

CHAPTER 5

ANALYSIS AND INTERPRETATION OF DATA

5.1 Introduction

The results of the empirical research are outlined in this chapter. The empirical research has been conducted with the purpose of establishing perceptions of respondents about student affairs so that efficiency and effectiveness regarding the management of change and conflict resolution could be realized. The research was based on the hypothesis which has been formulated as follows:

Substantial consultation, communication, inclusive participation of stakeholders and racial representation within student affairs personnel corps may ensure successful processes of change and thereby avert or resolve cultural conflicts effectively.

The total sample was 544. However, only 446 respondents returned the questionnaires. Tables 1 – 28 in paragraph 5.2 (description of data) and paragraph 5.3 (explanation of data) below provide an impression of the reactions of the respondents.

5.2 Description of data

5.2.1 Introduction

The description of data provides the details of the respondents as well as the actual numbers of respondents per item. It should be noted that the number of respondents per item is not divided into racial categories, for instance White, Black, Indian, and Coloured. It reflects the perception of respondents irrespective of race. Racial categories will only be taken into consideration in paragraph 5.3.

5.2.2 Details of respondents

Table 5.1: Number of respondent per category

Capacity	Number	Percentage
Female Resident Student	101	22.6
Male Resident Student	83	18.6
Male Day Student	78	17.5
Female Day Student	71	15.9
SRC Member	37	8.3
Residence Head (Female Residence)	21	4.7
House Committee Chairperson (Male Residence)	18	4.0
Residence head (Male Residence)	15	3.4
House Committee Chairperson (Female Residence)	15	3.4
Dean of Students	4	0.9
SRC President	3	0.7
Total	446	100%

The categories in Table 5.1 are important in student affairs as they reflect stakeholders who should be taken into consideration in managing change and conflict resolution in student affairs. However, there would always be other stakeholders within and outside a university. For instance, within a university other stakeholders would include various cultures and student organizations and staff members. On the other hand, sponsors, financial institutions, alumni and government would be some of the stakeholders outside a university.

Table 5.2: Racial composition

	Number	Percentage
White	175	39.5
Black	123	27.8
Indian	80	18.1
Coloured	65	14.7

The numbers of respondents by race that are reflected in Table 5.2 provide a general picture of the actual racial composition of students in historically white universities in South Africa. White students are generally still in the majority as compared to other racial groups, namely Black, Coloured, and Indian.

5.2.3 Racial representation in student affairs

Table 5.3: Racial diversity within student affairs personnel corps

	Number	Percentage
Yes	358	84.8
No	64	15.2

In as far as cultural representation within student affairs personnel is concerned, only a few respondents were not sure. The majority (84.8%) indicated that the student affairs personnel corps should be culturally represented.

According to the findings of the preliminary study as recorded in Chapter 4, paragraph 4.3.4(b), student affairs divisions at five of the seven historically white universities are racially representative. Thus, it is only at two universities that student affairs divisions are not yet racially representative.

Table 5.4: Reasons for racial diversity within student affairs personnel corps

	Number	Percentage
Promote better relations	294	95.1
To ensure meeting needs of diverse cultural groups	277	93.3
Understanding diverse cultures	277	92.0
Effective communication	258	90.2
Legitimacy	176	69.3
Represent national demographics	157	61.6

The majority of the respondents highlighted the above aspects as reasons that necessitate racial representation within the student affairs personnel corps. The following aspects, which can be referred to as social reasons, namely to promote better relations, to ensure meeting needs of diverse cultural groups, understanding diverse cultures and effective communication are preferred as the reasons that necessitate racial diversity in the student affairs personnel corps. However, legislative or policy issues such as legitimacy and representation of national demographics are much less favored.

5.2.4 Change management

In paragraph 5.2.4 the attention will be focused on aspects such as the establishment of changes that have already taken place in student affairs, factors that will facilitate effective change management, attitudes of the four racial groups of students (White, Black, Indian and Coloured) towards change and how change could be efficiently and effectively managed.

Table 5 5: Basic aspects which had to be changed / adjusted immediately as a result of the diversity in culture

	Number	Percentage
Medium of communication	291	78.9
Student leadership structures	262	74.6
Social activities	236	69.4
Traditions	175	56.1
Sport	124	41.6

The aspects reflected in Table 5.5 are in general about student life. Diversity in culture brought about change to a certain extent in as far as the above-mentioned aspects are concerned. It should further be noted that aspects such as tradition and sport were not greatly affected. It is important to note that changes that had to be effected are on policy issues (communication and student leadership structures) rather than social aspects (social activities, traditions and sport). This is in contrast with the reasons in Table 5.4 where the social reasons were the most important reasons why the respondents think that change must occur.

Table 5.6: Changes within student affairs

	Number	Percentage
Student leadership structures	255	75.4
Admission requirements	245	74.9
Language policy	244	73.5
Staff composition	230	71.0
Social activities	162	53.8
Traditions	135	46.9

In the entire student affairs section, aspects such as social activities and traditions were not greatly affected, possibly because such aspects would, to a certain extent, depend on individuals' attitudes. Policy issues, however, such as leadership structures, admission requirements, language policy and staff composition were particularly changed. This contradicts the findings in Table 5.4 where social reasons are more preferred to policy issues. The difference may be that in Table 5.4 reasons for racial representation were required and in Table 5.6 respondents were asked to indicate changes that have taken place already.

Table 5.7: Factors that may facilitate successful change programs

	Number	Percentage
Effective communication	364	96.0
Clarity on the envisaged change	300	91.7
Inclusive participation in student activities	309	87.8
Exposure into other cultures	305	86.2
Bilingual language policy [Afrikaans and English]	246	73.4
Cultural representation in corridors in the residences	186	60.2

The above-mentioned factors are all important for the facilitation of change programs. However, it should be noted that effective communication is highly recommended. It is a clear indication that if effective communication is not realized, supposedly good structures and ideas might be rendered ineffective. The second reason needs effective communication to ensure that everybody knows about the changes.

Table 5.8: Aspects that could effectively facilitate communication across cultures

	Number	Percentage
Respect for other cultures	383	97.2
Equal consideration of various cultures' concerns	352	93.4
The use of the necessary medium of communication	324	92.8
Involvement of existing cultural groups in a process of change	296	87.6
Interest in other cultures	292	83.9

The above-mentioned aspects that could effectively facilitate communication across cultures are highly preferred.

Table 5.9: The attitude of White students towards change

	Number	Percentage
Prefer evolutionary change	218	76.8
Against change	201	60.2
Welcome change	173	54.1
Prefer revolutionary change	55	22.0

The above statistics provide an indication that White students would either prefer evolutionary change or be against change. However, there is also an indication that some of the white students welcome change.

Tables 5.10, 5.11 and 5.12 indicate the attitudes of Black, Coloured and Indian students respectively. Very few of the students are against change.

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That is contrary to the 60.2% of the White students who are against change, which could be as a result of White students being uncertain of the future as indicated in Table 5.47.

Table 5.10: The attitude of Black students towards change

	Number	Percentage
Welcome change	308	89.3
Prefer revolutionary change	194	72.9
Prefer evolutionary change	97	40.9
Against change	34	13.4

In as far as Black students are concerned, an indication of 89.3% of the respondents highlights that they (black students) welcome change. Furthermore, many of the Black students would prefer revolutionary change. Revolutionary change means promptly and radically effecting change, whereas evolutionary change is about effecting change gradually.

Table 5.11: The attitude of coloured students towards change

	Number	Percentage
Welcome change	307	88.5
Prefer evolutionary change	152	65.8
Prefer revolutionary change	93	43.1
Against change	46	19.1

The findings highlight that most of the Coloured students would welcome change or prefer evolutionary change. There are also those who would prefer revolutionary change even though they are few in number.

Table 5.12: The attitude of Indian students towards change

	Number	Percentage
Welcome change	281	86.2
Prefer evolutionary change	169	73.2
Prefer revolutionary change	66	32.0
Against change	49	20.6

As pointed out in Tables 5.11 and 5.12, Indian students like Coloured students would also welcome change, however they would prefer evolutionary change.

In conclusion, as far as the attitudes of the various racial groups in relation to change are concerned, Black students unanimously opt for revolutionary change. According to Dlamini, as indicated in Chapter 2 paragraph 2.5.1(a), Blacks would prefer revolutionary change because of the urge to want to break quickly and completely with the past and that they are the majority but less privileged. On the other hand Whites, including Coloureds and Indians would prefer evolutionary change. White students in particular feel that they are going to lose most of their privileges if there is too much change.

Table 5.13: Causes of resistance to change

	Number	Percentage
Negative attitude towards other racial groups	327	87.2
Fear of the unknown	298	85.1
Uncertainty	277	84.7
Poor communication	284	84.5
Lack of information about change	271	82.1
Established traditions	272	80.0
Not prepared to change	255	77.5
Lack of consultation	215	71.0
Confidence in the status quo	195	66.8
Selfishness	214	66

All the above aspects are considered to be causal factors for resistance to change. The difference is the extent to which they may cause resistance. Four of the first five factors have implications for communication. It may be an indication that there is not effective communication or that effective communication may assist breaking down resistance.

Table 5.14: Minimizing resistance to change

	Number	Percentage
Through ensuring understanding about change, for those involved	339	95.0
Through effective information communication	338	94.4
Through involvement of all stakeholders	315	89.7
Through guaranteeing security	244	79.7
Through persuasion	216	69.7
Through compulsion	75	26.3
Through bribery	27	9.3

As indicated in Table 5.14, compulsion may not help much in addressing resistance to change. Bribing in order to ensure successful change must not be considered. It is significant to note that there is a vast difference between 'persuasion' (69.7%) and 'compulsion' (26.3%). It is a clear indication that compulsion may not always be strategic to be employed for the management of change. Understanding change and communication are the most important aspects yet again, which emphasize the importance of communication.

Table 5.15: Are student leadership structures in the residences powered/trained to facilitate change?

	Number	Percentage
Not enough	239	58.7
Yes	93	22.9
Not at all	75	18.4

Only a few student leadership structures are being empowered to manage change and though it is not enough. However, the indication is that the majority of student leadership structures is not efficiently empowered.

Table 5.16: How functional are student leadership structures in implementing change?

	Number	Percentage
Not sure	204	47.8
Biased and ineffective	132	30.9
Efficient and effective	91	21.3

Most respondents are not sure about the role of student leadership structures regarding the management of change. Some feel that these structures are biased and ineffective. Only small percentages of respondents feel that student leadership structures are efficient and effective in managing change. That could most probably be attributed to the fact, as indicated in Table 5.15, that the training of student leaders is not enough.

Table 5.17: Factors contributing towards the efficiency and effectiveness of student leadership structures

	Number	Percentage
Effective communication	192	93.2
Respect for other cultures	184	90.6
Representation	161	83.0
Transparent procedures	145	81.5
Inclusive institutional policy	138	81.2

The above-mentioned factors that could contribute towards making student leadership structures effectively functional are greatly preferred as reflected

In Table 5.17. Communication is again indicated as the most important factor, as in Tables 5.5, 5.7, 5.13, 5.14 and 5.18.

Table 5.18: Causes of inefficiency and ineffectiveness of student leadership

	Number	Percentage
Weak communication	205	92.8
Lack of appreciation for cultural diversity	183	88.0
Stereotypes	184	86.8
Racist attitude	181	83.0
Not culturally representative	146	74.5
Enforcing historically white traditions	133	66.5
Exclusive institutional policy	114	64.4

The above aspects are considered to be the causal factors for inefficiency and ineffectiveness of student leadership structures. The functioning of student leadership structures should not be weighed in isolation. Various factors contribute to the functioning of student leadership structures. For instance, as highlighted in paragraph 5.2.4, certain major changes such as the medium of communication and the composition of student leadership structures were effected. Student leaders would be expected to be flexible in terms of the medium of communication. One important aspect would also be their attitude towards change and towards other cultures. If they are against change and do not have respect for other cultures, then they would most probably fail to serve students equally. Furthermore, the fact that student leaders are to a great extent not empowered to facilitate change, jeopardizes their chances of being efficient and effective. The attitude of people is very important as indicated in tables 5.13 and 5.18. This must receive attention from student affairs.

5.2.5 Conflict resolution

In this paragraph, attention will be given to determining the causes of conflict in the residences and on campus. Furthermore, attention will be given as to how conflict could be averted or be amicably resolved.

Table 5.19(a): Occurrence of racial conflict in residences

		Number	Percentage
Rarely	(at least once a semester)	149	40.5
Never		112	30.4
Often	(at least once a month)	55	14.9
Regularly	(on weekly basis)	52	14.2

Table 5.19(b): Resident and day students' responses to the occurrence of racial conflict in the residences

	Resident students	Day students
	%	%
Regularly	11.30	24.71
Often	17.51	15.29
Rarely	44.07	34.12
Never	27.12	25.88

In as far as the findings reflected in Table 5.19(b) are concerned, racial conflict is not prevalent in the residences. However, it is interesting to note that more day students than resident students point out that racial conflict occurs regularly in the residences. The difference could be that day students may not have full knowledge of what is happening in the residences. Alternatively, it could be that resident students are protective of their residences.

Table 5.20 (a): Causes of racial conflict in residences

	Number %	Percentage %
Negative attitude towards other cultures	261	85.3
Lack of appreciation for cultural diversity	247	84.6
Racist attitude	259	82.7
Not prepared to interact across culture	231	82.5
Stereotypes	240	80.5
Difference in culture	222	79.3
Poor communication	210	78.9
Lack of communication	208	78.8
Enforcement of historically white traditions	181	65.1
Exclusion of other racial groups in residence activities	179	64.2
Inflexible language policy	144	56.5

The above causal factors for racial conflicts in the residences are closely related to the information in Tables 5.13, 5.18 and 5.22. They are, to a certain extent, interwoven as the findings suggest. A negative attitude towards other cultures would be based on stereotypes which will lead to lack of appreciation for other cultures. Consequently, a racist attitude is developed.

Both resident and day students strongly feel that a negative attitude is central in as far as the causes of conflict in the residences are concerned. More day students than resident students feel strongly about racism as the cause of conflict in the residences. Day students reflect higher percentages than resident students in all the factors, except for difference in culture and poor communication.

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Table 5.20 (b) Causes of racial conflict in residences according to resident and day students

		Resident Students %	Day Students %
Negative attitude towards other cultures	Yes	86.52	92.68
	No	13.48	7.32
Lack of appreciation for cultural diversity	Yes	87.31	84.34
	No	12.69	15.66
Racist attitude	Yes	84.51	92.13
	No	15.49	7.87
Not prepared to interact across culture	Yes	83.97	89.04
	No	16.03	10.96
Stereotypes	Yes	80.15	84.71
	No	19.85	15.29
Difference in culture	Yes	83.70	80.56
	No	16.30	19.44
Poor communication	Yes	81.10	79.71
	No	18.90	20.29
Lack of communication	Yes	80.99	84.00
	No	19.01	16.00
Enforcement of historically white traditions	Yes	60.32	79.22
	No	39.68	20.78

Table 5.21: How often is racial conflict experienced on campus?

		Number	Percentage
Rarely	(at least once a semester/year)	186	44.7
Regularly	(on weekly basis)	96	23.1
Never		68	16.3
Often	(at least once a month)	66	15.9

As in the residences, racial conflict is rarely experienced on campus. There are however, different perceptions because there are those who highlight the fact that racial conflicts occur regularly. Furthermore, a small percentage indicates that racial conflicts never occur. When in Table 5.19(a) never = 30.4% and regular = 14.2%, in Table 5.21 never = 16.3% and regular = 23.1%. The implication is that there is more conflict on campus than in the residences.

Table 5.22 (a): Causes of racial conflict on campus

	Number	Percentage
Racist attitude	327	88.4
Lack of appreciation for cultural diversity	287	85.9
Stereotypes	285	83.1
Poor communication	212	73.9
Lack of communication	207	72.4
Language barrier	175	60.1

The above-mentioned factors are regarded as some of the causes of racial conflict on campus. It is furthermore important to note that race and culture issues are highly placed as the causes of racial conflict. The same applies to both resident and day students. There are no significant differences between the resident students' perceptions and those of the day students as indicated

in Table 5.22 (b). There is less difference between the perceptions of the day and resident students about conflict on campus than about conflict in the residences. This may be an indication that day students do not really have a full knowledge about activities in the residences. On campus the two groups are more on an equal footing about conflict on campus and therefore their perceptions are more similar. Attitude is still central and that is an indication that new and good policies may be in place, but if attitudes are not corrected, racial conflict would still be experienced.

Table 5.22 (b) Causes of racial conflict on campus according to resident and day students respectively

		Resident Students %	Day Students %
Racist attitude	Yes	90.32	90.55
	No	9.68	9.45
Lack of appreciation for cultural diversity	Yes	87.94	86.24
	No	12.06	13.76
Stereotypes	Yes	82.01	84.35
	No	17.99	15.65
Poor communication	Yes	77.31	74.47
	No	22.69	25.53
Lack of communication	Yes	76.47	67.71
	No	23.53	32.29
Language barrier	Yes	63.11	57.45
	No	36.89	42.55

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A number of causes for racial conflict may exist. It is important to seriously take into consideration every single identified cause of conflict.

However, according to the findings as indicated in tables 5.13, 5.18, 5.20 and 5.22, inefficient communication and a negative attitude towards other alignment races have emerged as major causes of racial conflict.

Table 5.23 (a): Aspects that can be used to minimize conflict in the residences

	Number	Percentage
Equal treatment by the leadership	326	97.3
Respect for other cultures	327	96.7
Create a consultative body (all cultures represented)	304	90.5
Run programs which will provide exposure to other cultures	284	90.2
Mixed social activities	293	86.9
Involvement of stakeholders in decision-making processes	254	86.1
Mixing students according to race on floors	167	55.7
Mixing students according to race in double rooms	117	39.7
Separate social activities	73	26.4
Separate residences	52	18.3
Separate lectures	27	9.5

Minimizing conflict in the residences would need a strategic employment of the above factors. However, factors which would promote separation such as separate social activities, separate residences, and separate lectures, are not preferred by majorities of all four racial groups. Respondents of all the races are further unanimous on all other aspects as reflected in Table 5.53,

except on the following: the majority (56.56%) of the White respondents are opposed to the idea of mixing students according to race on floors and in double rooms (81.51%) in the residences.

The majority of Indian respondents (65.45) is opposed to the idea of mixing students according to race in double rooms. The reason for the Indian position may be based on religious grounds while the White students may be motivated by attitude and the struggle for power.

Table 5.23 (b): Aspects that can be utilized for minimizing conflict in the residences according to resident and day students respectively

		Resident Students %	Day Students %
Equal treatment by the leadership		97.33	95.83
	No	2.67	4.17
Respect for other cultures	Yes	96.08	94.74
	No	3.92	5.26
Create a consultative body (all cultures represented)	Yes	91.50	92.31
	No	8.50	7.69
Run programs which will provide exposure into other cultures	Yes	88.03	91.95
	No	11.97	8.05
Mixed social activities	Yes	87.50	91.40
	No	12.50	8.60
Involvement of stakeholders in decision-making processes	Yes	76.92	93.75
	No	23.08	6.25

		Resident Students %	Day Students %
Mixing students according to race on floors	Yes	51.82	65.85
	No	48.18	34.15
Mixing students according to race in double rooms	Yes	39.53	49.40
	No	60.47	50.60
Separate social activities	Yes	22.40	27.27
	No	77.60	72.73
Separate residences	Yes	14.84	13.16
	No	85.16	86.84
Separate lectures	Yes	8.66	9.88
	No	91.34	90.12

There is no significant difference between resident and day students as indicated in Table 5.23 (b) regarding the above issue. There is, however, a statistical difference in as far as 'involving stakeholders in decision-making processes' is concerned. 79.92% of the resident students and 93.75% of the day students support the idea of involving stakeholders. Day students, more than resident students, feel strongly about the involvement of stakeholders. The difference may be because day students may not know the real issues or that resident students strongly feel that residences are autonomous and that they wish to have absolute control over the residences.

Table 5.24: Strategies to minimize conflict on campus

	Number	Percentage
One medium of communication in English	234	64.6
Separate lectures either in Afrikaans or English	186	55.5
One medium of communication in Afrikaans	21	7.6

The majority of respondents feel that the use of only English as a medium of communication could assist in minimizing racial conflict on campus. However, there is also a strong feeling that both Afrikaans and English be used as medium of communication. As indicated in Table 5.52 small percentages of White (11.48%) and Coloured (13.16%) respondents are in favour of the idea that only Afrikaans should be used as medium of instruction.

Table 5.25: Prevalent forms of conflict

	Number	Percentage
Sharing of facilities e.g. Bathroom/TV room	235	73.4
Interaction in socials	218	70.1
Interaction in sport	140	49.6
Roommate relationships	123	45.1
Lecturers/student conflict	125	44.3
Interaction in academic situations	125	43.6

The sharing of facilities and interacting in social activities are considered as the prevalent forms of conflict. That could possibly be attributed to the conflict of interests. In addition, the fact that compulsion is not applied to the social aspects could also be a factor.

Table 5.26: The role of student affairs officers in conflict resolution

	Number	Percentage
Guide disputants to a decision	365	94.1
To formulate a decision for disputants	164	55.6
Determine the wrong party	95	33.1

The role of student affairs officers, according to the respondents, in processes of conflict resolution should actually be that of guiding and empowering disputants to come to a decision.

Table 5.27: Is the SRC trained to resolve conflict?

	Number	Percentage
Not enough	232	58.4
Not at all	106	26.7
Yes	59	14.9

According to the findings the SRC is not sufficiently trained to resolve conflict. That is in line with the findings in Table 5.15 which point to the fact that student structures are not empowered to facilitate change. Thus, attention should actually be given to the training of student leadership structures.

Table 5.28: Are the House Committees in the residences trained to resolve conflict?

	Number	Percentage
Not enough	207	53.5
Not at all	95	24.5
Yes	85	22.0

The same would apply to the house committees in the residences i.e. that they are not sufficiently trained to resolve conflict.

The involvement of stakeholders in both change management and conflict resolution processes is crucial, even though a number of resident students may not be keen on it. The university management has to ensure that stakeholders such as student affairs officers, SRC, and various racial groups are involved. That will embrace legitimacy and ownership of processes. In order to maximize stakeholder-involvement, efficient and effective communication should be ensured.

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The description of the empirical research findings as reflected in paragraph 5.2 has practical implications that could positively facilitate the management of change and conflict resolution in student affairs.

However, the description alone without a thorough explanation of the practical implication will not suffice to translate the above-mentioned information into strategies that could be used to facilitate change management and conflict resolution in student affairs. As a result, a systematic explanation of the data will be provided in paragraph 5.3.

5.3 Interpretation of data

5.3.1 Introduction

The explanation of the practical implications of the data will be based on empirically established prevailing perceptions *vis-à-vis* change management and conflict resolution in student affairs. However, reference to what the particular perceptions of the various racial groups (Black, White, Coloured and Indian) are, will be made from time to time. For instance the aspect of 'race' (V4) in relation to other variables will be taken into account. It is important and strategic to establish various perceptions so that appropriate approaches could be developed in change management and/or conflict resolution processes. However, this study will guard against overemphasizing race because the intention is to promote racial harmony.

The explanation of data will revolve around the following aspects:

- Changes in student affairs
- Racial representation in student affairs
- Communication
- Attitude
- Involvement of student structures
- Management of change
- Conflict resolution

This study is based on the management of change and conflict resolution in student affairs at historically white universities in South Africa. As a result, an overview of changes that might have taken place is essential. In addition, racial representation in processes of change and conflict resolution is required. Furthermore efficient and effective communication is indispensable for successful change management and conflict resolution. However, there is no way that efficient and effective change and conflict management can be achieved without focusing on attitudes. Good policies may be in place but if attitudes are not right and are not promptly attended to, processes of change and conflict management may be disrupted.

The entire explanation of the results of the empirical study should be preceded by an outline of possible changes that have taken place according to the respondents. At the same time differences between races regarding these changes will be highlighted as student affairs will have to develop special programs because of the different views, reactions or attitudes of the different races. The information regarding changes that had to be effected because of the diversity within student affairs is reflected in paragraph 5.3.2.

5.3.2 Changes in student affairs

The aspects in Table 5.29 that are being discussed are drawn from Tables 5.5 and 5.6. As a result of the cultural diversity that was brought about by the admission of all other racial groups at historically white universities, particular changes were effected in order to accommodate them. The following aspects in accordance with reactions of the respondents were affected.

Table 5.29: Changes effected as a result of cultural diversity within student affairs

		White %	Black %	Indian %	Coloured %
Medium of communication	Yes	72.97	83.51	84.06	81.13
	No	27.03	16.49	15.94	18.87
Social activities	Yes	56.94	77.63	81.25	77.36
	No	43.06	22.37	18.75	22.64
Traditions	Yes	47.76	60.27	63.79	63.64
	No	52.24	39.73	36.21	36.36
Sport	Yes	30.53	56.25	42.86	50.00
	No	69.47	43.75	57.14	50.00
Student leadership Structures	Yes	81.08	64.94	80.33	69.39
	No	18.92	35.06	19.67	30.61
Admission requirements	Yes	80.69	72.22	73.77	60.87
	No	19.31	27.78	26.23	39.13
Staff composition	Yes	80.42	69.57	60.66	56.26
	No	19.58	30.43	39.34	43.75

Clear majorities within the four racial groups (White, Black, Indian and Coloured) are unanimous that the following aspects were changed:

- **Student leadership structures**

All racial groups had to be represented in student leadership structures as mono-cultural structures were not considered to be representative and as a result illegitimate. As a result, proportional representation was introduced.

- **Admission requirements**

Admission requirements were also adjusted in order to accommodate students from the previously disadvantaged education system.

- **Staff composition**

Staff members from specific racial groups namely, Black, Indian and Coloured were drawn in. Some of the reasons for that are as follows:

- to promote better relations;
- to ensure meeting the needs of diverse cultural groups;
- to facilitate an understanding of diverse cultures;
- to ensure effective communication;
- to secure legitimacy; and
- to be representative of the national demographics.

Furthermore, respondents of the four racial groups are agreed that the following aspects were also changed:

- **Medium of communication**

The findings here clearly indicate that communication is quite central. The medium of communication had to be adjusted to accommodate other racial groups. For instance, at universities where Afrikaans was the only medium of communication, English had to be introduced in order to accommodate those who cannot understand Afrikaans.

However, there are still a number of white students who feel that the above-mentioned aspect has not been affected at all. For instance, in as far as the medium of communication is concerned, 27.03% of the White students indicate that the situation did not change.

- **Social activities**

Regarding social activities, 43.06% of the White respondents (which is close to the majority) believes that social activities have not been affected by change. Clear majorities of the respondents from the other racial groups believe that the above aspects have been changed. The difference could be ascribed to the fact that these social activities are separately observed on a racial basis.

The only case where the majorities of respondents did not think that there were major changes are:

- **traditions; and**
- **sport.**

Regarding the question whether traditions were affected by change, the majority of White respondents (52.24%) believes that traditions were not affected by change at all. However, it is important to note that the number of those who believe that traditions were also affected by change is close to the number of those that say no. In as far as sport is concerned, the statistical difference is as follows: a clear majority of White respondents (69.47%) believe that sport was not affected by change. That could be attributed to the fact that sports such as rugby and hockey are still completely or predominantly white. In addition, the majority of Indian students (57.14%) feels that change has not been effected in sport. On the other hand 50.00% of the Coloured respondents indicate that sport has been changed.

Contradictions in the responses that have been noted above suggest that situations within the historically white universities have to cautiously and constantly be monitored in order to advance cultural diversity.

5.3.3 Racial representation in student affairs

In as far as the aspect ‘whether racial diversity is essential in the student affairs personnel corps’ is concerned (Table 5.3), 84.96% positively indicated that racial diversity is essential within student affairs personnel corps. It is further significant, as highlighted in Table 5.30, to note that all four racial groups are overwhelmingly unanimous in this regard.

Furthermore, the following questions that reflect the respondents’ responses with regard to racial representation are discussed.

Table 5.30: Racial responses as to whether the student affairs personnel corps should be racially representative

	White %	Black %	Indian %	Coloured %
Yes	87.35	82.91	85.33	81.97
No	12.65	17.09	14.67	18.03

Very small percentages reacted to the contrary, for instance Whites (12.65%), Blacks (17.09%), Indian (14.67%) and Coloured (18.03%). Even though those who feel that racial representation within student affairs is not necessary are few in number, it would not be strategic to ignore them. They constitute an important part of student affairs and should be cautiously educated about the importance of the racial representation of the student affairs personnel corps.

Thus, in educating people about the importance of racial diversity the following reasons, as indicated in Table 5.31, as to why racial diversity in the student affairs personnel corps is important, should be taken into consideration.

Table 5.31: Reasons as to why racial diversity is essential within the student affairs personnel corps

		White %	Black %	Indian %	Coloured %
Promote better relations	Yes	95.97	93.65	94.92	97.62
	No	4.03	6.35	5.08	2.38
To ensure meeting needs of diverse cultural groups	Yes	91.87	96.92	96.00	90.24
	No	8.13	3.08	4.00	9.76
Understanding diverse cultures	Yes	90.24	94.12	94.34	94.87
	No	9.76	5.88	5.66	5.13
Effective communication	Yes	91.06	91.53	86.27	91.43
	No	8.94	8.47	13.73	8.57
Legitimacy	Yes	66.06	80.00	69.57	63.33
	No	33.94	20.00	30.43	36.67
Represent national demographics	Yes	51.38	78.85	58.14	77.14
	No	48.62	21.15	41.86	22.86

The information from Table 5.4 is explained below with reference to the different racial groups. The majorities of all the four racial groups positively indicated that racial representation in the student affairs personnel corps will promote the following:

- Legitimacy of activities in student affairs, change and conflict management will be included.
- Effective communication will be ensured.
- An understanding of diverse cultures will be enhanced.
- Needs of diverse cultural groups will be promptly and accurately attended to.

University of Pretoria etd – Moraka, R E (2006)

- Cross-cultural relations will be improved.
- Representation of national demographics.

However, it should be noted that in as far as the 'need to reflect national demographics' is concerned, differences between those who say 'Yes' and 'No' of both White (51.38% as opposed to 48.62%) and Indian (58.14% as opposed to 41.86%) respondents are not vast. It may be that this aspect is not seen as being important.

The importance of racial representation in student affairs is further highlighted by the following racial responses:

Table 5.32: Inclusive participation in student activities as a factor that would facilitate change

	White %	Black %	Indian %	Coloured %
Yes	79.14	97.78	95.65	82.35
No	20.86	2.22	4.35	17.65

With regard to 'inclusive participation in student activities', the majorities of all the four racial groups agree that representation is essential for the facilitation of change programs. For instance, 87.8% (Table 5.7) of the four racial groups agree to the question of representation. In view of the racial responses as recorded in Table 5.32, only a few of the respondents are not keen on representation, for instance Whites (20.86%), Blacks (2.22%), Indians (4.35%) and Coloured (17.65%). White and Coloured respondents are more against representation than Black and Indian respondents.

Furthermore, the involvement of existing cultural groups as an instrument to facilitate communication, has also been highly recommended by all four the racial groups as reflected in Table 5.33:

Table 5.33: Involvement of existing cultural groups as a means to facilitate communication

	White %	Black %	Indian %	Coloured %
Yes	79.86	94.05	92.06	95.45
No	20.14	5.95	7.94	4.55

Table 5.8 has been used in this regard. The majorities of all the four racial groups are positive about the involvement of the existing racial groups as a means to facilitate communication. However, White respondents are less positive.

Table 5.34: Representation as a factor that contributes towards efficiency and effectiveness of student leadership structures

	White %	Black %	Indian %	Coloured %
Yes	76.19	90.77	82.61	85.71
No	23.81	9.23	17.39	14.29

In addition, the findings as recorded in Table 5.34 highlight the fact that student leadership structures will be efficient and effective and not biased in facilitating change if they are representative of the existing cultural groups.

According to the information in Table 5.35 the majorities of three racial groups namely Black, Coloured, and Indian, regarding 'cultural representation on corridors in the residences, strongly feel that cultural representation should be taken as far as the corridors in residences.

Table 5.35: Cultural representation in corridors in residences

	White %	Black %	Indian %	Coloured %
Yes	46.62	71.62	71.19	68.29
No	53.38	28.38	28.81	31.71

Respondents (60.2%) as reflected in Table 5.7 believe that various cultural groups should be represented on corridors. The majority (53.38%) of the white respondents is opposed to the idea of cultural representation in corridors. However, 46.62% of the white respondents are positive about cultural representation in the corridors.

According to Table 5.36 only the majorities of three racial groups, namely Black, Coloured and Indian, agree that inefficiency and ineffectiveness of student leadership structures could be as a result of not being culturally representative.

Table 5.36: Not being culturally representative renders student leadership structures inefficient and ineffective

	White %	Black %	Indian %	Coloured %
Yes	48.39	82.26	91.67	93.94
No	51.61	17.74	8.33	6.06

A slight majority (51.61%) of White respondents feels that the lack of cultural representation is not the cause of inefficiency and ineffectiveness of student leadership structures in managing change.

The same applies in respect to the idea that the exclusion of other racial groups in residence activities may cause conflict. Table 5.37 sheds light in this regard.

Table 5.37: Exclusion of other racial groups in residence activities could cause racial conflict

	White %	Black %	Indian %	Coloured %
Yes	43.36	85.14	64.15	86.49
No	56.64	14.86	35.85	13.51

The majority (56.64%) of white respondents believes that the exclusion of other racial groups in residence activities is not the cause of conflict in residences.

However, as highlighted in Table 5.38, all four racial groups overwhelmingly agree that the creation of a consultative body wherein various cultural groups would be represented is one of the aspects that could be used to minimize conflict in the residences. That clearly spells out the indispensability of cultural representation within the entire student affairs division.

Table 5.38: Creation of a consultative body for the purpose of minimizing conflict

	White %	Black %	Indian %	Coloured %
Yes	82.71	91.76	97.01	100.00
No	17.29	8.24	2.99	0.00

The majority of the respondents across cultures have identified racial representation as an important factor for efficient and effective management of change and conflict resolution. The reasons as reflected in Table 4 provide a good motivation why racial representation is essential within student affairs. For instance, racial representation will promote good human relations. An understanding of various racial groups has to be secured in order to promote racial harmony as well as efficiency and effectiveness in

managing change and resolving conflicts. That can only be achieved provided that deliberate and well-planned intercultural interaction is effected. That should include both official interaction, wherein compulsion would be used if necessary and spontaneous interaction which is voluntary and evolutionary.

If racial representation has to be observed in the entire student affairs division, effective communication measures have to be in place. As a result, the next paragraph will reflect on what the actual findings are regarding communication.

5.3.4 Communication

The importance of communication is clearly stipulated in Chapter 2 paragraph 2.2. It is indicated that change programs and conflict resolution cannot be facilitated without effective communication across culture. Communication would basically determine the success of an organization.

The importance of communication as indicated above is further corroborated by the following findings: As reflected in Table 5.39, clear majorities of all the racial groups positively indicate that the intention to realize effective communication, is one of the factors that necessitate racial diversity in student affairs personnel corps.

Table 5.39: Diversity in student affairs will facilitate effective communication

	White %	Black %	Indian %	Coloured %
Yes	91.06	91.53	86.27	91.43
No	8.94	8.47	13.73	8.57

According to Table 5.5 the medium of communication is one of the aspects that had to be changed as a result of the increased diversity in culture. It is

placed at the top, which is a clear indication that respondents are convinced of the centrality of communication in managing change and conflict resolution in student affairs.

Table 5.40 highlights the fact that all the respondents agree. However, White respondents are few in number.

Table 5.40: Medium of communication is one of the basic aspects that had to be changed immediately as a result of the diversity in culture

	White %	Black %	Indian %	Coloured %
Yes	72.97	83.51	84.06	81.13
No	27.03	16.49	15.94	18.87

In addition, the majorities of the four racial groups regard effective communication as the principal factor that would facilitate successful change programs and is pointed out in Table 5.41. The majorities per racial group are as follows: White (95.03%), Black (98.84%), Indian (97.26%) and Coloured (92.86%).

Table 5.41: Effective communication as a principal factor which would facilitate successful change programs

	White %	Black %	Indian %	Coloured %
Yes	95.03	98.84	97.26	92.86
No	4.97	1.16	2.74	7.14

Respondents across cultures are again unanimous that the use of the necessary medium of communication would also facilitate communication across cultures. That is reflected in Table 5.42 below.

Table 5.42: Racial responses to the use of an appropriate medium of communication

	White %	Black %	Indian %	Coloured %
Agreed	93.24	95.35	87.30	96.00
Opposed	6.76	4.65	12.70	4.00

The necessary medium of communication would actually refer to a language that would be understood by all in a multicultural situation.

Communicating across cultures may be an unpleasant experience particularly when a person is not prepared for it. Hence, as indicated in Chapter 2, adequate preparation for communicating across cultures is essential in order to avoid misconceptions. For instance, acquiring knowledge on cultures of other people and determining their ways of communicating would be essential.

It is therefore important to seriously take into account factors that could facilitate the success of communication during processes of change and conflict resolution. Respondents' reactions on the basis of race are classified in Table 5.43 as follows:

The aspects included in Table 5.43 are drawn from Table 8. The clear majorities of all four the racial groups are in favor of factors that could possibly facilitate cross-cultural communication as indicated in Table 5.43. Therefore, the following aspects should be seriously taken into consideration in order to ensure efficient and effective communication:

- Respecting other cultures.
- Equal consideration of various cultures' concerns.
- The use of the necessary medium of communication.
- Involvement of existing cultural groups in a process of change.

- Showing interest in other cultures.

Table 5.43: Racial responses to factors that could facilitate effective communication across cultures

		White %	Black %	Indian %	Coloure %
Respect for other cultures	Agreed	95.03	98.98	100.00	96.61
	Opposed	4.97	1.02	0.00	3.39
Equal consideration of various cultures' concerns	Agreed	89.94	97.89	92.19	96.43
	Opposed	10.06	2.11	7.81	3.57
The use of the necessary medium of Communication	Agreed	93.24	95.35	87.30	96.00
	Opposed	6.76	4.65	12.70	4.00
Involvement of existing cultural groups in a process of change	Agreed	79.86	94.05	92.06	95.45
	Opposed	20.14	5.95	7.94	4.55
Interest in other cultures	Agreed	78.77	90.12	85.94	87.04
	Opposed	21.23	9.88	14.06	12.96

Respondents of all four the cultural groups, as indicated in Table 8, have highly placed factors that could successfully facilitate communication across culture. For instance, respect for other cultures is placed as priority number one as it will not be practically possible to involve various cultural groups in processes of change or conflict resolution if members of those cultural groups feel despised. Furthermore, if there were no interest in other cultures it would then be likely that their interests may not be considered. In addition, the necessary medium of communication may be in place, but if the other factors that have been alluded to above are not attended to properly, communication would still fail. It is therefore important to note that the

above-named factors that could make communication effective across cultures are interwoven. Success in the one will determine progress in the other. Therefore, these factors should be jointly investigated because if one factor is neglected the others will be adversely affected.

5.3.5 Role of student structures in processes of change management and conflict resolution

In Chapter 2 paragraph 2.6.1, the importance of including stakeholders in a change program is highlighted. It is not merely a matter of involving stakeholders but educating them as well as clearly spelling out their role. The involvement of stakeholders is the basis for successful change programs. As for student affairs, student structures would constitute one of the important categories of stakeholders. It is therefore important to take into account perceptions of the four racial groups, namely White, Black, Indian and Coloured regarding the involvement of student structures in processes of change management and conflict resolution, as reflected in Table 5.44. The aspects that are covered in Table 5.44 are considered as some form of involving stakeholders, either in processes of change management or conflict resolution. These aspects are drawn from various questions that addressed the following issues:

- facilitating a change program;
- making communication effective across cultures;
- determining the causes of resistance to change;
- minimizing resistance to change;
- causes of racial conflict; and
- minimizing conflict.

Effective involvement of student structures within a multicultural atmosphere would actually be determined by the extent to which individual students are involved. An understanding of cultures of other students by individual students would make it possible for the entire student structure to

comprehend perceptions of others correctly and to clear stereotypes. Individual students could be involved in various ways, for instance by way of affording them an opportunity to interact across cultures. Ensuring that various cultural groups are accommodated in double rooms and corridors could be one of the strategies that could be employed in order to ensure individual involvement.

Table 5.44: Racial perceptions regarding the involvement of stakeholders in processes of change management and conflict resolution

		White %	Black %	Indian %	Coloured %
Cultural representation in corridors in the residences	Yes	46.62	71.62	71.19	68.29
	No	53.38	28.38	28.81	31.71
Inclusive participation in student activities	Yes	79.14	97.78	95.65	82.35
	No	20.86	2.22	4.35	17.65
Involvement of existing cultural groups in a process of change	Yes	79.86	94.05	92.06	95.45
	No	20.14	5.95	7.94	4.55
Lack of consultation	Yes	66.92	77.61	68.97	73.81
	No	33.08	22.39	31.03	26.19
Through involvement of stakeholders	Yes	87.76	94.38	87.30	89.80
	No	12.24	5.62	12.70	10.20
Exclusion of other racial groups in residence activities	Yes	43.36	85.14	64.15	86.49
	No	56.64	14.86	35.85	13.51

University of Pretoria etd – Moraka, R E (2006)

		White %	Black %	Indian %	Coloured %
Create a consultative body (all cultures represented)	Yes	82.71	91.76	97.01	100.00
	No	17.29	8.24	2.99	0.00
Involvement of stake- holders in decision-making processes	Yes	82.93	95.95	79.63	85.37
	No	17.07	4.05	20.37	14.63

The concept *stakeholders* would, in this case, refer to the following groups:

- university management;
- student affairs officers;
- student representative council;
- house committee;
- residence head; and
- racial groups.

In as far as Table 5.44 is concerned the major racial difference between White respondents and Black, Indian and Coloured respondents is on two points. The first point of difference is on the question of whether cultural representation in corridors in the residences, as a form of involvement, could facilitate the change process. While the majorities of Black, Indian and Coloured respondents are in favor of cultural representation in corridors, the majority (53.38%) of White respondents, even though slight, is against the idea of racially mixing students in the corridors. Secondly, the majority (56.64%) of White respondents discards the idea that the exclusion of other racial groups in the residence activities could be one of the causes of conflict.

However, majorities of all the four (White, Black, Indian and Coloured) racial groups are unanimous that the involvement of student structures could

positively influence change management and conflict resolution. The rationale behind the importance of involving student structures is provided by the responses of the respondents as follows:

- Inclusive participation in student activities would positively influence a change program.
- Involvement of existing cultural groups in a process of change will ensure effective communication.
- Lack of consultation would be one of the causes of conflict.
- Through the involvement of stakeholders conflict could either be averted or minimized.
- The creation of a consultative body wherein all cultures are represented could assist in averting or minimizing conflict.
- Involvement of stakeholders in decision-making processes would minimize conflict.

The involvement of students cannot be isolated from emotions that may be attached to a particular change or conflict resolution program. Therefore, it is important to investigate into attitudes as highlighted in paragraph 5.3.6.

5.3.6 Attitude

When dealing with change and conflict, attitudes and emotions of people will be involved. For instance, as correctly pointed out in Chapter 2 paragraph 2.7.2(d) when students are involved in the process of change, they will have specific fears which will determine a particular attitude towards change. It is not possible to avoid such fears and attitudes because change or conflict either positively or negatively affects the lives of people. Attitude would, to a certain extent, determine the success of various aspects such as involving people, communicating, change management and conflict resolution. It therefore becomes extremely essential to determine the kinds of attitudes that might exist within student affairs.

In as far as the findings are concerned, the following facts regarding attitudes towards change and conflict were established: Firstly, as indicated in Tables 5.9, 5.10, 5.11 and 5.12 attitudes of the four racial groups with regard to change have been established. According to the research White students would either support an evolutionary type of change or be opposed to change. Such an attitude can rightly be attributed to the fact, as pointed out in Chapter 1 paragraph 1.1, that White students were more privileged and as a result would prefer to preserve their norms and values and control over what they strongly believe belongs to them, which is the historically white universities. They feel they would be losing something. To the other racial groups namely Black, Indian and Coloured, opposing change would be the last alternative. However, even though Indian and Coloured students are positive about the fact that change has to be effected, they would prefer a evolutionary change as against revolutionary change. While on the other hand, Black students are so keen for change to take place that they prefer revolutionary type of change. That can, as highlighted in Chapter 2 paragraph 2.5.1 (a), be attributed to the fact that the historically disadvantaged will opt for revolutionary change because of the intention to break completely with the unfortunate past.

Secondly, Table 5.13 further expands on attitudes and as indicated in it, “negative attitude” is considered as the first cause for racial conflict. The first three aspects, including the following factors, “unprepared to change” and “selfishness” reflect more of an attitude than anything else. It is evident that these attitudinal issues further affect change management and conflict resolution in the following areas:

- Facilitation of communication across culture – Table 5.8.
- Causes of resistance to change – Table 5.13.
- Ensuring efficiency and effectiveness of student leadership structures – Table 5.17.
- Causes of inefficiency and ineffectiveness of student leadership structures – Table 5.18.

- Causes of racial conflict in residences – Table 5.20.
- Causes of racial conflict on campus – Table 5.22.
- Minimizing conflict in the residences – Table 5.23.

Table 5.45 and Table 5.46 provide racial perceptions with regard to the above-mentioned aspects in relation to change management and conflict resolution respectively.

Table 5.45: Racial perceptions regarding attitudinal aspects in relation to resistance to change and inefficiency of student leaders

		White %	Black %	Indian %	Coloured %
Negative attitude towards other racial groups	Yes	76.28	96.84	92.54	96.30
	No	23.72	3.16	7.46	3.70
Unprepared to change	Yes	65.22	89.74	79.03	89.58
	No	34.78	10.26	20.97	10.42
Selfishness	Yes	53.90	83.56	60.34	81.63
	No	46.10	16.44	39.66	18.37

The majorities of all four racial groups agree that the attitudinal aspects, as reflected in Table 5.45, would disrupt processes of change if not attended to properly. Furthermore, a number of Indian respondents do not believe that being unprepared to change and being selfish could hamper a process of change. According to the White respondents, being not prepared to change and selfishness cannot be such a big problem in the process of change. The Indian respondents did not regard selfishness as major problem in change. These two aspects need attention because if the White and Indian students do not change their attitudes, it will be more difficult to implement change at universities.

Table 5.46: Racial perception regarding attitudinal aspects in relation to conflict management

		White %	Black %	Indian %	Coloured %
Negative attitude towards other cultures	Yes	74.19	97.50	91.53	85.37
	No	25.81	2.50	8.47	14.63
Not prepared to interact across culture	Yes	71.30	94.20	87.72	88.89
	No	28.70	5.80	12.28	11.11
Stereotypes	Yes	63.48	94.59	91.67	87.23
	No	36.52	5.41	8.33	12.77
Racist attitude	Yes	64.41	95.40	91.53	95.74
	No	35.59	4.60	8.47	4.26
Lack of appreciation for cultural diversity	Yes	71.55	94.44	91.23	97.73
	No	28.45	5.56	8.77	2.27

As reflected in Table 5.46, majorities of all four racial groups indicate that an attitude that is determined by the following factors can cause conflict in the residences (see Table 20(a)).

- Negative attitude towards other cultures.
- Unpreparedness to interact across cultures.
- Stereotypes.
- Racist attitude.
- Lack of appreciation for cultural diversity.

It is important to note that even though policies and regulations may be in place, if attitudes do not change, it may be extremely difficult to manage change and resolve conflict successfully. White respondents do not reflect

the highest percentages of the four groups. It means that to White respondents, these factors are not important contributors of racial conflict while to the other three racial groups these factors are very important. That is because they have been previously disadvantaged.

An attitude will, to a certain extent, determine a particular response to change management and conflict resolution. The response would either be positive or resistant to change and disruptive to conflict resolution processes. It is therefore important to look into what the respondents believe could be the causes of resistance to change. The responses of various racial groups regarding causes of resistance to change are reflected in paragraph 5.3.7.

5.3.7 Resistance to change

It is critical that agents of change are able to deal efficiently and effectively with resistance to change, which can either be active or passive. Thus, the first step to dealing with resistance to change would actually be the development of a positive attitude towards change. Such an attitude should acknowledge the fact that it is normal that resistance will always exist in any change program because change has to do with the feelings of people. McLennan, as indicated in Chapter 2 paragraph 2.7, establishes that resistance is an emotional course because of feelings.

As a result, focus should not be placed on whether resistance will be there, but on establishing the source of resistance. Therefore, establishing precisely what the causes of resistance to change are, would actually form the basis of dealing with resistance to change. Such an approach is corroborated by Mink *et al.* as quoted in Chapter 2 paragraph 2.7, when indicating that an understanding of the source of resistance to change would increase the chances of implementing change successfully. Thus, it became essential to establish what respondents of the four racial groups see as the causes of resistance to change. The information as recorded in Table 5.47 will form the basis of the discussion of the findings.

University of Pretoria etd – Moraka, R E (2006)

It is clear as indicated in Table 5.47 that the majorities of all the racial groups are positive and agreed on all the above-mentioned factors that may cause resistance to change:

Table 5.47: Racial responses to causes of resistance to change

		White	Black	Indian	Coloured
		%	%	%	%
Negative attitude towards other racial groups	Yes	76.28	96.84	92.54	96.30
	No	23.72	3.16	7.46	3.70
Fear of the unknown	Yes	83.66	86.25	89.06	82.00
	No	16.34	13.75	10.94	18.00
Uncertainty	Yes	83.56	86.57	81.97	88.00
	No	16.44	13.43	18.03	12.00
Poor communication	Yes	82.31	85.92	87.69	84.00
	No	17.69	14.08	12.31	16.00
Lack of information about change	Yes	82.76	80.82	80.00	83.67
	No	17.24	19.18	20.00	16.33
Established traditions	Yes	79.19	73.68	79.69	91.67
	No	20.81	26.32	20.31	8.33
Not prepared to change	Yes	65.22	89.74	79.03	89.58
	No	34.78	10.26	20.97	10.42
Lack of consultation	Yes	66.92	77.61	68.97	73.81
	No	33.08	22.39	31.03	26.19
Confidence in the status quo	Yes	78.46	60.45	57.14	80.49
	No	21.54	39.55	42.86	19.51
Selfishness	Yes	53.90	83.56	60.34	81.63
	No	46.10	16.44	39.66	18.37

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The aspects in Table 5.47 have been drawn from Table 5.13. For the following factors, a fair number of the White respondents did not agree that the specific factor is a cause for resistance to change:

- Unprepared to change 34.78%
- Lack of consultation 33.08%
- Selfishness 46.10%

The selfishness of the White respondents may be linked to the attitude of the White respondents as indicated in Table 4.46. They do not see selfishness as a problem for resistance to change. If they are selfish, it will also be difficult for them to recognize that their attitude (Table 5.46) can cause conflict.

Furthermore, more than half of the Black and Indian respondents do not accept the following factors as causes for resistance to change:

- **Black respondents**
 - Confidence in the status quo: 39.55%
 - Selfishness 16.44%
- **Indian respondents**
 - Confidence in the status quo: 42.86%
 - Selfishness 39.66%

On the other hand, it is clear that the majorities of White, Black and Coloured respondents confirm that “confidence in the status quo” is a factor that can cause resistance to change. Regarding “selfishness” as a factor that could cause resistance to change, a number of both White and Indian respondents do not agree.

University of Pretoria etd – Moraka, R E (2006)

Racial groups differ in terms of the order of factors in importance. Therefore it is important to place these factors in order of priority for each racial group.

- **White respondents**

1	Fear of the unknown	83.66%
2	Uncertainty	83.56%
3	Lack of information about change	82.76%
4	Poor communication	82.31%
5	Established traditions	70.19%

- **Black respondents**

1	Negative attitude towards other racial groups	96.84%
2	Not prepared to change	89.74%
3	Uncertainty	86.57%
4	Fear of the unknown	86.25%
5	Poor communication	85.92%

- **Indian respondents**

1	Negative attitudes toward other racial groups	92.54%
2	Fear of the unknown	89.06%
3	Poor communication	87.69%
4	Uncertainty	81.97%
5	Lack of information about change	80.00%

- **Coloured respondents**

1	Negative attitudes towards other racial groups	96.30%
2	Established traditions	91.67%
3	Not prepared to change	89.58%
4	Uncertainty	88.00%

The order of importance regarding the above factors differs from one culture to the other. Black, Indian and Coloured respondents have regarded the factor “negative attitudes towards other racial groups” as the most causal factor for resistance to change. The difference in prioritizing these factors highlights the difference in historical backgrounds and differences in interests. The White respondents regard “fear of the unknown and uncertainty” as their most important reasons for their resistance to change. From their own perspective the Whites may “lose” the most in the change process. They are also uncertain as to where the change process is heading and how they would be affected by it. Hence, their resistance to change.

The three groups (Blacks, Indian and Coloured), reflect higher percentages than Whites. The implication is that they consider these factors as important factors that can influence the change process negatively.

An understanding of various racial perceptions regarding change is indispensable in managing a culturally diverse student community. That would enable change agents to develop approaches which could encourage various cultural groups to participate positively in change processes. However, that does not suggest that resistance will not be experienced. That is why it is of the utmost importance to have exposure to how resistance to change could be minimized. Racial responses as to how resistance to change could be minimized are provided in Table 5.48.

Some of the below-mentioned (Table 5.48) possible factors that could be used to minimize resistance to change have also been provided in the literature study. Thus, it is generally held that the above-mentioned factors could minimize resistance to change. In this paragraph, as indicated above, focus is placed on what the perceptions of various racial groups are regarding these factors.

Table 5.48: Minimizing resistance to change

		White %	Black %	Indian %	Coloured %
Through ensuring understanding about change for those involved	Yes	92.67	98.89	95.52	93.75
	No	7.33	1.11	4.48	6.25
Through effective information communication	Yes	92.86	97.62	93.75	94.34
	No	7.14	2.38	6.25	5.66
Through involvement of all stakeholders	Yes	87.76	94.38	87.30	89.80
	No	12.24	5.62	22.22	10.20
Through guaranteeing security	Yes	82.52	73.77	82.76	73.17
	No	17.48	26.23	17.24	26.83
Through persuasion	Yes	64.18	73.13	80.65	63.64
	No	35.82	26.87	19.35	36.36
Through compulsion	Yes	23.62	39.39	16.33	26.83
	No	76.38	60.61	83.67	73.17
Through bribery	Yes	9.92	3.57	12.07	9.09
	No	90.08	96.43	87.99	90.91

The four racial groups are unanimous on the following factors that could help minimize resistance to change:

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- **Through ensuring understanding about change for those involved**

As indicated in Chapter 2, paragraph 2.7.2 (e), the success of change will, to a certain extent, depend on whether the majority of people understand the envisaged change.

- **Through effective information communication**

The importance of communication is clearly highlighted in Chapter 2, paragraph 2.2.1. One of the aspects that makes communication to be basic in a process of change is the fact that obstacles to a process of change such as uncertainty and fear could be addressed through an effective communication program (Chapter 2, paragraph 2.7.2 (k)).

- **Through involvement of all stakeholders**

It is likely that people who participated in a change program would support the ultimate outcome (Chapter 2, paragraph 2.7.2 (g)).

- **Through guaranteeing security**

As indicated in the literature study, being insecure is one of the basic causes of resistance to change. Hence, the suggestion in Chapter 2, paragraph 2.7.2 (d) that in order to ensure positive participation, it is important to allay fears and to guarantee people security.

- **Through persuasion**

Chapter 2, paragraph 2.7.2 (c) confirms the need for persuasion. Persuading people by way of giving them more information and using rewards if necessary is essential for the success of a change program.

However, in as far as the last components in Table 5.48 are concerned, namely compulsion and bribery, the majorities of all the four racial groups do not approve of them to be used for minimizing resistance to change. It should, however be noted that despite the majorities disapproving of the use of compulsion to minimize resistance, the literature study reflects that compulsion is considered to be one of the important factors that could be used to minimize resistance to change. In Chapter 2, paragraph 2.7.2 (b) reflects that implicit and explicit threats could be used to compel people to participate in a process of change. For instance, students may be explicitly threatened with expulsion from the residences if they hamper change processes in the residences.

It is further essential to highlight how the four racial groups prioritize factors that would minimize resistance to change. These factors are prioritized as follows:

• **White respondents**

1 Through effective information communication	92.86%
2 Through ensuring understanding about change for those involved	92.67%
3 Through involvement of all stakeholders	87.76%
4 Through guaranteeing security	82.52%
5 Through persuasion	64.18%

- **Black respondents**

1 Through ensuring understanding about change for those involved	98.89%
2 Through effective information communication	97.62%
3 Through involvement of all stakeholders	94.38%
4 Through guaranteeing security	73.77%
5 Through persuasion	73.13%

- **Indian respondents**

1 Through ensuring understanding about change for those involved	95.52%
2 Through effective information communication	93.75%
3 Through involvement of all stakeholders	87.30%
4 Through guaranteeing security	82.76%
5 Through persuasion	80.65%

- **Coloured respondents**

1 Through effective information communication	94.34%
2 Through ensuring understanding about change for those involved	93.75%
3 Through involvement of all stakeholders	89.80%
4 Through guaranteeing security	73.17%
5 Through persuasion	63.64%

The factors “through effective information communication “ and “through ensuring understanding about change for those involved” are placed at the top as factors which could be used to minimize conflict. On the other hand, all four the racial groups regard “through persuasion” as the least of the important factors.

Knowledge of factors that would cause resistance to change as well as an understanding of how to minimize resistance to change is essential for effective management of change because that would enable change agents to develop appropriate strategies for effective change management. Such a strategy would include counteracting causal factors for resistance to change by establishing those factors that could actually facilitate efficient and effective change management. Hence, the importance of the outcome of what the involved racial groups perceive could facilitate change, as highlighted in Table 5.49 below.

5.3.8 What could facilitate change successfully?

Many ideas as to how change could be successfully driven are provided. That is also reflected in the literature study in Chapter 2. However, there is no prescription of specific factors that must be used to facilitate a particular change. Flexibility needs to be observed so that suitable strategies that could facilitate a change program are developed. Such strategies should take into consideration how resistance to change could be handled.

Therefore, the following factors that can facilitate change, drawn from Table 5.7, are additional to many others. These factors are further interpreted on the basis of racial responses as indicated in Table 5.49.

The majorities of the four racial groups are agreed on most aspects that in order to facilitate change successfully, the aspects as indicated in Table 5.49 should be taken into consideration. However, they differ in prioritizing the above aspects as follows:

- **White respondents**

1 Effective communication	95.03%
2 Clarity on the envisaged change	89.71%
3 Exposure to other cultures	81.25%
4 Inclusive participation in student activities	79.14%

5 Bilingual language policy
(Afrikaans and English)

75.35%

Table 5.49: Factors facilitating change

		White %	Black %	Indian %	Coloured %
Effective communication	Yes	95.03	98.84	97.26	92.86
	No	4.97	1.16	2.74	7.14
Clarity on the envisaged change	Yes	89.71	93.59	92.31	93.33
	No	10.29	6.41	7.69	6.67
Inclusive participation in student activities	Yes	79.14	97.78	95.65	82.35
	No	20.86	2.22	4.35	17.65
Exposure to other cultures	Yes	81.25	88.37	91.18	90.57
	No	18.75	11.63	8.82	9.43
Bilingual language policy (Afrikaans and English)	Yes	75.35	62.03	87.76	70.97
	No	24.65	37.97	12.24	29.03
Cultural representation on corridors in the residences	Yes	46.62	71.62	71.19	68.29
	No	53.38	28.38	28.81	31.71

• **Black respondents**

- 1 Effective communication 98.84%
- 2 Inclusive participation in student activities 97.78%
- 3 Clarity on the envisaged change 93.59%
- 4 Exposure to other cultures 88.37%
- 5 Cultural representation on corridors in the residences 71.62%

- **Indian respondents**

1	Effective communication	97.26%
2	Inclusive participation in student activities	95.65%
3	Clarity on the envisaged change	92.31%
4	Exposure to other cultures	91.18%
5	Bilingual language policy (Afrikaans and English)	87.76%

- **Coloured respondents**

1	Clarity on the envisaged change	93.33%
2	Effective communication	92.86%
3	Exposure to other cultures	90.57%
4	Inclusive participation in student activities	82.35%
5	Bilingual language policy (Afrikaans and English)	70.97%

There are particular responses that should be taken into account as far as Table 5.49 is concerned. Firstly, the respondents confirmed the importance of communication as a central factor in change management and conflict resolution. Even though Coloured respondents did not place it as priority number one, there is just a slight difference between this response and “clarity on the envisaged change”. Secondly, majorities of the four racial groups are unanimous that exposing people into other cultures is an essential lever that could be used to facilitate change. Exposure to other cultures can be equated with an activity of educating people by way of informing them. The activity of informing is considered in the literature study, Chapter 2, paragraph 2.5.2 (a) as one of the power tools for change. The importance of “exposure to other cultures” is the fact that more knowledge about others would be acquired. As a result, stereotypes would be cleared and an understanding of other people be established. Thus, mistrust may be cleared. Once that happens, people involved in change processes would

trust one another. It is for the stakeholders like student affairs officers, SRC, and House Committees to work out practical methods to expose students to other cultures.

The following activities are considered as some of the strategies that could be used to facilitate exposing students to other cultures:

- cultural representation on corridors in the residences;
- social activities; and
- tradition.

Thirdly, with regard to the above-mentioned strategies that can be used to facilitate exposure into other cultures, the following responses have been noted. Even though the majority of White respondents support the idea of exposure to other cultures, it does not support cultural representation on corridors in the residences which would facilitate cultural interaction. The majority of White respondents (53.38%), does not see culturally mixed corridors as an activity that could facilitate change. That contradicts the expectation of being exposed to other cultures. It is also equally important, as alluded to in Chapter 1, paragraph 1.1, to understand that two worlds of students, namely Black and White, were created by apartheid. As a result, a lot has to be done in order to bring the two worlds together. Enabling them to interact by way of mixing them in the residences could be one of the strategies that can be used in order to promote inter-cultural interaction. However, the fact that there is still a considerable number of White respondents 46.62%, who are positive about cultural representation on corridors should not be lost sight of.

Fourthly, in accordance with Table 5.6, change regarding social activities and traditions within student affairs was not effectively effected. Racial responses in that regard, as indicated in Table 5.50, are as follows. As far as the aspect "social activities" is concerned, Black and Indian respondents who indicated "Yes" and "No" are almost the same in number. On the other

hand slight majorities of both White and Coloured respondents indicated that social activities have been changed. Regarding the question whether traditions have been changed, clear majorities of both Black and Indian respondents pointed out that they have not been changed. The responses of Coloured respondents are almost equal. The majority of White students, however, indicates that traditions have been changed.

Table 5.50: Racial responses as to whether social activities and traditions within student affairs have been changed

		White %	Black %	Indian %	Coloured %
Social activities	Yes	57.14	50.77	45.76	58.54
	No	42.86	49.23	54.25	41.46
Traditions	Yes	56.39	36.84	29.63	51.22
	No	43.61	63.16	70.37	48.78

That implies that much still has to be done to encourage and enable students to co-exist peacefully irrespective of cultural differences.

Because of different beliefs and perceptions of life, a change program may cause conflict or vice versa. Thus, change cannot be investigated in isolation of conflict. It is therefore essential that views of various racial groups as regards conflict management be established. The paragraph 5.3.9 provides insight in that regard.

5.3.9 Conflict resolution

- Introduction

Conflict resolution is an essential process particularly in a multicultural situation. The art of specifically resolving racial conflicts within a multicultural university is fundamental. It becomes more important

particularly when taking into consideration, as highlighted in Chapter 1, paragraph 1.1, that multicultural universities in South Africa are still characterized by students from the privileged white world and the under-privileged black world. Thus, different interests may cause conflict.

It is therefore indispensable to establish appropriate strategies which could be used to resolve conflict. This cannot be done in isolation of what the four racial groups perceive about conflict. Hence, the analysis of racial responses to the causes of conflict as reflected in Table 5.51 below.

- **Causes of racial conflict in the residences and on campus**

The aspects that are being explained in terms of racial responses as reflected in Table 5.51, are drawn from Table 20. Furthermore, these aspects are in line with the aspects that are recorded in Table 22.

Table 5.51: Causes of racial conflict in the residences

		White %	Black %	Indian %	Coloured %
Negative attitude towards other cultures	Yes	74.19.	97.50	91.53	85.37
	No	25.81	2.50	8.47	14.63
Lack of appreciation for cultural diversity	Yes	71.55	94.44	91.23	97.73
	No	28.45	5.56	8.77	2.27
Racist attitude	Yes	64.41	95.40	91.53	95.74
	No	35.59	4.60	8.47	4.26
Not prepared to interact across cultures	Yes	71.30	94.20	87.72	88.89
	No	28.70	5.80	12.28	11.11

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		White %	Black %	Indian %	Coloured %
Stereotypes	Yes	63.48	94.59	91.67	87.23
	No	36.52	5.41	8.33	12.77
Difference in culture	Yes	81.82	65.00	85.96	82.50
	No	18.18	35.00	14.04	17.50
Poor communication	Yes	71.43	78.33	90.57	84.21
	No	28.57	21.67	9.43	15.79
Lack of Communication	Yes	75.00	77.05	83.02	85.00
	No	25.00	22.95	16.98	15.00
Enforcement of historically white traditions	Yes	49.11	81.16	69.49	80.56
	No	50.89	18.84	30.51	19.44
Exclusion of other racial groups in residence activities	Yes	43.36	85.14	64.15	86.49
	No	56.64	14.86	35.85	13.51
Inflexible language policy	Yes	38.53	74.58	65.38	72.73
	No	61.47	25.42	34.62	27.27

Before an explanation of the findings is given, an overview of how the causes of conflict are prioritized by the four racial groups, is provided.

- **White respondents**

- | | | |
|---|---|--------|
| 1 | Difference in cultures | 81.82% |
| 2 | Lack of communication | 75.00% |
| 3 | Negative attitude towards other cultures | 74.19% |
| 4 | Lack of appreciation for cultural diversity | 71.55% |
| 5 | Poor communication | 71.43% |

- **Black respondents**

1	Negative attitude towards other cultures	97.50%
2	Racist attitude	95.40%
3	Stereotypes	94.59%
4	Lack of appreciation for cultural diversity	94.44%
5	Not prepared to interact across cultures	94.20%

- **Indian respondents**

1	Stereotypes	91.67%
2	Negative attitude towards other cultures	91.53%
2	Racist attitude	91.53%
3	Lack of appreciation for cultural diversity	91.23%
4	Poor communication	90.57%
5	Not prepared to interact across cultures	87.72%

- **Coloured respondents**

1	Lack of appreciation for cultural diversity	97.73%
2	Racist attitude	95.74%
3	Not prepared to interact across cultures	88.89%
4	Stereotypes	87.23%
5	Excluding other racial groups in residence activities	86.49%

For White respondents the differences in cultures and lack of communication are more important while attitudinal factors are more important for the other three racial groups. The response “difference in cultures” of the White respondents may also be linked to attitudinal factors, although they do not have other attitudinal factors lower down the list.

As reflected in Table 5.51, majorities of the four racial groups are agreed on the following factors that could cause conflict in the residences:

- **Negative attitude towards other cultures**

In as far as Table 5.20 and Table 5.22 are concerned, respondents placed “negative attitude towards other cultures” at the top of the causes of racial conflict. However, as far as racial responses are concerned, this aspect is placed priority number one by Black respondents only. However, it is still highly regarded by two other racial groups. That is a clear indication that as long as attitudes of students still reflect past tendencies of separation, more conflict would still be experienced. For instance, White students would still like to dominate and they do not want change (Table 5.9), while on the other hand Black students would be aggressive and violent because they indicated in Table 5.10 that they want revolutionary (quick) change for fear of being assimilated into the white culture. It is therefore important that attitudes be constantly addressed.

- **Lack of appreciation for cultural diversity**

It is quite interesting that majorities of all the four racial groups are adamant that lack of appreciation for racial diversity is one of the causes of racial conflict. That reflects on the entire situation of South Africa. The peoples of South Africa have not yet realized the importance of celebrating the diversity within the country. South Africans are still grappling with the idea of peaceful co-existence even though different.

- **Stereotypes and Racist attitude**

The result of lack of or wrong information about others is the development of stereotypes. Thus, stereotypes are wrong or distorted perceptions about other people. Unfortunately, students as members of the broader society have specific stereotypes. Stereotypes would

then lead to a racist attitude, which will in turn lead to the unfair treatment of a person on the basis of race.

- **Not prepared to interact across cultures**

When stereotypes and a lack of appreciation for other cultures dominate people, they would not want to interact with people from other cultural backgrounds. Thus, there is a tendency amongst students to only be involved in activities within their respective cultural groups. Hence, as indicated in paragraph 5.3.7 above, the importance of assisting them by way of enabling them to mix in corridors and to participate in social activities together.

- **Difference in cultures**

Difference in cultures is also pointed out as one of the factors that would cause conflict. It should be noted that it is only the White respondents who indicated a high priority for this aspect even though other racial groups indicate the importance thereof. That could be attributed to the historical factor that it became normal for the entire South African community not to live together because of differences in cultures. As indicated in Chapter 1, paragraph 1.1, historically two worlds (one black, the other white) emerged because of the laws of separation. Unfortunately that is still the case today. This is also reflected by the reactions of the responses by confirming that difference in cultures is one of the factors that would cause conflict, particularly in the residences.

- **Poor communication and lack of communication**

The above-mentioned factors that could cause conflict would not give communication a chance. As long as are people are negative towards one another and there is no mutual respect and trust, effective

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communication will not be effected. People would either communicate poorly or a lack of communication will be experienced. That is the unfortunate situation which is still prevailing at historically white South African universities.

As far as the following factors are concerned, unanimity could not be reached:

- **Enforcement of historically white traditions**

Clear majorities of the three racial groups, namely Black, Indian and Coloured are agreed that enforcing historically white traditions irrespective of the change in student population would cause conflict. On the other hand, a slight majority of White respondents (50.89%) does not accept that the enforcement of historically white traditions could cause conflict. That implies that White students in this specific category would opt for the promotion of white traditions over above other traditions.

The contradiction here indicates that there is a problem to attend to. However, it should further be noted that a fair number of White respondents (49.11%) are agreed that the enforcement of historically white traditions would definitely cause conflict.

- **Exclusion of other racial groups in residence activities**

The majority of White respondents (56.64%) is opposed to the fact that excluding students of other cultural groups from residence activities is a recipe for conflict. Such a standpoint would promote separate residence activities, separate corridors and ultimately separate residences. Once that happens, intercultural interaction will not be given a chance. Consequently, misperceptions about others are not cleared. As a result, mistrust and hatred will prevail.

- **Inflexible language policy**

Once again the majority of White respondents (61.47%) believe that an inflexible language policy will not cause conflict. An inflexible language policy will not accommodate other students in a process of communication. For instance, at a historically white Afrikaans university, Afrikaans is the only medium of communication. Those who do not understand it are automatically excluded. In such a situation miscommunication and mistrust will prevail.

Some form of intervention is indispensable in view of the differences indicated above. Such an intervention could be made through educating stakeholders within student affairs by making them aware of changes that have taken place and the fact that things can no longer be done like in the past. Hence the need to strategize on how to minimize conflict as indicated in the next paragraph.

- **Minimizing conflict**

Strategizing on how to minimize conflict is indispensable for efficient and effective management of student affairs. As indicated in Chapter 3 conflict can either be constructive or destructive. Thus, the observance of factors that could help make conflict constructive could advance successful change management.

Therefore, it is of the utmost importance to establish perceptions of various racial groups regarding the medium of communication as an aspect that can be used to minimize conflict as tabulated in Table 5.52 and other factors that could contribute to minimizing conflict as indicated in Table 5.53.

Table 5.52: Medium of communication as an aspect that can be used for minimizing conflict

		White %	Black %	Indian %	Coloured %
One medium of communication in English	Yes	42.22	91.74	62.12	69.39
	No	57.78	8.26	37.88	30.61
Separate lectures either in Afrikaans or English	Yes	69.59	31.43	55.88	47.83
	No	30.41	68.57	44.12	52.17
One medium of communication in Afrikaans	Yes	11.48	3.23	0.00	13.16
	No	88.52	96.77	100.00	86.84

Table 5.52 offers the following statistical agreements and differences regarding a medium of communication. The majority (91.74%) of Black respondents strongly feel that English should be the only medium of communication. Majorities of both the Indian (62.12%) and Coloured (69.39%) respondents also support the idea of English being used as the only medium of communication. The White respondents do not accept that English should be the only medium of communication. However, there is a slight difference between those who are in favor of the idea that English be used as the only medium of communication (42.22%) and those who are against (57.78%). It is further interesting to note that White and Indian respondents opt for separate lectures either in Afrikaans or English, whereas Black and Coloured respondents are against separate lectures. All the four racial groups overwhelmingly dismiss the use of Afrikaans as the only medium of communication.

The following possible practical implications emerge from the findings as recorded in Table 5.52. Firstly, that English be used as the only medium of

communication. Secondly, that separate lectures, either in Afrikaans or English, be given.

Furthermore, there are many other factors that can be used to minimize conflict, as indicated in Table 5.53. These factors are drawn from Table 23. Respondents, according to race, differ as far as placing the aspect in the order of importance as follows:

Table 5.53: Factors for minimizing conflict

		White %	Black %	Indian %	Coloured %
Equal treatment by the leadership	Yes	96.24	97.80	98.44	97.73
	No	3.76	2.20	1.56	2.27
Respect for other cultures	Yes	97.06	96.65	92.54	100.00
	No	2.94	2.35	7.46	0.00
Create a consultative body (all cultures represented)	Yes	82.71	91.76	97.01	100.00
	No	17.29	8.24	2.99	0.00
Run programs which will provide exposure to other cultures	Yes	82.54	92.50	98.36	97.78
	No	17.46	7.50	1.64	2.22
Mixed social activities	Yes	73.85	93.02	95.65	97.96
	No	26.15	6.98	4.35	2.04
Involvement of stakeholders in decision-making Processes	Yes	82.93	95.95	79.63	85.37
	No	17.07	4.05	20.37	14.63

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		White %	Black %	Indian %	Coloured %
Mixing students according to race on floors	Yes	43.44	68.92	60.00	61.90
	No	56.56	31.08	40.00	38.10
Separate social activities	Yes	40.34	16.67	18.97	8.11
	No	59.66	83.33	81.03	91.89
Separate residences	Yes	33.06	6.15	10.17	5.41
	No	66.94	93.85	89.83	94.59
Separate lectures	Yes	13.33	7.69	6.67	5.26
	No	86.67	92.31	93.33	94.74
Mixing students according to race in double rooms	Yes	18.49	64.56	34.55	62.50
	No	81.51	35.44	65.45	37.50

• **White respondents**

- | | | |
|---|--|--------|
| 1 | Respect for other cultures | 97.06% |
| 2 | Equal treatment by the leadership | 96.24% |
| 3 | Involvement of stakeholders in decision-making processes | 82.93% |
| 4 | Create a consultative body (all cultures represented) | 82.71% |
| 5 | Run programs which will provide exposure to other cultures | 82.54% |

• **Black respondents**

- | | | |
|---|--|--------|
| 1 | Equal treatment by the leadership | 97.80% |
| 2 | Respect for other cultures | 96.65% |
| 3 | Involvement of stakeholders in decision-making processes | 95.95% |

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4	Mixed social activities	93.02%
5	Run programs which will provide exposure to other cultures	92.50%

• Indian respondents

1	Equal treatment by the leadership	98.44%
2	Run programs which will provide exposure to other cultures	98.36%
3	Create a consultative body (all cultures represented)	97.01%
4	Mixed social activities	95.65%
5	Respect for other cultures	92.54%

• Coloured respondents

1	Respect for other cultures	100.00%
1	Create a consultative body (all cultures represented)	100.00%
2	Mixed social activities	97.96%
3	Run programs which will provide exposure to other cultures	97.78%
4	Equal treatment by the leadership	97.73%
5	Involvement of stakeholders in decision-making processes	85.37%

The majorities of the four racial groups are unanimous that observance of the following factors would contribute to minimizing conflict, although they differ about the priorities with regard to the different factors:

- Equal treatment by the leadership
- Respect for other cultures
- Creation of a consultative body wherein all cultures are represented

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- Running programs which will provide exposure into other cultures
- Encouraging mixed social activity
- Involvement of stakeholders in decision-making processes
- Separate residences
- Separate lectures

The respondents differ as far as the following factors are concerned:

- **Mixing students according to race on floors**

The majority (56.56%) of White respondents does not perceive the mixing of students on the basis of race in corridors as a factor that could help to minimize conflict. The implication is that students should be accommodated separately. That would actually perpetuate a situation wherein students would remain strangers to one another. However, 43.44% of the White respondents believe that giving students a chance to interact, by way of mixing them in the corridors, will assist in minimizing conflict. It should also be noted that quite a number of Black, Indian and Coloured respondents are not keen about making floors racially representative.

- **Mixing students according to race in double rooms**

A clear majority (81.51%) of White respondents is not in favor of the sharing of double rooms on racial basis. In corroboration, more than half (65.45%) of the Indian respondents are against the idea of making double rooms racially representative. On the other hand, Black and Coloured respondents are in favor of the idea.

An act of developing strategies in order to minimize conflict is proactive. That could effectively facilitate a process of channeling conflict to become constructive so that parties involved could consequently benefit from it.

Facilitation of change programs could also be accelerated by a strategy that can be successfully employed to minimize conflict.

5.4 Summary

This chapter has been based on the empirical research. The data that has been gathered through the empirical research was tabled and further explained.

The following important aspects have been attended to in this chapter:

- Description of data

The details of the respondents such as capacity and racial affiliation were outlined. Furthermore, perceptions of respondents regardless of race, concerning the following aspects, were established:

- Racial representation in student affairs
- Change management
- Conflict resolution

- Interpretation of data

The interpretation of data has been based on perceptions of the respondents regarding issues that are related to the management of change and conflict resolution. Furthermore, these perceptions were categorized on the basis of the four racial groups namely White, Black, Indian and Coloured.

For instance, changes that respondents perceived to have taken place or not in student affairs were established. Perceptions on issues such as communication, the role of student structures in

processes of change, attitude, change management and conflict resolution were interpreted.

Finally, this chapter forms part of the first five chapters that would enable the research project to formulate the summary, conclusion and recommendations in the next chapter.