

CHAPTER 5

QUALITATIVE INVESTIGATION: RESEARCH METHODOLOGY, DEVELOPMENT AND CONTENT VALIDATION OF THE INTERVIEW SCHEDULES

5.1 Preamble

The previous chapter focussed on the empirical aspect of this study in terms of the quantitative approach that utilized self-administered questionnaires.

This chapter is also concerned with the empirical part of the study except that it concentrates on the qualitative approach of this research. Four different interview schedules were designed for four different groups of respondents, namely the Executive Manager, Deans, HODs and the CADS Manager. The interview questions related to the enhancement of academic quality within the context of educational transformation and were designed in alignment with the various roles and functions of the respondents.

The following parameters are discussed as components of this chapter: research design, data collection method, advantages and limitations of using the interview method and how these limitations were overcome in this research, ensuring the validity and reliability of the research instrument, the development of the interview schedules for the four aforementioned groups of respondents, the study sample, pilot studies, conducting the interviews and analysis of the results. In the development of each interview schedule, a content validation which had crystallised from a study of the relevant literature, is offered. The constructs (for example QA, employment equity, etcetera) identified as important through the literature search were operationalized as variables for the interview schedule.

To facilitate a perusal of this chapter, an outline is mapped in figure 5.1.

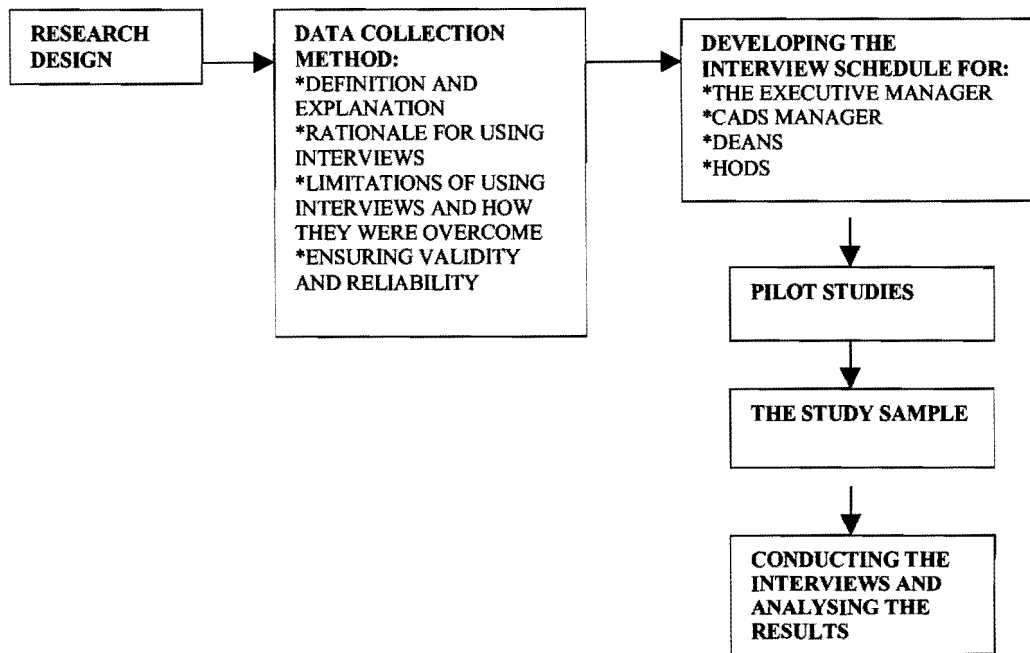


Figure 5.1: Outline of chapter 5

5.2 Research design

In order to be able to address the research question: “What is the involvement of management at MEDUNSA in assisting with the development of academics within the context of educational transformation? What are the perceptions, expectations and role of management regarding the nature and character of academic staff development in an era of educational transformation?” (see subsection 1.3.2.2), the survey was the type of research that was selected. It has already been explained in subsection 4.2 that the research question(s) underpins the choice of an appropriate research strategy.

Also, Van der Merwe (1996:279) maintains that exploratory research is focussed on the exploration of a relatively unknown area and aims to (*inter alia*) obtain new insights into a phenomenon and determine priorities for further research. Therefore, this research is also exploratory because the researcher wanted to investigate the involvement, perceptions, concerns, beliefs and attitudes of senior management towards staff development, in addition to describing existing staff development policies and practices.

While, there are numerous benefits to using surveys, the use of surveys are not without their limitations (see subsection 4.2).

The data collection method that was used in this research was the face-to face interview which is explained in more detail in the following subsection.

5.3 Data collection method

In this subsection a rationale is provided for choosing the interview method in this research and its limitations are acknowledged and measures for overcoming these limitations are described. An account is also given of the precautions that were taken to ensure the validity and reliability of the research instrument.

5.3.1 Definition and explanation

In this investigation, semi-structured, face-to-face, elite interviews were employed. Frey and Oishi (1995:1) define the interview survey as follows:

“A survey interview is a purposeful conversation in which one person asks prepared questions (the interview) and the other answers them (the respondent). The purpose of this directed conversation is to gather information by means of administering the same set of questions in a consistent way to all selected respondents”.

More specifically, elite interviewing is a specialised case of interviewing that focuses on a particular type of interviewee. Elite individuals are considered to be the influential, prominent and well-informed people within an organisation or community and are selected for interviews on the basis of their expertise in areas relevant to the research (Marshall and Rossman 1995:83-84).

Why was the interview method selected as a method of data collection in this research? This question is answered in the next subsection which offers a rationale for using interviews by pinpointing the advantages associated with it.

5.3.2 Rationale for using interviews

According to Fowler (1993:64), personal interview procedures are probably the most effective way of enlisting co-operation for most populations. Marshall and Rossman (1995:80) maintain that it is a useful way of getting large amounts of data quickly. For this researcher, conducting interviews was a more natural form of interacting with people than requesting them to complete a questionnaire. It gave the researcher an opportunity to get to know key players in academic staff development so that

she could understand how they think and feel about staff development issues (Durrheim and Terreblanche 1999:128).

Using interviews was also advantageous in that the researcher could establish a rapport with the interviewees (Fowler 1993:65). Another benefit was that the researcher did not have the chance to retract his/her initial answer and give another as is possible with mailed questionnaires. In this way it was possible to obtain the true feelings of the interviewees. This researcher could also ensure that all questions were answered (Bailey 1987:174). On another note, in-depth interviews used with multiple informants (the Executive Manager, Manager of CADS, HODs and Deans) allowed for triangulation of findings across sources (Marshall and Rossman 1995:46).

Additionally, this researcher was able to guide the questioning, explain the meaning of a question if it had been misunderstood and probe for more complete answers when respondents did not respond appropriately or completely to the question (Frey and Oishi 1995:3 and McBurney 1994:199). In self-administered questionnaires, the interviewer is not present to probe, clarify and motivate the respondent to complete the questionnaire (Frey and Oishi 1995:3).

In terms of elite interviewing, valuable information was gained from the participants of this study because of the positions they hold in the administrative realms. “Elites” were able to provide an overall view of the university and were able to report on its policies, past histories and future plans from a particular perspective. They were able to contribute immensely to the interview because they are intelligent, quick-thinking and at home in the realm of ideas, policies and generalisations (Marshall and Rossman 1995:83-84).

Notwithstanding the many advantages to using the interview method, it is not without its deficiencies which were heeded in order to optimise the study. This issue is addressed in subsection 5.3.3.

5.3.3 Limitations of interviewing and how they were overcome

A review of the literature suggests that despite the advantages of using interviews, there are several limitations which this researcher felt could not be overlooked. Thus, this subsection highlights these shortcomings and an account is given of how these hindrances were overcome. This is explained below:

- 1) Interview bias: The respondent’s answer can be affected by his/her reaction to the interviewer’s gender, race, age, social status, physical appearance or accent (Bailey 1987:175-176, and Frey and Oishi 1995:37). This researcher is well known by all the respondents as a staff development

practitioner at MEDUNSA and it is hoped that the physical characteristics did not detract from the importance of the study.

- 2) Interviewer effects: The interviewer can interject expectations and values into the interview and can distort question wording which can influence the respondent's answer. Interviewer body language and non-verbal cues could also affect respondent's answers (Frey and Oishi 1995:33 and Robson 1997:128). This researcher stated questions as worded and precautions were taken to not give the impression of approval or disapproval of answers given.
- 3) Inconvenience: A person's reasoning ability is affected by factors such as heat, fatigue, stress and illness. Thus, the respondent may give answers that are less than his/her best (Bailey 1987:175-176). In this study, interviews were conducted by appointment only and were postponed if they could not be adhered to.
- 4) Cost: Interview studies are costly if interviewers are to be used (Fowler 1993:65) and if one needs to travel to the respondent's locations (McBurney 1994:199). This researcher conducted all the interviews herself and no travelling costs were incurred since all the respondents were located at MEDUNSA where the researcher is employed.
- 5) Co-operation: This is essential as interviewers may be unwilling or uncomfortable sharing all that the interviewer hopes to explore (Marshall and Rossman 1995:80-81). Prior to the interviews with the Executive Manager, CADS Manager and Deans, an appointment was made with each participant to explain the purpose of the study and the importance of the respondent's participation in the investigation. This explanation was done telephonically among the HODs. The relevant covering letter, re-emphasising these issues, was sent with the appropriate interview schedule to get their co-operation (Bailey 1987:138 and Fowler 1993:107-108). The first questions in the interviews were easy to understand and were non-threatening to help establish rapport and enhance willingness to participate fully in the interview. Once respondents were drawn into the interview, complex, difficult questions were introduced (Frey and Oishi 1995:101).
- 6) Less anonymity: Respondents may feel their answers are not anonymous and may be less forthcoming or open (Robson 1997:128). In this study, respondents were assured of confidentiality and anonymity during the introduction of the interview and in advance letters (Fowler 1993:87-91).
- 7) Fatigue effects: This occurs if the respondent begins to grow weary or bored over the course of the interview and might begin to give incomplete answers or choose to omit difficult questions

(Frey and Oishi 1995:101). This researcher used transition statements and variations of questions to keep the respondent's attention and to help maintain the flow. Questions were grouped by topics allowing respondents to recognise relationships among questions. Also, the interviews were not long-approximately 30-90 minutes, which is a reasonable time period (Frey and Oishi 1995:37, 101).

- 8) Elite interviewing: Elites are usually busy people operating under demanding time constraints and are difficult to reach. Additionally, an elite person might turn the interview around thereby taking charge of it (Marshall and Rossman 1995:83-84). In this study, appointments were made well in advance to secure interviews. Even if an interview was postponed, it did not make much of a difference to the time frame of the study. During the interviews, the researcher showed competence by displaying a thorough knowledge of the topic so that the interviewee was not able to take charge of the interview.

In the subsection that follows, the issue of enhancing the reliability and validity of this investigation receives attention.

5.3.4 Ensuring reliability and validity in the construction of the interview schedule

In an effort to add value to this study, validity and reliability were of utmost concern. This paragraph focuses on the procedures that were followed to make the interview study reliable and valid.

5.3.4.1 Reliability

According to Fowler (1993:74), the questions should mean the same thing to all respondents. If two respondents understand the question to mean different things, their answer may be different for that reason alone.

In order to obtain reliable answers, this researcher ensured that question content, wording and sequence all worked synergistically to convey to the respondent what information was desired (Judd et al. 1991:229). Each respondent was asked questions exactly as worded in the relevant interview schedule. Clarification was avoided since it could have lead to subtle changes in question meaning. The question was simply repeated instead (Bailey 1987:187-188). Thus, the researcher could make the assumption that differences in answers could be attributable to differences among respondents rather than from differences in stimuli to which they were exposed (Fowler 1993:70-71).

To enhance the reliability of the study even further, the following precautions suggested by Frey and Oishi (1995:71-73), Fowler (1993:91) and Van der Merwe (1996:131-132) were adhered to:

- 1) Loaded questions which would have suggested to the respondent that one answer was preferable to another was avoided. The phrasing of questions was in a neutral tone.
- 2) Technical terms or abbreviations that might have been misinterpreted, were omitted.
- 3) The facts contained in the questions were accurate because of a thorough literature survey on the research topic.
- 4) Double-barrelled, ambiguous and vague questions were avoided.
- 5) Questions were phrased and worded in a concrete, specific and simple way to enhance understanding.

5.3.4.2 Ensuring the validity of the interview schedule

The extent to which the answer given as a true measure and means what the researcher wants or expects it to mean is called validity (Fowler 1993:80).

Bailey (1987:186) suggests that it is preferable for the respondent to expand on his/her answer even if it is unnecessary than to feel compelled to come to the point. Providing only the information requested can result in stereotyped and socially desirable answers only. Hence, this researcher made the respondents feel at ease to say anything they wanted, even if it was irrelevant and then steered them back to answering the question if that was not already done properly. Furthermore, when people are asked about subjective states, feelings, attitudes and opinions, there is no way of validating the answers as there is no truly independent direct measure possible. Therefore, the validity of the interview data was assessed by correlations with other answers that the interviewee gave (Fowler 1993:80).

Also, the researcher was careful not to assume knowledge on the part of the respondent (Frey Oishi 1995:71-73) since it was not knowledge that was being tested but rather perceptions and roles regarding academic staff development. The questions were established at a level that were consistent with the characteristics of the target group (Frey and Oishi 1995:69). Further, at the commencement of each interview, definitions and explanations were provided to all respondents regarding the concept educational transformation since the interview questions pivoted around the issues of educational transformation (Fowler 1993:1987).

The control one has in the interview strengthens the quality and validity of the data gathered (Bailey 1987:207-208). This interviewer made an effort to ensure that the interviewees answered every

question adequately. Although they were allowed to deviate, they were steered back to the question. At the same time, this researcher took cognisance of the fact that a respondent who feels hurried may not be able to remember things accurately if pressured to move to the next question (Bailey 1987:193). For this very reason, the researcher made a point of creating a relaxed, unhurried atmosphere that was not stressful to the respondent. She did not feel uncomfortable by periods of silence between questions as this was an opportunity for the interviewees to think.

The content validity of the interview was ensured by a thorough analysis of the literature. All questions asked were linked to educational transformation issues and the development of excellence amongst the academe. A comprehensive account of the content validity of the interview schedules for management is situated in subsection 5.4. The questions included in the interview schedule are reflective of the concepts derived from the literature study.

5.4 The content validation of the semi-structured interview schedule for the Executive Manager and CADS Manager

This subsection is concerned with the development of the interview schedules for the Executive Manager and the CADS Manager. An account is given of how the secondary data links up with the collection of imminent primary data by serving as a conceptual framework.

5.4.1 Introduction

The description of the content validation of the questionnaire dealt with in paragraph 4.5.2, revealed that there are several issues that drive academic staff development. These issues were extracted from the literature survey undertaken for this research project and have been tabulated in table 4.3. These issues were exposed as the theory underpinning staff development matters (see subsection 4.5.2). This theory also provided the conceptual framework for the development of the interview schedules not just for the Executive Manager and CADS Manager but for the Deans and HODs as well (see subsection 5.5).

Additionally, the interview schedules for management were designed to test the hypotheses as tabulated in subsection 1.5. Another purpose of the interviews was to answer the following research questions provided in subsections 1.3.2.1, 1.3.2.2, 1.3.2.4, 1.3.2.5 and 1.3.2.7. These hypotheses and research questions guided the construction of questions in the interview schedules.

5.4.2 Structuring the interview questions

The questionnaire which was designed for the quantitative study undertaken among academics, was used as a guideline for the selection of themes for the interview schedules. For example, factors like OBE, PBL, QA, ICT and scholarship, etcetera, identified as important factors in educational transformation through the literature review and which were covered in the self-administered questionnaire, were also included in the interview schedule for management. By the same token, some interview responses formed the basis for including a few additional items in the self-administered questionnaire. This was done to determine if there is a balance between the needs of the individual (academic staff) and the intentions, policies and practices of the institution. Stated differently, to what extent are the needs of academics being met by institutional policies and practices?

Questions that were posed to the Management of CADS were similar to those presented to the Executive Manager. This was done to establish if there is synergy between the policies and visions of top management and the staff development outputs at CADS. For the sake of avoiding confusion, the interview schedule for the Executive Manager is referred to as interview schedule “A” (see appendix C) and that for the CADS Manager as interview schedule “B” (see appendix B). Therefore, question A1 refers to the first question in the interview schedule for the Executive Manager and question B1 refers to the first question in the interview schedule for the CADS Manager. For further clarity, above each set of question (s), a statement is inserted to indicate which respondent the question (s) is intended for.

Firstly, the question: “What is driving staff development?” was discussed in section 4.4.2 and served as the framework around which several issues were identified (see table 4.3). It was thought appropriate to put this question forward to Executive Management as well as to the Management of CADS: *A1 and B1: What is driving academic staff development at MEDUNSA?*

Administrative leadership and support is cited in the literature as an important condition necessary for innovation and change (Mayhew, in Moses, 1988:125). To be effective, change needs to be implemented from the top, middle and bottom. In institutions like universities, this would significantly influence the direction and rate of change. Further, Main (1985:44) argues that the educator has a major responsibility for the structuring of the learning of his/her students. This responsibility, however, has to be carried out against the background of the values, policies and requirements of the university. What are the policies of MEDUNSA regarding academic staff development?

Further, from an analysis of the literature, it is apparent that a “policy gap” exists which is causing difficulties in the implementation of educational transformation. Sayed (2002a: 29) refers to the educational policy gap to be a mismatch between policy intention and practice and outcome. In his discussion, he draws on the literature to support his argument by citing policy gaps that have been identified in the areas of equality and equity, OBE aligned assessment and quality assessment. He purports that there is “anxiety and worry about the lack of understanding of the process of making change work at the micro level” (Sayed 2002a:31).

Similarly, Goode and Thomen (2001:199) complain that tertiary educators have great difficulty managing the tensions between policy requirements and established systems within their institutions. More specifically, in reference to the curriculum of teacher education, Sayed (2002b: 381-395) highlights the difficulties of translating education policy into practice mainly because the curriculum of teacher education has received such little attention in the post-apartheid education policy framework. Adding to this, Samuel (2002:397-410) illustrates by means of a case study on the transformation of teacher education at the University of Durban-Westville (UDW), the pressures and priorities that characterise curriculum development in a rapidly changing society. He reveals the challenges faced by UDW as a provider of teacher education programs, in coping with the contradictory demands of policy frameworks.

In essence, the aforementioned problems extracted from the literature demonstrate and imply that the implementation of educational policies at meso and micro can often be fraught with problems. This is why it was considered important to establish if the Executive Manager and CADS Manager have drawn up policies for staff development that would facilitate the translation and implementation of educational policies initiated at macro level. It was also crucial to discover if policies made at meso level were being put into practice. Questions A2a-A2d and B2a-B2b were intended to gain information about policy drafting and implementation.

Also, item 63 in the self-administered questionnaire (see appendix A) that asks whether academics feel that enough is currently being done regarding the development of academic staff, was used as a basis for phrasing of questions A3a-A3b and B3a-B3c in the interview schedule. The answers obtained in the interview could be compared with the responses of academics in the self-administered questionnaires, for the purpose of data triangulation.

Additionally, it was discussed in 4.4.2.8 that, given the dynamic nature of staff development, it is important that staff development programmes be updated and on a par with international trends. Are the existing staff development programmes adequately addressing the needs and aspirations of

educators in an era of educational transformation and innovation? Are staff development policies and practices at MEDUNSA comparable with modern trends in staff development practices? Questions A2c-A2d and B2b were designed to unearth the answers to these questions.

Therefore, questions related to policies and implementation of staff development, as well as the comparison of these policies with those made at macro level, are given below.

Questions asked of the Executive Manager:

- A2a. Does MEDUNSA have any policies on academic staff development? What are these policies?*
- A2b. How are they put into practice?*
- A2c. How do these policies compare with educational transformation policies made at macro or national level?*
- A2d. How do these policies compare with current trends in academic staff development?*
- A3a. In your opinion, how successful are these staff development initiatives?*
- A3b. How many academics are attending?*
- A3c. Are you satisfied with these attendance figures?*

Questions posed to the CADS Manager:

- B2a. What is being done by CADS, at micro or departmental level, to ensure that the policies for academic staff development at meso or institutional level are being realised?*
- B2b. To what extent would implementation of these policies, help the centre to keep up with current trends and practices regarding academic staff development?*
- B3a. How successful are these staff development initiatives?*
- B3b. Can you comment on the attendance of staff development programmes? Could you give evidence and examples?*
- B3c. If attendance is not satisfactory, can you give a reason for this?*

In continuation, in our information-based, technological society, there is more pressure than ever before to perform optimally in one's tasks and functions. Greater demands on graduates to be complex thinkers have had an impact on the way in which educators have to prepare them for the workplace (see subsection 1.2.2). Subsequently, the need to enhance the quality of the academe has meant that staff development initiatives are imperative in providing support. Staff development has to equilibrate with the needs of academics in the new millennium. To reiterate, staff development is related to macro-educational reform, our knowledge-based technocratic society and socio-political and economic change (see subsection 1.7.1). Consequently, academics have to become more

reflective and engage in greater collegial interactions to be more effective and efficient (see subsection 1.7.4).

Therefore, it is important for Executive Management to adopt a futuristic outlook on something as dynamic and fluctuating as staff development in order to ensure the continual improvement of the academe. The Executive Manager is the person who drives staff development at MEDUNSA. What are the visions of the Executive Manager regarding staff development? How are these visions being realised by CADS? These issues are addressed in questions A4 and B4 respectively.

Question for the Executive Manager:

A4. Do you have any visions for academic staff development at MEDUNSA? If yes, could you please give an overview of these visions?

Question for CADS Management:

B4. In the implementation of staff development programmes, are the visions of senior management for academic staff development being realised? Please elaborate.

In subsection 1.8.5, it was reviewed that educational transformation is considered to be a cultural change. The structures and principles of the institution are evaluated against its intended mission. Educational transformation also pertains to greater accountability, enhanced quality and higher practical credibility of the institution. What must also be noted is that since 1995, there have been major developments regarding educational transformation in South Africa. For example, SAQA, the NQF, ETQAs, SGBs, NSBs and the CHE have been established to facilitate the transformation process. Also, several government papers (Green and White) were published on educational transformation (see subsections 2.7.1.4 and 4.4.2.3). This information should be made accessible to academic staff since they are the ones directly involved in implementing educational reform advocated by the national Department of Education. Acquiring this knowledge of educational transformation would help in their development and give them a better understanding as to why certain educational changes are necessary at meso and micro level.

It may be difficult, however, for academics with a busy schedule to research this information by themselves. What is the university doing to keep them informed of current changes in educational transformation? Questions A5e and B5b were inserted in the interview schedule to answer this question.

In summary, the interviews provided an opportunity for the Executive Manager and CADS Manager to give their responses to questions that focused on educational transformation. Does Executive Management have policies and strategies to implement educational transformation? On the cognitive level, are staff kept informed about changing trends in educational transformation? At the affective level, what is Executive Management doing to gain faculty support for educational transformation? What is the role of CADS in the transformation process? The following questions in the interview pertain to these queries.

Questions asked of the Executive Manager:

A5. The following questions pertain to educational transformation. Educational transformation is occurring on a macro scale in this country and this is going to have a major impact on the way in which academics go about their daily tasks.

A5a. Could you give an overview of the strategies that are in place at meso or institutional level to implement educational transformation issues in higher education?

A5b. What type of transformation does the university envisage in the next ten years.

A5c. Do you have a longitudinal plan for this transformation?

A5d. What is the annual budget reserved for transformational change?

A5e. Are academics kept informed about current trends in educational transformation? How is this being done?

A5f. How does the university plan to go about gaining faculty buy-in for educational transformation?

Questions presented to the Manager of CADS:

B5. The following questions pertain to educational transformation. Educational transformation is occurring on a macro scale in this country and this is going to have a major impact on the way in which academics go about their daily tasks.

B5a. What is the role of CADS in implementing educational transformation at micro level?

B5b. Are academics kept informed about current trends in higher education transformation? How is this being done?

B5c. Do you think that gaining the support of academics in an era of educational transformation is necessary? If so, please give an account of the involvement of CADS in obtaining faculty buy-in.

Furthermore, a major curricula innovation to which South African tertiary educators would need to adapt to, is OBE. In subsection 4.4.2.4, it was emphasised that with the establishment of SAQA and the NQF came the adoption of an outcomes-based approach to teaching/learning. A novel curriculum like outcomes-based education would be able to address societal demands for socio-economic growth and development, and help graduates cope with our knowledge-driven, technological society. Also, graduates would be better prepared to survive in a complex, modern, competitive workplace. A shift to OBE, however, would impact on the way in which educators design and implement instructional activities and assessment strategies and techniques (see subsection 4.4.2.5).

In the self-administered questionnaire, item 34 refers to the involvement of management regarding the transition towards OBE (see appendix A). Responses would have determined whether academic staff perceive management as being effective in leading the transition towards OBE. At the same time, it was considered essential to obtain input from Executive Management and the Management of CADS as to their involvement in ensuring that the transition towards OBE is smooth and successful. More importantly, do they feel that those efforts are sufficient in adequately preparing staff for OBE implementation? Questions A6a-A6b and B6a-B6b encompass the issue of OBE implementation.

Questions put forward to the Executive Manager:

A 6. A component of educational transformation is curricula innovation.

A6a. Describe the role of senior management in facilitating the transition towards OBE.

A6b. Do you feel the university has done enough to adequately prepare academic staff for the implementation of OBE? What more could be done? How do you propose that this be undertaken?

Questions for the CADS Manager:

6A. A consequence of educational transformation is the need to adopt a novel curriculum.

B6a. What support and training is being provided by your unit to prepare academics for OBE implementation?

B6b. Do you feel this training has by now, adequately prepared staff to implement OBE? What needs to be done in addition to this training?

Another curricula innovation referred to in the self-administered questionnaire is PBL (see items 18, 41 and 70 in appendix A). Problem-based learning has been widely adopted by many medical schools

worldwide. Items 41 and 70 give respondents an opportunity to state whether they would like to learn more about the implementation of PBL. What is Executive Management's stance on the adoption and implementation of PBL at MEDUNSA? This question was included in the interview schedule.

Questions presented to the Executive Manager:

A7. The following questions relate to Problem-based Learning (PBL) .

A7a. What is the university's stance on adopting and implementing PBL?

A7b. Why have you come to this decision?

A7c. Do you feel that academics at MEDUNSA could benefit from training in the implementation of PBL? Why is that?

Questions for the CADS Manager:

B7. The following questions relate to Problem-Based Learning (PBL).

B7a. What is the unit's stance on offering training in PBL to academics?

B7b. Why have you come to this decision?

B7c. Do you feel that academics at MEDUNSA could benefit from training in the implementation of PBL? Why is that?

In the literature there is much debate about the scholarship of research and the scholarship of teaching. This is covered extensively in paragraph 3.3. What can be concluded is that enhancing academic quality and excellence would mean that scholarship would have to be promoted. A number of additional questions need answers: How is scholarship perceived and interpreted by the Executive Manager and CADS Manager? Which do they emphasise-the scholarship of teaching or research, or both? How do they go about promoting this? What is the role of CADS in promoting scholarship? What is being emphasised in the staff development process? The interview was used as a means of obtaining answers to these questions as shown below.

Questions posed to the Executive Manager:

A8. Now I would like to ask you something about scholarship.

A8a. On the issue of scholarship of research and teaching, what is being emphasised? Is it teaching or research or both?

- A8b. How is this (research and/or teaching) being promoted by the university?*
- A8c. Which is being emphasised at 1) graduate and 2) undergraduate level? Please explain.*
- A8d. Does the university have any reward structures for academics who excel in the scholarship of teaching? What are these rewards (if any)?*

Questions presented to the CADS Manager:

B8. Now I would like to ask you something about scholarship.

- B8a. What is your emphasis regarding the scholarship of research and teaching and staff development?*
- B8b. Is it research or teaching, or both, that is being developed? How is this done?*
- B8c. In developing the scholarship of teaching do you take into account teaching at the graduate as well as undergraduate levels? Could you please elaborate?*
- B8d. Do you have any postgraduate programmes in higher education for academics who excel in the scholarship of teaching? Please elucidate your answer.*

Quality assurance was also pinpointed as a significant element in the educational transformation process and the development of staff (see paragraph 4.4.2.6). As was already discussed in subsection 4.4.2.6, quality enhancement is a concept that embodies many issues, for example, transformation, curricula innovations and the paradigm shift in teaching/learning. Quality improvement also relates to accountability to stakeholders and the increased credibility of the academe. What is the role of the university in ensuring the improved quality of academics? To derive an answer to this question, it was deemed important to determine the policies and practices of management on the issue of QA and quality improvement for MEDUNSA academics.

Questions asked of the Executive Manager:

A9. The next few questions relate to quality assurance (QA):

- A9a. Does the university have a quality assurance policy for the development of MEDUNSA academics? Can you please elaborate?*
- A9b. What is the university doing to improve the quality of its academe?*
- A9c. How will the university measure or determine if an improvement in the quality of its academe has taken place?*
- A9d. What criteria will be used to assess the quality of the academe?*
- A9e. What incentives are there for those who excel?*

A9f. How do you relieve staff of heavy workload so that they can focus their efforts on improving professionally?

Questions posed to the CADS Manager:

B9. The next few questions relate to quality assurance (QA):

B9a Does CADS have a quality assurance policy for the development of academic staff? If so, what are the contents of this policy?

B9b How is this policy being applied practically to ensure the improvement of quality amongst the academe?

B9c What assessment strategies will be used to determine if there is any improvement in academic quality?

B9d What criteria will be used to assess the quality of the academe?

B9e Do you offer programmes that would better prepare academics to cope with limitations such as: 1) large classes and 2) a heavy workload? Please explain further.

Since we live in a very technological society, it is logical that universities adopt and enhance the use of technology to render teaching and learning more effective (see subsection 2.3.1). Some applications of technology in the context of the teaching/learning situation were discussed in subsection 2.3.2. The implementation of technological skills in higher education necessitates that educators be trained and developed in this regard. This was explained in subsections 2.3.3 and 4.4.2.1. What is being done at MEDUNSA to train staff in ICT?

Questions for the Executive Manager:

A10. The following questions are concerned with the use of technology in the teaching/learning situation:

A10a. Would you say that MEDUNSA is adequately equipped to offer CBE programs that would bring technology into the teaching/learning situation more effectively?

A10b. What facilities are there for e-learning?

A10c. Do you feel that MEDUNSA has the technical support to run e-learning effectively?

A10d. Do you feel that the budget can support e-learning?



Questions for the Management of CADS:

B10. The following questions are concerned with the use of technology in the teaching/learning situation:

B10a. What training do MEDUNSA academics receive in terms of applying technology in the teaching/learning situation?

B10b. Do e-learning and computer-based education form part of staff development programmes? Please explain.

B10c. Do you feel that MEDUNSA has the technical support to run e-learning effectively?

B10d. Do you feel that the budget can support e-learning?

As a result of educational transformation policies which were intended to make education more accessible to all people, an increased demand for higher education was predicted. The Green Paper identified distance education as another mode of learning which was believed to be important in addressing the expected massification in higher education. Distance education is also attractive in that it is cost effective and allows for delivery of education and training to large numbers of learners. Another benefit is that the quality of teaching/learning is not dependent on the employment of additional staff. For educators to be trained as distance education specialists, they would require specialised training in distance education methodology. In this way, they would acquire the appropriate skills and knowledge that would ensure that the implementation of distance education is a success (see subsection 3.2.2.3).

Questions put forward to the Executive Manager:

A11. What is MEDUNSA's stance on offering training in distance education to academic staff?

Question for CADS Manager:

B11. Are MEDUNSA staff trained as distance educators? If so, what training programmes are being run?

Further, given the legacy of injustice in our country, as part of the educational transformation process, policies have been made to overcome inequality and imbalance. Higher education is more accessible to the masses and tertiary institutions would have to cater for a more diverse students body. Not all students entering university are equipped with the same level of academic preparedness. Students who were educationally disadvantaged in the past would require a special kind of teaching. In part,

the mission statement of MEDUNSA is aimed at empowering the educationally disadvantaged. Hence, academics would have to be trained to cope with learners who have different learning styles and needs. Concomitant with this, academics would have to learn to cope with larger classes (see subsection 3.2.2.2). What training and support are academic staff being offered by the institution to deal with such challenges? Questions A12 and B12 addressed this question.

Question presented to the Executive Manager:

A12. The mission statement of MEDUNSA refers to empowering those who have been educationally disadvantaged. What is the university's role in assisting academics to cope with the challenges of empowering students who have been educationally disadvantaged?

Question posed to the Management of CADS:

B12. The mission statement of MEDUNSA refers to empowering those who have been educationally disadvantaged. Do you offer staff development programmes that will assist educators in educating learners who have been educationally disadvantaged? If so, what type of staff development programmes are offered?

In the last question, the interviewees were allowed an opportunity to make any additional commentary.

A13 and B13. Is there anything else you would like to comment on?

5.5 Developing the interview schedule for the Deans

In this subsection, the development of the interview schedule for the Deans is described.

5.5.1 Preamble

From the interviews with the Executive Manager (see paragraph 6.3) and Manager of CADS (see paragraph 6.2), it became evident that Deans as academic champions and leaders of their faculties also play an important role in the development of academic staff. Hence, the decision to interview the Deans in each of the four faculties.

To test the hypotheses given in subsection 1.5 and to answer the research questions outlined in subsection 5.4.1, seven main questions were chosen which formed the framework for the interview

(see figure 5.2). These questions were intended to test, from the Dean's perspective, whether MEDUNSA is adequately prepared to address the factors related to educational transformation. They also tested whether Deans have committed themselves practically to addressing the issues of educational transformation and academic staff development, for example, curriculum development, scholarship, equity and redress, QA and the application of technology in the teaching/learning situation.

The interview questions were broad to gain an understanding of the Dean's perceptions regarding academic staff development (see appendix D). It was felt that this relatively "unstructured format" of questioning as compared to the questions in the interview schedule for the Executive Manager and CADS Manager, might be less constricting. At the same time, the topic list would have ascertained whether respondents had taken cognisance of issues currently pertinent to academic staff development (see subsection 5.5.2). The questions included in the interview schedule for the Deans, on topics related to transformation, were drawn from the interview schedule reserved for the Executive Manager. It was decided that this would facilitate comparability of responses which would enhance the value of the study. Therefore, the questions in the interview schedule for the Executive Manager pertained to academic staff development in the context of educational transformation which is what the questions in the interview schedule for the Deans were also related to.

5.5.2 Content validation of the interview schedules

It is evident from the discussions in paragraphs 2.5.1.2, 2.7.1.2, 2.7.1.3 and 2.7.1.4 that educational transformation includes parameters such as QA, OBE, the application of technology in education, innovative methods of teaching/learning as well as equity and redress. It therefore makes sense that a topic list to guide the interview should cover these issues. Thus, a topic list included (see figure 5.2):

- 1) Implementation of educational transformation at institutional level.
- 2) Implementation of OBE at MEDUNSA
- 3) Scholarship of teaching and research.
- 4) Quality assurance in higher education.
- 5) Implementation of e-learning and CBE.
- 6) Equity and redress

The point of departure for the five issues in the topic list emerged from the acceptance that there is much that MEDUNSA ought to be engaged in owing to macro and meso changes in education. Examples of such issues pertain to OBE (see paragraph 1.2.2) a paradigm shift in the teaching/learning process (refer to subsection 1.2.1), QA (see paragraphs 2.7.1.4 and 3.7.2), moving

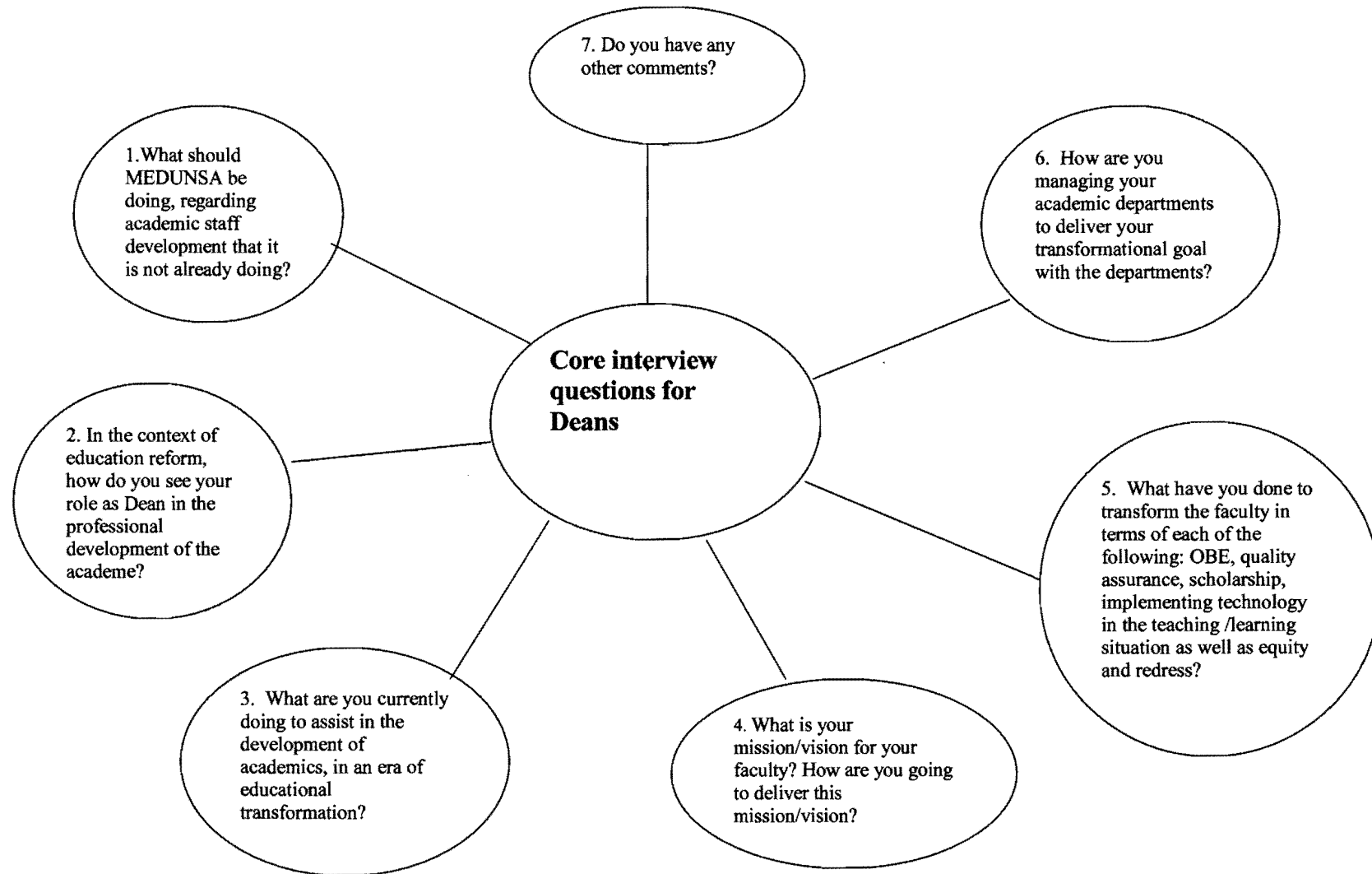


Figure 5.2: A template for developing the interview questions for the Deans

towards a technology-based education system (see subsections 2.3.2 and 2.3.1) and enhancing the scholarship of the academe (see section 3.3.1). Is MEDUNSA incorporating these themes in the course of academic staff development? Interview question 1.2 (see appendix D) was included to determine how well (if at all) academic staff development initiatives at MEDUNSA are addressing these themes:

How effective is MEDUNSA in:

- 1) *Preparing academics for OBE implementation?*
- 2) *Improving the quality of the academe?*
- 3) *Training academics to use technology in the teaching/learning process?*
- 4) *Providing facilities for using technology in the teaching/learning situation?*

What else do Deans suggest should be done that might not have stood out in the literature survey?

This was captured in interview question 1.1 and the responses were intended to direct and inform the planning of future staff development programmes at MEDUNSA.

Staff development programmes must acknowledge that the educational transformation process is occurring on a macro scale in this country (refer to paragraph 1.2.1). The implications for academics are that they are exposed to large volumes of literature on educational transformation. How is this information made accessible to them at institutional level so that they can make sense of this significant change process? At the same time, academics are usually busy people and may need support and guidance from those in senior management (see subsection 4.4.2.3) in deciphering material on educational transformation.

From interviews with the Executive Manager and Manager of CADS, it was learnt that information on educational transformation matters are disseminated to Deans whose responsibility it is to ensure that this information is filtered to academics (see paragraphs 6.2.2 and 6.3.2). Is this mode of transmission of information successful, if it is happening at all? The Executive Manager also reported that Deans present the status of curriculum development at Senate planning committees (see subsection 6.3.3). It was considered useful to determine what this status is from Deans themselves and to compare this level of transition in the various faculties. Further, what other role (s) do Deans play in the transformation process? This question was answered when interview question 3 was asked: *How are you managing your faculty to deliver your goals for educational transformation with the faculty?*

Moreover, the implications of OBE for tertiary educators are that they will need to rethink and revisit the way in which they design and implement curricula and reflect on their teaching/learning

methodologies and assessment instruments (refer to subsections 1.2.2, 2.4.1, 2.4.2, 3.2.3 and 4.4.2.4). A challenge encountered by most tertiary educators is under-preparedness and lack of knowledge and skills in implementing a sophisticated, complex curriculum like OBE (see subsections 1.2.3 and 4.4.2.4). In other chapters (see subsections 1.2.3, 2.5.1.2 and 2.5.1.3), a more extensive analysis of this problem is presented. In effect, academics who most often lack a strong educational background, can hardly be expected to adopt a novel curriculum in the absence of adequate academic support and training (refer to paragraphs 1.2.3 and 4.4.2.4).

In the interview conducted with the CADS Manager, it became apparent that training in OBE at MEDUNSA has not been effective. The Executive Manager also complained that more training in OBE is required (see paragraph 6.3.3). What are the perceptions of the Deans on this issue? Furthermore, what are the roles of Deans in promoting programme design and development in their faculties? What support, guidance and management strategies are in place to expedite the transition towards OBE? What are Deans doing to promote innovative practices in teaching and learning in their faculties? These questions were raised during the interview with the Deans as question 4, question 4.1 and 4.2 respectively: *What are you currently doing to assist in the development of academics in your faculty, in an era of educational transformation? What support, guidance and management strategies do you have in place to expedite the transition towards OBE in your faculty? What are you doing to promote innovative practices in teaching and learning in your faculty?*

Additionally, in this technological, information driven age, the need to incorporate technology in the teaching/learning situation is well documented (see subsection 2.3.1). Many tertiary institutions have already tapped into the use of technology to improve the quality of teaching and learning (see paragraph 2.3.2). What are the Deans' stance on the implementation of e-learning and CBE programmes. The interview schedule contains a question (question 4.3) on the application of technology with respect to the teaching/learning process: *What is your stance on the implementation of e-learning and computer-based programmes in your faculty?*

Another significant issue for staff development is QA. Quality assurance in higher education is linked to accreditation and accountability to society and stakeholders. The importance of QA in ensuring that tertiary institutions remain competitive and do not become obsolete has been acknowledged by the establishment of QA bodies, for example, ETQAs, NSBs and SGBs. Consequently, every educator should regard QA as a priority in his or her professional practice (see subsections 2.7.1.4 and 4.4.2.6). Quality assurance, however, encompasses many factors which have been discussed in paragraph 4.4.2.6. In the interview with the Deans, QA pertained to academic staff development. For example, question 4.4 in the interview schedule reads: *What are you doing in your faculty to improve the quality of academics as educators and researchers?*

In terms of scholarship, there is much discourse surrounding the promotion or enhancement of research over teaching. Some scholars argue that a way forward is to implement strategies that forge teaching/learning and research together (see paragraph 3.3.1.5). In the context of the interview study with the Deans, how do Deans interpret and promote scholarship (of research and teaching)? What is being done by Deans to promote the scholarship of academics in their faculties? This was addressed in interview questions 4.5 and 4.6 respectively: *What are you doing to promote the scholarship of teaching in your faculty? How do you manage staff to achieve research excellence in the faculty?*

Further, given the legacy of exclusion in our country, one of the principles guiding the process of educational transformation in South Africa is that of equity and redress. Wolpe, Quinlin and Martinez (1997:237) capture this issue rather succinctly by arguing that: "No policy or plan is ever neutral because change is never neutral in terms of its impact on people involved in the education system". It is an international problem that women are employed at the lowest levels in the academic hierarchy and are seldom promoted because their research and publications records are weaker than their male counterparts (Forster 2001:28-38 and Wolpe et al. 1997:158).

In South Africa it is not only women who occupy the lowest academic positions but black men as well (Department of Education 1997:4). This under-representation of women and blacks in positions of greater prestige and status fails to represent the demographic realities of the country and flies in the face of equity. Therefore, if higher education is to contribute to the reconstruction and development of a democratic South Africa, these inequities and imbalances must be addressed (Department of Education 1997:4).

According to the Deputy Director of Human Resources, at MEDUNSA whose task it is to draw up an Employment Equity Policy, MEDUNSA only has a draft Employment Equity policy at this stage. Therefore, a pertinent question (4.7) presented to the Deans during the interview was: *What support do you provide in enhancing the academic development of women and blacks in your faculty?*

Moreover, MEDUNSA should be paying attention to educational transformation issues especially in terms of implementing the policies that have been legislated by government (refer to paragraphs 2.5.1.2, 2.7.1.2, 2.7.1.3, 2.7.1.4). The questions shown below were presented to the Deans during the interviews. These questions are in line with the main tasks and functions of a Dean as a leader within a faculty undergoing educational transformation. Therefore, question 2 reads: *What is your mission and vision for your faculty? How are you going to deliver this mission and vision?*

The vision would describe what the future could be like for the faculty in terms of “valued outcome” that serves as a motivating force (Bunningham and West, in Hoover 2002:55), while the mission indicates the current reason for the faculty’s existence (Hoover 2002:55).

Deans were also afforded an opportunity to express their opinions about what they felt should be happening at MEDUNSA in terms of academic staff development. Question 1.1 focused on this issue: *In your opinion, what should MEDUNSA be doing regarding academic staff development that it is not already doing?*

The final question (question 5) gave interviewees a chance to give general comments: *Do you have any other comments?*

The interview schedule for the HODs was the same as for the Deans except that the word “faculty” was replaced by the word “department” (see appendix E). In this way the responses were easily compared and cross-validated.

The following subsection describes the pilot studies that were undertaken as a measure to enhance the credibility of this research.

5.6 Pilot studies

Improperly worded questions can result in biased or meaningless responses. It is, therefore important to pre-test the questions and then revise and improve them (Judd et al. 1991:235).

The interview study for the Executive Manager and CADS Manager was piloted by sending the interview guides to three respondents asking them for critical comments and to state whether the questions were understandable and related to the research hypothesis. One of the respondents claimed that the questions were too “loaded” and that this might lead the interviewees to answer in a certain way. This researcher had included transition statements to keep the flow of questions logical and to prepare interviewees for the set of questions to follow. These transition statements, however, could have unwittingly forced the interviewees to respond in a certain way. For this reason, amendments were made to the interview schedule so that transition statements were neutral and merely introduced the set of questions to follow. For example: “The next few questions relate to QA” instead of “Quality assurance is an important consideration for academic staff development”. Another criticism was that jargon such as “meso level” and “micro level” might not be understood. Therefore, these terms were explained in the interview schedule and during the interview itself.

Another comment made by two of the respondents in the pilot study was that the interview schedule was too “structured” and that more open–end questions should have been included so that interviewees could have more lee way in their responses. It was decided to retain the “structured” nature of the questions, as it was important to have those covered in order to test the hypothesis and ensure that the objectives of the study were realised. Finally, the interview was practiced on a fourth person to get a feel of how the interview would run when actually conducted.

The interview schedule for the Deans and HODs were piloted with three respondents who were requested to provide comments and suggestions. Feedback indicated that there were a few redundant and ambiguous questions. Subsequently, the schedule was amended accordingly to eliminate confusion and frustration among prospective interviewees.

In the next paragraph, an overview is given of the sampling technique that was employed and a description of the target population included.

5.7 The study sample

This subsection briefly addresses the technique of sampling and explains the method that was used in this research. Coupled with that is a description of the target population.

5.7.1 Sampling

There are three categories of sampling, namely, random (Fowler 1993:14), probability (McBurney 1994:205-208) and non-probability sampling (Robson 1997:140-142). These are shown in table 5.2.

Table 5.1: Sampling techniques

Random sampling	Probability sampling	Non-probability sampling
Simple random sampling	Systematic sampling	Quota sampling
Stratified random sampling		Dimensional sampling
Cluster sampling		Convenience sampling
Multistage sampling		Snowball sampling
		Purposiveness sampling
		Haphazard sampling

Although it would have been ideal to involve the entire population of HODs at MEDUNSA in this study, it would have been difficult to put that into operation. Setting up appointments, interviewing and analysis of data would have been time consuming and unlikely to fit in with the time frame of this research project.

Therefore, a stratified random sampling technique was adopted. There are four faculties at MEDUNSA with different characteristics and functions which was why this researcher wanted to involve each faculty in the study. It was considered ideal that the representation of each faculty should be proportional so that the respondents were representative of the HOD population at MEDUNSA and so a simple random sampling could not be implemented.

It was decided to involve 30% of the HOD population which is neither too large nor too small, giving a convenient sample size to work with. Hence, a stratified random sampling was used in which 30% of the departments in each faculty were randomly selected. The names of all departments within a faculty were written on pieces of paper, placed in a box and selected randomly. This was done for each faculty. For instance, the Dental faculty has nine departments and so three departments were randomly chosen (see table 5.3).

Table 5.2: Sampling of HODs

Faculty	Total number of departments	Number of departments selected
Dentistry	9	3
Science	7	2
Medicine	42	13
NSPH	7	2
TOTAL	65	20

It was decided to use the entire population of Deans since there are only four of them.

5.7.2 The target population

The target population for the interview studies comprised four groups of interviewees as shown in table 5.3. The (one) interviewee from Executive Management was chosen because of his direct involvement in monitoring and promoting academic staff development activities and procedures at the institution. Since no other member from Executive Management is involved in academic staff

development, the respondent was representative of the Executive Management population. The same argument applied to the CADS Manager. The CADS Manager was selected because of her involvement in managing staff development practices and policies at the institution. Deans in all faculties were chosen, hence the sampling was representative of the population of Deans at MEDUNSA. Deans and HODs were included because of their leadership status within faculties and academic departments, respectively (see subsection 1.6.3).

Table 5.3: Target population for the qualitative study

Group	Target population	Number of people interviewed
Group 1	Executive Management	1
Group 2	CADS Management	1
Group 3	Deans	4
Group 4	HODs	20

Subsection 5.8 gives a detailed account of how the main study was undertaken.

5.8 The main study: Conducting the interviews

Prior to the interviews, appointments were set up with the Executive Manager, Manager of CADS and Deans to explain the intention of the interview and what the study entailed. Each HOD was contacted telephonically to request permission for an interview. Thereafter, the relevant interview schedules were mailed to the interviewees. A covering letter was attached explaining the purpose of the study and the intention of the interview (see appendices B, C, D and E), assuring confidentiality and thanking them for agreeing to be interviewed. Appointments for all interviews were set up. It was a bit difficult to secure an appointment with the Executive Manager because of his demanding and unpredictable schedule but nevertheless he had eventually set aside time for the interview.

The Management of CADS was interviewed on 2 August 2002 and the Executive Manager on 20 August 2002. The duration of each interview was one hour and twenty minutes. The Deans of the Faculties of Dentistry, Science, Medicine and the NSPH were interviewed on the 21, 22, 23 January 2003 and 3 February 2003, respectively. The HODs were interviewed during the period February 2003 to April 2003. The average duration of the interviews with the Deans was one hour and with the HODs, 30 minutes.

At the outset, the purpose of the interview was explained to the interviewees. The interviewer made an effort to create a relaxed, friendly atmosphere while also creating a balance by keeping the interview formal. The interviewees showed great interest in the study and all questions in the interview schedules were answered. At no point during the interview did they show fatigue or disinterest. All interviews were tape-recorded and handwritten notes were taken as a back up, during the interviews. After analysis (see subsection 5.9) an abstract of the major findings was sent to all interviewees.

On another point, it was initially intended to also interview the Deputy Director of CADS since she was part of CADS Management. In an attempt to secure an interview with the person concerned, the interview schedule for the Management of CADS, together with a covering letter was sent to her in July 2002. When she had gone through the questions in the interview schedule, she felt that she was not able to answer them. She explained that she had been recently (January 2002) employed at CADS and felt that she did not have a “solid” enough idea of how the department was being run or about staff development issues at CADS or institutional level. She was of the opinion that her limited knowledge might affect the validity of the study and “skew the data”. She said that she needed at least a year to settle down. Thus, an arrangement was made to conduct the interview in 2003. When approached again in January 2003, she stated that she was still not “ready” to be interviewed. At the end of March 2003, she had resigned from MEDUNSA and hence no interview was conducted.

5.9 Analysis of the results

A short period after the interviews were conducted, the field notes and recordings of the interviews were put into a readable form for analysis. The interview recordings were played while being compared to the (handwritten) field notes, and amendments and additions were made accordingly.

Data was captured using data reduction methods. Miles and Huberman (1994:10) defines data reduction as follows: “It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes of transcriptions”. In this study, data reduction was a form of analysis that sharpened, sorted, focused, discarded and organised data in such a way that the final conclusions could be drawn and verified (Miles and Huberman 1994:10). Three steps were involved in the analysis of the data: organising the data, summarising the data and interpreting the data (Ary, Jacobs and Razavieh 2002:465).

The first step in organising the data was to reduce it through a process called coding (Ary et al. 2002:465). In this research, coding was done by writing keywords or phrases below the units (sentences or paragraphs) of data. An example of the coding done for this research is given in

appendix G which relates to the interview responses of the CADS Manager and Executive Manager. The coding for the responses obtained during the interviews with the Deans and HODs were handwritten and not typed, but are available for scrutiny.

After all the data were coded, all paragraphs having the same coding categories were placed together. Also, the data was re-read to look for units of meaning, for example words, phrases and sentences that appeared regularly and which seemed important. This classification of similar ideas and concepts also represented categories. This classification simplified the analysis since data having the same categories were grouped together. The goal was to come up with a set of categories that provided a meaningful reconstruction, summary and interpretation of collected data (Ary et al. 2002: 466-467, and Bogdan and Biklen 1992:166). As a validity check the coded transcripts were given to a colleague who was asked to examine the data for correctness of coding and categorization.

The ultimate step was to make general statements and further interpretations about relationships among categories by discovering patterns or themes in the data. In searching for patterns, the researcher tried to understand the complex links between the respondents' perceptions, actions and beliefs and also to look for negative evidence and alternative explanations. Pattern seeking also helped to establish how well the data illuminated the research problem in addition to relating to the conceptual framework of the inquiry (McMillan and Schumacher 2001:476).

5.10 Conclusion

To recapitulate, this chapter described the qualitative phase of this research in so far as providing an account of the research design, content validation of the research instruments and the data collection method that was employed. Whilst it was pointed out that the interview method has its advantages there are several limitations that accompany it and which have to be circumvented. The compensation of these barriers was explained in the context of this research. Measures that were undertaken to ensure reliability and validity of the instrument were also elucidated.

Further, the content validation for the interview schedules drawn up for the target population was explicated. The content validation served as a conjugation between the thematic literature review and the questions in the interview schedules. The final components of this chapter included sampling techniques, the methodology that was applied in conducting the pilot studies and main investigation, including an explanation of how the results were analysed.

In the following chapter the results of this qualitative study involving interviews with management, are reported and discussed.

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