs to [M1, N1]</li> <li>• Where the lecturer is not comfortable with the language of teaching it might impact negatively on the students [A1, N4]</li> <li>• It creates a barrier between English and Afrikaans students but I have no solution [D3, A1, M1, M12]</li> </ul> <p><b>2. Positive impact</b></p> <ul style="list-style-type: none"> <li>• Learners have the right to choose what language they want therefore this does not affect them [D2, A2]</li> <li>• Students are getting the best [M1, M2, M9, M10, M11] (I don't think it's practical to teach in eleven languages) [M12, A3, N1, N2, N3, N5]</li> <li>• It is an ideal situation, in the clinical area they speak the patients' language and interpret for one another [D4]</li> </ul> <p><b>3. Opinions</b></p> <ul style="list-style-type: none"> <li>• The other problem is when there are different lecturers for different classes [M1]</li> <li>• Giving two different classes with the same content is discriminatory in principle not because one is giving class to different cultures [M1, M11]</li> </ul> <p><b>4. Opinion</b></p> <ul style="list-style-type: none"> <li>• English speaking students and Afrikaans speaking students speak their languages, what about the other students that are speaking neither English nor Afrikaans? [A4]</li> </ul>

**Table 4.8: Priority areas to promote transformation and how they can be evaluated**

Priority Areas	Evaluation of priority areas
<p><b>1. Psycho-social</b></p> <ul style="list-style-type: none"> <li>• Work on people's minds to be open to transformation [D1], attitudes [D2, N4]</li> <li>• Aim at changing people's hearts first, then facilities [D3], Change should be implemented from the heart and not on paper [D1]</li> <li>• Make students aware of idiosyncrasies not differences [D3]</li> <li>• Appointment of black staff as role models [D4 A1, A4, N4]</li> <li>• Name facilities to reflect change [A4]</li> <li>• Communication is very important for transformation [N1]</li> </ul> <p><b>2. Personnel Development and support</b></p> <ul style="list-style-type: none"> <li>• Active development of personnel [D4]</li> </ul> <p><b>3. Management and leadership</b></p> <ul style="list-style-type: none"> <li>• Clear language policy by the University [D2, M2]</li> <li>• Requirement for language capabilities during interviews [M2]</li> <li>• Make people aware that it is a given, they must make the best of it [D2]</li> <li>• Funds to put this into this transformation and development [A1, D2, N5]</li> <li>• Clear transformation policy by University [D2]</li> <li>• Key problem is that there are not enough people that are at university level, and this should be looked at [A2]</li> <li>• Select the best qualified person regardless of colour to maintain standards [A2]</li> <li>• Marketing and selection [A2]</li> <li>• Minister to improve the quality of the facilities and of teachers [A3]</li> <li>• University to have incentives for top students [A2]</li> <li>• The institution believes in excellence and quality and these two embrace change and transformation and should be seen as such [D1]</li> <li>• Middle management to be fully involved in issues of transformation, they are a strong group which if involved can enable transformation [N1]</li> <li>• Move blacks up the ladder, they are mostly in the lower categories [N4]</li> <li>• Leadership and all management is quite critical for transformation to take place [N1]</li> <li>• Communication of superiors and subordinates is important [N1]</li> <li>• Address the need for designated groups in higher positions [N4]</li> <li>• A person who is handling finances such as bursaries to be part of the selection committee [N4]</li> </ul>	<p><b>1. Psycho-social</b></p> <ul style="list-style-type: none"> <li>• Acceptance that we are living in a changing environment [D1]</li> <li>• Changed people will not only come together in meetings, but also socially [D2, D3]</li> <li>• Ask students to write about their feelings (this is not easy but can help) [D3]</li> </ul> <p><b>2. Personnel Development and support</b></p> <ul style="list-style-type: none"> <li>• Active development of personnel [D4]</li> </ul> <p><b>3. Management and leadership</b></p> <ul style="list-style-type: none"> <li>• Increase in numbers [N1, D1]</li> <li>• Evaluate impact of support services by evaluating the throughput [A1]</li> <li>• Name any facility e.g. a corridor, museum, building, staircase after a black person [A4]</li> <li>• Statistics [N4]</li> <li>• People leaving the Faculty, even people of good quality [N4]</li> </ul>

**Table 4.9: Some issues related to transformation**  
**Table 4.9a: Evaluation of insecurities of the traditional population**

Evaluation of insecurities of the traditional population	Addressing of these issues
<p><b>1. Causes of feelings of insecurity</b></p> <ul style="list-style-type: none"> <li>• Resistance to change due to feeling insecure [D3]</li> <li>• Watching many state departments collapsing because of inexperience [A3]</li> <li>• Lack of respect for people in power [D3]</li> <li>• Rate of change is too fast [D3, M5]</li> <li>• Common statements such as white, older male doctors are to be replaced by blacks who are inexperienced make the former group feel insecure [A3]</li> <li>• Faces of black people might make whites think of being mugged here and there, otherwise there is no need for them to feel insecure because they are still in power [A4]</li> <li>• People are unhappy because they are told what to do [A5]</li> <li>• The difference in knowledge and skills with one's colleagues [A5]</li> <li>• The black people that we employ cannot master Afrikaans and don't see a chance of teaching in Afrikaans, what do you do with the University policy as this disadvantages our students [A5]</li> <li>• People feel threatened that they will lose their jobs [N4]</li> </ul> <p><b>2. Outcomes of feeling of insecurity</b></p> <ul style="list-style-type: none"> <li>• In any way I am not going to make the difference so I must leave this country [A2]</li> </ul> <p><b>3. Prevention of feelings of insecurity</b></p> <ul style="list-style-type: none"> <li>• The best person must get the job [A2, M10]</li> <li>• People lacking the ability to lead not to be appointed [D3]</li> </ul> <p><b>4. Tool</b></p> <ul style="list-style-type: none"> <li>• A questionnaire to see if transformation has been adequately addressed [N5]</li> </ul>	<p><b>1. Communication</b></p> <ul style="list-style-type: none"> <li>• Non-traditional people should be honest about issues and show confidence in what they are doing [D3]</li> <li>• They should not make us feel that they don't want to create a different way of doing apartheid [D3]</li> <li>• Make them feel that they are valued and their contribution is valued [D4]</li> <li>• Address fears for loss of post, position, my language [M1]</li> <li>• Talk about transformation but the core should be first addressing people's fears because if you have not addressed their fears they don't even listen when you are talking [M1]</li> <li>• Leaders of transformation should not spend all the energy on the negative people and ignore the positive people because they will lose them to the negative as well [M1]</li> <li>• First and foremost work with perceptions, insecurities and dissatisfaction and only then can you work on transformation [M1]</li> <li>• People should be informed and knowledgeable about what is happening, how other people are thinking e.g. through diversity sessions [A1]</li> <li>• Level of understanding that we are not on the same page, so there is a need to come together and unpack what the Faculty wants to do [D1]</li> <li>• Assure people of their positions [N4]</li> <li>• Need for a transformation coordinator who will specifically manage issues of insecurities [N5]</li> <li>• Everyone must be aware that we are moving in which direction</li> </ul> <p><b>2. Management and leadership</b></p> <ul style="list-style-type: none"> <li>• People should deserve to be in positions of power [D3]</li> <li>• Regulate change so that people have time to learn certain values like hard work and integrity amongst others ( not to say white people have them and people that come in don't have them) [D3]</li> <li>• White staff to be given a role of mentoring black staff and be recognized for that job [D4]</li> <li>• Transformation should be gradual and people should be trained for specific positions [A3]</li> <li>• People should be equally evaluated in knowledge and skills [A5, D2]</li> </ul>

**Table 4.9b: Evaluation of the dissatisfaction of the non-traditional population**

Evaluation of dissatisfaction of the non-traditional population	Addressing of these issues
<p><b>1. Tool to evaluate dissatisfaction</b></p> <ul style="list-style-type: none"> <li>• A short questionnaire for all the staff to assess satisfaction levels as an academic, a professional and a person from the dean [D3, D4, A2, N5]</li> <li>• Talk to one another and listen to hear what is being said [D1, D4, D2]</li> <li>• You hear through their talk in the corridors, in private talks [D2]</li> <li>• To have nice imbizos excluding top management where we can freely talk to one another about issues of importance to us and have nice discussions [N5]</li> <li>• Personnel leaving [N4]</li> <li>• To have a <i>spreekbuis</i> (spokesperson) who can take up issues people have voiced to management for attention [N5]</li> </ul> <p><b>2. Causes of dissatisfaction</b></p> <ul style="list-style-type: none"> <li>• Dissatisfaction can be political dissatisfaction [M2]</li> <li>• Difficult environment [D1]</li> <li>• Social isolation [D1]</li> <li>• Lack of respect from colleagues [A1]</li> <li>• Dialogue is suffocated, no talk about transformation [A4]</li> <li>• We avoid conflict [A4]</li> <li>• Black languages not being uplifted [A4]</li> <li>• Students don't have a place where they can take their problems hence they even go to the Provincial Department of Health [A4]</li> <li>• We sometimes hear that they are not satisfied with the rules and regulations [D2]</li> <li>• Lack of development and support [N4]</li> </ul> <p><b>3. None</b></p> <ul style="list-style-type: none"> <li>• No dissatisfaction [A5]</li> </ul>	<p><b>1. Communication</b></p> <ul style="list-style-type: none"> <li>• Respond to the grievances in the questionnaire [D4]</li> <li>• Have clear and open communication channels, policies and procedures [M1]</li> <li>• All should complain through procedures that are prescribed by the government circulars [M2]</li> <li>• Level of understanding that we are not on the same page, so there is a need to come together and unpack what the Faculty wants to do [D1]</li> <li>• Creation of a certain (Constructive difference) level of conflict [A4]</li> </ul> <p><b>2. Training and Support</b></p> <ul style="list-style-type: none"> <li>• Training in Sesotho for the whites and we can do the same for the blacks to learn Afrikaans [A4]</li> <li>• There is a need of a transformation office occupied by a black person who will understand problems peculiar to blacks [A4]</li> <li>• Develop trust and meeting one another halfway [D1]</li> <li>• Need for a transformation coordinator who will specifically manage issues of dissatisfaction [N5]</li> <li>• Address development and support of designated groups [N4]</li> </ul> <p><b>3. Management and leadership</b></p> <ul style="list-style-type: none"> <li>• Managers should create an environment where there is mutual respect and equality [A1]</li> </ul> <p><b>4. Political solution</b></p> <ul style="list-style-type: none"> <li>• Politicians should come with solutions [M2]</li> </ul>

## **4.2.1 Accessibility in the Faculty of Health Sciences, UFS**

### **4.2.1.1 Results**

In Table 4.1a the accessibility in the Faculty of Health Sciences is summarised and includes the following:

- General perspectives on access of entry and success in the Faculty

### **4.2.1.2 Data analysis and description of findings**

In Table 4.1a accessibility in the Faculty of Health Sciences is tabled.

#### **General perspectives on access of entry and success in the Faculty.**

Almost two thirds of the interviewees were of the opinion that there is open access in the Faculty of Health Sciences. A number of interviewees felt that the Faculty is accessible only to a certain point. One of the interviewees was of the opinion that it is difficult for all the nationalities because of the higher standard set for a specific course, while one person was of the opinion that there were a number of constraints (cf. Table 4.1a).

[cf. 5.2.1.1 page 108 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

## **4.2.2 Access of entry and success in the Faculty of Health Sciences as far as personnel is concerned**

### **4.2.2.1 Results**

In Table 4.1b the accessibility of entry and success in the Faculty as far as personnel is concerned, is summarised and includes the following:

- Factors that enhance access of entry for personnel
- Factors that impede access of entry for personnel
- Measures (mechanisms) that will enhance access of entry for personnel
- Factors that enhance access of success for personnel

- Factors that impede access of success for personnel
- Measures (mechanisms) that will enhance access of success for personnel

#### **4.2.2.2 Data analysis and description of findings**

The accessibility of entry and success in the Faculty as far as personnel is concerned is represented in Table 4.1b.

**Factors that enhance access of entry for personnel.** Thirteen factors (included in three sub-categories) that may help to enhance access of entry for personnel were identified. In the leadership and management sub-category it was mentioned that policies and approaches to progress play an important role in furthering transformation. As far as appointment of staff is concerned, posts are advertised widely and in a non-discriminatory manner, grants are requested from private funds for equity posts, and the creation of Affirmative Action posts enhances transformation; interviews are conducted in a fair manner with union representatives present, designated persons with the right qualifications contribute to building a pool to appoint from; minimum standards are a required for intake and there are open discussions about the selection and admission policies of staff. As far as development of staff is concerned, the Grow Our Own Timber (GOOT) and philanthropic projects as well as bringing in post-graduate students as registrars who can move up the ladder help the Faculty to manage employment equity better.

[cf. 5.2.1.1.1 page 108 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Factors that impede access of entry for personnel.** Eighteen factors (included in five sub-categories) that impede access of entry for personnel were identified. In the leadership and management sub-category it was mentioned that the University language policy, which is a parallel-medium of instruction, may deter people who do not understand Afrikaans and its financial constraints are seen as a deterrent of accessibility; the University is also seen as not being prepared to change. The Department of Health was found not to be supportive

of transformation in the Faculty because of its dependence on University personnel. The Faculty is failing to make good ambassadors of people leaving the Faculty. As far as the appointment of staff is concerned interviewing panels are seen not to be clear about transformation and accessibility. At the same time, people that should benefit from transformation should be able to pull up their socks and show that they can take the full load of the post, people from designated groups do not apply, and people do not want to leave big cities and come to small towns. People from designated groups do not have the qualifications and the experience for these posts and those that have them do much better in the government or private sector. The university cannot just appoint anyone for the sake of transformation; appointments should be on merit.

Physical facilities and the demands of the careers in the Faculty do not allow for free movement of disabled persons. It is, however, questionable whether disabled persons would be able to cope. As far as Quality Assurance is concerned, its rigid systems take away the freedom of staff and the uniqueness of the different areas to work better and faster towards transformation. When it comes to social relationships and organisational culture, the university is seen not to be able to attract certain cultural groups and is not prepared to change its culture. It remains strongly one group with no colleagues to identify with socially.

[cf. 5.2.1.1.2 page 109 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Measures (mechanisms) that will enhance access of entry for personnel.** Six factors (included in two sub-categories) that will enhance access of entry for personnel were identified. In the social relationships and organisational culture sub-category it was mentioned that the Faculty needs to work on its image to attract designated groups and to improve the organisational culture to suit all employees (to understand one another and one another's traditions). As far as recruitment is concerned, the focus should be placed on attracting senior students even from other universities, recruitment

should also be done during national congresses. To be serious about recruitment students should be targeted to come back to be registrars and move on. Doctors' salaries should also be improved to get some of our black colleagues back from the private sector.

[cf. 5.2.1.1.3 page 111 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Factors that enhance access of success for personnel.** Three factors that enhance access of success for success of personnel were identified under one sub-category of staff development and support. The Staff Development Unit was seen as playing a role in a general support service of the Faculty. In the different departments there are mentorship programmes for staff and post-graduate students and new personnel are supplied with textbooks.

[cf. 5.2.1.1.4 page 113 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Factors that impede access for success of personnel.** Two subcategories that impede access of success for personnel were identified. In the leadership and management subcategory set policies were found not to be implementable and guidelines for transformation are not clear. The Department of Health was seen as not doing much to correct the situation. As far as staff development and support is concerned the workload on staff was seen as denying staff time for mentoring and coaching.

[cf. 5.2.1.1.5 page 114 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Measures (mechanisms) that will enhance access for success of personnel.** Four factors under one sub-category of staff development were identified. Support of new personnel by the immediate supervisor and special programmes to support the person employed on potential capabilities were identified as playing an important role as mechanisms to enhance success of



personnel. The need for continuous orientation, coaching and mentoring of personnel was identified as necessary.

[cf. 5.2.1.1.6 page 114 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

### **4.2.3 Access of entry and success in the Faculty as far as students are concerned**

#### **4.2.3.1 Results**

In Table 4.1c the accessibility of entry and success in the Faculty as far as students are concerned is summarised and includes the following:

- Factors that enhance access of entry for students
- Factors that impede accessibility of entry for students
- Measures (mechanisms) that will enhance entry of students
- Factors that enhance access for success of students
- Factors that impede access for success of students
- Measures (mechanisms) that will enhance success of students

#### **4.2.3.2 Data analysis and description of findings**

The accessibility of entry and success in the Faculty as far as students are concerned is represented in Table 4.1c.

**Factors that enhance access of entry of students.** Seven factors (included in two sub-categories) that enhance access of entry for students were identified. In the leadership and management sub-category it was stated that recruitment and selection policies and procedures were in place and that the selection criteria for black students are lower. Parallel-medium instruction helps accommodate students that cannot speak Afrikaans. As far as support services are concerned, there is a bridging course and financial support services for the needy.

[cf. 5.2.1.2.1 page 115 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Factors that impede accessibility of entry for students.** Ten factors (included in two sub-categories) that impede access of entry for students were identified. As external factors, cited issues were the poor school system, financial problems, selected students that do not turn up and parents who feel that the cost of some careers does not tally with what their children will earn on completion. As internal factors the perception of the University in general is negative and that of the Faculty in that there is a high failure rate. In some Schools the selection criteria are too high and they are therefore considered to be exclusive. The selection criteria do not take into consideration that students' results do not of necessity reflect the student but the shortcomings of a specific school. Students in the Faculty do not identify with the Faculty. Cultural shock is a deterrent to students.

[cf. 5.2.1.2.2 page 116 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Measures (mechanisms) that will enhance entry of students.** Five factors included in two sub-categories were identified as measures that will enhance access of entry for students. As external factors, cited issues were the need to improve the school system, advice to teachers as early as in grade 8 and 9 about subject choices for the medical programme and seeking financial support. As internal factors, issues stated were the improvement of recruitment strategies so that the Faculty can attract the desired students and as early as in grade 8 and 9, and to have more social workers or people that will help students cope with their problems, for example the office of transformation - which is now closed.

[cf. 5.2.1.2.3 page 117 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Factors that enhance access for success of students.** Eleven factors included in two sub-categories that enhance access of success for students were identified. As far as academic factors are concerned, it was mentioned that there is an orientation and development programme to give necessary skills to learners from learning environments where there was a lack of certain skills; there are bridging courses; there are learning facilitators and tutors for academic support. Students get reassessments and additional tests, the modular system was introduced to break a year into smaller, manageable bits. There is a learning development division, access for success committee and mentors. As far as general support is concerned, there are support structures on campus and there is a policy that has lowered minimum standards for intake.

[cf. 5.2.1.2.4 page 117 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Factors that impede access for success of students.** Sixteen factors (included in two sub-categories) that impede access of success for students were identified. As far as internal factors are concerned, it was mentioned that the Faculty does not pay attention to students' problems due to factors other than academic, the fact that students are from schools without good teaching facilities is not taken into account, as these students are expected to be on par with everybody; access is limited due to language. There is nobody to address change of culture and students have no role models. The naming of the Faculty reflects only one group and as such black students cannot identify with the Faculty which is also a strange place for them. Learners' problems are identified too late. As far as external factors are concerned, it was mentioned that the Department of Health is not doing much to help correct the situation; the previous political system disadvantaged certain groups; defective conditions at the homes of these scholars, learners are taught in their mother tongue at primary school and only in English at high school; ignorance about some of the courses; and the workload of staff.

[cf. 5.2.1.2.5 page 118 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Measures (mechanisms) that will enhance success of students.** Eleven factors (included in two sub-categories) that enhance access of success for students were identified. As far as internal factors are concerned, it was mentioned that the introduction of different levels of exit will help students that cannot cope; there must be an upgrading period post selection; AARP tests must be compulsory and the results must be used as guidelines to identify learning problems on time and not necessarily as a selection tool; the need to add one or two remedial years; the Transformation Office must be reintroduced to attend to problems other than academic ones; from the onset students should get social, financial and academic support; Faculty students should be appointed on the staff establishment of the Province so that they can identify with their supervisors as role models, there is a need for a bridging fund to help solve problems from the onset. As far as external factors are concerned, it was mentioned that the Department of Health should help students control their bursary money so that it can last up to the end of the year, the bridging course management is to be advised on appropriate courses for Faculty students, and there is a need to improve the standard of schooling.

[cf. 5.2.1.2.6 page 119 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

#### **4.2.4 Provision of evidence of transformation**

##### **4.2.4.1 Results**

In Table 4.2 the provision of evidence of transformation is summarised. It includes the following:

- Evidence of transformation
- Efforts to enhance transformation/efforts to derail transformation
- Recommendations to improve transformation
- Efforts to improve transformation

#### **4.2.4.2 Data analysis and description of findings**

The provision of evidence of transformation is represented in Table 4.2.

**Evidence of transformation.** Twenty-one factors (included in five sub-categories) that provide evidence of transformation have been identified. In the management and leadership subcategory it was mentioned that there is an improvement in the research culture and that there is technological transformation. Management structures are focusing on efficiency and quality which makes it a twenty-first century type of organisation. Minutes are now written in either English or Afrikaans on alternate sessions. The Philanthropic Programme has been introduced to support postgraduate students so as to increase a pool to appoint personnel from, because of the low rate of applicants from outside.

In terms of representivity, there is great progress as far as students and gender are concerned; as far as personnel are concerned, there is very little progress. Appointment of a black woman in a very senior post is also evident of transformation. As far as the curriculum is concerned, almost all the goals set by SAQA have been met. The Faculty is following Outcome-based Education and Problem-based Education; use is made of new methods of teaching and training as well as assessment. There is mentorship and a learning development programme to support students with learning problems; there is interaction within the groups in the English class and this extends even to social gatherings. Black students are now participating in decision-making and other activities in the Student Forum, hence there are no more student uprisings. Under the General sub-category, there is now more openness when talking about transformation; there are now more English-speaking assessors conducting the College of Medicine examination. The rate of transformation is slightly disappointing, though there are changes that even people from outside are commenting on.

[cf. 5.2.2.1 page 120 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Efforts to derail transformation.** Seven factors (included in one sub-category of leadership and management) to derail transformation were identified. They were mentioned as the closure of the Transformation and the Vice-Dean's offices. Some departments have nothing to show for transformation and the executive management are all white except for the Dean (this was the situation up to 10 July 2010). Transformation is mostly measured by statistics. The parallel medium of instruction keeps students separate.

[cf. 5.2.2.2 page 123 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Efforts to enhance transformation.** Five factors included in two sub-categories were identified as measures that will enhance access of entry for students. As external factors cited, issues were the need to improve the school system, advice to teachers as early as in grade 8 and 9 about subject choices for the medical programme and seeking financial support. As internal factors issues stated were improvement of recruitment strategies so that we get the students that we want and as early as in grade 8 and 9 and to have more social workers or people that will help students cope with their problems, for example, the office of transformation, which is now closed.

[cf. 5.2.2.3 page 124 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Recommendations to improve transformation.** Five factors (included in two sub-categories) as recommendations to improve transformation have been identified. In the leadership and management sub-category it was mentioned that there is a need for many departments to change their approach to doing things and of financial resources to affect the new curriculum. Management should be flat, be participatory and transparent. In the Psycho-social sub-category designated groups that apply should be the strong-willed.

[cf. 5.2.2.4 page 124 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

## **4.2.5 Empowerment of staff to teach or work with learners from designated groups**

### **4.2.5.1 Results**

In Table 4.3, empowerment of staff to teach (work with) learners from designated groups or different cultures are summarised and includes the following:

- Empowerment of staff to teach (work with) learners from designated groups or different cultures
- Proof of empowerment
- Suggestions for empowerment

### **4.2.5.2 Data analysis and description of findings**

The empowerment of staff to teach learners from designated groups or different cultures is represented in Table 4.3.

**Empowerment of staff to teach (work with) learners from designated groups or different cultures.** Seventeen factors (included in two subcategories) as tools to empower staff to teach or work with learners from designated groups or different cultures have been identified. In the self-empowerment sub-category, it was mentioned that some persons' personal backgrounds had given them an advantage of identifying with both groups; others' Christian beliefs that what is good for me is good for others has helped them adapt to the change. Others have studied cultures, some try to communicate with black and coloured people to improve their understanding of cultural differences, and others learn through trial and error. It was, however, stated that self-empowerment does not empower people very well as they make assumptions and do not know enough about how different cultures work. This leaves some gaps in the empowerment of staff. As far as the institution is concerned, the University has a policy on transformation to which one must adhere; it has offered courses, workshops and seminars on transformation.

Faculty lecturers are equipped to work with people from different cultural groups as part of their clinical training and they have the will to support black students in their studies. At a departmental level, some departments hold talks about issues that affect different types of students on a regular basis, and cultural issues are addressed by members of staff.

[cf. 5.2.3.1 page 126 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Proof of empowerment.** Two factors (included in one subcategory) as proof of empowerment were stated. In the students subcategory it was stated that personnel understand students in their own context and mindset, and understand their problems; when making examples in class other groups are taken into consideration and are accommodated.

[cf. 5.2.3.2 page 127 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Suggestions for empowerment.** Eleven issues included in two subcategories that are suggestions for empowerment were stated. In the Socio-cultural subcategory it was mentioned that being sensitive when taking decisions and considerate of cultural and religious backgrounds by observing rules plays an important role in empowerment. Empowering students can be enhanced by changing certain behaviours such as addressing black elderly people, exposing students to different cultural situations, socialising and spending more time together. In the management subcategory it was stated that to empower people it is necessary to set clear goals for transformation, have a yardstick for people to measure themselves and have an approach to motivate people. Create a critical mass to fast track transformation, blacks should also play a role in facilitating transformation; there must be structures to enhance transformation.

[cf. 5.2.3.3 page 127 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].



## 4.2.6 The impact of transformation or the lack thereof

### 4.2.6.1 *Results*

In Table 4.4 the impact of transformation or the lack thereof is summarised and includes the following:

- Challenges of transformation
- Impact/lack of transformation
- Measures (mechanisms) to improve transformation

### 4.2.6.2 *Data analysis and description of findings*

In Table 4.4 the impact of transformation or the lack thereof is tabled.

**Challenges of transformation.** Twenty-three factors included in four sub-categories that are challenges of transformation were mentioned. In the sub-category for positive impact it was stated that transforming for the better makes one feel good; it is a great motivator; it is liberating; it helps people adjust to working with other cultures and to develop them; it has helped people improve their English language skills. In the organisational structure some adjustments were made because of different cultures, though people were not used to that at that level. People have learnt a lot about other cultures and have enjoyed an enriching experience. It encouraged group cohesion - this was seen especially amongst students. People who can speak Sesotho are advantaged. As far as the sub-category of negative impact is concerned, it is stated that one suffered the stress of having to speak English while not being fluent in English; the stress of not being able to appoint staff when you are in dire need of staff because of employment equity; parallel-medium maintains separate development; staff is nervous about transformation; it is an extra load, appointing for the sake of transformation is problematic, it is frustrating where you are to appoint people that do not qualify and you are to do the job for them. In the subcategory of no impact it was stated that transformation is a personal thing, one can allow oneself to be motivated or demotivated and

others stated that they are not affected by transformation in any other way. As far as opinions are concerned it was stated that transformation is seen to be slow and makes one question oneself as far as transformation is concerned and makes people see one as not pro transformation. This limits one's capabilities to negotiate for transformation. Black and white groups are not playing their part in transformation.

[cf. 5.2.4.1 page 129 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Lack of transformation.** Ten factors (included in two sub-categories) that are seen as challenges due to lack of transformation were identified. In the positive impact sub-category it was stated that lack of transformation challenges one to analyse the situation and act accordingly. As far as the negative impact sub-category is concerned, lack of transformation kills innovation, pulls one down, keeps blacks in the minority which disadvantages them in that they are mostly outvoted. It is depressive; black staff only do what is required of them and keep quiet and stay out of trouble. It affects both groups negatively because they go with what they think works. Transformation is affected negatively by rigid policies and lack of support. It is a demotivator.

[cf. 5.2.4.2 page 130 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Measures (mechanisms) to improve transformation.** Five factors (included in two sub-categories) on measures (mechanisms) to improve transformation are stated. In the leadership and management sub-category, more and open discussions on transformation is seen as a core aspect; there is a need for and flexibility. As far as the Psycho-social sub-category is concerned, there is a need to work on how people perceive transformation and undergraduate students to come back as registrars and go further to be consultants. A strong will is needed to stay in the Faculty.

[cf. 5.2.4.3 page 131 for a conclusive **discussion** of findings and direct quotes

as examples to enhance the trustworthiness of the study].

## **4.2.7 Management's role in enhancing transformation**

### **4.2.7.1 Results**

In Table 4.5 Management's role in enhancing transformation is summarised and includes the following:

- Management's role in transformation
- Suggestions on the role of Management in transformation

### **4.2.7.2 Data analysis and description of findings**

Table 4.5 represents Management's role in enhancing transformation.

**Management's role in enhancing transformation.** Twenty-one factors, (included in two sub-categories), were identified as Management's role in enhancing transformation. In the leadership and management sub-category it was stated that management should identify areas where there is no progress; identify the cause of the problem and give strategic direction; should get staff to focus on transformation and all its aspects; try to transform as much as possible in appointments, staff development and the organisational atmosphere; lead by example to identify transformation needs and act accordingly; to make sure that everybody has a formal vision of where the Faculty is going, see to it that there are guidelines and people know what the demographic composition is; set target dates, practice transformation in a responsible manner; manage differences and sometimes conflict within the group in the department; strike a balance between transformation and academic standards (not that they are exclusive of one another) to facilitate the setting of transformation goals and strategies and enabling the achievement of those goals; be very careful to appoint anybody that cannot really do the job, work on changing the mindset of whites to be receptive and that of blacks to be exceptional in their performance; and be committed to successful

transformation. Finally, Management should also try to improve the quality of students.

As far as personnel development is concerned, Management should develop, mentor and support personnel and should be committed to transformation and to making it a success. There is a need to learn Sesotho - though people are too busy, also a need to teach colleagues about cultural differences and to enhance transformation through behaviour towards students.

[cf. 5.2.5.1 page 133 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Suggestions on the role of Management in transformation.** Four factors (included in two sub-categories) were mentioned as suggestions on the role of management in enhancing transformation. In addressing the dissatisfaction of traditional populations sub-category, it was mentioned that people appointed in transformation posts should bring in their side of the story, transformation should not be done for the sake of transformation, people should be committed to making it a success, people should be informed that it is not that white people are not going to be appointed any longer. As far as addressing dissatisfaction of non-traditional people, it was stated that people should be taught that there are different methods of doing things, any method that brings results is correct, and not only the methods that certain individuals subscribe to.

[cf. 5.2.5.2 page 134 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

## **4.2.8 The effect of the curriculum on transformation**

### **4.2.8.1 Results**

In Table 4.6 the effect of curriculum on transformation is summarised and includes the following:

- Learners' appreciation of cultural diversity

- Learner-centred education
- Emphasis on Primary Health Care/Community-based Education

#### **4.2.8.2 Data analysis and description of findings**

Table 4.6 presents the effect of curriculum on transformation.

**Learners' appreciation of cultural diversity.** Thirteen factors (included in four sub-categories) that indicate learners' appreciation of cultural diversity were identified. In the Fully Agrees sub-category it was mentioned that there is an opportunity in day-to-day activities and interactions, it is addressed in one of the core modules in phases one and two and also as part of a module. As far as agreeing to some extent, it was stated that it is addressed in one of the core modules in phase 1 and 2 and exists to a certain extent especially in the English class which is a diverse class, language affects this appreciation hence it exists to a certain extent, learners appreciate this once they get into the community because then they need one another for interpretation. It is also only addressed in the assessment training course, a lot of teaching is done but there is a need for exposure to cultural diversity, cultural diversity is not stressed in the classroom and the old traditional method of teaching is still accommodated. As far as being non-existent it was mentioned that for cultural diversity to be appreciated students need to have role models. As far as Don't Know sub-category is concerned it was stated that this is difficult to answer when you are not involved with students.

[cf. 5.2.6.1 page 135 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Learner-centred education.** Eight factors (included in three sub-categories) were mentioned that indicate that there is learner-centred education. In the sub-category of fully agrees that there is learner-centred education, it was mentioned that it is learner-centred because the Faculty has an outcome-based, resource-based curriculum, group work and self-directed student learning, the Faculty is learner-centred even beyond the classroom teaching by being

accessible to learners. At postgraduate level the curriculum is learner-centred, integrated and problem-oriented. As far as agreeing to some extent it was stated that it is learner-centred the first-world way. There is progress, but we have to put in more effort. The curriculum is learner-centred though it is influenced to a certain extent by the size of the class and the content. It is a philosophy for curriculum 2000 and is a wonderful idea, but lecturers are still lecturing; there is a need for a mind shift on the part of the lecturer and the student. As far as Don't know it was stated that one does not know what to answer because the course is very compacted in a short duration.

[cf. 5.2.6.2 page 136 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Emphasis on Primary Health Care (PHC)/Community-based Education (CBE)** Nine factors (included in three sub-categories) were identified that indicate that there is emphasis on Primary Health Care and Community-based Education. In the Fully agree sub-category that indicates that there is emphasis on Primary Health Care and Community-based Education, it was mentioned that CBE is catered for through clinic visits and community set-up visits and reflective writing exercises. CBE is practiced; the only problem is lack of funds because CBE is expensive. There is a huge emphasis on PHC in the early years. As far as agreeing to some extent is concerned, it was stated that PHC is catered for to a certain extent because of the focus as a country on curative health; there is a gap in community-based learning in the clinical part of the programme; much is done in phases one and two and nothing in phase three. As far as Don't Know it was stated that if one does not know much of the curriculum it was difficult to answer.

[cf. 5.2.6.3 page 137 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

## 4.2.9 The impact of parallel-medium instruction

### 4.2.9.1 *Results*

In Table 4.7 the impact of parallel-medium instruction is summarised and includes the following:

- Impact on the lecturer
- Impact on the student

### 4.2.9.2 *Data analysis and description of findings*

The impact of parallel-medium instruction is represented in Table 4.7.

**Impact on the lecturer.** Twelve factors (included in two sub-categories) concerning the impact of transformation on the lecturer were identified. In the Negative impact sub-category it was mentioned that it is very difficult - especially for those people who can only speak one language; time-wise it is very complicated because you present the same content twice, the workload is heavy but it does not mean that I do not want it and it is not too bad. We are not coping; it is frustrating; it affects social relations; it is expensive because one needs to employ the services of a language practitioner to interpret; it is terrible for lecturers because their work has just doubled without any additional remuneration. English-speaking students and Afrikaans-speaking students speak their language, but what about other students that are speaking neither English nor Afrikaans. As far as the positive impact on the lecturer is concerned, it is politically correct and this is good for the University, it has enabled accommodation of both English- and Afrikaans-speaking students; it is a good thing, but its sustainability is questionable.

[cf. 5.2.7.1 page 138 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Impact on the student.** Ten factors (included in two sub-categories) were identified regarding the impact of transformation on the students. In the

Negative impact sub-category it was mentioned that, not learning different languages disadvantages both groups; it creates a barrier between English and Afrikaans students but there is no solution; the biggest monster for students is perception because students think that lecturers give the best to the group they belong to; the other problem is when there are different lecturers for different classes, giving two different classes with the same content is discriminatory in principle not because one is giving class to different cultures, where the lecturer is not comfortable with the language of teaching it might impact negatively on the students. As far as the Positive impact on students is concerned, it enables entry to learners who are only functional in English; it gives learners the right to choose what language they want therefore this does not affect them; students are getting the best because it is not practical to teach in eleven languages; it is an ideal situation; in the clinical area they speak the patients' language and interpret for one another.

[cf. 5.2.7.2 page 139 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

#### **4.2.10 Priority areas to promote transformation and evaluation thereof**

##### **4.2.10.1 Results**

In Table 4.8, the priority areas to promote transformation and how they can be evaluated are summarised and include the following:

- Priority areas
- Evaluation of priority areas

##### **4.2.10.2 Data analysis and description of findings**

**Priority areas.** Twenty-four factors (included in three sub-categories) on priority areas to promote transformation were identified. In the psycho-social sub-category, to work on people's minds to be open to transformation; work on their attitudes and at changing people's hearts first, then facilities; change should be



implemented from the heart and not on paper; make students aware of idiosyncrasies not differences; appoint black staff as role models, name facilities to reflect change; communication is very important for transformation; the institution believes in excellence and quality and these two embrace change and transformation and should be seen as such. As far as personnel development is concerned, it is important to develop personnel actively.

When it comes to management and leadership it is important for the University to have a clear language policy, to require language capabilities during interviews, to make people aware that it is a given they must make the best of it. Funds allocated to transformation and development and the University must have clear transformation selection and marketing policies. It is a priority problem that there are not enough people that are at tertiary level. Select the best qualified person regardless of colour to maintain standards. Appoint a minister to improve the quality of the facilities and teachers. The University must have incentives for top students; Middle Management must be fully involved in issues of transformation - they are a strong group, which if involved, can enable transformation; move blacks up the ladder, they are mostly in the lower categories.

[cf. 5.2.8.1 page 140 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Evaluation of priority areas.** Eight factors (included in two sub-categories) that will help in the evaluation of priority areas to promote transformation were identified. In the Psycho-social sub-category, it was mentioned that acceptance that we are living in a changing environment and the fact that changed people will not only come together in meetings, but also gather socially shows one that there is transformation. Students can be asked to write about their feelings (this is not easy, but can help). Evaluation of the impact of support services by evaluating the throughput. As far as personnel development is concerned, active development of personnel will help in the evaluation of priority areas. When it comes to Leadership and management, some facilities should be named after a black person; for example, a corridor, museum, building or staircase; increase in numbers; people leaving the Faculty, even people of good

quality.

[cf. 5.2.8.2 page 142 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

#### **4.2.11 Issues related to transformation: insecurities of the traditional population**

##### **4.2.11.1 Results**

In Table 4.9a issues of insecurities of the traditional population are summarised and include the following:

- Evaluation of insecurities of the traditional population
- Addressing issues of insecurities of the traditional population

##### **4.2.11.2 Data analysis and description of findings**

Table 4.9 reflects issues of insecurities of the traditional population.

**Evaluation of insecurities of the traditional population.** Thirteen factors (included in three sub-categories) that explain insecurities of the traditional population were identified. The sub-category on Causes of feeling of insecurity were mentioned watching many state departments collapsing because of inexperience; lack of respect for people in power; rate of change is too fast; general statements such as that white, older male doctors are to be replaced by blacks who are inexperienced, which make the former group feel insecure, faces of black people might make whites think of being mugged here and there, otherwise there is no need for them to feel insecure because they are still in power; people are unhappy because they are told what to do; the difference in knowledge and skills compared to one's colleagues; employees feel threatened that they will lose their jobs.

As far as the outcome of Feeling of insecurity is concerned, there is resistance to change due to feeling insecure; people feel that they are not making a

difference and must therefore leave the country. As far as Prevention of feelings of insecurities of the traditional population is concerned, it is felt that the best person should get the job; people lacking the ability to lead should not be appointed.

[cf. 5.2.9.1 page 143 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

**Addressing issues of insecurities of the traditional population.**

Seventeen factors (included in three sub-categories) that explain addressing of insecurities of the traditional population were identified. In the Management and leadership sub-category it was mentioned that change should be regulated so that people have time to learn certain values like hard work and integrity, amongst others (not to say white people have them and people that come in do not have them); people should deserve to be in positions of power; white staff should be given a role of mentoring black staff and be recognised for that job; they should be made to feel that they are valued and their contribution is valued; people should be trained for specific positions; and people should be equally evaluated in terms of knowledge and skills.

As far as Communication is concerned, blacks should be honest about issues and show confidence in what they are doing; they should not make designated groups feel that they do not want to create a different way of doing apartheid. Fears for loss of posts, positions and my language should be addressed; talk about transformation is necessary, but the core should be first addressing people's fears because if you have not addressed their fears, they do not even listen when you are talking. Leaders of transformation should not spend all their energy on negative people and ignore the positive people because they will lose them to the negative as well; first and foremost work with perceptions, insecurities and dissatisfactions and only then can one work on transformation; people should be informed and knowledgeable about what is happening, how other people are thinking e.g. through diversity sessions. People should be made aware that we are not at the same level of understanding, so there is a need to come together and unpack what the Faculty wants to do; everyone

must be aware in which direction the Faculty is moving; assure people of their positions. There is a need for a transformation coordinator who will manage specifically issues of insecurities.

[cf. 5.2.9.2 page 144 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

#### **4.2.12 Issues related to transformation: dissatisfaction of the non-traditional population**

##### **4.2.12.1 Results**

In Table 4.9b issues of dissatisfaction of the non-traditional population are summarised and include the following:

- Evaluation of dissatisfaction of the non-traditional population
- Addressing issues of dissatisfaction of the non-traditional population

##### **4.2.12.2 Data analysis and description of findings**

In Table 4.10 issues regarding dissatisfaction of the non-traditional population are reflected.

**Evaluation of dissatisfaction of the non-traditional population.** Fifteen factors (included in three sub-categories) that explain dissatisfaction of the non-traditional population were identified. The sub-category on Causes of feelings of insecurity dissatisfaction included a difficult environment; social isolation; lack of respect from colleagues; political dissatisfaction; lack of development; dialogue is suffocated; there is no talk about transformation; students do not have a place where they can take their problems, hence they even go to the Provincial Department of Health; we avoid conflict; Black languages are not being uplifted; we sometimes hear that they are not satisfied with the rules and regulations.

As far as tools that can be used to evaluate dissatisfaction are concerned, a short questionnaire from the Dean's office for all staff can be used to assess their satisfaction levels as academics, professionals and human beings; imbizos can be called to discuss transformation issues, talking and listening to one another about transformation, you hear through their talk in corridors and in private talks. There is a need for a *Spreekbuis* (spokesperson) to take up issues raised to Management; in the None sub-category it was mentioned that there is no dissatisfaction.

[cf. 5.2.9.3 page 145 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

#### **Addressing issues of dissatisfaction of the non-traditional population.**

Twelve factors (included in four sub-categories) that suggest how to address dissatisfaction of the non-traditional population were identified. In the leadership and management sub-category it was mentioned that managers should create an environment where there is mutual respect and equality.

As far as Training and support is concerned, there is a need for a transformation office occupied by a black person who will understand problems peculiar to blacks, or a transformation coordinator who will manage specifically issues of dissatisfaction. Personnel should develop trust and meet one another halfway; there should be training in Sesotho for whites and in Afrikaans for blacks. As far as Communication is concerned, people should be made aware that we are not at the same level of understanding, so there is a need to come together and unpack what the Faculty wants to do; there should be creation of a certain (Constructive difference) level of conflict; Management should respond to the grievances in the questionnaire; complaints should be made through procedures that are prescribed by the government circulars. There should be clear and open communication channels. There should be equity. As far as political problems are concerned, politicians should come with solutions.

[cf. 5.2.9.4 page 146 for a conclusive **discussion** of findings and direct quotes as examples to enhance the trustworthiness of the study].

### **4.3 CONCLUSION**

This chapter dealt with the results, data analysis and the description of the findings.

In the next chapter a conclusive discussion of the findings is given, as well as direct quotes of respondents to enhance the trustworthiness of the study.

## **CHAPTER 5**

### **MANAGERS' OBSERVATIONS OF TRANSFORMATION IN THE FACULTY OF HEALTH SCIENCES, UNIVERSITY OF THE FREE STATE – A DISCUSSION OF THE FINDINGS**

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#### **5.1 INTRODUCTION**

This chapter will be based on the findings of the study and literature review. The concept that was studied is transformation in the Faculty of Health Sciences and the discussion will mainly focus on a management perspective. Perceptions and opinions of management regarding transformation in the Faculty have been determined, the progress of transformation established, enabling factors for, and barriers to transformation identified and finally mechanisms to manage transformation in the Faculty of Health Sciences were recommended.

For a policy of transformation to be successful, it should overcome a historically determined patterns of fragmentation, inequality and inefficiency. It must increase access for blacks, women, disabled and mature students, and generate new curricula and flexible models of learning and teaching, including modes of delivery to accommodate a larger and more diverse student population (NCHE 1996:3). The need for equity goals and staff development for designated groups as well as transformation of institutional cultures is clearly stated as an important part of the transformation policy in institutions of higher education (NCHE 1996:22).

In this study transformation is discussed focusing particularly on redressing the inequities and distortions due to the previous government. It is discussed within the broader process of South Africa's political, social and economic transition which includes reconstruction and development and redistributive social policies.

## **5.2 DISCUSSION OF FINDINGS**

### **5.2.1 Accessibility in the Faculty of Health Sciences at the University of the Free State**

#### **5.2.1.1 *Access of entry and success as far as personnel is concerned***

Table 4.1a depicts the general perspectives of accessibility of entry for both personnel and students in the Faculty of Health Sciences based on factors that enhance and those that impede access.

Twenty-seven interviews were conducted with the Management of the Faculty and all the Schools in the Faculty namely: The School for Allied Health Professions, the School of Medicine, the School of Nursing and the Office of the Dean.

Of all the respondents, almost two thirds were of the opinion that access is open to everybody as explained under the factors that enhance accessibility; however, other respondents felt that the Faculty is accessible only to a point and other mentioned a number of constraints. This then renegates total accessibility.

In general most of the interviewees were of the opinion that there is open access in the Faculty of Health Sciences but there are also a number of constraints.

It is thus clear that accessibility in the Faculty of Health Sciences at the University of the Free State does exist, but that it is not clearly comprehended and is in general skewed and limited.

##### **5.2.1.1.1 Factors that enhance access of entry for personnel**

Table 4.1b states accessibility of entry and of success in the Faculty as far as personnel is concerned (cf. 4.2.2.2 for description of findings).



When asked about factors that enhance access of entry for personnel in the Faculty, respondents cited a number of factors to quote but a few:

*"Affirmative action policies and procedures are in place."*

*"There is rigorous recruitment of personnel and postgraduate students from designated groups."*

*"The Grow Our Own Timber project increases the pool for employment and promotion of members of designated groups."*

*"With policies and procedures we have progressed a lot."*

The policies and approaches that are in progress, the advertising of posts and fair appointments, grants for equity, Affirmative Action posts, designated persons with the right qualifications, open discussions on selection and admission policies and procedures as well as opportunities for staff development are all factors that enhance access of entry for personnel.

It is thus concluded that there are efforts made to enhance access of entry for personnel. There are policies and procedures in place to create an opportunity for accessibility, however personnel numbers for designated groups remains negligible. This, therefore, means accessibility for personnel is limited and this slows down the pace of transformation.

#### **5.2.1.1.2. Factors that impede access of entry for personnel**

Respondents saw factors that impede access of entry to be twofold. It is stakeholders who are not playing their role and the environment they create. These stakeholders are the Faculty and its environment, the Department of Health and the designated groups. In the words of some of the respondents:

##### **o The Faculty and its environment**

*"Language may deter people who do not understand Afrikaans."*

*"The University is not prepared to change its culture."*

*"The University is experiencing financial constraints."*

*"Interviewing panels are not yet clear about transformation and accessibility."*

- **The Department of Health (DoH)**

*"The Department of Health because of their dependence on the University staff are not doing anything to support transformation."*

The Department of Health as a government entity could have power and control over the Faculty. It, however, has less direct influence on the behaviour of Faculty personnel. This lack of influence is what leads to slow transformation (cf. 2.3.2.1; Chrichton 2007:45).

- **Designated groups**

*"People should be able to pull up their socks."*

*"People must show that they can take the full load of the post and appointments should be on merit."*

*"We cannot just appoint anyone for the sake of transformation."*

*"Inexperience and low numbers of appropriately qualified members are a concern."*

*"People with such qualifications do better in the private sector or even the government and overseas."*

The above stated could mean that respondents saw access of entry for members of designated groups as lowering of standards and as a process that should somehow be strictly controlled. These concerns and fears that accessibility leads to lowered standards is advocated by some authors. Trow (1999:14) is one of the proponents of this view (for more details cf. 2.3.2.1). This view is based on a narrow definition of quality which looks at the quality of information and knowledge instead of the quality of the outcome as advocated by Spies in Inayatullah (2000:98) who sees quality as education and human development in totality and should aim at improving the general welfare of communities, the truth and good governance. Quality should be able to solve complex problems in this instance that would be issues that come as a result of

transformation (cf. 2.3.2.1).

The University language policy, its financial constraints, interviewing panels, its inability to attract certain cultural groups, its not being prepared to change its culture and its being strongly one group, people from designated groups who do not apply, candidates who do not have the required qualifications, merit and experience and who are not able to pull up their socks and show that they can take the full load of the post, people who don't want to leave big cities and come to small towns, competition with the private sector and government for certain skills, rigid systems, and the Department of Health not being supportive of transformation are all factors that impede accessibility of entry for personnel.

When discussing factors that enhance access of entry for personnel, it was clear that there is opportunity for access; however, this is not translating to real entry. Numbers of designated group members remain negligible because of stakeholders who are not playing their role and the environment they create that does not support accessibility. Accessibility for personnel thus remains a challenge that need to be addressed. The Faculty seems to be at the same level with the University when it comes to the personnel profile (cf. 2.3.1.1; Mapesela & Maharaso 2002:10).

#### **5.2.1.1.3 Mechanisms that will enhance access of entry for personnel**

On exploring general ideas of respondents as to what could be the measures necessary to enhance access of entry for personnel, respondents suggested that the employment equity guidelines should be implemented and an environment that will attract and keep members of personnel from designated groups be created. In the words of some of the participants:

*"We need to work on perceptions."*

*"We need to work on our image to attract designated groups."*

*"We need to create equity posts."*

In contrast, there was a feeling that there is actually no need to do more than

what is being done as there is no discrimination; instead, any more measures which may be taken are likely to lower standards and the image of the University. In the words of one respondent, *"I think if you would like to do something you would run the risk of lowering the standards and that is something I think the University cannot afford"*.

The importance of environmental factors and the characteristics of the organisation cannot be fully stressed as these factors are determinants of organisational behaviour. This is espoused by Cushner *et al.* (1992:87). They refer to environmental factors such as driving forces and barriers, defining existing paradigms and mindset as determining organisational behaviour.

Accessibility of entry is the initial phase of equity. There can never be transformation to redress inequality if there is no accessibility.

There is a need to work on the Faculty image by improving the organisational culture to suit all employees. More focus should be placed on the recruitment of designated groups.

It can thus, be concluded that to enhance access of entry there is a need for equity policy implementation, addressing of environmental factors and defining characteristics of the organisation so as to create an environment that will entice and retain a diverse population.

Overall it can be concluded that accessibility in the Faculty of Health Sciences at the University of the Free State for personnel does exist but is limited. The pace of transformation of the staff profile is slow especially because of the stakeholders not playing their role and the environment. The importance of stakeholders' role in transformation is beautifully stated by Waghid (2001:79) who mentions that transformation needs full commitment and participation of all stakeholders and needs good planning to meet its (transformation) goal, which is an improved more just and more equitable society.

The researcher feels that, in addition to the stated mechanisms, there is a need

for the Faculty to define quality in relation to accessibility to ensure that there is a common point of departure of entry for personnel to dispel fears and concerns of Faculty members, thus creating an environment conducive to accommodating a diverse population of the Faculty.

#### **5.2.1.1.4 Factors that enhance access for success of personnel**

In response to what the factors that enhance access of success for personnel are, respondents stated without doubt that staff development was the key factor that enhances access of success for personnel. The staff development unit in the Faculty was especially seen as playing a major role in the development and support of personnel (cf. Table 4.1.b). The annual programme of the unit confirmed this role through its well-planned strategy in meeting the development needs of personnel; these needs had, however, more to do with academic issues. There was no topic on transformation literally or applied. This means there is good support to enhance access of success for personnel on academic issues and none whatsoever on transformation issues. Statements cited by respondents were:

*"There are mentorship programmes for staff or post-graduate students."*

*"The Staff Development Unit in the Faculty plays a major role in enhancing success of personnel."*

The Staff Development Unit, mentorship programmes for staff and postgraduate students as well as the supply of textbooks to new personnel in the different departments are all factors that enhance access of success for personnel in the Faculty.

Based on the concern for maintaining standards it would be expected that there would be measures in place to ensure high standards by supporting personnel that would enter on potential and personnel already in the Faculty. Mechanisms to enhance access of entry should be followed by creating opportunities for blacks to realise their potential (cf. 2.3.2.1; Akoojee & Nkomo

2007:386). It seems, however, that there are no specific intervention plans to support personnel on issues of transformation in the Faculty; if any, they are done on an *ad hoc* basis.

#### **5.2.1.1.5 Factors that impede access for success of personnel**

Lack of direction and support in transformation issues by management were seen to be the core factors that impede access of success for personnel. As respondents stated:

*"It is soft issues such as social isolation that lead to the quitting of members of these groups once they are faced with problems because they do not have confidantes for support."*

*"Policies are not implementable."*

*"Workload on staff deny us time for mentoring and coaching."*

*"There are no clear guidelines."*

Set policies that are not implementable, unclear guidelines for transformation, the Department of Health not doing much to correct the situation and the workload of staff are all factors that were identified as factors that impede access of success for personnel in the Faculty.

It can therefore be concluded that the Faculty, to a large extent, has failed to create an opportunity and environment conducive to the success of personnel from designated groups.

#### **5.2.1.1.6 Mechanisms that will enhance access for success of personnel**

On a question posed to respondents with regard to measures that will enhance access for success of personnel respondents stressed the importance of support of personnel as a good mechanism to enhance access for success of personnel. This was clear from statements such as:

*"There should be special programmes to support personnel employed on potential capabilities."*

*"There is a need for continuous orientation of personnel."*

*"There is a need for coaching and mentoring of personnel."*

Support of new personnel by the immediate supervisor, special programmes to support the person employed based on potential capabilities, the need for continuous orientation, and coaching and mentoring of personnel were identified as measures that will enhance access of success for personnel.

The role of the staff development unit and that of the immediate supervisor in enhancing success cannot be stressed fully. In the Faculty there is a good staff development programme; however, its limitations is in not addressing transformation issues. There is, therefore, a need to address these issues and to prepare supervisors on how to manage diversity.

#### **5.2.1.2 Access of entry as far as students are concerned**

##### **5.2.1.2.1 Factors that enhance access of entry of students**

Table 4.1.c reflects accessibility of entry and of success in the Faculty as far as students are concerned (cf. 4.2.3.2 for description of findings). Respondents when asked about factors that enhance access of entry for students in the Faculty cited a number of factors. In the words of some of the respondents:

*"Recruitment and selection policies and procedures are in place."*

*"The selection criteria for black students is lower."*

*"The parallel-medium of instruction helps accommodate students that cannot speak Afrikaans."*

Policies and procedures, recruitment efforts, lowered selection criteria (but still in the minimum requirements), financial support and parallel-medium instruction are all seen as factors that enhance access for entry.

This means there is an opportunity for entry of students from the designated groups. Unlike with personnel, the number of black and female students has increased substantially. In other words, policies and procedures have led to the realisation of accessibility of students. The Faculty is in line with the University when it comes to numbers of students (cf. 2.3.1.1; Mapesela & Maharaso 2002:10).

#### **5.2.1.2.2 Factors that impede access of entry for students**

In response to what the factors are that impede access of entry for students respondents cited the following factors in the words of some of the respondents:

*"The school system is poor."*

*"There are perceptions that there is a high failure rate in the Faculty."*

*"There are few or no applicants from black students."*

*"Black students do not identify with the Faculty."*

The poor school system, financial problems, selected students that do not turn up and parents who feel that the cost of some careers does not tally with what their children will earn on completion, the negative perception of the university in general, perception that the Faculty has a high failure rate, schools with excessively high selection criteria, selection criteria that do not take into consideration that students' results do not of necessity reflect the student but the shortcomings of a specific school, students that do not identify with the Faculty and cultural shock are all factors that impede access for success of students.

One can conclude that there are factors that impede access of entry for students in the Faculty. These factors may be internal, that is they are due to the Faculty or may be external due to the school system or the students themselves; however, this does not affect the students numbers as numbers of students have increased although there are impediments. Increasing access to



higher education is always accompanied by hurdles which are either educational, financial or even social (cf. 2.3.2.1; Green 1997:7).

#### **5.2.1.2.3 Mechanisms that will enhance access of entry for students**

On exploring what measures will enhance access of entry for students, respondents identified the need to address both external and internal factors. In the words of one respondent:

*"There is a need for more social workers or people that can help students cope with their problems; for example, the office of transformation which is now closed."*

The need to improve the school system, advice to teachers as early as in grade 8 and 9 about subject choices for the medical programme, seeking financial support, improvement of recruitment strategies, and to have more social workers or people that will help students cope with their problems are all measures that will enhance access of entry for students.

This means there is a need for attending to a student in totality. A student should not be seen only as an academic entity, but as a person with basic needs.

#### **5.2.1.2.4 Factors that enhance access for success of students**

In response to what the factors that enhance access of success are for students most respondents referred to academic support and to a certain extent social support from the main campus. In the words of some respondents:

*"There are orientation programmes to give necessary skills to learners from learning environments where there was a lack of certain skills."*

*"There is academic support through tutors and learning facilitators."*

*"There is a learning division to support students in their learning needs."*

*"There are support structures on campus."*

The orientation and development programme, bridging courses, learning facilitators and tutors, students reassessments and additional tests, the modular system, the learning development division, the access for success committee and mentors, support structures on campus and lowered minimum standards for intake are all factors that enhance access of success for students.

This clearly shows an inclination to a very strong academic support with less social support. Students from designated groups need total support and this could negatively affect their performance. It is not easy for Faculty students to make use of Campus Services because of their tight schedules. It could mean missing classes or practical visits, or sometimes taking a longer time before solving a problem.

#### **5.2.1.2.5 Factors that impede access for success of students**

When asked what the factors are that impede access of success for students, respondents referred to those factors that are due to the Faculty which are internal factors and external factors, those that are due to the student and his or her environment as well as the Department of Education with poor teaching facilities and the Department of Health for not intervening to support students. In the words of the respondents:

*"There is limited accessibility due to languages."*

*"The Faculty is a strange place for black students."*

*"The naming of the Faculty facilities reflects only one group and for such reasons blacks cannot identify with the Faculty."*

*"Students from schools without good teaching facilities are all of a sudden expected to be on a certain level, like they are at par with everybody."*

The fact that the Faculty does not pay attention to students' problems due to factors other than academic; that some students are from schools without good teaching facilities and that these students are expected to be on par with everybody; language that limits access, that there is nobody to address change of culture and students have no role models, the naming of the Faculty reflects

only one group; black students cannot identify with the Faculty, the Faculty is a strange place for them; learners' problems are identified too late; the Department of Health is not doing much to help correct the situation; the previous political system disadvantaged certain groups, defective conditions at the homes of these scholars, learners are taught in their mother tongue at primary school and only in English at high school; ignorance about some of the courses; and the workload of staff; all these lead to the impediment of access of success for students.

#### **5.2.1.2.6 Mechanisms that will enhance access for success of students**

On a question posed to respondents with regard to measures that will enhance access for success of students, respondents once more referred to students' total support. Students' learning problems should be identified prior to entry and not after failing a test to enable early support. Mechanisms stated were as follows:

*"AARP results to be compulsory and to be used as a guideline to identify learning problems on time and not necessarily as a selection tool."*

*"Staff to be more flexible and versatile."*

*"There is a need for a bridging fund and financial support."*

Introduction of different levels of exit will help students that cannot cope, there must be an upgrading period post selection, AARP tests to be compulsory and the results to be used as guidelines to identify learning problems on time, the need to add remedial years, to reintroduce the transformation office for problems other than academic, from the onset students should get social, financial and academic support, Faculty students should be appointed in the staff establishment of the province. As far as external factors are concerned, it was mentioned that the Department of Health should help students control their bursary money. The bridging course management to be advised on appropriate courses for Faculty students and the need to improve the standard of schooling are all measures that will enhance access of success for students.

Once more mechanisms clearly state the need for total support for students and for addressing staff issues in the Faculty. Success of students is affected by hurdles such as poor preparation and the institutional culture (cf. 2.3.2.1; Green 1997:7). The Department of Education should work on improving the standard of schooling and the Department of Health should look at financial support for needy students.

## **5.2.2 Provision of evidence of transformation**

### **5.2.2.1 Evidence of transformation**

Table 4.2 provides evidence of transformation in the Faculty.

When asked to give evidence of transformation in the Faculty representation was cited by most (84.6%) as proof of transformation.

#### **o Representation**

Representation was discussed in terms of race and gender among personnel and students. There was consensus that there is great progress in the number of students from designated groups admitted in the Faculty. When it comes to personnel, there were conflicting viewpoints, with some respondents feeling that there was little progress, because amongst other things, some Schools were still male dominated. Some respondents, however, felt that there was progress. A view that was strongly referred to was that of an increased female representation, especially the appointment of a black woman as dean. Views expressed by respondents were as follows:

*"Appointment of a black woman in a very senior position."*

*"Females progressed definitely."*

Other issues given as evidence of transformation were changes in the curriculum, changes in management and leadership styles and students issues.

- **Changes in the curriculum**

Respondents felt that there were changes in the curriculum in that they were following the South African Qualification Authority (SAQA) guidelines in their teaching and training of students. Statements used by some respondents were:

*"We are following the new curriculum of Outcome-based Education and Problem-based Education."*

*"We are using new methods of teaching and training."*

- **Management and leadership**

In this study Managements' perception of the process of transformation in the Faculty is the issue of discussion. It is interesting to hear Managements' views on what they see themselves to be doing to effect change. The challenge for Management is to have both equity and efficiency and both quality and access (cf. 2.4.1). Statements made by management as to how they effected change were as follows:

*"Management has been restructured to focus on efficiency and quality."*

*"There is openness when talking about transformation."*

*"Minutes are now written in either English or Afrikaans (alternate sessions)."*

- **Student issues**

When discussing evidence of transformation among students, discussions were more focused, as participants referred to issues that were redressing inequities. This discussion was mostly discussed with passion and pride. To quote a few statements by interviewees:

*"There is good interaction amongst groups of students in the English class even in the social gatherings."*

*"Black and white students are solving their differences on their own in student*

*forums, unlike in the past."*

*"There are mentorship programmes for students."*

Some opinions expressed reflected disappointment at the rate of transformation which seemed to be slow. At the same time change was seen to be happening mostly by outsiders than by the Faculty members themselves. These conflicting statements could reflect a problem of not knowing where the Faculty is in terms of transformation because there are no assessment tools to measure progress.

There is an improvement in the research culture and technology. Management structures are focusing on efficiency and quality. Minutes are now written in either English or Afrikaans. Introduction of the Philanthropic programme to enhance appointment of designated personnel. There is great progress as far as student representivity and gender are concerned and very little as far as personnel is concerned. Appointment of a black woman in a very senior post is also evident of transformation. Almost all the goals set by SAQA are met, Outcome-based Education and the Problem-based Education are being followed, new methods of teaching, training and assessment are used, there is a mentorship and a learning development programme, there is interaction within the groups in the English class and this extends to even social gatherings, black students are now participating in decision-making and other activities in the student forum, there is more openness when talking about transformation and there are now more English speaking assessors conducting the College of Medicine examination. The rate of transformation is slightly disappointing though there are changes happening that people from outside are even commenting on. All these are seen as evidence of transformation.

In conclusion, it is clear that the core evidence of transformation in the faculty is seen to be representation. This is, however, problematic as it is based on assumptions; no one referred to what was expected and what was achieved. Representation is the only sign of accessibility. Poor representation means there is a problem with accessibility. The degree of representation as evidence of transformation in the Faculty confirms that the pace of transformation of personnel profiles is slow and that of students is more progressive.

Respondents that referred to curriculum as evidence of transformation were especially personnel from support services and some executive members and they made relevant references. Other respondents, some of whom are lecturers, seemed not to see these changes in the curriculum as evidence of transformation, hence they did not refer to curriculum when giving evidence of transformation. This could mean that they are not using the curriculum as a transformation tool in the classroom situation. Curriculum review is an important tool of measuring transformation (cf. 2.3.2.1; Seepe 1998:2). This could mean that though there is a change in the curriculum it is not used to bring meaningful change in the Faculty. Keeping students separate according to language in the classrooms was seen as affecting students' relationships negatively and as such delaying the progress of transformation. The issue of parallel-medium instruction needs to be studied so that it can be properly managed.

Of all the evidence provided, changes in student issues are more tangible and obvious than it is among personnel. Where students are concerned the environment seems to have been set for transformation. The Faculty having made such good progress in student issues has the potential to succeed in personnel issues if only Management can apply itself to the process.

#### **5.2.2.2 *Efforts to derail transformation***

Whilst giving evidence of transformation some issues such as efforts to derail transformation came to the fore. Some of the opinions expressed were as follows:

*"Measuring transformation by statistics only."*

*"Language keeps students separate socially."*

*"Closure of the office of the Vice-Dean."*

The closure of the Transformation and the Vice-Dean's offices, departments that have nothing to show for transformation and the executive management that are all white (except for the dean – up to July 2010), transformation that is

measured only by statistics and the parallel-medium of instruction that keeps students separate are all seen as efforts to derail transformation.

### **5.2.2.3 Efforts to enhance transformation**

There were, however, factors that were seen to be efforts to enhance transformation such as:

*"Management trying hard to get as many black and coloured students as possible."*

*"There is an outreach programme to try and fill a vacant post with a black woman."*

The need to improve the school system, advice to teachers as early as in grade 8 and 9 about subject choices for the medical programme, seeking financial support, improvement of recruitment strategies, and to have more social workers or people that will help students cope with their problems are all measures that will enhance access of entry for students.

Efforts to derail or enhance transformation were not part of the interview guide questions. They came to the fore as people were answering questions. What is interesting about these issues is that the former came from the designated group and was said to clarify that instead of supporting transformation it is being derailed and the latter statement was from the non-designated group and it was clarifying all efforts being made to support transformation. This could mean that there are those who have a sense of belonging and who feel the need to prove that there is transformation and there are those who do not have a sense of belonging and who feel the need to show the fact that there is no change.

### **5.2.2.4 Recommendations to improve transformation**

Respondents on factors to improve transformation recommended that the change management style should be practiced. There were, however, a



number of concerns that were raised and these reflected dissatisfaction from both groups. Statements used were such as follows:

*"Define disadvantaged students; is it blacks from Grey College or from the disadvantaged schools?"*

This could mean that the non-designated groups feel that once one attends a school in an advantaged area, one no longer belongs to the designated group. This therefore warrants a constant reminder of defining who is designated. From the designated group there were statements such as:

*"Only the strong-willed will stay in this faculty."*

This could mean that the feeling is that the environment is repellent; as a result it is difficult for members of the designated groups to stay in the Faculty.

There is a need for many departments to change their approach of doing things and a need for financial resources, the management structure should be flat, participatory and transparent and the designated groups that apply should be strong-willed. These are all seen as measures that could improve transformation.

In conclusion, there is evidence that there is transformation in the Faculty. However, there are a number of concerns regarding transformation by both groups which need to be addressed. As was pointed out previously, one respondent said that the first thing to address before addressing transformation is concerns and fears of people because if these are not addressed, people will not hear anything you say about transformation, because they are concerned about potential losses. Change always walk hand in hand with loss and gain and it is the fear of loss that mostly lead to resistance to change (cf. 2.4.4; Kotter 2000:4).

### 5.2.3 Empowerment

Table 4.3 depicts the level of empowerment of staff to teach (work with) learners from designated groups or different cultures.

#### 5.2.3.1 *Empowerment of staff to teach (work with) learners from designated groups or different cultures*

In response to whether they were empowered to teach or work with learners from designated groups or different cultures respondents stated that they were mostly self-empowered and there was a feeling that this limits their abilities and responses to transformation, because people still make assumptions about cultural differences. Statements used were such as:

*"My background gives me an advantage of identifying with both groups."*

*"I studied to improve my understanding of cultural differences."*

There were, however, some respondents who felt that the University as well as the Faculty to some extent has played a role in empowering personnel (cf. Table 4.3).

*"The University has given some courses, workshops and seminars on transformation."*

Some persons' personal backgrounds, others' Christian beliefs, others' self studies, others' trial and error activities and others' communication with black and coloured people have empowered them. Self-empowerment leaves gaps in empowering personnel; it therefore needs to be augmented. The University policy on transformation, the courses it has offered, workshops and seminars on transformation, clinical training and the will of Faculty lecturers, talks on different issues in some departments are all means of empowering staff to teach and work with learners from different cultures.

Based on the definition of empowerment (cf. 2.4.4) it is concluded that the University of the Free State, in particular the Faculty of Health Sciences, is not doing enough to empower its personnel - meaning that it has a low level of empowerment, which says people are aware of the need to change but do nothing about it.

### **5.2.3.2 Proof of empowerment**

Respondents when asked to give proof of empowerment mostly referred to socio-cultural issues, to quote but a few:

*"I understand students in their own context and mindset and understand their problems."*

*"When making examples in class I take into consideration other groups by making relevant examples."*

Personnel understand students, when making examples in class other groups are considered and accommodated.

It is clear that respondents felt that the institution is not doing enough to empower personnel for transformation. Even responses to proof of empowerment were limited. Very little was seen as efforts of the Faculty to empower personnel to work with members of designated groups. The University was seen to be doing a little more than the Faculty; otherwise it was mostly a matter of self-empowerment. This once more confirms the fact that the environment is not ready to be accommodative to a diverse population and transformation issues and events are managed in an *ad hoc* manner.

### **5.2.3.3 Suggestions for empowering of personnel**

In order to empower people, respondents suggested a number of factors, stated below in the words of the participants.

"Management has a role to:

- put structures in place to enhance transformation
- set clear goals for the management of transformation
- have an approach that will motivate people to change
- create a critical mass to support transformation
- learn not to generalize when taking decisions about students; as much as it is good to observe rules it is also important to be sensitive to cultural and religious backgrounds, amongst other things
- create a socio-cultural environment that will empower staff and students as to how to behave in a multicultural environment; for example, students can be taught how to address black elderly people (cf. Table 4.3)
- develop a yardstick for people to measure themselves”.

Blacks as stakeholders have a role to play. In the words of one of the participants:

*"Blacks to also play their role to facilitate transformation."*

Being sensitive and considerate of individuals' cultural and religious backgrounds, empowering students on changing certain behaviours, exposing students to different cultural situations, socializing and spending time together, setting clear goals, having a yardstick for measuring progress, having an approach to motivate people, creating a critical mass to fast track transformation, having structures to enhance transformation, and blacks playing a role in facilitating transformation are all suggestions that will ensure that people are empowered.

In conclusion, personnel are not sufficiently empowered to teach or work with learners from designated groups or from different cultures. To empower personnel management must be committed to change management and blacks must play their role.

#### **5.2.4 Impact of transformation or lack thereof**

Table 4.4 states the impact of transformation or lack thereof on personnel.

#### **5.2.4.1 Challenges of transformation**

Respondents, when asked what the impact of transformation or lack of transformation is on personnel, gave a number of responses. To some transformation has a positive impact; on others it has a negative effect only, whilst on others it has both a positive and a negative effect. Some respondents felt that it has no impact at all on them.

As a positive effect it was felt it is liberating, motivating, enriching and it encourages group cohesion. One participant stated it thus:

*"I have learnt a lot about other cultures; for example, how different cultures look differently at solving problems."*

As a negative impact respondents stated that:

*"Transformation is an extra load."*

*"It is frustrating where you make transformation appointments that do not qualify and you are to do the job for them while they get the money."*

*"It creates stress when one is in severe need of personnel and there are people available from other groups and you are to go out and search for people from the designated groups."*

*"It potentially brings down standards and has caused loss of brain power."*

Transformation makes one feel good, it motivates, liberates and enriches. It helps people adjust to working with other cultures and to develop them; some people have improved their English. Adjustments were made in the organisational structure; people have learnt a lot about other cultures; it causes stress in having to speak English and of making equity appointments; parallel-medium maintains separate development; staff is nervous about transformation; it is an extra load and is frustrating; appointing for the sake of transformation is problematic; transformation is a personal thing - one can allow oneself to be motivated or demotivated; some people are not affected by transformation. Transformation is seen to be slow, thus limiting one's

capabilities to negotiate for it. Black and white groups are not playing their part in transformation. All these are challenges of transformation.

#### **5.2.4.2 Lack of transformation**

In general, respondents felt that lack of transformation affects both groups negatively. It, however, affects both groups differently as it will be seen in the respondents' answers. To quote:

*"Lack of transformation affects both groups negatively because they go with what they think works. Blacks will not raise issues of importance because they know those issues will be considered not to be fair. Whites will not support what they think is not fair even if it is just and as a result things will remain the same."*

*"Lack of transformation keep blacks in the minority and remaining in the minority disadvantages blacks in that their decisions are mostly out-voted."*

*"Lack of transformation pulls me down."*

Lack of transformation challenges one to analyse the situation and act accordingly, it kills innovation, pulls one down, keeps blacks in the minority, it is depressive, black staff only do what is required of them. It affects both groups negatively. It makes one suffer the stress of having to speak English if one is not fluent in English; there are rigid policies and lack of support when there is no transformation. All these are challenges of lack of transformation.

Responses to challenges of transformation reflected dissatisfaction among respondents from non-designated groups. This again brings out lack of support and poor communication on issues of transformation. Concerns expressed once more reflected dissatisfaction of the non-designated group concerning transformation appointments.

### **5.2.4.3 Mechanisms (measures) to improve transformation**

Respondents felt that to improve transformation, there is a need for diversity management, communication and psycho-social support. In the words of some respondents:

*"To advance transformation there is a need for flexibility. You can not treat people who are different the same way."* (cf. 2.4.5; The Renaissance Network 2003:43)

Further on some respondents felt that there are critical posts and these posts should not fall under transformation posts. To quote one respondent:

*"There are critical posts like assistant researcher and secretary which one should not be forced to appoint for the sake of transformation if the person is not up to standard. It may not be the same problem with appointing a consultant as that person can develop in that post".*

*"Every person has a different perspective of transformation because we don't discuss it. There is a need for more discussions."*

*"We must work on how people perceive transformation."*

It was also felt that intense recruitment through, for example, headhunting could enhance transformation. To quote one respondent:

*"We should work with undergraduate students so that they will come back as registrars and go further to be consultants and stay on."*

One respondent made an example of how to manage accessibility through a progression plan and suggested that the Faculty should keep 70% of the non-designated group and bring in 30% of the designated group; after 5 years push the 30% to 50% and then the 30% of the designated group will be ready to help support. In other words, the respondent suggests that transformation should be progressive and done according to plan.

It is interesting to see that on the side of the members of the designated groups there is a feeling that they are under constant pressure to work harder than others to prove themselves while the non-designated group members feel that they are doing the designated group members' share of the work because these employees are underperforming. This sense of dissatisfaction by both the designated and non-designated groups could also play a role in delaying transformation and in maintaining the status quo. If not properly managed, transformation among personnel will remain idealistic.

To improve transformation it was suggested that there is a need to work on personnel perceptions and to manage challenges due to transformation - such as equity posts.

It seems that transformation as a concept is acceptable; however, the problem seems to be its concomitants - as stated by the respondents. Lack of transformation does not seem to be acceptable; however, preferable because of the concomitants of transformation. Respondents are aware of the situation they are in and of their differences, but do not attach meaning to the value of their differing perspectives and approaches. This means their level of awareness is high; however, their level of empowerment is low hence they feel they cannot do anything about the situation (cf. 2.4.5).

The need for recruitment, flexibility, more and open discussions and a strong will are all seen as mechanisms to improve transformation.

It has been recommended that transformation can be successfully enhanced through diversity management with strong elements of psycho-social support and communication.

### **5.2.5 The role of Management in enhancing transformation**

Table 4.5 states the role of Management in their different positions in enhancing transformation.



### **5.2.5.1 Role in enhancing transformation**

Respondents saw their role as that of leadership, management and staff development. This is clear from statements such as:

*"We should ensure that everybody has a formal vision of where we are going, there are guidelines, and what the demographic composition is, and there are target dates."*

*"We should identify areas where there is no progress, identify the cause of the problem and give strategic direction."*

As part of staff development, some respondents stated that perceptions should be addressed. To quote the statements:

*"To change the mindset of whites to be receptive and that of blacks to be exceptional in their performance."*

*"The Staff Development Unit should play a support and mentoring role of all the parties concerned."*

Management should identify the need; identify the cause of the problem and give strategic direction; should get staff to focus fully on transformation; transform appointments, staff development and organisational atmosphere; lead by example. People should know the vision, have guidelines, and know the demographic composition. There must be target dates. Transformation should be conducted in a responsible manner and differences and conflict must be managed within the group in the department. There must be a balance between transformation and academic standards; to facilitate setting of transformation goals and strategies and enabling reaching those goals, to be very careful not to appoint people that cannot really do the job, to work on changing the mindset of whites to be receptive and that of blacks to be exceptional in their performance and management should be committed to transformation to make it a success, management should also try to improve the quality of students and to develop, mentor and support personnel. All these form a role of the Management in enhancing transformation.

### **5.2.5.2 *Suggestions on the role of Management in enhancing transformation***

On suggesting what their role should be, respondents addressed their dissatisfaction. In other words this meant that they feel that transformation is not properly and fairly driven.

Some of the statements quoted were:

*"People appointed on transformation posts should bring in their side of the story."*

*"People should be taught that there are different methods of doing things and any method that brings results is correct, and not only the methods that certain individuals subscribe to."*

*"Inform people that it is not that we are no more going to appoint white people."*

*"We have no role, everything is decided for us at undergraduate programme."*

It was mentioned that people appointed on transformation posts should bring in their side of the story, people should be committed to making it a success, people should be taught that there are different methods of doing things, people should be informed that it is not that white people are no more going to be appointed and transformation should not be done for the sake of transformation. All these are suggestions on what the role of the Management should be in transformation.

It is interesting to note that respondents actually stated their dissatisfaction when suggesting what their role should be. The researcher is of the opinion that Management at this juncture did not see themselves as having power to manage transformation; they did not see themselves as part of the decision-making body in transformation issues hence they expressed their dissatisfaction even more than they did when given a chance to state their insecurities or dissatisfaction. Fear in matters of transformation seem to be a constant. Respondents expressed their fear of transformation in a number of ways and on

a number of occasions. This fear was especially referred to when referring to accessibility.

Another interesting aspect was that whilst the non-designated group saw accessibility as linked to lowering of standards, the designated group was questioning the tool used to measure their performance because they felt that they were not part of developing that tool.

### **5.2.6 The effect of the curriculum on transformation, especially looking at learners' appreciation of cultural diversity, learner-centred education and the practice of Primary Health Care and Community-based Education**

Table 4.6 indicates the effect of curriculum on Transformation.

#### **5.2.6.1 *Learners' appreciation of cultural diversity***

In response to whether the curriculum enhances the learners' appreciation of cultural diversity, respondents had differing views, some believed that learners have total appreciation, whilst others felt that cultural diversity was appreciated

to a certain extent, others felt that there was absolutely none. Very few respondents felt that there was total appreciation. To quote one:

*"There is an opportunity in day to day activities."*

Quite a number of respondents felt that appreciation was limited. To quote one:

*"Yes to some extent, especially for the first year in the English class which is a diverse class."*

There was an opinion that for cultural diversity to be appreciated, students

should have role models-meaning if there are none, then it is not easy for learners to appreciate cultural diversity. To quote one:

*"For cultural diversity to be appreciated, students need to have role models."*

An opportunity in day-to-day activities and interactions, modules in phases one and two, the English class, language issue, learners' appreciation of cultural diversity when they get into the community, its being addressed in the assessment training course, exposure to cultural diversity outside the classroom, informal meeting of students in their first year, need for role models and the traditional method of teaching. Sometimes it is difficult to answer when you are not involved with students. All these show the level of appreciation of cultural diversity.

#### **5.2.6.2 *Learner-centred education***

According to respondents, there is learner-centred education, because of the type of curriculum followed; the problem is, however, the environment within which the curriculum is practiced. Some respondents stated it is learner-centred because we follow outcomes-based, resource-based curriculum, and group work and self-directed student learning.

Problems quoted in the environment were as follows:

*"The curriculum is learner-centred, though the size of the class and the content they are handling influences it to some extent."*

Following an outcome-based, resource-based curriculum, group work and self-directed student learning, assisting students beyond classroom teaching, being accessible to learners, being learner-centred, integrated and problem-oriented at postgraduate level, the curriculum being learner-centred the first-world way, the size of the class, the content, adhering to the philosophy for curriculum 2000 and lecturing, all these explain the degree of the curriculum being learner-centred.

### **5.2.6.3 *Emphasis on Primary Health Care (PHC)/Community-based Education (CBE)***

On the issue of what the emphasis is on (PHC or CBE), respondents once more had different viewpoints. Others felt that it is fully practiced, one respondent went as far as saying:

*"Our programme is the best in PHC."*

Others felt it is practiced to a certain extent because of the circumstances under which it is practiced and how it is practiced during different phases. One respondent stated it thus:

*"We do practice CBE; our problem is we don't have funds and CBE is expensive."*

*"A lot is done in phase one and two, and nothing in phase three."*

Clinic visits, community set-up visits and reflective writing exercises caters for CBE; the only problem is lack of funds because CBE is expensive. There is a huge emphasis on PHC in the early years. Our focus on curative health as a country and a gap in community-based learning in the clinical years of the programme, doing much in phases one and two and nothing in phase three - all these explain the level of emphasis placed on Primary Health Care and Community-based Education in the curriculum.

In conclusion, the curriculum could have a good effect on transformation if there were funds, classes were smaller and the content was not crammed into a shorter period.

### **5.2.7 The impact of parallel-medium instruction**

Table 4.7 reflects the impact of parallel-medium instruction.

### **5.2.7.1 *The impact of parallel-medium instruction on the lecturer***

In general, respondents felt that parallel-medium instruction has a negative effect on the lecturer. Reasons cited were as follows:

*"Timewise it is very complicated because you present the same content twice."  
"It affects social relations."*

There was, however, a feeling that though it has a negative impact, there is no other solution except to practice it.

Some of the respondents, even those who cited a negative impact, stated that it also has a positive impact because people have become fluent in both languages, it has enabled accommodation of both English and Afrikaans speaking groups. It was further stated that it is a good thing; however, its sustainability was questioned.

Parallel-medium is very difficult - especially for those who can only speak one language; time-wise it is very complicated; the workload is heavy; people are not coping; it is frustrating; it affects social relations; it is expensive; it is terrible for the lecturer; it is not fair on students that are speaking neither English nor Afrikaans. All these impact negatively on the lecturer; however, it also has a positive impact, it is politically correct, it is a good thing.

It is concluded that parallel-medium of instruction basically impacts negatively on personnel; however, it was felt that it should be kept as a medium of instruction. Respondents feared the loss of Afrikaans as a scientific language and as a language of their choice. Language is a very sensitive issue. Afrikaners since after the Anglo-Boer War made it their focal point of Afrikaner nationalism to preserve Afrikaans as a distinctive language (cf. 2.3.1; Johnson 1982:216).

### **5.2.7.2 *The impact of parallel-medium instruction on the student***

As far as students are concerned, parallel-medium instruction is problematic as a language first and foremost. Expressing oneself in a foreign language is problematic. It will at all times affect performance. The lecturer will struggle to express himself/herself in English or Afrikaans if he/she is not comfortable with one of the languages. This clearly come out in statements from respondents such as:

*"Where the lecturer is not comfortable with the language it disadvantages the students."*

*"It creates a barrier between English and Afrikaans speaking students but I have no solution."*

The other problem is it creates wrong perceptions. This is reflected in this statement by one respondent:

*"The biggest monster for students is perception, because students think that lecturers give the best to the culture he belongs to."*

Some respondents cited some positive effects of parallel-medium instruction as:

*"Learners have the right to choose what language they want; therefore, this does not affect them."*

*"Students are getting the best."*

There were opinions that parallel-medium instruction is problematic when there are different lecturers for different classes; though giving two different classes with the same content is discriminatory - in principle, not because one is giving class to different cultures.

Not learning different languages disadvantages both groups, it creates a barrier between English and Afrikaans students; students believe that lecturers give the best to the group they belong to, different lecturers giving two different classes

with the same content is discriminatory in principle; where the lecturer is not comfortable with the language of teaching, all these impact negatively on the students; however, it also enables entry to learners who are only functional in English; it gives learners the right to choose what language they want; students are getting the best; it is an ideal situation, in the clinical area they speak the patients' language and interpret for one another. All these have both a negative and a positive impact on the students.

Parallel-medium instruction is largely seen as having a negative impact especially on personnel; however, there is a strong feeling that it should remain operational. From those who expressed this feeling the researcher sensed that they were afraid of losing especially Afrikaans as it was clear that the alternative to parallel-medium instruction is English. Parallel-medium was seen to be especially advantageous to English- and Afrikaans-speaking students as these students study in the same languages they speak at home and they studied it from primary through high school.

### **5.2.8 Priority areas to promote transformation and evaluation thereof**

Table 4.8 states the priority areas to promote transformation and how these can be evaluated.

#### **5.2.8.1 *Priority areas***

Respondents, on the question of what the priority areas to promote transformation were, referred to three main areas; namely, Psycho-social factors, personnel development, and support and management and leadership styles. Under psycho-social issues respondents referred to change of attitude. This was said in different words by different people, for example:

*"Aim at changing peoples' hearts first, then facilities."*

*"Change should be implemented from the heart not on paper."*

Under personnel development and support respondents said:



*"There should be active development of personnel."*

Under management and leadership styles, statements included:

*"Middle management to be involved on issues of transformation, they are a strong group which if involved can enable transformation."*

*"Management to address the need for designated groups in higher positions."*

*"Name facilities to reflect change."*

Whilst discussing priority areas, respondents expressed certain concerns. To quote some:

*"Shortage of people at university level from designated groups."*

*"Language capability should be a requirement during interviews."*

*"The best qualified person regardless of colour should be selected to maintain standards."*

Working on people's minds to be open to transformation, their attitudes, aiming at changing people's hearts first, then facilities, implementing change from the heart, making students aware of idiosyncrasies not differences, appointing black staff as role models, naming facilities to reflect change, building communication channels, excellence and quality as embrative of change and transformation, actively developing personnel, a clear language policy, language capabilities, making people aware that transformation is a given, putting funds into transformation and development, a clear transformation policy, selecting the best qualified person regardless of colour, having a marketing and selection policy, improving the quality of the facilities and teachers, incentives for top students, middle management being fully involved in issues of transformation, moving blacks up the ladder are all priority areas to promote transformation.

It is, therefore, concluded that a change in attitude should be a preceding factor in change management; followed by policies, procedures and strategies and finally support.

The concerns that were raised concerning lack of qualified and experienced personnel from designated groups and the lowering of standards keep resurfacing every now and then - which means it needs serious debate and attention.

#### **5.2.8.2 Evaluation of priority areas**

To evaluate the impact of the recommended priority areas there must be a change in attitude and the environment; the way people interact should be different and walking around the Faculty should reflect all cultural groups. Respondents made the following statements:

*"Evaluate the impact of support services by evaluating the throughput."*

*"Name any facility e.g. a corridor, museum, building, staircase after a black person. Naming need not necessarily be of people in the Faculty; it could be any health worker who contributed to patient care in the Free State, or even the first black doctor as the University of the Free State was all along not accessible."*

Acceptance that we are living in a changing environment, meeting socially, knowing students' feelings and the impact of support services, active development of personnel, naming some facilities after black persons, an increase in numbers and people leaving the Faculty, are all factors that will help in the evaluation of priority areas.

As far as evaluation of the priority areas is concerned respondents suggested social interaction, entry and throughput statistics and the naming of facilities – as reflected above. Maintaining apartheid symbols without adding any change of names can be seen as maintaining the *status quo* and could mean it will take time for transformation to take place (cf. 2.2.2; Jansen 2008:311). It is therefore imperative that for change to be seen happening, the symbols in the Faculty should reflect its population.

## **5.2.9 Issues related to transformation: insecurities of the traditional population**

Table 4.9 deals with evaluation and addressing of the insecurities of the traditional population related to transformation.

### **5.2.9.1 *Evaluation of insecurities of the traditional population***

Responding to the question of how insecurities of the traditional population can be evaluated, respondents cited a number of reasons that cause feelings of insecurity such as:

*"Watching many state departments collapse because of inexperience."*

*"Lack of respect for people in power."*

*"Rate of change being too fast."*

*"Common statements such as white, older male doctors are to be replaced by blacks who are inexperienced make these white, older male doctors feel insecure."*

*"People feel threatened about losing their jobs."*

*"Faces of black people might make whites think of being mugged here and there, otherwise there is no need for them to feel insecure because they are still in power."*

Collapsing state departments; lack of respect for people in power; rate of change being too fast; statements such as white, older male doctors are to be replaced by blacks; being told what to do; the difference in knowledge and skills compared with one's colleagues; feeling that one is likely to lose one's job; faces of black people - all this causes feelings of insecurity in the traditional population. In turn, these feelings lead to resistance to change and people wanting to leave the country. A feeling that the black people cannot master Afrikaans and cannot teach in it, disadvantages our students; the best person must get the job and people lacking the ability to lead should not be appointed. There is also a feeling that there is no need for feelings of insecurity in whites because they are still in power.

There was a recommendation that a questionnaire should be developed to evaluate progress.

Evaluation of insecurities of the traditional population can be evaluated through listening, observation and use of a questionnaire.

### **5.2.9.2 Addressing issues of insecurities of the traditional population**

Respondents, on addressing issues of insecurities expressed themselves as follows:

*"Non-traditional population should be honest about issues and show confidence in what they are doing."*

*"They should not make people feel that democracy is apartheid in reverse."*

*"White staff should be given a role of mentoring black staff and be recognised for that job."*

*"They should be made to feel valued with their contribution."*

Perceptions, insecurities and dissatisfactions should be managed prior to dealing with transformation. Fears regarding loss of posts, positions and language should be addressed.

Insecurities of the traditional population are clearly stated. These will clearly affect change. These insecurities clearly point to resistance to change. If not managed, there will never be transformation. These are statements that are not commonly and openly spoken about and are not known, which makes them dangerous and critical. The Faculty has to take note and manage these concerns.

Change should be regulated, peoples' fears should first be addressed, transformation issues should be discussed, fears for loss of post, position, my language should be addressed, leaders should not spend all the energy on the negative people and ignore the positive people and should work with perceptions, insecurities and dissatisfactions and only then can they work on

transformation, people should be informed and knowledgeable about what is happening, through diversity sessions, transformation should be gradual and people should be trained for specific positions, people should be equally evaluated in knowledge and skills, people need to come together and unpack what the Faculty wants to do and should be made aware of the direction the Faculty is taking, people should be assured of their positions, there is a need for a transformation coordinator or a transformation officer. Non-traditional people should be honest about issues and show confidence in what they are doing, they should not make designated groups feel that they don't want to create a different way of doing apartheid; people should deserve to be in positions of power. White staff should be given a role of mentoring black staff and be recognised for that job, they should be made to feel that they are valued and their contribution is valued. All these are factors that address insecurities of the traditional populations.

Table 4.10 reflects evaluation and addressing of dissatisfaction of the non-traditional population as related to transformation.

### **5.2.9.3 *Evaluation of dissatisfaction of the non-traditional population***

To evaluate dissatisfaction a short questionnaire for all the staff to assess satisfaction levels as an academic and as a person should be developed through the Dean's office. There should be exit interviews to identify reasons for leaving. There should also be open lines of communication. Respondents stated thus:

*"There should be imbizos to discuss and resolve any misunderstandings."*

*"There should be a spreekbuis (spokesperson) to take issues to management."*

A difficult environment, social isolation, lack of respect from colleagues, political dissatisfaction, lack of development, suffocated dialogue not talking about transformation, students not having a place where they can take their problems, avoiding conflict, Black languages not being uplifted, traditional populations not satisfied with the rules and regulations are all causes of

dissatisfaction. A short questionnaire can be used to assess satisfaction levels, imbizos, *spreekbuis*, talking and listening to one another about transformation, listening to people talking in corridors and in private talks are important as tools to evaluate dissatisfaction. The abovementioned are all causes of dissatisfaction among traditional populations, and tools to address them.

A difficult environment, lack of respect from colleagues and poor communication were reasons cited as causes of dissatisfaction, amongst others. It is therefore concluded that dissatisfaction is mainly due to the environment which is not conducive to serving a diverse population and poor communication opportunities to address issues.

#### ***5.2.9.4 Addressing issues of dissatisfaction of the non-traditional population***

To address these issues, respondents felt that Management should develop an open communication strategy in the Faculty. They further suggested a need for a transformation office occupied by a black person who will understand problems peculiar to blacks.

Most of the issues raised by the respondents were environmental issues. This further confirms the importance of the environment in relation to transformation. It was clear that the solution to addressing issues of dissatisfaction lies strongly in proper communication and creating an environment where there is mutual respect and equity.

Management should respond to the grievances in the questionnaire; they should create an environment where there is mutual respect and equality; personnel should complain through prescribed channels; procedures and policies and procedures should be clear and open; rules and regulations should be explained to the non-traditional population. There is a need for a transformation office occupied by a black person who will understand problems peculiar to blacks or a transformation coordinator who will manage specifically issues of dissatisfaction; there is a need to come together and unpack what the

Faculty wants to do; we should create a certain (Constructive difference) level of conflict; there is a need for training in Sesotho for the whites and for blacks to learn Afrikaans and to make means to develop trust and meeting one another halfway. Politicians should come with solutions for political problems.

### **5.3 CONCLUSION**

This study set out to investigate managers' observations of transformation in the Faculty of Health Sciences, University of the Free State.

Findings revealed that transformation in the Faculty is existent though it is limited, skewed and is seen differently by different people.

From the study it is evident that representation is seen to be the number one evidence of transformation. Representation is based on accessibility for entry and success. Accessibility for entry of students has substantially increased in comparison to that of personnel. The pace of transformation of the staff profile is slow, thus leading to the numbers of personnel remaining negligible.

Limitation to accessibility in the Faculty is due to the stakeholders not playing their roles and the environment they are creating. Enhancing accessibility is not easy and may sometimes be painful because people are to reflect truthfully on their strongly-held beliefs and traditions about themselves and others. They have to face their prejudices, myths and perceptions. To enhance and sustain accessibility there is a need for a mindshift, a changed environment and implementation and evaluation of equity policies and procedures. To sustain representation, there is a need for an organised support system, teamwork and co-operation for all stakeholders.

Findings further revealed that curriculum changes and support systems in student issues are also evidence of transformation in the Faculty. The Faculty has a learning development division and is making use of learning facilitators and tutors to meet the learning needs of students. The curriculum follows the PHC and CBE principles and uses new methods of learning, teaching and

assessment as set by SAQA. The problem is, however, an environment that is not conducive to a complete practice of PHC and CBE. Properly practiced PHC and CBE could enhance the process of transformation, especially for lecturers and students initially.

It was also clear from the findings that support systems for students are in place, thus enhancing success. On the other hand, support for personnel, as far as transformation is concerned, is on an *ad hoc* basis, thus impeding accessibility and delaying the process of transformation.

The impact of transformation and that of parallel-medium instruction brought ambivalence to participants. Though they had a negative impact on participants, participants were wary of any change to the opposite. Participants felt they want to change, their problem was concomitants of change. With parallel-medium participants' fear was losing Afrikaans if the Faculty is to use English as the medium of instruction.

This study has provided important findings for understanding the process of transformation in the Faculty, and factors and mechanisms to enhance transformation in the Faculty.

In the next chapter conclusions on the study, will be drawn, recommendations will be made and the limitations of the study will be discussed.



## **CHAPTER 6**

### **CONCLUSIONS, RECOMMENDATION AND LIMITATIONS OF THE STUDY**

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#### **6.1 INTRODUCTION**

In this chapter the main findings will be highlighted, conclusions based on the study will be drawn, and the limitations of the study will be discussed. This chapter will conclude by presenting the final recommendations based on the study for implementation and future research.

#### **6.2 HIGHLIGHTS AND CHALLENGES OF THE MAIN FINDINGS**

The researcher wishes to highlight the following main findings of the research:

- The interview guide for semi-structured interviews was designed to assess how Management perceive the process of transformation in the Faculty of Health Sciences at the University of the Free State and to identify mechanisms to address transformation issues. Factors used were accessibility of entry and success for personnel and students, evidence of transformation, support systems in place, the impact of transformation on personnel and students and suggestions to advance transformation.
- Findings revealed that progress in accessibility of entry and success among students is fairly noticeable and progressive. The progress in student accessibility is largely due to the existence of policies, procedures and programmes which are in support of transformation. Much has been done to ensure progress in this regard (cf. 5.2.1.1.7).
- On the other hand it was found that accessibility of entry and success for personnel is limited. Reasons for limited access for personnel are undoubtedly complex, but it was clear that central to non-accessibility of personnel is the environment. Policies and procedures to enhance accessibility of entry for personnel remain an ideal without any supporting

environment. Much has still to be done as suggested in measures to promote transformation (cf. 5.2.1.1).

- Findings on what is evident of transformation show success in transformation in students' issues and failure in personnel issues. Transformation is mainly evaluated through numbers and where personnel is concerned it is seen as an individual and unplanned process in the Faculty. Some activities were also identified in the Faculty which reflected efforts to derail transformation, especially in personnel issues. Due to the imbalance in numbers of designated and non-designated groups, the latter issue was referred to by a negligible number from the designated group and thus care should be taken in extrapolating this finding (cf. 5.2.2.2.).
- As far as support for students is concerned a number of interventions were implemented that reflected support for transformation such as selection and admission policies, curriculum changes and support services as compared to personnel where not enough has been done.
- Findings on the impact of transformation on participants had both a positive and negative bearing. However, it is noteworthy that reasons cited for a negative impact were challenges of transformation such as being overworked. The negative impact of transformation is therefore due to transformation not being managed as a process but as an *ad hoc* activity. Lack of transformation, on the other hand, was entirely seen to be impacting negatively on personnel (cf. 5.2.4.1).
- The findings on mechanisms to enhance transformation suggested that the role of Management, of the personnel development unit, and of designated and non-designated groups should be clearly stated and the Office for transformation should be established with the sole purpose of managing transformation. Facilities in the Faculty should be named to reflect the Faculty's diverse population.

- Overall, the study suggested that transformation in the Faculty of Health Sciences at the University of the Free State does exist; however, it is not clearly comprehended; it exists in a skewed manner and to a limited extent implying that transformation is also quite slow in the Faculty. This study further suggests that to improve and fast-track transformation, Management should be committed to transformation and roles and functions of different stakeholders should be clearly stated. The personnel development unit should have a programme that supports transformation. The establishment of the transformation unit and the naming of facilities in the Faculty that reflect all groups in the Faculty were seen as critical to the advancement and sustenance of transformation.
- To have an effective transformation process in the Faculty, three pillars of transformation in higher education were identified namely; increased participation, responsiveness and cooperation. These should form the foundation for Management. To sustain transformation, transformation enhancers, namely an understanding of the concept transformation, the need for transformation and leadership, and managing transformation following change management strategies is important. Performance indicators would ensure monitoring and evaluation of the process. Transformation, to be effective, need the pillars of transformation, the enhancers of transformation and performance analysis.

### **6.3 CONCLUSIONS OF THE STUDY**

With reference to the study, the researcher wishes to accentuate the following:

- The researcher is of the opinion that the overall goal, aim and objectives of the study were addressed and the research question was answered following sound principles and using scientific methods.
- The researcher believes that the study will be useful in guiding the Faculty in identifying its level of transformation and towards its realisation of the process of transformation.

- This study contributes further to the support of literature by being in line with the NCHE framework and going beyond that by involving participants at the operational level who are to play a role in the realisation of transformation in the Faculty.
- The researcher is of the opinion that people see things as they affect them more than what they are. Most of the respondents from the non-designated group felt that the designated group should work hard when appointed; yet there is no measurement to indicate that they do not perform. On the other hand, some respondents from the designated groups did not see any difference that would mark transformation; yet, there are changes to some extent.
- Perception, how the person sees something, is important because it is real to that person. This is the greatest challenge when one wants to bring about change. One should first and foremost deal with perceptions which mostly lead to unwarranted fears and dissatisfactions, and ultimately derail efforts towards transformation; and only then can one start dealing with transformation.
- The transformation process to be meaningful has to be effective and sustainable. In other words the process should transform what it is set out to transform. Transformation is not an end in itself, it is a move towards fairness and justice through equity and diversity, which should be sustained.

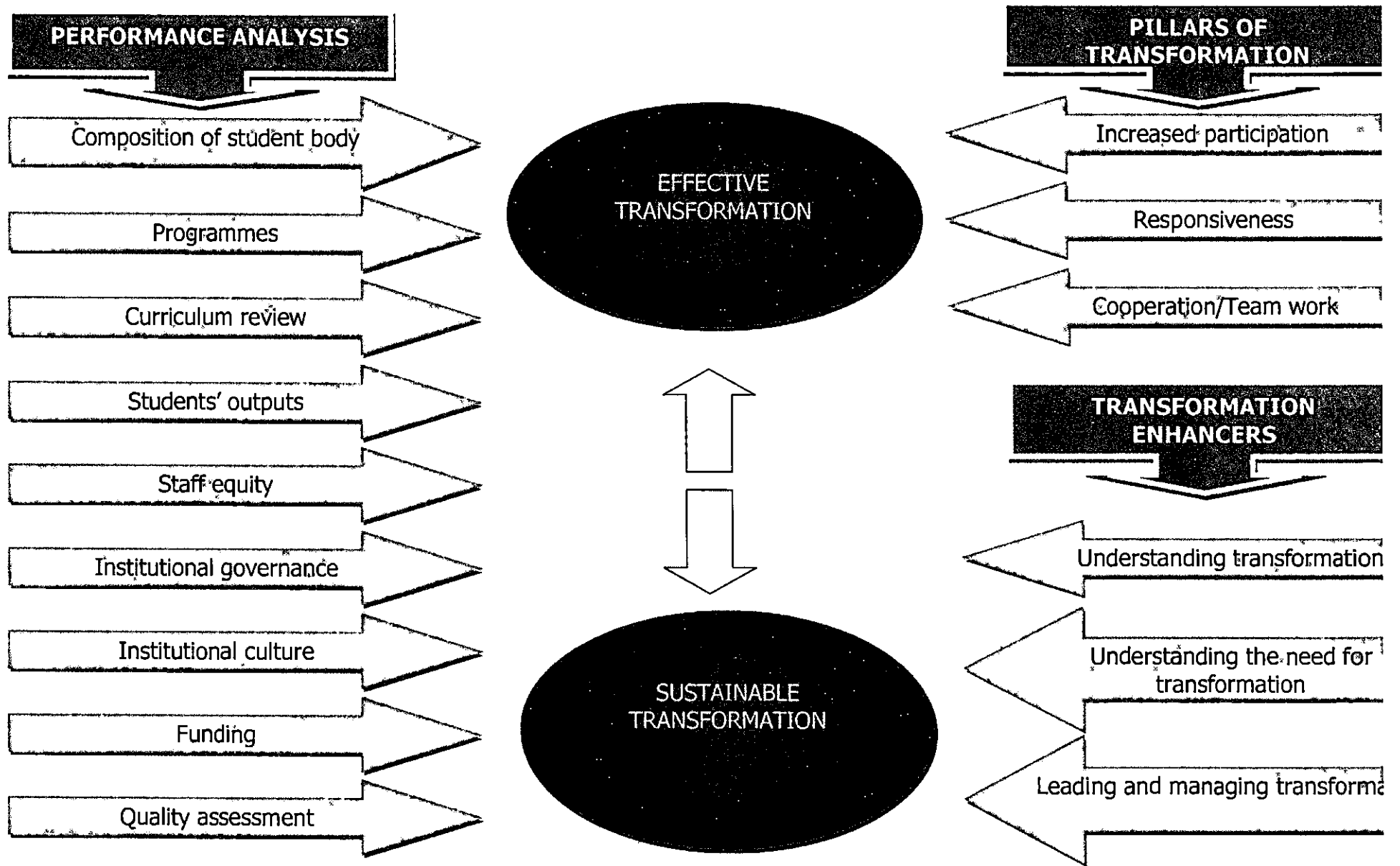
Figure 3 is a schematic plan for implementing an effective and sustainable transformation process.

To implement an effective and sustainable transformation process in institutions of higher education and as such in the Faculty of Health Sciences at the University of the Free State is necessary to set goals that will enable management to appraise performance. There should be guidelines as pillars of transformation and a strategy to enhance transformation.

Students and student's issues such as curriculum review should be taken into consideration so that it remains in line with community needs. Programmes should be as such that they follow new forms of knowledge production and dissemination such as methods of teaching and assessment. The student body numbers should reflect the community and the environment should be supportive to student entry and output.

Staff equity is necessary to ensure representation and to have role models for students. Transformed institutional governance and institutional culture are core in ensuring an environment that will attract and accommodate a diverse population. Quality should never be sacrificed and to ensure quality in all activities towards transformation there is need for funding and quality should be defined within the context of transformation.

Institutions, faculties and departments to meet the above stated, should ensure increased participation of all stakeholders and there must be cooperation among these stakeholders. Their relationship should be clearly defined. There must be a clear understanding of what is transformation in the context of higher education and why it is needed. Transformation should not be a buzz word but should be a thread that runs through all the processes. Its leaders should have a vision and values that support transformation. They should be ready to take tough moral decisions relating to transformation. In their words to transform there is a need for a paradigm shift.



**Figure 3: A schematic plan for implementing effective and sustainable transformation**

(Adapted by the Researcher – 2009)

## 6.4 LIMITATIONS OF THE STUDY

The researcher acknowledges the following limitations of the study:

- Ordinarily, a single sample from a single institution is a limitation and where research at a single institution looks promising, future studies should combine qualitative data from a variety of institutions. In this study the composition of participants tended to be more heterogeneous and this could lead it to differ substantially from institution to institution. All participants that were invited to take part in the semi-structured interviews granted permission and fully participated in the interviews; however, the composition of the sample could have introduced elements of a bias in the research findings. The race and gender disparities of the respondents could have distorted the results of the investigation. The researcher tried to limit this through literature studies and confirmation of responses through checking on referred to issues.
- The non-inclusion of students in the study means the study was done within the confines of fixed parameters. This excluded students' opinions on transformation issues that affected them. This could also introduce an element of bias in the research findings. The researcher tried to prevent this element of bias through literature studies.
- The limitations are acknowledged but they do not detract from the significance of the findings. They merely provide a platform for future research. The strength of this study lies in identifying the level of transformation and recommendations as to measures to realise transformation in the Faculty by faculty members at management level. In other words, the Faculty has diagnosed itself and made a prescription for its treatment.

## **6.5 RECOMMENDATIONS**

- Dissemination of results in the Faculty: The findings of the study should be presented to Faculty Management for consideration and possible implementation. Workshops should be held in an open and friendly manner with all the role players and in different Schools. The workshops should aim at clarifying the concept transformation and at promoting transformation in the Faculty.
- Publication of the results: The findings of the study should be published in accredited scientific journals and presented at national and international conferences.
- Further research: This research should be replicated in other faculties of Health Sciences to refine and compare the factors.

## **6.6 CONCLUSIVE REMARKS**

In conclusion, this study set out to establish Management's observations of the process of transformation in the Faculty. The researcher is confident that the results of this study present ample analysis and sufficient information on the process of transformation in the Faculty of Health Sciences at the University of the Free State to aid in the enhancement of the process of transformation in the Faculty.



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**APPENDICES**  
**(INCLUDING APPENDICES A-C)**

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**APPENDIX A1: LETTER OF INVITATION TO PARTICIPATE IN A SEMI-STRUCTURED INTERVIEW TO THE PARTICIPANTS**

**APPENDIX A2: FORM OF CONSENT: SEMI-STRUCTURED INTERVIEWS**

**APPENDIX B: INTERVIEW GUIDE FOR SEMI-STRUCTURED INTERVIEWS**

**APPENDIX C: LETTER OF REQUEST FOR PERMISSION TO DO RESEARCH STUDY**



**APPENDIX A1**

---

**LETTER OF INVITATION TO PARTICIPATE IN A SEMI-STRUCTURED INTERVIEW**

Date: .....

Name of interviewee

Address

Dear Interviewee

Request to participate in a Master's study entitled: An investigation into managers' observations of transformation in the Faculty of Health Sciences, University of the Free State.

I occupied the position of Assistant Director Transformation and Student Issues from the year 1999 till March 2004. I was responsible for the management of transformation and student problems.

At the moment I am writing a dissertation to obtain a Master's degree in Health Professions Education in the Faculty of Health Sciences, University of the Free State (student number 1991335694). The title of my research is: An investigation into managers' observations of transformation in the Faculty of Health Sciences, University of the Free State.

Supervisor:

Prof M.M. Nel

Head: Educational Development

Faculty of Health Sciences

University of the Free State

9301

The creation of a democratic society in South Africa in 1994 has resulted in the opening of all educational institutions to students from culturally and linguistically diverse backgrounds. This has posed a huge challenge to institutions, especially of higher learning, to create diverse campus environments and to transform themselves into effective, meaningful, multicultural institutions.

The preamble to our constitution further poses a challenge when it states . . . "South Africa belongs to all who live in it, united in our diversity." This means that this country does not belong to any cultural group, nor is it the reflection of any particular cultural group. It is the heritage of all cultures and must therefore reflect the collective expression of its diverse people. According to Cushner *et al.* (1992:75) a society cannot function to its fullest if it ignores the ideas, contributions, efforts and concerns of any of its people. It is therefore imperative that transformation be spoken of and is seen to be happening. It is necessary to investigate the process in order to determine whether meaningful transformation has occurred.

The Faculty of Health Sciences in its process of enabling and monitoring transformation has to pay attention to certain factors and issues that characterise the new health care and the new higher education dispensations in the country. This is especially important if it is to produce diverse, relevant and pragmatic health practitioners.

These factors pertain to organisational changes, and structural and procedural issues.

To be able to respond to the above stated demands the Faculty has to take cognisance of the following:

- Affirmative action, admission and selection policies regarding students, and the appointment of personnel.
- Student and personnel needs from varying educational backgrounds.
- Academic Support and Development for students and personnel.

- Personal and social support for students and personnel.
- Parallel-medium instruction and deliberations.
- Curriculum revision and reform with the emphasis on more student-centred education and primary health care.
- A shift towards more extensive community-based education and training.
- Insecurities of the non-traditional population and dissatisfaction of the traditional population.

This list is by no means exhaustive; however, it reflects some issues identified by literature as well as what the researcher observed during the period as Manager of the office for Transformation and Student Issues in the Faculty of Health Sciences at the University of the Free State. These issues will therefore serve as a point of departure to investigate transformation and its concomitant factors.

The population in the Faculty of Health Sciences is characterised by an inequitable distribution of students and personnel according to race, gender, class and disability. Since 1994 there has been a move towards transformation; however, this seems to be slow and not intrusive enough to make a meaningful difference. There is therefore a need to do a critical appraisal of the situation to find out why progress has been slower than anticipated. Questions to be answered are therefore: Is the process of transformation slow? And if so, why is the process slow? Are there any barriers to the process? If any, what are they, and how can they be overcome so as to speed up the process?

## **1. GOAL**

The overall goal of this study is to inform and contribute to the process of transformation in the Faculty in order to assist in facilitating the creation of an environment that will attract and accommodate a diverse population in the Faculty.

## **2. AIM**

To achieve this goal, a study will be executed to investigate managers' observations of transformation in the Faculty and to identify measures to further promote transformation in an effective and sustainable manner.

## **3. BENEFITS**

The study will inform and contribute to the process of transformation. It will identify barriers and determine measures as to how to enhance transformation in the Faculty. This may be replicated in other faculties and institutions of higher learning.

Having explained the process to you, I would like to respectfully request your expert co-operation by taking part in the semi-structured interviews. I am aware of the fact that time is a very precious commodity to all of us; therefore, I will try to take up as little of your time as possible. The completion of the interview will take approximately 30 minutes. Should you have any enquiries, my particulars are as stated at the end of this letter.

The semi-structured interviews are scheduled to take place from October to February. Should you be willing to participate, please fill in the accompanying consent form and return it to me as soon as possible.

Thank you for your kind attention and your time devoted in reading this communication. I sincerely hope that you will be able to oblige me and I am looking forward to hearing from you.

Name: Constance Machedi  
Student Number: 1991335694  
  
Telephone Number: 051 4232436  
Cellular Number: 0786646245  
  
Postal Address: P.O. Box 23117  
KAGISANONG  
9309  
  
Ethics Number: (149/6)

**APPENDIX A2**

---

**FORM OF CONSENT: SEMI-STRUCTURED INTERVIEWS**

Date

Hereby, I the undersigned, consent to participate in the semi-structured interviews which are scheduled to take place .....

My full particulars are as follows:

Title: .....

Surname: .....

Full names: .....

Postal address: .....

.....

.....

E-mail address: .....

Telephone number: .....

Cellular number: .....

---

**SIGNATURE**

**PURPOSE OF THE STUDY**

The purpose of this study is to inform and contribute to the process of transformation in the Faculty of Health Sciences in order to assist in facilitating the creation of an environment that will attract and accommodate a diverse population in the Faculty.

**POTENTIAL ADVANTAGES**

This study will inform and contribute to the process of transformation. It will identify barriers and determine measures as to how to enhance transformation in the Faculty. This may be replicated in other faculties and institutions of higher learning.

I wish to ensure you that the information will be treated in a highly confidential manner and that there will be no reference to any names. Thank you in advance for your kind co-operation.

Yours faithfully

S.C.K. Machedi  
(STUDENT NO: 1991335694)  
Faculty of Health Sciences  
University of the Free State, Bloemfontein  
9301

**REGISTERED PROJECT****(ETOVS NO 149/06)**

(The final copy will also be available in Afrikaans)

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## **INTERVIEW GUIDE FOR SEMI-STRUCTURED INTERVIEWS**

### **AN INVESTIGATION INTO MANAGERS' OBSERVATIONS OF TRANSFORMATION IN THE FACULTY OF HEALTH SCIENCES, UNIVERSITY OF THE FREE STATE**

The purpose of the study is to contribute to the process of transformation in the Faculty in order to assist in facilitating the creation of an environment that will attract and accommodate a diverse population in the Faculty.

#### Interview guide

- (1) Do you think there is accessibility in the Faculty?
  - Access of entry
  - Access for success
- (2) In your opinion, what are the factors, if any, that impede accessibility in the Faculty of Health Sciences at the University of the Free State?
- (3) What measures can be taken to enhance accessibility of entry and of success?
- (4) Briefly provide evidence of transformation in the:
  - Faculty of Health Sciences
  - Your School
  - Department / Division of programme
- (5) In your opinion, are you empowered to teach (work with) learners from designated groups or from different cultural backgrounds?
- (6) What do you think is the impact of transformation or lack thereof on you as a person and on your performance?
- (7) What do you think is your role in enhancing transformation?
- (8) In your opinion, does the curriculum enhance the following:
  - The learners' appreciation of cultural diversity
  - Learner-centred education
  - Emphasise Primary Health Care / Community-based Education
- (9) What do you think is the impact of parallel-medium instruction on:



- The lecturer
  - The learner?
- (10) In your opinion, what are the priority areas to promote meaningful transformation?
- (11) How can these priority areas be evaluated?
- (12) How can the following issues be evaluated and addressed:
- Insecurities of the traditional population
  - Dissatisfaction of the non-traditional population?

**LETTER OF REQUEST FOR PERMISSION TO DO RESEARCH STUDY**

P.O. Box 23117  
**Kagisanong**  
9309  
Date

Vice-Rector Academic Planning  
George du Toit Administration Building,  
Room 311  
University of the Free State  
**Bloemfontein**  
9300

Dear Prof

Request to do a Master's study entitled: An investigation into managers' observations of transformation in the Faculty of Health Sciences, University of the Free State.

I have been occupying the position of Assistant Director Transformation and Student Issues from the year 1999 till March 2004. I was responsible for the management of transformation and student problems.

At the moment I am writing a dissertation to obtain a Master's degree in Health Professions Education in the Faculty of Health Sciences, University of the Free State (student number 1991335694). The title of my research is: An investigation into managers' observations of transformation in the Faculty of Health Sciences, University of the Free State.

**Supervisor:**

Prof M.M.Nel  
Head: Educational Development  
Faculty of Health Sciences  
University of the Free State  
9301

## **BRIEF DESCRIPTION OF THE STUDY**

The creation of a democratic society in South Africa in 1994 has resulted in the opening of all educational institutions to students from culturally and linguistically diverse backgrounds. This has posed a huge challenge to institutions, especially of higher learning, to create diverse campus environments and to transform themselves into effective, meaningful, multicultural institutions.

The preamble to our constitution further poses a challenge when it states...."South Africa belongs to all who live in it united in our diversity." This means that this country does not belong to any cultural group, nor is it the reflection of any particular cultural group. It is the heritage of all cultures and must therefore reflect the collective expression of its diverse people. According to Cushner *et al.* (1992:75) a society cannot function to its fullest if it ignores the ideas, contributions, efforts and concerns of any of its people. It is therefore imperative that transformation be spoken of and is seen to be happening. It is necessary to investigate the process in order to determine whether meaningful transformation has occurred.

The Faculty of Health Sciences in its process of enabling and monitoring transformation has to pay attention to certain factors and issues, that characterise the new health care and the new higher education dispensations in the country. This is especially important if it is to produce diverse, relevant and pragmatic health practitioners.

These factors pertain to organisational changes, and structural and procedural issues.

To be able to respond to the above stated demands the Faculty has to take cognisance of the following:

- Affirmative action, admission and selection policies regarding students, and the appointment of personnel.

- Student and personnel needs from varying educational backgrounds.
- Academic Support and Development for students and personnel.
- Personal and social support for students and personnel.
- Parallel–medium instruction and deliberations.
- Curriculum revision and reform with the emphasis on more student-centred education and primary health care.
- A shift towards more extensive community-based education and training.
- Insecurities of the non-traditional population and dissatisfaction of the traditional population.

This list is by no means exhaustive; however, it reflects some issues identified by literature as well as what the researcher observed during the period as Manager of the office for Transformation and Student Issues in the Faculty of Health Sciences at the University of the Free State. These issues will therefore serve as a point of departure to investigate transformation and its concomitant factors.

## **1. OVERALL GOAL, AIM AND OBJECTIVES**

### **1.1 GOAL OF THE STUDY**

The overall goal of this study is to inform and contribute to the process of transformation in the faculty in order to assist in facilitating the creation of an environment that will attract and accommodate a diverse population in the faculty.

### **1.2 AIM OF THE STUDY**

To achieve this goal, a study will be executed to investigate managers' observations of transformation in the Faculty and to identify measures to further promote transformation in an effective and sustainable manner.

### **1.3 OBJECTIVES**

To achieve this aim the following objectives of the study were pursued:

- To clarify the concept transformation within the context of higher education (through a literature review)
- To identify factors that promote transformation in the Faculty of Health Sciences (through semi-structured interviews and a literature review)
- To identify barriers to transformation in the Faculty of Health Sciences (through semi-structured interviews and a literature review)
- To establish Management's interpretation of the process of transformation in the Faculty of Health Sciences (through semi-structured interviews)
- To find out how Management would want transformation to be managed in the Faculty (through semi-structured interviews and a literature review)
- To make recommendations on the process and management of transformation (based on findings and the literature review).

## **1. BENEFITS**

The study will inform and contribute to the process of transformation. It will identify barriers to and measures that enhance transformation in the Faculty. This may be replicated in other faculties and institutions of higher learning.

Departments in which interviews will be conducted:

### **THE EXECUTIVE (Office of the Dean)**

- Dean of Faculty of Health Sciences – 1
- Administration Director – 1
- Heads of divisions – 2

### **SCHOOL OF MEDICINE**

- Head of School – 1
- Heads of departments in final year Medical Programme – 5
- Programme directors – Medical Programme – 1
- Programme coordinator – Medical Programme – 1
- Phase leaders; Medical Programme – 5

### **SCHOOL FOR ALLIED HEALTH PROFESSIONS**

- Head of School – 1
- Heads of departments – 4

### **SCHOOL OF NURSING**

- Head of School – 1
- Programme directors – 2
- Programme coordinator – 1
- Student administrator – 1

**This study will be completed in November 2009**

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