

Faculty of Education

Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia

By

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Declaration

I declare that the thesis titled, “**Staff and students’ experiences of the incorporation of the Caprivi College of Education into the University of Namibia**” is my own work. It has never been submitted in any form for a degree or diploma before in any tertiary institution, and all the sources I have used or quoted have been indicated and acknowledged by complete references.

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Dedication

In sincere memory, I dedicate this thesis to my two lovely late parents, my father, **Davidson Salwendo Kakuwaizi**, and my mother, **Joyce Namiloka Mushendami**. Without your parental care this achievement could not be realized.

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I am also not forgetting God the Father, God the Son, Jesus Christ the Saviour, Amen.

Abstract

The demands for greater efficiency, quality and reductions in public budgets have meant that continually more countries are looking closely at the structure of their higher education systems, and this has often resulted in reforms. The objective of creating larger units has resulted in mergers or closures of institutions of higher education. Over the past few years, Namibia has been dedicated to incorporate colleges into the University of Namibia as part of the trend that is currently reflected in the global higher education market. The period within which higher education mergers have taken place on a large scale internationally overlaps with a phase characterized by an extremely rapid take-up of information technologies in higher education. This study analyses the experiences of staff and students from the incorporated Caprivi College of Education into the University of Namibia with reference to curriculum change.

This study has noted that scholars generally agree that incorporation is different from mergers and takeovers as experienced in the business context. The purpose of this study was to evaluate the experiences of staff and students regarding the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change. This is a qualitative study that used document analysis, structured interviews and group interviews with different members of the university community.

Purposive and convenience sampling techniques were used to determine the experiences of staff member and students regarding the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change. From the analysis of collected data, it was found that the overall experience of staff members and students showed that the incorporation brought about positive and negative changes to the curricula; chief among them was an upgrade of the previous qualification to an honours degree with a wider specialization area than before. However, challenges of weaker pedagogical skills in the curricula, heavy workloads and uncertainty were noted.

Thus, this study concluded that the University of Namibia, especially the Katima Mulilo Campus, needs to make deliberate efforts towards improving the curricula of the Bachelor of Education degree if the incorporation is to be regarded as a success. Empirical results from this study could guide management in taking corrective action that can lead to the competitiveness of the Bachelor of Education Honours degree in future incorporation plans.

KEY WORDS

Curriculum
Higher Education
Incorporation
Mergers
Policy
Staff
Students

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Abbreviations and Acronyms

ACTET= Advisory Council on Teacher Education and Training

B C = Broad Curriculum

BED = Bachelor of Education

BETD = Basic Education Teacher Diploma

CCE = Caprivi College of Education

FOA = Faculty of Agriculture

FOE = Faculty of Education

HED = Higher Education Diploma

IGCSE = International General Certificate of Secondary Education

MBE = Ministry of Basic Education

MHE = Ministry of Higher Education

NEC = National Education Certificate

NHEC = National Higher Education Certificate

UNAM = University of Namibia

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter provides an introduction and overview of the research carried out at the University of Namibia's Katima Mulilo Campus. This campus was used as a case study to analyse the views and experiences of staff members and students with regards to the effects and impacts of the incorporation of the Caprivi College of Education into the University of Namibia (UNAM). The research was conducted at the Katima Mulilo Campus (formerly the Caprivi College of Education) of the University of Namibia in the Zambezi Region of Namibia. The Caprivi College of Education is situated in the far north-eastern region of Namibia about 1260 kilometres from Namibia's capital city of Windhoek where the University of Namibia is situated. Thus, the purpose of this study was to analyse the experiences of both students and staff members at the Katima Mulilo Campus with regards to the incorporation of the Caprivi College of Education into the University of Namibia.

1.2 Background to the study

Namibia became independent from South African rule on 21st March 1990. At Independence, the country inherited an education system where the training of teachers was inadequate in both quality and quantity, as teachers were coming from different systems that could not support the commitment to education for all. For quality, efficiency and effectiveness to prevail in schools, it largely depended on the nature and success of teacher education programmes pertaining in the country (MEC, 1993).

Soon after Independence, several policies were developed in line with the new vision of the government. Policy papers on the state of education in Namibia were developed by the new government, and these efforts included the establishment of a Higher Education Framework as noted by the Presidential Commission Report of 1991. The Presidential Commission (1991) reviewed and analysed the higher education system and offered recommendations that helped in guiding the transition process as a way of correcting imbalances in the education system. Namibia

developed a new system of institutional configuration and working arrangements for institutions for higher learning in Namibia that requires a great deal of change, especially in the context of the higher education sector (Higher Education for Development in Namibia, 1998).

Following Independence, the University of Namibia Act of 1992 established the University of Namibia which was charged to serve as a centre of higher learning in critical areas necessary for national development. The University of Namibia had a primary responsibility for senior secondary teacher education (Grades 11 – 12) for both pre- and in-service training. The Colleges of Education Act No 25 of 2003, which was established by the Act of Parliament, made provision for the establishment of a body called the Advisory Council on Teachers' Education and Training (ACTET). Teacher training and teacher reform were among the issues to be looked at by ACTET.

Four colleges of education have been under the Ministry of Basic Education (MBE) and the Ministry of Higher Education (MHE) respectively, and have over the years been offering the three-year Basic Education Teacher Diploma (BETD) program which prepared student teachers to teach from Grade 1 to Grade 10 (Broad Curriculum, 1995).

Nyambe (2001) states that, the first intake into the BETD program was in February, 1993. The introduction of this program received approval both locally and internationally. BETD meant, among other things, a radical reorientation of the former Namibian teachers' educational programmes to one which would institute new pedagogical strategies aiming at developing independent thinking and problem solving strategies (Callewaert & Kallos, 1992).

Despite international applause, the BETD program was criticized (Nyambe, 2001). UNAM's main criticism of the BETD was that it lacked sufficient academic content in various subject areas (Nyambe, 2001). Because of the continuous criticism, a review of the quality of teacher education offered in colleges was commissioned by the Ministry of Education (Consultancy on Teacher Education Reform, 2008).

In 2008, the Crebbin Consultancy which was commissioned to provide recommendations on how to improve the quality of teacher education and provide an

implementable Teacher Education Reform Plan, recommended, among others, that the management of colleges must be improved (i.e. incorporating them with UNAM) and the curricula were also to be improved, i.e. to modify the curriculum from a diploma (BETD) to a Degree (B.ED) (Consultancy on Teacher Education Reform, 2008).

The recommendation to incorporate the colleges of education into UNAM was seen as having the potential to improve the status of the colleges, as well as their governance structures. The University of Namibia was supportive of the incorporation of colleges of education into the Faculty of Education (FOE) of the University of Namibia, because it had previous experience with the incorporation of the then agricultural colleges into the Faculty of Agriculture (FOA) of the University of Namibia (Teacher Education Reform, 2008).

The purpose of this study is to investigate the experiences of the students and staff regarding the incorporation process of the Caprivi College of Education into the University of Namibia (UNAM). As was pointed out, the proposal and experiences of the incorporation of colleges into UNAM was not a new phenomenon in Namibia. In April 2008 the agricultural colleges at Ogongo and Neudam, which were being managed by the Ministry of Agriculture, Water and Forestry, were successfully incorporated into the University of Namibia (UNAM Annual Report, 2008).

Following the successful incorporation of the agricultural colleges into UNAM's Faculty of Agriculture, the Ministry of Education approved and announced in 2009 that the colleges of education were to be incorporated into the University of Namibia. The cabinet approved the merger of the colleges of education with the Faculty of Education of the University of Namibia in April 2010 (Ministry of Education, Directorate: Higher Education, 2009). The Ministry of Education also developed the implementation plan which this study sought to investigate regarding its effect on both the students and the members of staff who were incorporated into the Faculty of Education of the University of Namibia.

The merger (incorporation) was formally implemented on 1 January 2011. This study therefore investigated and analyzed the process of the incorporation of the Caprivi College of Education into the Faculty of Education of the University of Namibia with reference to curriculum change. It focused particularly on how this process was

experienced by staff members and students of the former Caprivi College of Education, and focused on the curriculum change.

1.3 Incorporation context

Soon after Independence in 1990, the National Education Certificate (NEC) and National Higher Education Certificate (NHEC) courses were introduced at the Caprivi College of Education (CCE) and at other colleges as interim courses pending finalization of a new national post-apartheid program for teacher education. The above programs were offered and accredited by the University of Namibia (CCE Prospectus, 2006-2007)

The Basic Education Teacher Diploma (BETD) was developed in 1992 and implemented in 1993. It replaced the National Education Certificate (NEC) and the National Higher Education Certificate (NHEC). The BETD came with a new approach to teaching and learning, namely learner-centred education (MEC, 1993). Half of the staff members who moderated the BETD program came from the University of Namibia. This signified the close ties that existed between the two institutions before the incorporation (MEC, 1993). It is from this angle that it becomes critical for this study to establish whether these ties and relationship influenced the incorporation of the college into UNAM in terms of curriculum change and models of delivering content to the students or not.

The BETD curriculum was a three-year diploma program which combined a common core foundation year for all, with opportunities for specialization in relation to phases of schooling and subject areas in the second and third year (Broad Curriculum, 1995). The entry requirement for the BETD was a Grade 12 certificate with IGCSE passes, or an equivalent. Equivalents were considered in terms of standard alternatives such as passes at matriculation level or accepted foreign examinations, or a combination of relevant experience and Grade 10.

The Broad Curriculum (1995) further stipulated that the common foundation studies were taught to all first years; the purpose of the foundation studies was to integrate theoretical and practical aspects of the teaching and learning and to consolidate the subject knowledge to at least Grade 12 level (more especially for entrants with only Grade 10 and teaching experience).

In the second year, students were opting for level specialization for Grades 1 – 7 or Grades 5 –10. In the level specialization for Grades 5 -10, students specialized in Humanities or Mathematics and Integrated Natural Science or Pre-vocational subjects. In the third year, there was a further level and subject specialization. Students opted for level specialization in Lower Primary, Upper Primary or Junior Secondary. In the level specialization for Upper Primary, students would continue with their subject specialization from year 2. In the level specialization for Junior Secondary, students would specialize in (1) Languages, (2) Social Science, (3) Mathematics and Integrated Natural Science or (4) Pre-vocational subjects.

The assessment and evaluation system was consistent with the stated principles of learner-centred, interactive teaching and learning. The purpose was to provide conditions for students to succeed rather than to concentrate on weeding out failures. Continuous assessment formed part of the assessment system. The assessment of the experiences of staff members and students with regards to the incorporation of the college would also establish whether the incorporation maintained or changed the assessment and evaluation systems or not.

Grades were awarded as follows on the basis of competencies gained: Complete with Distinction (A) pass, Complete with Credit (B) pass, Complete (C) pass and Incomplete (D) fail. Successful students were awarded the Basic Education Teacher Diploma and formally qualified to teach in Grades 1 – 7 or Grades 5 –10, depending on the choices of their study in the second year (Broad Curriculum, 1995).

The University of Namibia was established in August 1992 by the UNAM Act, charged with the role of serving as a centre of higher learning and research. In 1996, the four-year Bachelor of Education (B.ED) was introduced to replace the four-year Higher Education Diploma (HED). Most of the lecturers who taught in colleges graduated from the University of Namibia with HED or B.ED qualifications.

There are two phases for the B.ED program. The pre- and lower-primary phase prepares students to teach from pre– to lower primary, Grade 1 to Grade 4. Students are required to take core modules in education, as well as school subjects in this phase. All modules are compulsory except for Namibian languages where students must select one Namibian language or sign language. The upper primary phase

prepares students to teach from Grades 5 – 7. Students are required to take core modules in education, as well as two majors, a minor and one additional elective. Students will also have an opportunity to select one career specialization (UNAM Prospectus, 2013).

The entry requirement for the undergraduate degree program is a National Senior secondary Certificate (Grade 12); it is further required that the candidate should have passed five subjects (including English), normally in not more than three examination sittings with a minimum of 25 points, according to the UNAM Evaluation Scale. English is a compulsory subject and should normally be obtained at NSSC (English as a second language) grade C or better or at NSSC (English as a First Language) grade D or better. Other school-leaving qualifications may be accepted on their own merit as alternatives, and will be evaluated according to Regulation G.7.3.1 (1) (2) (UNAM Prospectus, 2013).

The award of the degree is subject to satisfactory completion of all core, professional subjects, school content subjects and School Based Studies (SBS) Phase 1, 2 and 3. In addition, students will attend compulsory tutorials during SBS with identified lecturers throughout the four years of study. Students further have to show professional conduct on campus, in class as well as in schools. Students will be required to conduct 22 weeks in total of SBS (UNAM Prospectus, 2013).

1.4 Problem statement

According to Crebbin Consultancy (2008)'s recommendations on teacher training in Namibia, there was a need to improve the management of colleges through incorporating them into the University of Namibia, and ultimately improve the curriculum. Jansen (2002) maintains that to achieve a competitive and effective higher education system one needs to change and improve the curriculum so that it can be competitive within the global market.

In 2011, the colleges of education were incorporated into the University of Namibia and the Caprivi College of Education was one of the incorporated institutions. Since that time there has been only one study conducted on the implementation of the incorporation of the colleges with the University of Namibia. The study focused only on the general views of the incorporation of colleges of education into the University

of Namibia (Masule, 2011). Furthermore, Masule (2011) recommends that more studies be conducted on the incorporation. The problem statement of this study is principally informed by the fact that there is very limited empirical documentation in the area of college incorporation into the University of Namibia; thus, empirical studies on the experiences of the incorporation of colleges into UNAM are very scanty and little academic attention has been given to this domain.

Despite the incorporation, there are more questions which are still surfacing in corridors in terms of the curriculum of the incorporated institutions; hence, the need to carry out a study to understand the views and experiences of staff members and students regarding the incorporation of the Caprivi College of Education into the University of Namibia with reference to the curriculum.

1.5 Rationale of the study

The researcher has worked as a lecturer at the Caprivi College of Education between 1999 and 2011 when the college was incorporated into the University of Namibia, and to date the researcher is still working for the University of Namibia at the Katima Mulilo Campus. The researcher's interest in carrying out research on the experiences of staff members and students regarding the incorporation of the Caprivi College of Education into UNAM stems from the working experience acquired by the researcher at the Caprivi College and UNAM respectively.

Soon after the merger of this college into UNAM, there were numerous questions surfacing in corridors concerning the curriculum of the incorporated institutions in general and at Katima Mulilo Campus in particular. Thus, the lack of a systematic study to answer such questions prompted the researcher to investigate the experiences of staff members and students about the effect that the incorporation had on curriculum change.

It is also hoped that the study will help policy makers, policy analysts, and heads of higher education institutions planning to incorporate or merge their institutions from threats of the incorporations or mergers. Lastly, the study sheds light on the effectiveness and/or ineffectiveness of the implementation of this policy and its effect on curriculum change.

1.6 Purpose of the study

The purpose of this study was to explore and analyze the experiences of staff members and students regarding the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change. It provides an analysis of the incorporation process with the aim to:

- Provide an understanding of the incorporation of the Caprivi College of Education into the University of Namibia.
- Explore the views and experiences of staff members and students of the incorporation with reference to curriculum change.

1.7 Main research question

What are the staff members and students' experiences regarding the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change?

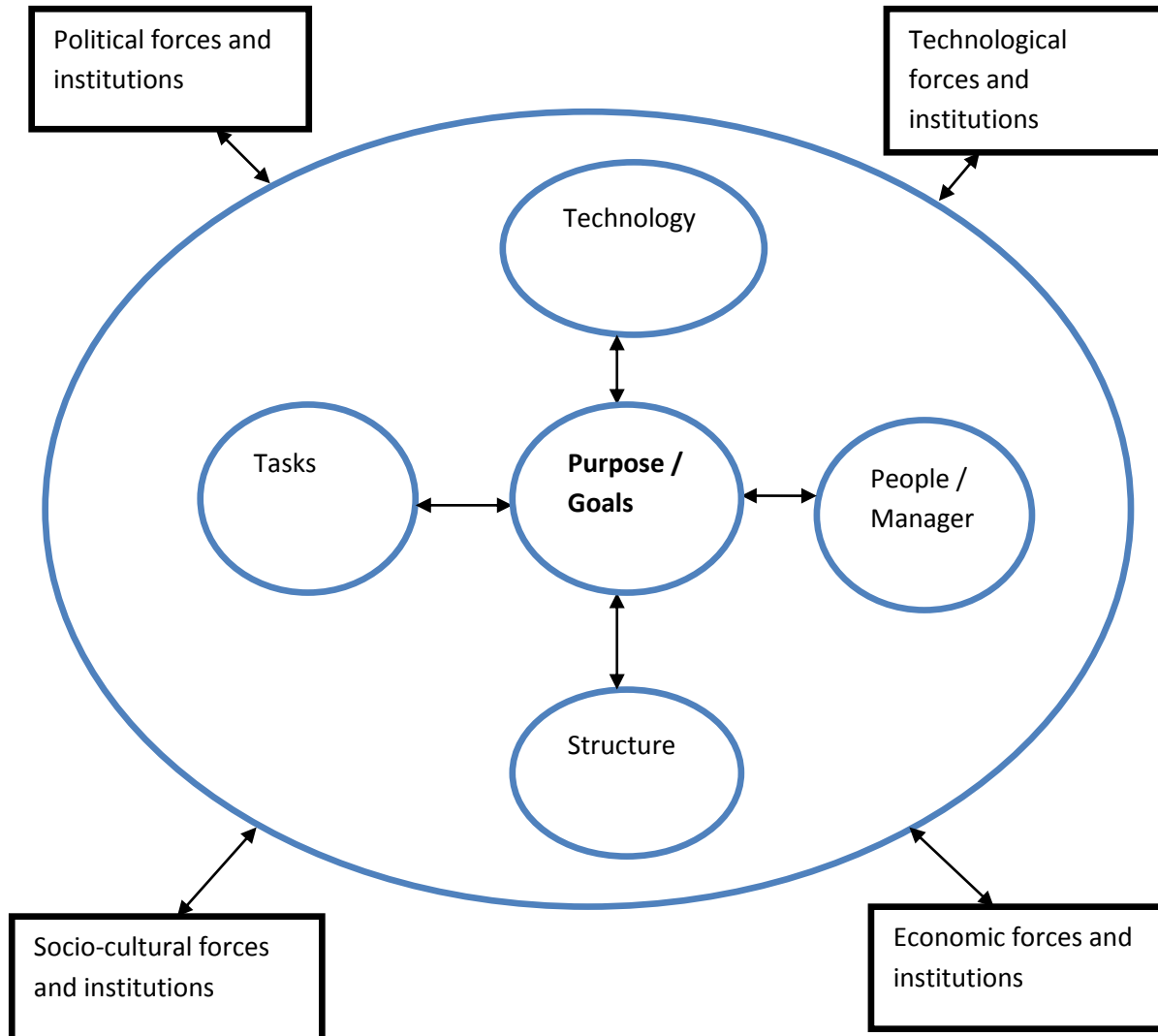
The following sub-questions were used in this study:

- What are the experiences of staff members and students regarding the incorporation of the Caprivi College of Education into the University of Namibia?
- What are the views and experiences of staff members and students regarding the incorporation with reference to curriculum change?

1.8 Theoretical framework

This study uses contingency theory as its theoretical framework. The essence of contingency theory is that best practices depend on the conditions of the situation. Contingency theorists have tried to identify and measure the conditions under which things are likely to occur. For example, Vroom (1988) maintains that the success of a leader is the function of various contingencies in the form of subordinate, task and/or group variables; in other words, the effectiveness of a given pattern of leadership behaviour is contingent upon the demands imposed by the situation. Donaldson (1995a) holds that the most effective organizational structure design is where the design fits the contingencies as shown in Figure 1.1 below.

Figure 1.1 Contingency Model



According to the above contingency model, tertiary institutions (in this case colleges and universities) are organizations which operate in environments where there are various conditions (contingencies) which can influence or direct their goals. As the model outlines, there are internal and external conditions, and both of them have an influence on the decisions, goals and operations of an organization.

In this study of the incorporation of the Caprivi College of Education into the University of Namibia, the researcher focused much on the external forces, i.e. the political forces that pushed the incorporation of the two entities. The Cabinet

Decision No. 18th/29.09./011 of the Republic of Namibia prompted the incorporation of colleges into the University of Namibia. It must be noted that one of the external factors that pushed for the incorporation was underscored by some political influence from government that mandated this incorporation. The second external contingency was the economic force factor; this looks at the efficiency and effectiveness of the organization. The Crebbin Consultancy (2008) on teacher education in Namibia reports that through the incorporation of colleges into the University, efficiency and effectiveness will be accomplished. It is against this background that the consultancy's recommendations are classified as an economic factor by the government which also drove towards the incorporation.

1.9 Literature review

This section provides a brief discussion of the conceptualization of key concepts in this study on the experiences of the mergers (incorporations) with reference to curriculum change. The purpose of the review was to understand key concepts and issues that relate to the topic.

Harman and Meek (1988) define merger as the combination of two or more separate organizations, with overall management control coming under a single governing body and single chief executive. Harman and Harman (2003) further differentiate between a merger and incorporation, and assert that a merger is a combination of two or more equal entities while incorporation is the takeover of a small entity by a bigger entity. A takeover is when small institutions are absorbed as departments or faculties by large institutions. It is therefore important to note that because of the meanings of these two concepts which are more or less the same, the study will only employ the use of 'incorporation' instead of 'merger' throughout.

In addition, Skodvin (1999) states that mergers are institutional changes which include the abandonment of the existing forms of governance, change in institutional norms, objectives and academic programme (curriculum), as well as the modification of the organizational products; many have described these changes as drastic and dramatic.

Mergers can take a variety of forms; here are conceptualized merger forms (Harman & Harman, 2003)

Voluntary and involuntary mergers: Voluntary mergers (incorporations) are mergers that result from the initiative of the participating institutions themselves while involuntary mergers result from the initiative of external pressures, particularly the government.

Consolidations and takeovers: Consolidations are mergers between two or more institutions of similar size coming together to form a new institution, while take-overs are the incorporation of small institution/s into large institution/s.

Single sector and cross-sectoral: Single sector are mergers where institutions involved are from one higher education sector, while cross-sectoral are mergers where institutions involved are from different higher education sectors.

Two-partners and multi-partners: Two-partnership mergers of two institutions are to form one institution while multi-partner are mergers of more than two institutions to form one institution; this is regardless of size or economic background (Harman & Harman, 2003).

Similar and different academic profile: Similar academic profiles are mergers between institutions offering courses in the same field or field of study, and different academic profiles are mergers between institutions offering courses in different fields or fields of study.

The first wave of mergers between 1960 and 1981 was mainly concerned with the consolidation of the highly fragmented non-university sector, with the result that numerous small, specialist institutions were combined to form larger institutions and in a few cases were absorbed into the universities (Habib & Parekh, 2000; Harman & Harman, 2002).

According to Harman (1981), the second wave of mergers between 1981 and 1987 was initiated by the Commonwealth Government which in 1974 had taken over full responsibility for the funding of all public higher education. As part of major cost cutting and government restructuring efforts, the Commonwealth decided that 30 Colleges of Advanced Education (CAEs) with heavy involvement in teacher education must combine with other institutions or lose their funding.

The wave of restructuring from 1987 to 1991 was by far the most dramatic and far-reaching. In late 1987, the Common Wealth announced major reforms that included the abolition of binary systems and extensive institutional changes (Harman, 2003).

Internationally, from 1960s until the early 1990s, the majority of mergers were government-initiated, aiming to solve problems of fragmentation and small institutions usually located in non-university sectors. In Australia, for example, throughout the 1970s and the early 1980s, numerous small colleges were combined or absorbed into universities (Harman & Meek, 1988).

In Hungary, the government stipulated mergers in the light of the suggestions from the World Bank to eliminate duplication and achieve economies of scale in higher education (Morgan 2000, in Harman & Harman, 2003).

In the Netherlands, the main effort was directed at reducing the number of separate non-university sectors, and to create larger and more comprehensive institutions. In Norway, the early 1990s regional colleges were combined with specialist nursing and teacher training colleges (Norgard & Skodvin, 2002 in Harman, 2003; Skodvin, 1999).

In North America, Canada rationalized its colleges of education by merging them into the education departments in universities in the 1960s (Harman & Meek, 1988)

Developments in New Zealand have been somewhat similar but the absorption of some teachers' colleges and polytechnics into universities came at a later stage (Harman & Harman, 2003).

In Asia, China's nation-wide higher education restructuring in the 1990s represented the largest scale of merger operations in the higher education system. Institutional mergers were also adopted by the Vietnamese and Japanese governments to reduce the number of specialized institutions (Harman & Harman, 2003).

Experiences from international research findings have shown that voluntary mergers (in Canada, the Netherlands and Sweden) are usually more successful than forced mergers (Australia, Finland and Norway). Forced mergers seem to be marked by a

lack of positive profitability, as well as the degree to which the reform satisfies the organisational needs of those it affects (Harman, 2002).

In Africa, South Africa's mergers have been limited, mainly to the absorption of smaller specialist institutions into universities, and advocated in order to address two particular problems of the apartheid legacy (Jansen, 2002; Reddy, 1998). Namibia has also had its own experience of incorporation, albeit it involving one case study that involved the incorporation of two agricultural colleges (Ogongo and Neudamm) into the Faculty of Agriculture of the University of Namibia in 2008.

1.10 Research design and methodology

This section provides a summary of the research approach, sample of the study, data collection methods and data analysis strategies. It also provides a summary on trustworthiness, ethical considerations and possible limitations and challenges of the study. A more detailed discussion of these aspects is provided in Chapter Three.

1.10.1 The epistemology of qualitative research

This study focused on the experiences of staff members and students regarding the incorporation of the Caprivi College of Education into the University of Namibia. It focused on the views and experiences of staff members and students of these higher learning institutions with reference to curriculum change. Qualitative researchers prefer to study the world as it naturally occurs without manipulating it (Johnson & Christensen, 2012). Creswell (2009), furthermore, adds that qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study.

Thus, a qualitative research approach was appropriate to this study as the researcher interacted with participants in their natural environment. Data were collected at the Katima Mulilo Campus where the problem or issue was experienced. This study used a case study design as a research design to gather data on the views and experiences of staff members and students regarding the incorporation of the Caprivi College of Education into the University of Namibia.

1.10.2 The sample/ sample technique

For this study, the purposive sampling technique was used to select participants for data collection (Johnson & Christensen, 2012:23). The choice of purposive sampling

is based on one's judgment. Purposive sampling is a sampling technique in which the researcher selects persons with specific characteristics to participate in the research study (Johnson & Christensen, 2012).

According to Cohen, L., Manion, L. & Morrison, K. (2011), in purposive sampling, the researcher handpicks the cases to be included in the sample on the basis of her or his judgment of their typicality or possession of the particular characteristics being sought. Cohen, et al. (2011), furthermore, maintains that in this way, the researcher will build up a sample that is satisfactory to his or her specific needs.

Therefore, six senior academics were selected for this study and these included the campus director, deputy dean and four academic coordinators heading four different departments. From the administration section of the University, six administrative staff members were selected (one campus administrator, one human resource officer, one accountant, two librarians and one clerk). From the student community, six SRC members and six students from three different departments were selected.

These participants provided valuable information regarding the understanding and interpretation of the experiences and views about the incorporation of the Caprivi College of Education into the University of Namibia.

1.11 Data collection methods

1.11.1 Document analysis

The documents were analysed by means of the content analysis method. Krippendorp (2004:18) defines content analysis as "a research technique for making replicable and valid inferences from text to the context of their use." The researcher used the prospectus of the two institutions, internal reports and memoranda as the basis for document analysis. Schumacher and McMillan (2010:361) maintain that such documents describe functions and values and how various people define the organisation. The researcher hoped to derive useful data from the old documents (before the incorporation) and new documents (after the incorporation)

1.11.2 Interviews

Johnson & Christensen (2012:198) define an interview as "a data collection method in which an interviewer (researcher or someone working for the researcher) asks

questions of an interviewee (research participant).” Interviews helped the researcher to obtain in-depth information of participants’ thoughts, knowledge, reasoning and feelings about the subject under research (Christensen & Johnson, 2008).

The interview, as a data collection strategy, was chosen for this study because an interview enables participants to discuss their interpretations of the world they live in and express how they regard situations from their own point of view (Cohen, Manioc & Morrison, 2002). Through interviews participants provided an understanding of the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change.

1.11.3 Individual interviews

Individual interviews were conducted with the University’s campus director, deputy dean and four academic coordinators. From the administration section, the University’s campus administrator, human resource officer, accountant, two librarians and one clerk were interviewed with the view to obtain their experiences of the incorporation of the Caprivi College of Education into UNAM and its subsequent role and impact on curriculum issues of the program.

Thus, in-depth interviews were conducted with selected academic and administration staff. Interview sessions were conducted in the offices of each of the interviewees and lasted for 45 minutes to 1 hour.

1.11.4 Group interviews

According to Cohen, et al. (2011), group interviews are often quicker than individual interviews and, hence, are time-saving. Cohen, et al (2011) further maintains that group interviews can also bring together people with varied opinions or as representatives of different ideas.

Bogdan and Biklen (1992) cited in Cohen (2011:432) add that group interviews might be useful for gaining an insight into what might be pursued in subsequent individual interviews. The researcher conducted group interviews with two groups of students, which included student leaders and ordinary students who were representing three different departments at the University of Namibia’s Katima Mulilo Campus.

1.12 Data analysis

At a practical level, qualitative research rapidly amasses huge amounts of data. And early analysis can reduce the problem of data overload by selecting out significant features for future focus (Cohen, et al., 2011:539). Data analysis was conducted right from the initial interaction with participants and it continued throughout the interaction process with participants for the entire study period.

Gay, Mills, & Airasian (2012) suggest that qualitative data analysis is based on induction. The research started with a large set of data representing a variety of aspects, and sought to narrow them progressively into small and important groups of key data. Data were analyzed by starting with large sets of data, which were later broken down into smaller manageable themes. The smaller sets of data were later categorized into appropriate descriptions.

The researcher used the ATLAS.ti software to code and transcribes audio data into text, as it has the capacity to deal rapidly with large quantities of text-based material and without any risk of human error in computation.

1.13 Trustworthiness

Johnson and Christensen (2012) note that when qualitative researchers speak of research validity, they are usually referring to qualitative research that is credible, trustworthy, and therefore defensible. There are many strategies that can be used to maximise the validity or trustworthiness of a research study.

Johnson and Christensen (2012) identify the following principles which the researcher adopted and employed for the purposes of producing credible research findings. The principles which were used in this study are as follows:

- Participant feedback – the researcher gave feedback to participants (campus director, deputy dean, coordinators, lecturers, administration staff and students) for verification and insights.
- Peer review – The researcher initiated discussions on interpretations and conclusions with other researchers not directly involved. This assisted in providing useful challenges and insights.

1.14 Ethical considerations

Because most academic studies or research deals with human beings, it is necessary to understand the ethical and legal responsibilities of conducting research (McMillan & Schumacher, 2010). The researcher applied for ethical clearance from the University of Pretoria to be allowed to do field investigations (see Appendix 1). In addition to this, permission was also requested from the University of Namibia's campus director of the Katima Mulilo Campus to conduct interviews with students and staff members.

According to Johnson and Christensen (2012), before a person can participate in a research study, the researcher must give the prospective participant a description of all the features of the study that might reasonably influence his or her willingness to participate. In this study, the consent of participants was sought and it was the jurisdiction of the research to inform all the participants involved in the study. The importance of the study was also explained to the participants.

It is imperative for research participants to participate in a voluntary way, free from any coercion. According to McMillan and Schumacher (2010), voluntary participation means that participants cannot be compelled, coerced or required to participate. The researcher informed the participants of their right to refuse to participate whenever they felt like doing so.

According to Johnson and Christensen (2012:115), "Participants have the right to withdraw from a study at any time, unless otherwise constrained by their official capacity or roles". In this study, the researcher also informed participants of their right to withdraw at any time they wished to.

Johnson and Christensen (2012) further suggest that confidentiality refers to an agreement between the researchers about what can be done with the information obtained concerning research participants; this means that the participant's identity should not be revealed to anyone other than the researcher and his or her staff. The researcher informed all the participants that their identity would not be revealed to anyone.

According to McMillan and Schumacher (2010), anonymity means that the researcher cannot identify the participants from information that has been gathered. The researcher informs the participants that what they say will not reveal who they are; in other words, there will be no link between data and participants.

1.15 Study limitations and challenges

Due to time and financial constraints, this study was confined to staff members and students of the Katima Mulilo Campus of the University of Namibia. There is, therefore, a need for future studies on other campuses to explore the views and experiences of staff members and students regarding the incorporation of former colleges into the University of Namibia in order to develop a fuller and deeper understanding of the research topic. In addition, the findings are not generalizable to other campuses of the University of Namibia that were not part of the population study, since the study was of a qualitative nature (McMillan & Schumacher, 2011).

The challenge in this study was that the majority of the students who experienced the incorporation of the college into the university first-hand have graduated and left the campus; therefore, during the data collection phase some of them were not available to participate in the research process.

1.16 Thesis structure

This research thesis consists of five chapters and the organization and outline of this study is as follows:

Chapter one serves as an introduction of the study.

Chapter two examines the literature on the topic and how the research fits into the gaps.

Chapter three outlines the research methodology and describes the study area and parameters. Also in this chapter the research strategy is outlined. It covers the selection of the sample, sampling techniques, instrument design, data collection process, extensive research approach and the overall methodology employed in this study, including the limitations of the study.

The fourth chapter presents the analysis of data collected. The results of the interviews with the University's campus director, deputy dean, administration staff

and students are analysed in this chapter. It includes an in-depth discussion of the results.

Chapter five relates conclusions and recommendations regarding findings in the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter provides and presents the appraisal of literature pertinent to this study and it also provides the reviewed studies of other international, regional and local researchers and writers on the experiences of institutional mergers. The first part of this chapter defines mergers and incorporations, rationales of mergers, forms or types of mergers and international experiences on the mergers or incorporations. The second part explores regional and local experiences (South African and Namibian) on incorporations and the curriculum.

It is in this chapter that the researcher exhibits awareness of the contemporary state of knowledge and discusses how the current study will fit into the wider context. This chapter will also define what is understood by both scholars and education managers in Namibia to establish the current state of affairs regarding the assessment of the incorporation of colleges into UNAM and the experiences that students and staff members acquired as a result.

2.2 Definition/s of mergers (incorporations)

The concept of a merger originated in the field of business, and has been defined as a combination of two companies into one integrated new company with the aim of improving financial performance. Similarly, in the field of higher education, an institutional merger is taken to mean an amalgamation of two or more separate institutions that surrender their legally and culturally independent identities in favour of a new joint identity under the control of a single governing body (Prichard, 1993).

Su (2009) argues that, in most cases where institutional mergers have occurred, they become takeovers rather than mergers. This instance shows that smaller, higher educational institutions were merged into bigger and reputable institutions. Su (2009) further maintains that, although somewhat different, most countries term these reform practices as mergers, consolidation or amalgamation. It is therefore very important to note that because of the meanings of these two concepts (merger and incorporations) which are more or less the same, they will be used interchangeably throughout this study.

Harman and Meek (1988) define a merger as the combination of two or more separate organisations, with overall management control coming under a single governing body and single chief executive. Harman (2003) extends the debate on the definitional issues of the terms between a merger and incorporation, and asserts that a merger is a combination of two or more equal entities while incorporation is the takeover of a small entity by a bigger entity. A takeover is when small institutions are absorbed as departments or faculties by large institutions. Based on this definition, what took place between the college and UNAM was an incorporation and not a merger.

In addition, Skodvin (1999) further states that mergers are institutional changes that include the abandonment of the existing forms of governance, change in institutional norms, objectives and academic programmes (curriculum), as well as the modification of the organizational products; many have described these changes as drastic and dramatic. A scrutiny of international literature available on the domain confirms that not much research has been done in this regard within the context of higher education and the experiences of students and staff on such incorporations of colleges into universities in Namibia.

2.3 Rationale of mergers (incorporations)

Mergers and other forms of incorporations in higher education occur due to a number of reasons. Harman and Harman (2003) maintain that institutional mergers have been used by national governments across the globe for restructuring and as part of efforts to redress and address problems and challenges that are constantly being presented by institutional fragmentation, lack of financial and academic viability and low efficiency and quality. This study, thus seeks to verify these findings by Harman and Harman (2003) within the context of the incorporation of the Caprivi College of Education into UNAM, and to see if the factors that have been identified are the same factors that pushed for the collaboration and incorporation or not.

Skodvin (1999) suggests that mergers take place as a reaction to educational policy and as a result of competition between higher education institutions. He further argues that some collaborations spring from local initiatives of adjacent institutions

and their staff, while other cases spring from regional or national decisions. This study examined whether some of these rationales were applicable to the incorporation of the Caprivi College of Education into UNAM.

2.3.1 Types or forms of mergers

Mergers can take a variety of types or forms; here follows conceptualized merger forms.

Voluntary and involuntary mergers: Voluntary mergers (incorporations) are mergers that result from the initiative of the participating institutions themselves while involuntary mergers result from regional or national decisions, particularly the government. Voluntary mergers are easier to organize and more successful because it is possible to achieve a substantial degree of staff involvement in negotiations and implementations, leading to a strong sense of ownership. On the contrary, Skodvin (1999) asserts that, in most countries, mergers have in part been involuntary, in the sense that educational authorities have initiated them, they are always difficult to organize and sometimes unsuccessful. Experience has shown that voluntary mergers (as, for instance, in the latest mergers in the Netherlands, Canada and Sweden) are more successful than 'forced' mergers (Australia, the Netherlands, Finland and Norway). Skodvin (1999) further argues that forced mergers seem to be marked by a lack of positive profitability and the degree to which the reform satisfies the organization. It becomes imperative for this study to question if the incorporation of the Caprivi College of Education into UNAM was voluntary or involuntary.

Consolidations and takeovers: Consolidations are mergers between two or more institutions of similar size coming together to form a new institution, while take-overs are the incorporation of small institution/s into large institution/s. Consolidations generally take more effort and time to organize, and involve difficult issues such as choice of the name of the new institution, how the chief executive will be appointed, the academic structure and the portfolio of courses to be offered. Takeovers tend to be far simpler, with a smaller institution often being absorbed as departments or faculties of larger institutions.

Single sector and cross-sectoral: Single sector are mergers where institutions involved are from one higher education sector while cross-sectoral are mergers

where institutions involved are from different higher education sectors. Prior to the late 1980s, most Australian mergers were single sector consolidations involving only colleges of advanced education (CAEs), whereas many of the mergers of the later 1980s brought together former universities and CAEs (Harman, 2000). Cross-sectoral mergers pose special problems, especially when institutions from different sectors have distinctively different missions, roles and cultures, and are funded on different bases (Harman & Robertson, 1995).

Two-partners and multi-partners: Two-partners are mergers of two institutions forming one institution while multi-partners are mergers of more than two institutions forming one institution. This is regardless of size or economic background. The most common Australian mergers in the 1960s and 1970s were of two partners coming together but from the early 1980s there were many cases of multi-institution mergers that took the form of consolidations rather than acquisitions (Harman & Harman, 2003).

Similar and different academic profile: Similar academic profiles are mergers between institutions offering courses in the same field or field of study, and different academic profiles are mergers between institutions offering different fields or fields of study. A distinction can be made between mergers of institutions offering courses in the same field of study (e.g. the combination of two colleges with a range of disciplines) as opposed to mergers of institutions offering courses in different areas (e.g. a combination of a polytechnic and college of education).

2.4 International experience on mergers in higher education: The cases of Australia, the United Kingdom, Norway and the United States

Mergers have been a particularly common phenomenon in a number of countries for over three decades. Notable examples where mergers within the higher education market include those that have taken place in Britain, Australia and the United States. It was observed by this study that each country used mergers to address various systems such as the level of problems particularly related to institutional fragmentation, weak and non-viable institutions. For instance, it must be noted that in Britain and Australia mergers have been used as key elements in major restructuring efforts to build larger, competitive and more comprehensive institutions (Harman &

Harman, 2003). Thus, within the context of Namibia, it is imperative for this research study to verify if these findings could be consistent with the findings where incorporation and mergers of higher education institutions have been witnessed.

Locke, Pratt and Burgers (1985) cited in Harman and Harman (2003) assert that in the 1970s and 1980s, mergers were used as a major restructuring device to deal with problems associated with fragmentation and the small sizes of colleges of education, resulting in many institutions being combined or being absorbed into nearby polytechnics or universities.

The Australian federal government had the primary responsibility for the public funding of higher education. Decision-making, regulation and governance of higher education were shared among the Australian government and the institutions themselves (Harman & Harman, 2003).

The first wave of institutional mergers in Australia occurred in the post Second World War period, between 1960 and 1981. It was intended to create colleges of advanced education (CAEs) through combining the small, single faculty specialist institutions, such as teachers' colleges with vocationally oriented institutions (Harman, 2000). Mergers were mainly adopted by two or more geographically adjacent, small institutions. Although the first wave of mergers was much milder compared with the following two waves, it did achieve the intended goal of reducing fragmentation within the non-university sector.

Harman (1986) cited in Harman and Harman (2003) notes that as from 1981 to 1987, the second wave of institutional mergers was initiated by the government of Australia. During this wave, the major institutions being restructured were CAEs that mainly engaged in teacher education. The Commonwealth government decided that 30 Colleges of Advanced Education (CAEs) which were mainly involved in teacher education should combine with other institutions or lose their funding. Mergers were strongly contested but in the end 26 of 30 institutions were combined into larger CAEs or absorbed into universities (Harman, 1981) cited in Harman & Harman (2003).

Furthermore, the second wave of institutional mergers resulted in the shrinking of the CAEs sector. The number of CAEs was reduced from 73 to 47, and 26 out the 30

specified CAEs actually merged into other universities following the directive from the federal government. On the one hand, the reduced size of the CAEs sector led to the expected outcome of substantially, decreasing teacher education enrolments. On the other hand, the clear lines between the universities and CAEs were blurred, as anticipated after the mergers. Although positive outcomes were visible, this wave of merger activities was not without its challenges. Some negative consequences included a lack of evidence of considerable savings in costs as intended, moral damages to both the university and the CAEs, loss of the desirable features of small institutions and new inefficiency arising from managing multi-campus (Harman, 1986).

The third wave occurred between 1987 and 1991, and was more drastic. In late 1987, the federal government once again announced the new eligibilities for higher education institutions to receive federal funds (Harman, 2003). Instead of suggesting specific mergers, size criteria were used as the sole determinants for receiving government funds. To be eligible for even basic funding, a minimum of 2000 full-time equivalent students (FTE) was required; furthermore, a threshold of at least 5000 FTE students was set for competing teaching funding and some specialized research activities. In addition, in order to receive funding as a comprehensive research university, institutions needed to have at least 8000 FTE students.

However, unlike the previous two waves, this wave of restructuring had a direct impact on the entire higher education system. In addition, the federal government established a brand-new organisation, Task force on Amalgamation, aiming at facilitating mergers. Under its recommendations, the federal government started the allocation of capital funds and special funds from the National Priority Fund to support the entire merger process, which strongly assisted policy implementation (Harman, 2000). As a result, 56 out of 74 institutions participated in mergers between 1987 and 1991. The ones not involved were mostly the participants in the previous waves of mergers.

According to Harman (2000), after the three intense waves of mergers for over thirty years, Australia reached its goal of establishing large and comprehensive universities with greater academic depth and diversity. In addition, Abbott and Doucouliagos (2003), in their study to measure the efficiency of all the Australian

universities, demonstrated that the Australian universities were operating at a high level of efficiency; however, since the efficiency measured was relative, it did not exclude the possibility that the entire system was under-performing (Su, 2009). However, some scholars urged that the complete dissolution of the binary system in Australian higher education, combined with the introduction of fierce competition, gave rise to deterioration in educational standards (Pritchard, 1993). Thus, it must be noted that more research on the mergers has been done in the European continent than on the African continent. Therefore, this study's findings will contribute to the existing body of knowledge in terms of the African perspective in general and Namibia in particular.

2.4.1 The United Kingdom

Compared to the three waves of mergers in Australia, the mergers that took place in the United Kingdom (UK) were less systematic and intense. This is attributed to the unusual degree of flexibility of the British higher education system. The UK is a country without a written constitution (Pritchard, 1993) and thus all the types of organizations display greater flexibility compared to other nations. Higher education is not an exception.

The UK has a long history of higher education mergers and other types of institutional collaboration. During the 1960s and 1970s, mergers were widely adopted in order to combine the fragmented and small-sized specialized colleges into nearby polytechnics or universities (Loche, Pratt & Burgess, 1985). Thereafter, some scattered voluntary mergers took place between the 1980s and 1990s, aiming at addressing budgetary issues and building collaboration among institutions.

In the five year period 1992 – 1997, some 25 smaller colleges were merged into larger institutions, resulting in a reduction in the total number of higher education institutions from 183 to 169 (Fielden & Markham, 1997).

Many scholars have conducted considerable studies from various perspectives. Pritchard (1993) suggests a tentative typology for higher educational mergers with the adapting of some concepts that have been adopted in economic studies of corporate mergers. With respect to the nature of the merging higher education

institutions, mergers can be divided into three categories: vertical mergers, horizontal mergers and conglomerate mergers.

Vertical mergers are based on the idea in the industry that there are successive stages of production, some close to the raw materials while others close to the finished product. Thus, when two firms specializing in various stages of the product chain merge, it will be considered to be vertical merger. Similarly, in higher education, depending on which type of graduate is deemed as the finished product, vertical mergers could include mergers between non-universities and universities or between undergraduate universities and post-graduate universities (Su, 2009). The third wave of mergers in Australia belongs to this category.

Horizontal mergers capture the mergers of corporations engaged in the same stage of production, serving the same or overlapping clients. Mergers of two or more higher education institutions in the same sector could be loosely regarded as this type of merger. An example could be the second wave of the Australian mergers.

Conglomerate mergers entail mergers of corporations engaged in different areas of production without shared clients. This type of merger basically aims at broadening the diversity of the production. In higher education, this category of merger implies the amalgamation of institutions with distinct fields of study, such as the first wave of mergers in Australia that consolidated the single-purpose, professional institutions with vocational institutions into a CAE sector.

When one takes into account the motivation behind mergers, they can be categorised into voluntary or involuntary mergers. Although voluntary mergers sound appealing and do not violate the institutional autonomy, Pritchard (1993) believes that mergers can be successful, whether voluntary or involuntary. However, when the mergers are involuntary to the extent that the personnel involved attempt to sabotage the mergers, it is likely that positive outcomes are difficult to be generated. Pritchard (1993) adds that mergers can also be a manifestation of either competition or cooperation. If two or more merging institutions hold equal status, their merger will be the reflection of a mutual beneficial cooperation process. However, if they have unequal strength, a scenario of competition is more likely to emerge, with the major partners winning the minor ones.

Rowley (1997) looks at institutional mergers in higher education in the UK, and summarizes academic considerations as the key drivers behind the merger decisions that also put financial pressures in the secondary place. This is quite different from the merger practices in Australia, where the academic and financial factors were given equal attention and, to some extent, the funding pressures, due to their direct impact on higher education operation, even overrode academic considerations. It is important for this study to establish the key and major drivers regarding the incorporation of colleges specifically into UNAM and more particularly the incorporation of the Caprivi College of Education into UNAM.

2.4 .2 Norway

During the last four decades, increasing governmental emphasis on efficiency, effectiveness and accountability has pushed higher education system throughout the world to reconsider their organizational structures and operational routines (Stensakers, 2006). In order to evolve towards this direction in line with international trends, the government of Norway developed ways that were aimed at reducing the number of small, specialized, single-faculty colleges and establishing more comprehensive, multidisciplinary universities (Skodvin, 1997).

The merger of non-university colleges in Norway probably took the longest in the history of higher education mergers. According to Su (2009), the decision to restructure Norway's non-university sector through institutional mergers was first proposed by a royal Commission in 1965, aimed at enhancing both academic and administrative quality and efficiency of the small and fragmented vocationally-oriented colleges. However, due to the opponent public and political atmosphere, the reforms barely exerted any influence on the non-university colleges, leaving them intact and roughly the same (Su, 2009). Later-on the Ministry of Education took charge of this issue and prioritized it as one of the premises in the Commission's mandate. More power and authority were given to the regional boards which bore the task of selecting specific regional colleges to merge and negotiating with the colleges (Stensaker, 2006). The results from the reform were far-reaching, as Stensaker (2006) maintains that 98 regional colleges merged into 26 brand new state colleges to increase the efficiency and quality of the institutions.

Similar to the first wave of mergers in Australia, Sue (2009) suggests that the mergers that took place in Norway were all horizontal mergers between colleges in the same higher educational sector, and they all fell into the category of involuntary or forced merger. Kyvik (2002) studied the Norwegian mergers from the lens of the policy implementation. A set of goals of mergers were first identified and then the attainment of each goal was examined, based on the outcomes of the reform. The outcome data were gathered via a survey that was undertaken three years after the set-out of mergers. Thus, this study seeks to find out the form of incorporation that took place among Namibian colleges and the University of Namibia.

According to Kyvik (2002), the survey results indicated that: (1) having reduced the 98 regional colleges to state colleges effectively eliminated the fragmented colleges and created a binary system; (2) almost 30% of the faculties reflected that the possibilities for interdisciplinary research had been improved. However, no significant collaboration among faculties was discovered at that point. (3) In terms of the expenditure per student, the merged stated colleges achieved a 2.2 % decrease of annual budgets between 1994 and 1997. However, some of the colleges argued and complained that their financial situation for the college as a whole had deteriorated in the same time. These findings are to be confirmed in the Namibia context too.

2.4.3 The United States

Mergers and acquisitions are popular topics in the United States business sector. In higher education, mergers have also been extensively adopted as devices to build stronger and more viable institutions (Harman & Harman, 2003). Thus, it has been noted throughout this literature review that the application of the business concept of mergers into the higher education market has received more academic attention than it has done in Africa in general and Namibia in particular.

Scholars, such as Skodvin (1999), add that mergers were relatively common among private and public higher education institutions from the 1960s. In the private higher education sector, numerous mergers took place between small, private, liberal arts colleges. Skodvin (1999) further maintains that the major driver of the mergers was the need to achieve financial viability and/or avoid closure. It is quite critical for this

study to verify if the incorporation of the College of Education into UNAM was financially-driven or not.

In the public sector, mergers have occurred mainly amongst community colleges in order to build stronger units, with frequently independent community colleges being combined to form multi-site colleges. In the public university and state college sectors, a major trend has been to combine all separate institutions into a state-wide, multi-campus institution (Harman & Harman, 2003).

Millett (1976) carried out an extensive case study, looking at a variety of the experiences of ten colleges and university mergers between 1962 and 1975. Each of the ten cases was unique and supporting the author's argument for not making generalization about the mergers. In that study, Millett (1976) conducted interviews with various individuals involved in the mergers and he found that none of his interviewees was free of attitude. On one end of the continuum of attitude, the governing boards tended to be in favour of the merger and on the other end were faculty members in the merging institutions viewing mergers as a disaster. As always, administrative officers fell in the middle of the continuum.

2.4.4 Other international merger experiences in higher education

There are other countries that have had considerable experience with institutional mergers at some point in their history. The main effort has been directed towards problems of fragmentation in non-university sectors, with merger efforts having a minimum impact on the established universities. Involuntary mergers were carried out in Finland and Belgium to reform the polytechnic colleges and Flemish colleges, respectively, in the early 1990s. In addition, Germany and Sweden had both experienced mergers in their university and college reforms during the 1970s (Skodvin, 1999).

In Hungary, the government stipulated mergers in the light of the suggestions from the World Bank to eliminate duplication and achieve economies of scale in higher education (Morgan, 2000) cited in Harman and Harman (2003). In the Netherlands, the main effort was directed at reducing the number of separate HBOs and to create larger and more comprehensive institutions (Norgard & Skodvin, 2002, cited in

Harman, 2003; Skodvin 1999). In North America, Canada rationalized its colleges of education by merging them into departments of education in universities in the 1960s (Harman & Meek, 1988).

Developments in New Zealand have been somewhat similar but the absorption of some teachers' colleges and polytechnics into universities came at a later stage (Harman & Harman, 2003). In Asia, China's nation-wide higher education restructuring in the 1990s represented the largest scale of merger operation in its higher education system. Institutional mergers were also adopted by the Vietnamese and Japanese governments to reduce the number of specialized institutions (Harman & Harman, 2003).

In Africa, mergers have been witnessed in Sub-Saharan Africa and the striking example has been South Africa where mergers took different forms. The first wave of mergers was that of the incorporation of colleges of education into the Faculties of Education at universities. Between 2000 and 2002 the second wave was that of mergers between institutions of higher education (technikons and universities) which resulted in a new institutional landscape made of universities of technology created out of the merger of two or more technikons, comprehensive universities which were not merged but incorporated entities of smaller, higher education institutions that existed (DOE, 2002). This study seeks to establish whether the Namibian government directed the incorporation of colleges into UNAM as a way of redressing historical imbalances that were brought by the apartheid regime just as in the case of neighboring South Africa.

In some cases, institutional mergers had some influence on the curriculum of the emergent institution. International literature on mergers (Skodvin, 1999) has proved that mergers in Australia, the United States of America and the Netherlands have created broader and more multi-disciplinary course programs which still function well today. Scholars in this domain generally share a view that incorporation and mergers of institutions within the higher education market have an effect on the emergent institution's curricula (Skodvin, 1999). It is the objective of this study to find out how the incorporation of the Caprivi College of Education into UNAM has impacted and influenced curricula change at the Katima Mulilo Campus.

Furthermore, Skodvin (1999) maintains that mergers are not marriages between two partners. The greater the differences are in regard to size and course programs between the institutions involved, the greater the probability that the merger will be successful. Generally, scholars and researchers in this domain concur that mergers and incorporations of colleges into bigger universities bring some institutional benefits to the society and the university's stakeholders.

Notable scholars, such as Martin and Samuel (1994b) cited in Harman (2000), maintain that strengthening of academic programs (curricula) formed from different missions and cultures is not an easy task; however, achieving academic excellence involves not only strengthening academic offerings but the building and development of new innovative programs and developing a sound financial base. The next section provides in detail the experiences of South Africa on mergers, but focuses much on the concept of incorporation and its effects on the curriculum of the emergent institution/s.

2.4.5 Incorporation (mergers) experiences in South Africa

In South Africa, the transition from apartheid to a post-apartheid society created the conditions for fundamental changes in the education system, including the higher education sector. The following question can, however, be asked: What were the transitional conditions facing higher education at the end of the apartheid era? (Jansen 2002).

It is important to note that the higher education system in South Africa was divided by racial inequalities, with white and black institutions bearing the markings (material, cultural and social) of separate histories (Jansen, 2002). The historically black universities and Technikons were, with few exceptions, deeply entangled in on-going conflicts, instability and crises. In addition to this, these institutions witnessed a dramatic and unexpected decline in student enrolment, a trend that had particularly devastating consequences for the struggling black universities (Jansen, 2002).

The logic of resolving the apartheid legacy in higher education served as one of the rationales for the merger proposals in South Africa (Jansen, 2002). Given that Namibia has been subjected to the same apartheid rule, it is important for this research to establish whether the same findings by Jansen (2002) could be

ascertained with particular reference to the experiences of staff and students with regard to the incorporation of the Caprivi College of Education into UNAM and its subsequent effect on curriculum change.

A number of reasons motivated mergers of colleges into universities in South Africa. Chief among the reasons was the urgency by the government to deal with inequalities of resources between the historically black and white institutions and the need to create greater equity with regard to staffing and students in the former white institutions (Jansen, 2002). It also goes without saying that the motivation behind mergers in South Africa was created by the need to have an efficient and effective higher education system in the country that is competitive in line with global standards. Thus, this study seeks to establish whether the same motivation was behind the incorporation of the Caprivi College of Education into UNAM. Like in other international countries, mergers in South Africa took various forms or types (vertical, horizontal or amalgamation) and in turn the particular form of a merger was likely to have an influence on the character of the merger process (Harman, 2003).

According to Jansen (2002, p. 163), in most of the South African mergers, the interaction of governmental macro-politics and institutional micro-politics shaped the form and content of the merger, and led either to institutional obliteration (as in the case of Giyani and the South African College for Teacher Education), protected enclosure (as in the case of the Johannesburg College of Education), subsumed integration (as in the case of the Veterinary Faculties) or equal partnership (as is likely to be in the case with the two technikons, Natal Technikon and M L Sultan Technikon mergers). It is against this background that the role of the government of Namibia is bound to be assessed with regard to the incorporation of the Caprivi College of Education into UNAM.

However, mergers have their own challenges that they bring to the fore, and chief among them is institutional obliteration, which is the disappearance of the college entity in its entirety. In the case of the Giyani College of Education which was incorporated into the University of Venda, the physical plant was simply taken over for an establishment of the Agricultural School of the University. There were very few students to take over and the staff either left the college, and those who remained sought refuge at the doors of the provincial employer of those college lecturers. The

same applied to the SACTE incorporation. In legal terms, SACTE was incorporated as a sub-division of the University of South Africa but in reality nothing happened. No staff members were absorbed and student numbers were not recorded on UNISA balance sheets. According to Jansen (2002), for UNISA the SACTE incorporation was completely unattractive.

2.5 Experiences and effect of incorporations on the curriculum

To achieve the second aim of an effective and competitive higher education system, one needs to change and improve the curriculum so that it can be competitive within the global system. According to Jansen (2002), it was crucial to focus on the experiences of staff members and students regarding the mergers in higher education, particularly on the curriculum in South Africa. While research has been conducted in South Africa on the experiences of staff members and students regarding the mergers in higher education, no study could be found on the same in Namibia; there, thus, exists a research gap that is aimed at being filled by this study.

In his study of the incorporation of the Johannesburg College of Education into the University of the Witwatersrand, Sehoole in Jansen (2002) highlights some of the divergent views of academics about the merging curriculum:

... Our people here [at JCE], train people for primary school which I believe they don't do there [Wits University], and I couldn't see them be able to do these remarkable jobs that people here do.

The above comment from a lecturer represents views of academic staff about teaching approaches at the Johannesburg College of Education compared to those at the University of the Witwatersrand.

I think that one of the nice things about JCE is that from the first year already you are exposed to school experience, whereas in the Universities you are not, only at the end in your final year you are exposed to that.

The above statement represents the views of students because it came from a focus group interview with student representative council members conducted by the researcher.

Schoole in Jansen (2002) notes that, while the College staff claimed monopoly of expertise with regard to the training of teachers, this was criticized by some members of the School of Education who argued that expertise was only relevant to the taught syllabus that was formerly prescribed by the provincial Department of Education. In the university context, there was an observation made that college lecturers seemed to be lacking expertise, as they were expected to develop their own curriculum and no longer rely on a prescribed syllabus.

According to Bandi in Jansen (2002), in his study of the incorporation of the Giyani College of Education into the University of Venda, the explored views of the staff on the curriculum was that the University of Venda did not incorporate any aspect of the Giyani College of Education into their established curriculum for teacher education, and a decision was taken that the college teacher programs would be phased-out by the end of 2002. Thus, it is the purpose of this study to establish whether the University of Namibia has maintained the curriculum of the previous programmes that were on offer in the former colleges of education.

Bandi in Jansen (2002) further maintains that the traditional Giyani College of Education curriculum consisted of a series of education diplomas that were developed on a strong consultative basis and moderated by the University of the Witwatersrand. The University curriculum consisted of a limited number of in-service teacher education diplomas and a range of undergraduate and postgraduate education degrees, including the Doctor of Education qualification. A careful integration of these diplomas and degrees would clearly have broadened access to students in a wide range of educational fields. It, therefore, becomes critical for this study to assess in terms of the experiences of staff and students whether the incorporation has broadened access to students in a wide range of educational fields within the context of Katima Mulilo Campus, following the incorporation of the Caprivi College of Education into UNAM.

Since the incorporation, both the Caprivi College of Education and the University curricula are offered to students separately; that is, the college students are regarded as “pipeline students” following the former college curriculum (Jansen, 2002). The Giyani College of Education (GCE) students felt deeply affected by the incorporation. Sixty-six out of seventy-two (92%) of the fourth year students

responded that the impact of the incorporation on their academic and personal lives was “negative.” The survey showed also that the students’ strongest concern about the incorporation related to how they perceived it to impact the status of their diplomas. Firstly, students were uncertain about whether UNIVEN (the University of Venda) had registered their diploma course with the South Africa Qualification Authority (SAQA). Secondly, they felt that the quality of their diploma course had “been lowered” by being associated with UNIVEN instead of the University of the Witwatersrand (Jansen, 2002).

In the SACTE/UNISA incorporation significant structural arrangements had been put in place to effect the potential merging of the curricula of the two institutions. An external consultant had been employed to make the best use of the curriculum of the incorporating institution; curriculum committees had been set up and a great deal of work had gone into mapping the curricula of the two institutions onto each other. Despite these structural advantages, the objective of the curriculum development through the incorporation did not materialize. This may have been because there seemed to have been no commitment to curriculum development on the part of UNISA and the possible perception of the college as inferior (Jansen, 2002).

Soobrayan in Jansen (2002) further maintains that in the SACTE/UNISA case the curriculum benefits were limited. Such limits were being prescribed by the enthusiasm of SACTE staff to preserve some of their intellectual work and identity. A further limitation was the power dynamics that subsumed that incorporation.

Jansen (2002) asks the following question: Does the bringing together of two institutions mean a rationalization of the curriculum, or a use of the combined expertise and materials of the two entities to create a single curriculum? In some cases the answer is a simple ‘no’. Jansen (2002) further concludes that in the case of the colleges, SACTE being the most obvious, the college curriculum simply dissipated under the politics of the neglect and indifference on the part of UNISA. The same result came about in the case of the Giyani College.

On the other hand, in the case of JCE, the pre-service curriculum was buttressed in a strong college-school structure and culture that simply continued the status quo, with the historical contributions from university academics still received as inputs into

the college-driven curriculum. Jansen (2002) further explains that the joint teaching on a Bachelor of Primary Education started with the division of labour in which Wits University taught the education theory component and Johannesburg College of Education staff taught the subject methodology components.

In the detailed case narrative on the colleges, a persistent theme in the struggles over curriculum authority was the claim by college lecturers that they had better expertise and experience for the training of teachers as professionals, and universities were too academic and theoretical; they had little knowledge of the world of professional practice (Jansen, 2002). In some cases, this argument won (as in the case of the JCE); in others, the college was simply ignored as an organization, including its curriculum (as in Giyani and Venda).

2.6 Incorporation experiences in Namibia

Namibia has also had its own experience of incorporation, albeit involving the incorporation of two agricultural colleges (Ogongo and Neudamm) into the Faculty of Agriculture of the University of Namibia in 2008. Ogongo Agricultural College, located in the Omusati region, in northern Namibia opened in February 1973 to serve the needs of the then Administration of Owambos to train its young population in agriculture-related activities (FAO, 2013). The disturbances and recruitment difficulties during the liberation war led to its closure in 1988.

Following Independence in 1990, the Ministry of Agriculture, Water and Rural Development (MAWRD) took over the premises to provide an important, regional centre for agricultural training, research and extension. In 1992, the college was repossessed by MAWRD with the assistance of the European Community. Since then, the college was directly accountable to the Ministry of Agriculture, Water and Rural Development and was managed by a principal who reported to the Deputy Director of Agricultural Training.

Neudamm Agricultural College, located in the Khomas region, is ± 40 kilometres east of Windhoek, the capital city of Namibia. It was established as an agricultural school in February 1928 with an enrolment of three students. The school was closed in 1941 as a result of the Second World War. In 1955 a new college providing for 32 students (with hostels, classrooms, offices and a sports field) was established at a

new site (11 km from “Old” Neudamm), close to the road and railway line – the current Neudamm Campus. Since Independence in 1990, the two (Neudamm and Ogongo) agricultural colleges were owned and managed by the Ministry of Agriculture, Water and Forestry. Later-on there were plans to merge them with the Faculty of Agriculture to form a new institution. It would be called Namibia University College of Agriculture that would be an associate of the University of Namibia (FAO, 2013).

According to the UNAM Annual Report (2008), on the 1st April 2008 the agricultural colleges at Neudamm and Ogongo under the Ministry of Agriculture, Water and Forestry were incorporated into the UNAM system and were named Neudamm and Ogongo Campuses respectively. It was because of that experience that the UNAM management was very supportive of the full affiliation of the education colleges into UNAM (Consultancy on Teacher Education Reform, 2008).

According to the UNAM Annual Report (2011), after the incorporation of the agricultural colleges into the Faculty of Agriculture of the University of Namibia, two new three-year diploma programs were developed, one in Integrated Environmental Sciences and the other in agriculture. The curricula articulated well for those students wishing to pursue degree programs. It then becomes critical in this study to see if the incorporation of the Caprivi College of Education into UNAM also birthed new programs or not, and how it helped students to pursue degree programs.

Today splendid expansions at both former colleges have enabled the Faculty to accommodate 208 degree students in four hostels on campus. The Departments of Animal Science, Food Science and Technology, Agricultural Economics and Extension and the newly established Veterinary Medicine are based at Neudamm Campus. It was planned to have a new 60-bed hostel built by the end of 2014 to provide for the growing housing need of future students (UNAM Prospectus, 2013).

2.7 Conclusion

This chapter’s thrust was to provide a review of related literature in order to highlight the background, contexts and experience of mergers with a view to provide lessons for the Namibian cases.

The reviewed literature has led to the development of an analytical framework which presents a cohesive insight into the experiences of staff members and students on the incorporation of the Caprivi College of Education into UNAM with respect to curriculum change. In this chapter, the researcher reviewed studies on other international countries (Australia, the United Kingdom, Norway, the United States), regional (South Africa) and local (Namibia) by researchers and writers on the experiences of institutional mergers. Thus, the chapter provided detailed experiences of other countries on the mergers and incorporations of institutions of higher learning and the effects of mergers on the curriculum in South Africa. It concluded with the incorporation experiences in Namibia.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the research design and methodology used in collecting data for this study. The research instruments that were employed by the researcher in collecting data are also explained in this chapter. In this chapter the researcher addresses the research design, population, sample procedure, sample size, instruments used for data collection, personal interviews, presentation and data analysis, as well as gives a summary.

It is also the objective of this chapter to present an outline of how the research instruments used were administered. The chapter also describes the research population and how the sample for the study was drawn.

3.2 Interpretive paradigm

The study is located in an interpretive research paradigm. Williams (1998) defines such a paradigm as a model that provides a conceptual framework for seeing and making sense of the social world through participants' experiences, beliefs, opinions and knowledge about the phenomenon. This paradigm enabled me to examine, explain and understand phenomena as they related to the context in which they were happening (Henning, Van Rensburg & Smith, 2004; Yin 1986). The studied phenomenon was thus "understood through the mental processes of interpretation which were influenced by and interacted with the social contexts" (Henning, Van Rensburg and Smith, 2004:20).

3.3 Qualitative approach

The choice of a research approach was carefully considered for obtaining data that would address the research problem (McMillan & Schumacher, 2001). The purpose of this study, research questions and the kind of questions the researcher intended to ask guided the choice of the most suitable approach to use for this study (McMillan & Schumacher, 2001; Opie, 2004).

It is against this background that the qualitative approach was deemed to be the most appropriate for this study when compared to a quantitative approach.

According to Makwinja-Morara (2007), the distinction between quantitative and qualitative research approaches is that, whereas quantitative research uses experiments to test hypothetical generations, qualitative research encounters the world first hand.

Similarly, Merriam (1998) describes qualitative research as an umbrella concept that covers several forms of inquiry, helping researchers understand and explain the meanings of social phenomena with little or no disruption of the natural setting. Therefore, qualitative researchers “seek insight rather than statistical analysis” (Bell, 1999:7). A qualitative research approach, therefore, enabled me to obtain information about participants’ experience of the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change phenomena in extensive detail and in their own words and voices.

Qualitative researchers prefer to study the world as it naturally occurs without manipulating it (Johnson & Christensen, 2012). Creswell (2009), furthermore, adds that qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. Furthermore, as a researcher, I was “immersed in the situations and phenomena under study” (McMillan & Schumacher, 2001:396). My role was an interactive social one in which I only asked questions and recorded the interaction with participants. I maintained objectivity in my participation in the study (McMillan & Schumacher, 2011).

3.4 Research methods

The selection of the methods used in this study was dependent on the aims and objectives of the study, the nature of the phenomena investigated and the underlying expectations in the study (Henning, Van Rensburg & Smith, 2004). Of the five traditions identified by Creswell (1998), biography, case study, ethnography, grounded theory and phenomenology, the case study was viewed to be the most appropriate, and the researcher used this design for this study to gather data on the views and experiences of staff and students regarding the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change.

3.4.1 Case study

A case study is a research strategy that involves the study of a particular situation and its impact in order to have more accurate data for analysis. It also requires an in-depth analysis of the phenomenon as it relates to a specific environment. According to Cohen, et al. (2011), a case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than when simply presenting them with abstract theories or principles. Cohen, et al., furthermore, argues that case studies can establish cause and effect; indeed, one of their strengths is that they observe effects in real contexts; recognizing those contexts is a powerful determinant of both causes and effects. In-depth understanding is required to do justice to the case. Case studies are appropriate in small-scale research that handles few units in a narrow perspective and where an in-depth study is going to be conducted (Denscombe, 2000).

Case studies are said to be meta-data designs and are used to compare the case study with the actual situation. A case study can be viewed as an in-depth study of interactions of a single instance in a closed system (Opie 2004). Merriam (1998) claims that there are different ideas about a case study and many researchers generally agree that a case study should have a “case” which is the object of study. In this particular research, the object of research is the University of Namibia’s Katima Mulilo Campus.

Yin (2003) argues that the following are characteristics of the case study:

- It is a complex functioning unit
- It is investigated in its natural context with a multitude of methods
- It is contemporary
- The researcher can ask “how” and “why” questions so as to understand the nature of complexity of the process
- The research is being conducted in an area where few, if any, previous studies have been undertaken

This research study considered quite a number of factors before choosing a case study design. Chief among them was the need to provide a comprehensive picture of a real situation within the higher education sector in Namibia with regards to

experiences of staff members and students regarding the incorporation of the Caprivi College of Education into UNAM with respect to curriculum change. In addition to this, the researcher also considered the case study design as the best because it helped the researcher in understanding the research problem much better since it enabled the researcher to focus on key factors that promote and/or undermine incorporation of institutions and how these subsequently affect the curriculum of the emergent institution (Merriam, Mott & Lee, 1998).

A case study enabled the researcher to do a detailed analysis of the experiences of staff members and students regarding the incorporation of the Caprivi College of Education into UNAM and its subsequent effect on curriculum change. By employing a case study design, the researcher was also able to look at issues that were interconnected and interrelated, thus forming a strong basis for the enquiry of something that was already in operation. Stake (1995) suggests that achieving balance and variety is important in selecting cases to research.

The choice of the case study design was informed by views such as Bell's (1999:10) that "a case study provides an opportunity for one aspect of a problem to be studied in some depth within a limited timescale". This was because, being a case study and not an ethnographic study, which should be carried out over a long period of time, this whole study was designed and expected to be completed within a defined period of time (Leedy & Ormrod, 2010). In addition, the case study design enabled the researcher to develop an in-depth understanding of experiences and views of staff members and students regarding the incorporation of a small institution into a big institution.

3.5 Sampling techniques

Sampling is one of the important components in qualitative research, especially in the choice of research participants. Keyton (2001) elaborates that it is essential that the individuals selected should be representative of the total population from which they are drawn, if the researcher wants to generalise findings to the population as a whole. Keyton (2001) mentions representatives as the main aim in selecting a sample from a population. To the extent that a sample is representative, all elements in the sample have the same chance of being selected as part of the sample for the study.

Samples can be constructed either on a probability or a non-probability basis. A probability sample is selected according to the mathematical guidelines whereby the chance for selection of each unit is known. On the other hand, non-probability sampling does not follow such guidelines (Keyton, 2001). For the purpose of this research, both convenience and purposive sampling methods were used. A convenience sample was drawn from the units of analysis that were conveniently available. In addition, purposive sampling was another method which was also employed. This is the method used when participants are selected according to specific criteria (Cohen, et al., 2011). In this study, the university's management, employees and student leaders were selected purposively, while ordinary students were selected based on convenience.

A number of sampling techniques exist which the researcher could have used. They range from the probability sampling to the non-probability sampling techniques. Cohen, et al. (2011) hold that probability sampling is most commonly used with survey-based research methodologies where the researcher needs to make suppositions from the sample about a population to answer the research questions or to meet the research objectives. Given that the researcher employed a case study research strategy mainly as opposed to a survey, the use of random sampling was therefore considered inappropriate for this study.

Cohen, et al. (2011) argues that there are five main techniques of non-probability sampling. This includes the quota, snowball, self-selection, convenience and purposive sampling techniques. Of all these techniques, the researcher used convenience and purposive sampling to come up with the sample for the study. These approaches enabled the researcher to use his judgment to select cases that could best enable him to answer the research questions and meet the objectives. Yin (2003) asserts that convenience and purposive sampling strategies are most appropriate when the researcher wishes to select cases that are informative. Cohen, et al. (2011) further argue that these approaches enable a researcher to undertake an in-depth study which focuses on a small, perhaps single, sample, selected purposively. Thus, the researcher used these strategies of sampling in an attempt to elicit information that is rich from the case being studied in a bid to explore the research question. It must be noted that a convenient sample was used to select the

participants, given that the University of Namibia has many campuses across the breadth of the country. Given that it was also difficult in getting the exact number of students and staff members at UNAM in Namibia, which is required for the use of any probability sampling technique, a convenience sample was therefore preferred. In addition to this, the purposive sampling technique as a form of non-probability sampling was also employed to select participants for data collection. This choice was based on the judgment that it is a sampling technique in which the research selects persons with specific characteristics to participate in the research study (Johnson & Christensen, 2012).

On these bases, the researcher selected six senior academics (one campus director, one deputy dean and four academic coordinators heading four different departments). From the administration section, the researcher selected six administrative staff members (one campus administrator, one human resource officer, one accountant, two librarians and one clerk), and from the student community, the researcher selected six SRC members and six students from three different departments.

The participants in this study therefore comprised six senior academics (five males and one female), six administration staff (three males and three females), six SRC students (all males) and six ordinary students (three males and three females). Gender dominance was noted in leadership positions (in senior academics and SRC portfolios).

It must be noted that with the purposive sampling strategy, researchers usually hand-pick the cases to be included in the sample on the basis of their judgments of their typicality or the participants' possession of the particular characteristics being sought (Cohen, et al. 2011). To maintain that in this way, they will build up a sample that is satisfactory to their specific needs. As suggested by Cohen, et al. (2011), the inclusion of the participants in this study was based on the understanding that they possess in-depth knowledge about the phenomena under study. Therefore the campus director was selected to participate in this study. By the virtue of his experience and position as the head of Katima Mulilo Campus and as the former Rector of the Caprivi College of Education (currently Katima Mulilo Campus), he was regarded as knowledgeable about issues related to higher learning institutions, and

would thus help to provide rich data about the phenomenon to be investigated at the campus.

The Deputy Dean was also included on the basis that he was heading academic departments and had worked as a lecturer at UNAM before the incorporation, and would thus also provide rich data to this study. The selected academic coordinators (lecturers) headed different departments that formed the entire campus and were all lecturers at the Caprivi College of Education before the incorporation and would thus also provide rich data to the study.

Administrative staff members were included too on the basis that they all worked at the Caprivi College of Education and were still working with the University of Namibia, at the Katima Mulilo Campus at the time of this study. Fourth year students (SRC and Ordinary students) were selected on the basis that they were the first group of students who articulated from the BETD (a program offered before incorporation) to the B.Ed. (a program offered after the incorporation); thus, they too could provide rich data on the incorporation and curriculum.

For the purpose of anonymity, participants' real names were not used in this study. The campus director was referred as CD, the deputy dean as DD, the academic coordinators (lecturers) as ACL. Since more than one participated, they were referred as ACL 1, 2, 3 and 4 respectively. Administration staff members as ADS, and they were referred as ADS 1, 2, 3, 4, 5 and 6. The same applied to students, the Student Representative Council as SRC. Since more than one participated, (though in one focus group), they were referred to as SRC 1, 2, 3, 4, 5 and 6. Ordinary students (one focus group too) were referred to as ODS and were numbered as ODS1, 2, 3, 4, 5 and 6.

The above-mentioned participants were sampled from the Katima Mulilo Campus (formerly the Caprivi College of Education) population. To the researcher, the sampled participants represented the targeted study population as they were picked from all sections of the entire campus. That meant that they provided valuable information regarding the understanding and interpretation of the experiences and views concerning the incorporation of the Caprivi College of Education into the University of Namibia, with reference to curriculum change.

3.6 Data collection

There are two categories for data collection in carrying out research, that is primary and secondary data collection. Cohen, et al. (2011) refers to secondary data as data that have been collected for other purposes, and adds that secondary data can provide a useful source to answer or begin to answer one's research questions. On the other hand, primary data are new and collected for that specific purpose. Both categories can further be divided into internal and external sources of data.

Internal data are generated from within the organization for specific purposes. This is often regarded as reliable. The researcher used internal secondary data that were minutes of meetings, policy documents and various employment forms. On the other, external data are a little less reliable than internal data because the extraction process is a little less removed from the source (Cohen, et al., 2011). Therefore the researcher did not use external data.

The researcher relied on the collection of primary data through interviews and document analysis of official documents. The collection and collation of secondary data comprised an extensive literature review. 'Secondary data' is defined as data that already exist and might have been collected for other research and not particularly for the current research (Best & Kahn, 2006).

3.6.1 Introductory meeting with participants

The first step in the data collection process was to meet with each participant; this was done in order to introduce the study. It was also at this introductory meeting that the researcher explained the scope, purpose and aims of the study, as well as gave a detailed account of the methods of data collection that the study would employ. At the end of each meeting, each participant indicated his or her willingness to participate in the study by signing an informed consent form that was given back to the researcher. Data for this study were gathered by means of document analysis and interviews (semi-structured interviews).

3.6.2 Document analysis

According to Best and Kahn (2006), documents are an important source of data in many areas of investigation, and the methods of analysis are similar to those used by historians. Bell (1993) adds that most educational research requires the analysis

of educational documents. The data for this study were obtained from documents such as the University's prospectus, the former college prospectus and mission statements which helped to access information about participants in the research and supplemented the information that was obtained through the interviews. In this study the researcher analysed the Broad Curriculum (BC) of the former College of Education and the prospectus of the University of Namibia (the previous and current ones).

The documents were analysed by using the content analysis method. Krippendorp (2004:18) defines content analysis as "a research technique for making replicable and valid inferences from text to the context of their use." The researcher read the contents of the Broad Curriculum of the former Caprivi College of Education and the current Prospectus of the Katima Mulilo Campus of the University of Namibia. These documents provided background information, especially on the curriculum before and after the incorporation.

The researcher also analysed various reports and internal memos prior to the incorporation of the Caprivi College of Education into the University of Namibia consistently to gather data relevant to the study. As Schumacher and McMillan (2010) maintain that such documents describe functions and values and how various people define the organisation.

3.6.3 Interviews

Johnson, et al. (2012: 198) defines an interview as "a data collection method in which an interviewer (researcher or someone working for the researcher) asks questions to an interviewee (research participant)." The major purpose of employing this technique in the study was to obtain a full understanding of the participants' actions and discover more fundamental reasons underlying the participants' attitude. Participants were asked about their experiences regarding the incorporation of the former college into UNAM and how it had affected the curriculum. Interviews helped the researcher to obtain in-depth information about participants' thoughts, knowledge, reasoning and feelings about the subject under research (Christensen & Johnson, 2008).

In this study, the researcher chose interviews as a data collection strategy because the interview enables participants to discuss their interpretations of the world they live in and express how they regard situations from their own point of view (Cohen, Manion & Morrison, 2002). Through interviews participants provided an understanding of the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change.

A guide/interview protocol was employed. A topic and questions that were covered were written down during the interviews that were carried out with study participants (Christensen & Johnson, 2008) in one study location. Though the researcher had some discretion regarding the order in which the questions were to be asked, the questions were actually standardised. Probes/prompts were provided to ensure good coverage of the correct material. In addition, probes were used to make sure that complete and reliable information was received throughout the interviews.

Various strategies were used to enter the inner worlds of the interviewees. For example, close relationships were established with the interviewees through the use of an informal tone. It was the hope of the researcher that this strategy would help develop participant trust and good rapport between the participants and the researcher, and that this would enable participants to respond fully and honestly to questions presented to them (Christensen & Johnson, 2008; Creswell, 2005).

Though the tone of the interviews was informal, the researcher used the interview guide in order to keep the interviews on track and to help bring the interviewees back when they went off topic (Christensen & Johnson, 2008). The guide was relatively unstructured in order to allow probing and free expression of opinions by participants (Christensen & Johnson, 2008).

3.6.4 Focus group interview

Two focus group interviews were conducted with different participant groups in this study. One comprised six Student Representative Council (SRC) members, whilst the second comprised six ordinary students (ODS). The SRC group was conducted in the common room and the session ran for forty-five (45) minutes; the ODS session took place in the same venue and ran for forty-seven (47) minutes. Focus group interviews created a social environment in which group members were stimulated by

the perceptions and ideas of one another. In this way, the researcher was able to increase the quality and richness of the data collected (McMillan & Schumacher, 2001).

Participants were also allowed to give additional comments beyond what was originally said once they had heard other participants' responses (Fraenkel & Wallen, 2008). Thus, the discussions in these interviews also helped to provide a shared understanding of the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change.

All interview sessions (individual and focus group) were audio-recorded to ensure complete capturing of the verbal interactions and to provide material for reliability checks (McMillan & Schumacher, 2001). The audio-recording of the interviews also ensured that important information was not lost (Christensen & Johnson, 2008). Though interviews were audio-recorded, hand-written notes were also taken to help reformulate questions and probes and to record nonverbally communicated information (McMillan & Schumacher, 2001).

3.7 Data analysis

In this study the researcher began with data analysis from the initial interaction with participants and continued that interaction and analysis throughout the entire study. Cohen, et al. (2011) suggest that at a practical level, qualitative research rapidly amasses huge amounts of data, and early analysis can reduce the problem of data overload by selecting significant features for future focus.

The analysis helped to convert data into meaningful information or findings (De Vos, Strydom & Delpont, 2005). The process involved reducing the volume of raw information, ordering and structuring a mass of data, identifying significant patterns and constructing a framework for communicating the essence of what the data revealed.

After the data were collected, transcribed and the researcher had read all the information and obtained a general sense of its meaning, the researcher began the process of coding, which involved organizing chunks of information into groups or categories based on similarities. After all the codes had been decided on, the data

were then studied in order to determine what was being revealed as far as the research topic was concerned. The researcher then determined the categories into which the collected data would be categorized (Fraenkel & Wallen, 2008).

Categories (Charmaz, 2006) were used to refer to the words participants used during the interviews. During the analysis of the data the following emerged: the general terms which were used by the study participants, and the participants' original terms that captured their experiences of one case study regarding the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change. The next phase in the analysis process was the systematic writing up of notes derived from the participants' own words, feelings and experiences about the phenomenon under study.

3.8 Study limitations

This study was only confined to staff members and students of the Katima Mulilo Campus (formerly the Caprivi College of Education) because of time and financial constraints. There is therefore a need for future studies to explore other campuses of the University of Namibia, particularly those which have been incorporated into the University of Namibia in 2011. Future studies should focus on the experiences of the incorporation of colleges into the University of Namibia with reference to curriculum change if we are to develop a generalizable understanding of this phenomenon.

3.9 Ethical considerations

The purpose of the study was explained to all participants (staff and students) so that they would be able to decide whether to participate in the study or not. Consent forms were designed for completion by research participants to serve as proof of their consent and for reference purposes, in case adverse events occurred in future in relation to the study (Bell, 1999). Guarantees of privacy and confidentiality were included in the invitation letters, and participants were informed of their right to withdraw at any stage whenever they felt unwilling to continue participating in the study (Fraenkel & Wallen, 2008).

The data in this study included intimate details of the participants, and this made it crucial to keep the information as confidential and anonymous as possible by, for example, using codes or pseudonyms in place of participants' real names. The use

of participants' real names might be damaging to them by exposing their experiences and views regarding the incorporation of the Caprivi College of Education into the University of Namibia (Creswell, 2005).

Ethical clearance was acquired from the University of Pretoria and permission to conduct the study was obtained from the University of Namibia at the Katima Mulilo Campus (formerly the Caprivi College of Education). Both ethical clearance and permission letters ensured that the rights of participants in the study were protected (Creswell, 2005).

3.10 Conclusion

In this chapter, the researcher discussed the research design and methods used in the study to sketch out, collect and analyze data about experiences of staff and students regarding the incorporation of a smaller institution into a bigger institution, focusing on curriculum change. The sample and selection strategies used to determine the study participants, the limitations of the study and how ethical issues were approached were also discussed. The next chapter will present and analyze the research findings.

CHAPTER 4

PRESENTATION OF THE RESEARCH FINDINGS

4.1 Introduction

This chapter presents and analyses the data which were collected as outlined in Chapter Three – the methodology chapter. The study followed a case study research strategy in an attempt to gather data for the purposes of answering the main and two sub-questions. Therefore, this chapter presents the research findings of the case study of one college of education which was among the four colleges of education which were incorporated into the University of Namibia in 2011.

In keeping with Cohen's definition of a case study, it is suggested that there are an individual case study, a social group study and studies of organizations and institutions (Cohen, et al, 2007:255). This study focused on the organizations or institutions case study (the Caprivi College of Education and the University of Namibia). As mentioned in the previous chapter, data were collected by using two methods. The first method used by the researcher was document analysis. The researcher read the contents of internal memoranda, the Broad Curriculum of the former Caprivi College of Education and the Prospectus of the current Katima Mulilo Campus of the University of Namibia in trying to answer and query the experiences of the staff members and students regarding the incorporation of the Caprivi College of Education into UNAM. In the process of reading and consulting documents, data appropriate to answer the main and sub-questions were identified and sorted to fit the purposes of the research.

It was discovered that during the process of the incorporation, some staff members of the college were not taken on by UNAM as employees, and the Ministry of Education (their previous employer) had little control over the offers that were given to its employees. Below is a quote from a documented interview with regards to human resources.

UNAM was supposed to take all College employees as they are, but it was not done as such in some cases. At UNAM a lecturer has to have master's degree, in Colleges it was a Bed as a result of slowness during the merger some employees felt threatened and insecure, and the Ministry had little control on how offers were given to employees by UNAM.

Similarly, another experience with regard to academic programs from documents is:

For colleges to produce teachers who are degree holders had to merge with UNAM, because colleges alone could not afford to do that. It is not necessary that the COE are producing BETD graduate and UNAM is producing BED graduates for the same education system, its better when done under one roof.

4.2 Understanding of merger and incorporation concepts

The thrust and purpose of the study were to explore and analyze the experiences of staff members and students with regards to the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change. Imperative to this study was the need to find out from the study's participants if they were able to define the words, merger and incorporation, and if these terms were seen as being different.

The definition of the word, merger, appeared to be one of the main themes of the study as all participants were asked to define the term. The participants were also asked if they thought there was any difference between the terms, 'merger' and 'incorporation'. They were also asked how they generally viewed and perceived the merger between the Caprivi College of Education and the University of Namibia. When asked to differentiate between a merger and incorporation, the campus director of the Katima Mulilo Campus gave the following response:

Merger implies that you have two equal entities coming together to form one in a kind of mutual/ equal setup. But in the case of the former Colleges I think the best description is incorporation, they were really incorporated into the University, they were brought into the University, the University did not change its systems, processes of functioning, the Colleges were adopted to

suit or rather to fit into the University and therefore you come into a well-functioning setup and you are brought in and you are part of that setup.

Similar to the campus director's response on the definition of 'merger', ACL 2 had this to say on the same question:

I think there is a big difference, between incorporation and merger, when you merge you have two organizations that are almost at the same level in terms size and strength in term of their resources. So they will get into the negotiation process in terms of how they will come together. In most cases the final outcome would be a new name although in some cases they might decide to adopt the name of one of two companies but the policies and values and missions and objectives of the two organizations will be like negotiated. They take some from one organization and they take others and bring them together with the idea of being more productive in future. When you incorporate like I indicated one of the organizations is going to absorb the other, the other doesn't exist anymore meaning that the policies, aims, objectives and programs of the one that buys/ absorbs the other will now become the one that will be operational, the one for the other one will just cease from existing.

Responding to the same question, the ADS 2 gave the following response:

Merger is where you have two entities that join together and form one completely new entity which may carry a new name and incorporation is where you have one small entity and a big one, is more of an absorption, the bigger company is absorbing the smaller one for expansion purposes, but the name of the big company normally dominates or take effect.

In the same vein SRC 3 said:

Merger is combination of two companies bringing or coming together to make one company. For example each brings its own objectives and all together shape one company, but incorporation will mean there are two companies coming together, but the features of one will dominate.

It was found that, generally, the participants believed that there was a difference between a merger and incorporation; thus, the study found that the participants were aware of what exactly happened between the Caprivi College of Education and the University of Namibia. The findings of this study are consistent with the findings of Harman (2000) who argues that a merger is a combination of two or more equal entities, while incorporation is the takeover of a small entity by a bigger entity (Harman, 2000). When asked about their thoughts about the difference between a merger and incorporation, most of the participants gave more or less the same answers and maintained that when two things were merged, one had the same entities at the same level coming together and combining, while incorporation is an inclusion of a small organization into a big one. For instance, in the case of the Caprivi College of Education, the college was taken over by UNAM – hence it was incorporation.

There were, however, mixed responses. Other participants believed that there was a difference between a merger and incorporation, while others believed that there was only a slight or no difference between these concepts. What follows are responses from those participants who believed contrary to the above. ACL1 said:

In my views, incorporation and the merger are the same, because to merge is to bring two things together so that the capacity of that thing becomes powerful and strengthened.

Similarly to the above response, ACL4 believed that there was a slight difference between merger and incorporation and said the following:

There is a slight difference, like I said when you incorporate you make something to be part of something else, but when you merge you combine one item with another item, for example when you combine 1 and 2 it gives 3 or it brings something else.

Similar to ACL4, ADS 1 said the following when asked to differentiate between merger and incorporation:

Not much difference, because it's like bringing two things to make one, though they might be factors that might distinct the two, because like in the case of

merging Colleges into UNAM, it involves putting aside the policies that were governing the College those days. Most of the policies that overtook the organization are those of UNAM.

These findings are also consistent with the findings of Su (2009) who argues that, because of the meanings of these two concepts (mergers and incorporation) which are more or less the same, it will be sometimes difficult to differentiate these concepts; this can be seen in the above responses.

4.3 Understanding of the meaning of the curriculum

The concept of curriculum was another theme which emerged from the analysis of the findings of this study. The participants in this study were asked to define and explain the word 'curriculum' in their own words. It was noted that when asked their own understanding of the word 'curriculum', most of the participants in this study had more or less the same understanding. The following is the response from the CD:

Curriculum is a program of study, is basically that constitutes your study program, if it's a degree or diploma of any kind, what you learn and that process which will indicate to you that in your first year you will study these modules and these modules will be at this level and you need so many hours per modules, per week that's your curriculum.

DD gave the following description of the curriculum:

Curriculum is a set of subjects, set of issues, set of activities which are put together systematical and then shared by purpose or for specific goals.

Similarly, ACL2, 3 and 4, when asked the same question, gave the following responses:

ACL2 said:

Curriculum is everything that takes place in educational organization, when I say everything I mean both the written programs and aims and activities and the unwritten meaning when you write down the program there are things that you don't write down but they do happen as a result of the one that are written so you cannot divorce the hidden curriculum from explicitly listed curriculum

so it's a definition of what is intended to be taught and what comes along with that as a result of the written program.

ACL3 said:

Curriculum is the part or the syllabuses that are taught to a given constituencies it can be school curriculum, schools have got certain areas that they cover or it can be a health system where educational programs are so designed that they are covered in that particular system.

ACL4 said:

Curriculum in the broader terms it means all the courses that offered whether at school level, College level or University level, so all the courses that are offered can be referred to as a curriculum.

ADS 1 and 4 gave the following description of the curriculum,

ADS 1:

Curriculum involves a different course that makes up a particular degree or diploma.

ADS 4:

Curriculum is the list of things that you were supposed to do on the course that you are going to take, like for education, what your students need to do and achieve.

In addition to the above responses, SRC 6 and 3 gave the following responses respectively:

SRC 6 said:

A curriculum is a program that is designed to meet certain requirement of specific institution in this case the curriculum would say these are aims, goals and subjects offered so that the desired outcomes are achieved through that program.

SRC 3 responded that:

I will define the curriculum as a program or the courses that are offered by certain institution, in simpler word, thank you.

This segment of the thesis reports on the findings relating to the participants' understanding of the word 'curriculum' within the context of the incorporation that took place between the Caprivi College of Education and the University of Namibia in 2011. The findings of this study show that, on average, the participants agreed that curriculum in the broader terms referred to all the courses that were offered at a school, college or at university level designed to achieve the specific aims, goals and objectives of such institutions. The findings of this study are consistent with the findings of Tanner and Tanner (1980) who argue that 'curriculum' refers to the courses that are offered by an institution for its approved programs of study.

4.4 Positive changes of incorporation on the curriculum

It was also the objective of this study to explore and discuss the changes in the curriculum that were brought about by the incorporation of the Caprivi College of Education into the University of Namibia. Participants were asked to note and explain the positive changes they thought could be attributed to the incorporation process between the Caprivi College of Education and the University of Namibia. Thus, when asked about the changes that were brought by the incorporation on the curriculum, the CD had this to say:

In terms of the curriculum during the College time we were offering a three year Basic Education Teacher Diploma which was really not ranked on the qualification framework but with the incorporation/ transition we started offering a Bachelor's degree which is a four year program and at an honours level, For me that is a fundamental shift because you are changing from three year diploma into a four year degree program and it's not only a degree program it's an honours degree program. Therefore in terms of content students are really engaging with material at a much deep level than in the diploma program in terms of pedagogy that is also at a higher level. That's why we require that to teach at that level you would need a master's degree because it's a level of the content that you're dealing with. That is why it's

called an honours program that really speaks to the level of research component that is built into the program. , While there was action research and those you name in BETD program, the level of research of engagement and depth that the research component is bringing in this honours program cannot be comparable so those are some of the changes in terms of the curriculum which were brought by the incorporation, it was really strengthening the content and in terms of pedagogic.

Similar to what the CD said, the DD added by saying the following on the same question:

Yes, I think it did, the main reason why there was a merger was to answer to the question of quality teacher education. For them to do that they have to revise the curriculum so that it meets the desired quality in particular the former Colleges as it had very good teaching methodology but the content of their curriculum was lacking. On the other side, the University of Namibia had a very good enough content in their curriculum but there was also a lack in terms of the training part and both are needed to have a full teacher trainee. Now when we go to incorporate the curriculum the former College and the current University the two are taken care of. So you take content from the existing curriculum and the teaching methodology from the former Colleges that beef up the current curriculum.

The study found that there were several changes that were brought by the incorporation of CCE into UNAM and most notably was the change in the curriculum. The study found that the effect of the incorporation on curriculum was the upgrading of the Diploma to an Honours Degree program. In addition to this, this study also found that the new Honours program is even ranked on the Namibian Qualifications Framework, unlike in the previous scenario where the Diploma was not ranked. Thus, the incorporation was welcomed by most participants, given that it brought a program that enhanced status, among other things. The findings of this study are similar to those mentioned by the Times Higher Education (2013) following the merger that gave birth to the University of South Wales. Times Higher Education (2013) maintains that the benefits of incorporation and even mergers include improving the existing programs of study to create a large and more powerful

program of study. The Times Higher Education (2013) also maintains that incorporation and mergers, apart from strengthening the curricula, also help in ensuring that the university's programs achieve a higher ranking in the league tables.

The second positive change that this study obtained was that, after the incorporation, the University of Namibia was now offering more programs compared to the college which had only one program on offer. The program expansion and mix at the Katima Mulilo Campus to date include the B.Ed. (Pre-and Lower Primary), B.Ed. (Upper Primary), and other non-educational programs. From the Faculty of Agriculture, a BSc in Wildlife Management and Ecotourism and a Higher Diploma in Animal Health were brought in because of the incorporation (UNAM Prospectus, 2014).

Before the incorporation, the college program was grounded more in practice and methodology but the current program was found to be richer in terms of the content that was currently being taught and the depth at which pedagogical issues were being approached.

Another change that the participants experienced when the college of education was incorporated into the University of Namibia was the way in which courses were to be taught. Before the incorporation, the College would teach courses and make students write examinations at the end of an academic year but following the incorporation into University of Namibia, courses were now semesterised and thus were taught within a single semester. Examinations were written at the end of the semester. It can be seen that more content was now being covered in a year than was previously when one course would run the whole year. Now, at least two courses were being covered in the same time that was previously used to cover one course or module.

4.5 The implications of incorporation on curriculum

The study was also interested in finding out what the implications of incorporation were on the new institution that was birthed, following the incorporation of the former college of education into the University of Namibia's Katima Mulilo Campus. The study sought to establish what actions were taken as a response to the incorporation. Thus, participants were asked to give their views on the implications the incorporation had on the curriculum; the following are responses from the CD:

Well, transition from diploma to a degree, because you have refined the expectations in terms pedagogical skills, the expectations in terms of content. The advantage in that the throughput and output of the program will be definitely different and more strengthened than what we used to have. Therefore that strength, even though will only be effectively be able to measure it from 2015 when the first graduates go in the field but we have certainty that there will be quality of the throughput and output of the program as compared to the previous one. Therefore in terms of the curriculum that is real a plus because it moved from a lower point to a higher point.

On the same question the DD responded as follows:

Yes, I think it did, the main reason why there was a merger was to answer the question of quality education/ teacher education. For them to do that they had to revise the curriculum so that it meets the desired quality in particular the former Colleges as it were had very good teaching methodology but the content of their curriculum was lacking. On the other side the University of Namibia had a very good enough content in their curriculum but there was also a lack in terms of the training part and both are needed to have a well-trained and rounded teacher trainee. Now when we go and incorporate the curriculum of the former College and the current University the two (content and methodology) are taken care of, so you take content from the existing curriculum and the teaching methodology from the former Colleges that beef up the current curriculum.

Similarly, ACL1 gave the following response:

The positive aspects are, one the diversification of programs, improved infrastructure, and improved expertise because initially we only had expertise from the country but currently we are importing expertise from other countries and these include people with higher degrees such as PhDs and Professors.

The SRC members also had their views on the implications of the incorporation of the college into UNAM on the curriculum. When asked their views on the achievements of the incorporation, SRC 1 responded as follows:

Curriculum came along with positive changes like the use of ICT in teaching in schools. Now we use more of power point presentation which was rarely used during the College time and also brought more professionalism in terms of research, UNAM is more research based than the College.

In addition to SRC 1, SRC 5 said:

We have increased Academic staff that is more qualified staff than College time. The library has increased stock of book than previously, also now have advanced lecture halls which are more conducive for students and for the curriculum to be effectively implemented.

In support of what other participants said, student 1 from the ordinary focus group responded as follows on the same question:

The positive aspect of the incorporation on the curriculum of UNAM that is the B.ED is heavier than the BETD. It's more standardized and comparable to other countries.

Still on the same question, student 4 gave the following views:

One of the positive aspects that I have seen is that lecturers compared to UNAM and College now there is a difference because during College lecturer had degrees, some maybe they only had only certificates. Now lecturers have been embarking on further studies, to gain more knowledge and are being developed professional.

The study found that there were several achievements and implications that the incorporation of the two institutions brought to the current curriculum, among others; this study identified the following as more prevalent: the first achievement that featured mainly from the participants' comments was that the effect of the incorporation on the curriculum was that it strengthened the program, namely from BETD (diploma) to a B.ED. Honours Degree. The new program came with refined pedagogical skills compared to the then BETD diploma. It was also found that the change from a diploma to a degree came along with advanced, qualified lecturers with higher and better qualifications, such as PhDs and Professors; this was seen as encouraging, especially in terms of the quality of the graduates that would

subsequently come out of the University of Namibia's Katima Mulilo Campus compared to the previous setting.

Secondly, incorporation brought more use of information and communication technologies to campus and more use of power point presentations in lecture halls. In addition to these achievements, the stock of the library increased to accommodate the needs of diverse programs that were brought about by the incorporation of colleges into UNAM. Last but not least, the B.ED program became more standardized and comparable to that of other countries than the BETD program. These findings are similar to the findings in a study by Alireza, Kazem and Hamed (2012) in which they identified the same positives to have occurred in situations where universities merged or were incorporated.

4.6 Challenges of incorporation on the curriculum

Another aspect that was observed as part of the findings of this study was the issue of challenges or the negative aspects the incorporation had on the curriculum. When asked what they thought about negative aspects or challenges that the incorporation had on the curriculum, CD responded as follows:

In terms of negativity for most part it was just perceptions that were brought by uncertainty. When you change there are always people who are skeptical, you are used to and comfortable with the way you are doing things. Now that you are changing to something else there will be always a bit of uncomfortable. Therefore what was going around in terms of negativity for me was not really empirically based on hard facts and say these are disadvantages, it was just perceptions that people had. If I can pick one example is that people had the perceptions that now that we are going to a degree program access to education will be compromised because then your students will not qualify. But the truth of the matter is that in terms of the BED it let other issues which have an impact on access.

DD gave the following response:

Not much because we have just started, we have not even released the first products or students who have benefited from the merger. One of the issues that people thought were disadvantaged was the issue of entry requirements that required prospective students to have more scores in order to qualify for a

place study than was the case of the previous institution. Thus to some people especially those who were previously disadvantaged they thought it was a bad idea. It is imperative to note that whenever a new curriculum is developed, it comes up with new entry requirements and this have an effect on the entry degree requirements for one to get a place to study.

In addition to the above responses of CD and DD, ACL 1, 2, 3 and 4 gave the following responses:

ACL 1 and 4 said:

One of the negative aspects that we are experiencing that came with the incorporation of the former Colleges into UNAM is, for example unreasonable workload, we are overworked and are working under pressure as a result of a higher enrolment. The other thing is that most of us coming from college were not yet prepared to handle large class, and previously we used to train teacher who can teach grade 8 to 10, but with the new program we are limited to pre and upper primary.

Apart from the workload as a challenge raised by the ACL1 and ACL 4, ACL 2 and 3 mentioned aspects on the quality of programs and responded as follows:

ACL 2 said:

We have lost some of the strengths of the old program so to speak in terms of methodology, the way the current program of study is structured, it seems like students don't really have enough time to sharpen their teaching and pedagogical skills than it was before. There was no thorough analysis of the resource needs of the new program, not only physical but human resources. When you offer a program at this level you don't just need people with Master's or PhD degree in professional studies you need more academic orientated qualifications to teach it at a level of BED. The other problem I see with the content is that it was not properly analyzed such that when you look at the curriculum from year one to year four one misses that depth of understanding that students should carry and modules don't seem to speak to each other very well and connect well.

ACL 3 said:

The major aspect, I will call them challenges, the University being the only university and incorporating five campuses is quite cumbersome and waters down the quality of what it was supposed to do. In other words having many campuses to administer is quite a big challenge.

ADS had their view too of the challenges of the incorporation, and below are their responses:

ADS 1 said:

The issue of removing a diploma is affecting the region because it's not everybody in this region who can qualify for a degree.

ADS 2 gave the following response:

The fees have gone up as compared to the previous program; there are significant increases that make it difficult for student who don't have loans or bursary to afford.

The college staff members who had been incorporated into the Faculty of Education of the University of Namibia were under-qualified. Furthermore, it could be noted that the incorporation produced forced changes in terms of the expectations made of lecturers. The responses given by ADS 4 below suggested that there were many forced changes that the incorporation process brought on staff members who had always regarded themselves as lecturers who prepared young student teachers for the profession. One of the forced changes that were found by the study was the issue that these former college staff members were now required to collectively assume another identity in the look of the University and there was also emphasis on the upgrading of qualifications to suit the needs and expectations of the new program of study.

ADS 4 said:

Since most of the staffs from the former were under qualified, some were not taken and the time given to those who were taken to complete their degree was not enough.

The financial implications of incorporation were noted in this response. It suggested that it was a devastating experience given that lecturers at the former college were supposed to upgrade their qualifications to at least that of a Master's degree for them to be able to teach a Bachelor's degree. This prompted uncertainty of the financial status that accompanied the various options that they were presented with. Those who were absorbed by the university learnt that they were given a maximum of 4 years to acquire a higher qualification and those who could not meet the options given to them were not absorbed; thus, causing a number of previously employed people to be forced out of employment. This was a direct result of the incorporation.

In addition to this, those who were absorbed or found employment with the University of Namibia following the incorporation process had to adjust to a very different schedule, different demands on their time and different responsibilities such as becoming researchers; this was coupled with bigger classes as alluded to earlier in this study. The implication of the incorporation was that the study found that lecturers were now spending more hours on campus was than previously required.

SRC 1 and 5 gave the following responses regarding the challenges of the incorporation on the curriculum:

SRC 1 said:

Though there is quality in the curriculum on papers, the incorporation has brought about limited time for us to do assignments and tests. In addition to this, though a number of people are holders of PhD degrees, their delivery and dissemination of knowledge is very poor and questionable than in the previous setting.

SRC 5 said:

The new curriculum that we are using now is more based on theory than practice. Like for some of us who are being trained as teachers to become

teachers, it's like we know more of what a teacher should do but we don't know how to do it, so it's more theory based than practice.

When asked what were the challenges or negative aspects of the incorporation on the curriculum, student 4 from the ordinary focus group said the following:

During BETD students were taught more on how to teach compared to the current BED students who are given more content and you are not shown how to teach that content, to me this is a negative aspect of the incorporation.

The incorporation of the college into UNAM had brought about achievements, as experienced by the participants; however, the incorporation had its challenges as found by this study and some of these challenges need to be addressed. To start with, the study noted that one of the key challenges identified during the process of this study was that the current curriculum (B.ED) was based more on theory than on practice, leaving the graduate with fewer skills in teaching pedagogy. Student teachers are not given sufficient time to practise how to teach as it was in the previous curriculum (BETD). This was suggested by the participant called student number 4 above. Students claimed that they knew more of what a teacher should do but they did not know how to do it. This meant that there was a major compromise on quality for the intended recipients of these graduates.

The second challenge was that the curriculum had lost its strength in terms of methodology; the new curriculum did not provide for enough time to sharpen the teaching skills of students. This finding is consistent with Jansen (2002) who maintains that college lecturers claimed that they had better expertise and experience for training teachers as professionals and that University lecturers were too academic and theoretical. In addition to this, there were qualified academics, but not all of them had specialized knowledge in areas where they were teaching. In other words, they were academically and professionally trained in different fields and not in the areas where they were currently teaching.

Fourthly, the new program had lost the strength of the old program in terms of methodology. This finding is consistent with the findings of the study of the incorporation of the Giyani College of Education into the University of Venda, Bandi

in (Jansen, 2002), where he argues that the University did not incorporate any aspect of the GCE curriculum into the established curriculum for teacher education.

It was shown by this study that there is an unreasonably large workload among academics because of large numbers of students. Most of the staff members from the former college were not prepared to carry such big workloads. Another pressing challenge was that previously colleges used to prepare or train teachers for Grades 1 – 10, but with the new program it was limited to only upper primary. This particular challenge has also been identified by Alireza, Kazem and Hamed (2012).

4.7 Conclusion

In summary, it appears that there is a positive relationship between the experiences of staff members and students with regards to the incorporation of the Caprivi College of Education into UNAM and its subsequent effect on curriculum change as perceived by the 24 participants of this study who provided the researcher with usable responses for analysis. It was noted that the incorporation brought about changes in curriculum such as a higher and better qualification that had strengths in research and more depth, among a host of other advantages. However, it was also noted that there were challenges involved in the incorporation process. Chief among them was the uncertainty that was brought by the arrangement. In addition, it was also noted that people were reluctant to change, and therefore stated that the incorporation was not good enough because it weakened the pedagogical strength of the previous qualification.

Chapter 5 will make conclusions and recommendations based on these findings.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The major aim of this study was to assess the experiences of staff and students with regards to the incorporation of the Caprivi College of Education and its subsequent effect on curriculum change. A total of 24 people were interviewed and this included the campus director, deputy dean, and administrative staff, heads of academic departments, student leaders and ordinary students. All participants of this study were drawn from the University of Namibia's Katima Mulilo Campus.

The purpose of this chapter is to present a summary of the main findings of the study. The summarized findings will be used to draw conclusion on the impact that the incorporation of this college into this University had on the curriculum. From the conclusions drawn from the findings the recommendations aim to improve the status of the curriculum of the merged institutions.

The main research question formulated for this study relates to the experiences of staff members and students regarding the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change.

The sub-questions used in the exploration of views were:

- What are the experiences of staff members and students regarding the incorporation of the Caprivi College of Education into the University of Namibia?
- What are the views and experiences of staff members and students regarding the incorporation with reference to curriculum change?

The data that were gathered for this study, employing interviews with academic staff, administration staff and students, as well as the analysis thereof, produced five primary themes that were developed. These were noted within the context of the study that focused on the study of the college which was incorporated into a University.

The themes are:

- Understanding of merger and incorporation
- Meaning of the curriculum
- Changes brought by the incorporation
- Achievements of the incorporation on the curriculum
- Challenges of the incorporation on the curriculum

5.2 Summary of main findings

The findings of the research on the experiences of staff members and students regarding the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change are summarized in relation to the main and sub-research questions as follows:

The main research question was concerned with staff members and students' experiences regarding the incorporation of the Caprivi College of Education into the University of Namibia with reference to curriculum change. Apart from the questions on experiences, participants were also asked the duration one has spent with the two institutions (the Caprivi College of Education and the University of Namibia). In addition, participants were asked the following key question during the data collection process:

- How would they define the term incorporation, or is there a difference between incorporation and merger?

The above question was asked to determine the understanding of the terms, merger and incorporation. The objective was to see whether participants were able to differentiate between the two concepts and subsequently relate these concepts within the context of what had happened between the two institutions (the Caprivi College of Education and the University of Namibia). The study found that most participants gave more or less the same answers when asked their thoughts about the difference between a merger and incorporation. It was found that the participants

generally agreed that a merger occurred when two entities of the same size or level (for example, a college with a college or a University and a University) were merged or came together and combined, while incorporation was when two entities of different levels or sizes (for example, a college with a university) were merged, or came together and combined. For instance, in the case of the Caprivi College of Education and the University of Namibia, the college was taken over by UNAM – hence, it was incorporation.

- What was their understanding of the term curriculum?

The findings of this study show that, on average, the participants agreed that curriculum in the broader terms referred to all the courses that were offered at school, college or at university level designed to achieve the specific aims, goals and objectives of such institutions.

- Did the incorporation of the college into UNAM brought changes to the curriculum. If yes, what changes were brought by the incorporation?

There were several changes that this study unearthed that were brought by the incorporation of CCE into UNAM and most notably were the changes in the curriculum.

- The study found that the first change was on the upgrading of the Diploma to Degree program.
- The second change was that there were more programs (B.Ed. Pre- and Lower Primary, B.Ed. Upper primary) that were now being offered compared to the time of the college only where there was only one program (BETD) that was offered.
- The third change was that the new program (B.ED) was even ranked on the Namibian Qualifications Framework, unlike with the previous program (BETD).

- In addition to that, there was now program expansion (from Diploma to Degree) and program mixes (Faculties of Agriculture and Education programs) were now offered at the Katima Mulilo Campus. It included the B.Ed. (Pre- and Lower Primary) and B.Ed. (Upper Primary). From the Faculty of Agriculture we now have a BSc in Wildlife Management and Ecotourism and a Higher Diploma in Health.
- What were the positive changes that were brought by the incorporation on the curriculum?

The above question was asked to find out whether there were positive achievements that came along with the incorporation of the college into the university. It was noted that there were several achievements after the incorporation of the two institutions (college and UNAM). The research study identified the following as more prevalent positive contributions that staff members and students thought came into being directly as a result of the incorporation between the Caprivi College of Education into UNAM.

- The first achievement that featured mainly from the answers of the participants was that the effect of the incorporation on curriculum was that it strengthened the program (from BETD – a diploma – to B.ED – a degree).
- The new program (B.ED) came with more refined pedagogical skills compared to the old program (BETD).
- It was also found that the change from a diploma to a degree program came along with advanced, qualified lecturers who possessed Master's degrees and PHDs.
- The incorporation brought the use of information and communication technologies more pronounced to campus and there were greater use of power point presentations in lecture halls.
- In addition to these achievements, the stock of the library increased to accommodate the needs of the diverse programs that were brought by the incorporation of the college into UNAM.
- Last but not least, the B.ED program became more standardized and was comparable to other international programs.

- What were the challenges of the incorporation on the curriculum?

The incorporation of the Caprivi College of Education into UNAM has brought achievements as experienced by the participants; however, the incorporation had its fair share of challenges as was found by this study. Among a host of challenges identified by this study, the following are:

- The current curriculum (B.ED) is based more on theory than on practice, and this leaves the graduate with fewer skills in teaching pedagogy.
- Student teachers are not given sufficient time to practice how to teach as was the case in the previous programs.
- The curriculum has lost its strength in terms of methodology; the new curriculum does not provide enough time to sharpen the teaching skills of student teachers.
- There are qualified academics, but not all of them have specialized knowledge in areas where they are teaching. In other words, they are academically and professionally trained in different fields than in the areas where they are currently teaching.
- There is an unreasonably large workload on other academics because of the large number of students and most of the staff members from the former college were not prepared to carry such big workloads.
- The other pressing challenge is that previously the college used to prepare or train teachers for Grades 1 – 10, but with the new program it is limited to only upper primary.

5.3 Recommendations of the study

Based on the findings of this study the following recommendations are made for the improvement of a future incorporation of colleges into UNAM or other forms of incorporations at institutions of higher learning.

- It is recommended that with future incorporations of colleges and UNAM, more emphasis must be placed on curriculum outcomes. This study found that, after the incorporation of the college into the university, the B.Ed.

program became based more on theory than on practice. Thus, it is against this background that the researcher recommends that the curriculum designers and higher education policy analysts and other stakeholders of the University of Namibia must urgently revisit the current curriculum in order to develop proper learning outcomes that are necessary for effective learning and the economic development of Namibia, as well as the rest of the world. In addition to this, there is a need for the amendment of the current program so that it accommodates the areas that were deemed missing by the participants in this study. It is only through curriculum review that student teachers will be given ample time to practise both micro- and school-based teaching, an aspect that is almost completely absent from the current curriculum.

- The second challenge that was identified was that of qualified lecturers not fitting well into their specialised areas. The researcher recommends that lecturers should be placed into academically and professional areas where they fit well. This will help to improve quality in delivery of content and output of graduates.
- As far as unreasonably large workloads are concerned, the researcher recommends that the university should take a lecturer audit in terms of teaching periods and determine the lecturer-student ratio that will be used and adhered to by all lecturers. This will prevent unreasonably large workloads of lecturing staffs. In addition to this, it is recommended that the University must consider hiring more lecturers as a way of dealing with the high student numbers that resulted from the incorporation of the Caprivi College of Education into UNAM.
- Last but not least, the researcher recommends that training of teacher trainees should be upgraded to include Grade 10, so that the campus can also train teachers for the junior secondary phase (Grades 1 – 10).

5.4 Directions for future research

This study was preliminary, qualitative-exploratory research to learn about the experiences of staff members and students regarding the incorporation of the Caprivi

College of Education into UNAM on curriculum change. This was done in a selected campus – that was Katima Mulilo. Future research in this domain must also look at the experiences of the staff members and students of the other three colleges of education (only those merged or incorporated with UNAM in 2011) with reference to curriculum change in order to come up with generalizable outcomes. In addition, a comparative study across Southern Africa is also very important to try and verify the findings of this study in other countries and zones of the African continent.

5.5 Conclusions of the study

The review of the literature revealed that the decision and process of a merger or incorporation is a broad, multi-dimensional change for an academic organization that consists of an extensive range from the actual physical joining to deep socio-cultural mission-focused mergers. The study located numerous reports and case studies of established university mergers throughout different regions of the world that have occurred in diverse educational and managerial contexts. Mergers are not an uncommon phenomenon in the higher education setting, and Namibia is no exception.

This study intended to probe the experiences of staff members and students regarding the incorporation of the Caprivi College of Education, in the Zambezi region of the Republic of Namibia, into the University of Namibia with reference to curriculum change. The study was framed by the contingency theory which claims that best practices depend on the conditions of the situations where one operates.

From the findings, it was noted that the incorporation of the college into the university was a good move because it brought more positive changes than challenges, such as the upgrading of the diploma program to that of a degree program. This came along with an advanced curriculum, coupled with qualified lecturers who hold Master's degrees and PhDs. There were a few challenges facing the incorporation, such as unreasonably large workloads due to increases in student enrolment. Furthermore, the new program is limiting the training of teachers up to upper primary (Grades 1 – 7) whereas the previous program trained teachers up to junior secondary (Grades 1 – 10).

It also goes without saying that this study concludes that the greater demands for greater efficiency, higher quality and reductions in public budgets are the key drivers of such incorporations within the higher education sector in Namibia. These factors are continually motivating Namibia and the rest of the world to look more closely at the structure of the higher education systems, and this has motivated a number of mergers and incorporations as part of extensive reforms from government. The objective of creating larger units has resulted in mergers and incorporations or closures of higher education institutions.

The study concluded that incorporations do not appear to be a marriage between equal partners. Many studies have shown that the larger the differences between the involved institutions, the greater the probability that the incorporation will be successful. In this connection, the differences are related to size and the programs which the institutions offer. In addition, geographical proximity plays an important role in regard to the institutions which should be merged. International experiences with mergers have shown that the most successful mergers took place between institutions which were physically not far from each other or even in the same place. It was only possible to save on resources and infrastructure in this kind of merger. The greatest problems occurred where the distances between the institutions were farthest, and where there were also large cultural and academic differences. Exceptions are some diversified mergers in the USA, the Netherlands and Australia, where the strategy is that institutions should complement and supplement each other.

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Appendices

Appendix 1: Request to conduct Research at Katima Mulilo Campus

The Campus Director
Katima Mulilo Campus
University of Namibia
P/Bag 1096
Katima Mulilo
Namibia

Dear Sir/Madam

Request for permission to conduct research work at Katima Mulilo Campus.

I am currently enrolled for a Master's degree in Education Management, Law and Policy at the University of Pretoria. The title of my approved research study is: **Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia.** The main purpose of this study is to explore and analyze the views and experiences of staff and students of the incorporation of Caprivi College of Education (currently Katima Mulilo Campus) into the University of Namibia with specific reference to curriculum change.

This letter is written to request for permission to conduct research at Katima Mulilo Campus of the University of Namibia. The study entails conducting interviews with the Campus Director, Deputy Dean, Academic coordinators (lecturers), Administration staffs, SRC members and ordinary students from different departments. I also request access to documents that maybe of relevance to this study namely: mergers documents addressing curriculum issues, staffing matters and conditions of service of staff in a merged institution. With this study I wish to answer the following main research question: What are staff and students experiences of the incorporation of Caprivi College of Education into the University of Namibia with reference to curriculum change? The following sub-research questions will be used:

- What are experiences of staff and students on the incorporation?
- What are the views and experiences of staff and students of the incorporation of Caprivi College of Education into the University of Namibia with reference to curriculum change?

This study will be conducted following the research ethics guidelines of the University of Pretoria. There will be anonymity of the identity of the participants in this research and confidentiality of handling the research data as per ethics guidelines of the University of Pretoria. Access to research findings will be made

through a completed dissertation that will be available to libraries of both the Universities of Namibia and Pretoria.

I will be grateful if permission to conduct this research at the proposed site can be granted to enable me to complete my studies.

Yours in service of education

Morgan Ntabi
Student researcher

Professor Chika Sehoole
Supervisor

Appendix 2: Invitations to Participate in Research Study

Campus Director

Dear Sir/Madam

Invitation to participate in the research project

I am currently enrolled for a Master's degree in Education Management, Law and Policy at the University of Pretoria. A full requirement for awarding this degree is the successful completion of a significant research project in the field of education.

The title of my approved research study is: **Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia**. The main purpose of this study is to explore and analyze the views and experiences of staff and students of the incorporation of Caprivi College of Education into the University of Namibia with reference to curriculum change.

It is therefore my great honour and privilege to invite you to become a voluntary participant in this research project. Please allow me the opportunity to explain my responsibility during your participation, should you choose to do so. My intention is to gather the information I require for this research project as follow:

I am intending to conduct individual interviews with selected academic and administration staff and group interviews with SRC and fourth year students who were fully involved in the incorporation of Colleges into the University. In this process, I will use the audio recorder and field notes to collect data.

Please understand that the choice of you to participate is entirely voluntary, you may choose not to participate and you are free to withdraw from this study at any time with no penalty to you. Once you have indicated your willingness to participate, permission for your participation will also be secured from the Pro-Vice Chancellor for Academic and Research. Please also be assured that the information obtained during the research study will be treated confidentially. At no time will either you or your institution be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

To ensure that you are comfortable with the information you give, you will be provided with a confidential written transcript of your own interview and will have a final approval of both its content and its accuracy. If you decide to participate in this study, kindly indicate this by completing the consent form at the end of this letter.

Yours in service of education

Morgan Ntabi
Student researcher

Professor Chika Schoole
Research supervisor

Deputy Dean

Dear Sir/Madam

Invitation to participate in the research project

I am currently enrolled for a Master's degree in Education Management, Law and Policy at the University of Pretoria. A full requirement for awarding this degree is the successful completion of a significant research project in the field of education.

The title of my approved research study is: **Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia**. The main purpose of this study is to explore and analyze the views and experiences of staff and students of the incorporation of Caprivi College of Education into the University of Namibia with reference to curriculum change.

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Please understand that the choice of you to participate is entirely voluntary, you may choose not to participate and you are free to withdraw from this study at any time with no penalty to you. Once you have indicated your willingness to participate, permission for your participation will also be secured from the Campus Director. Please also be assured that the information obtained during the research study will be treated confidentially. At no time will either you or your institution be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

To ensure that you are comfortable with the information you give, you will be provided with a confidential written transcript of your own interview and will have a final approval of both its content and its accuracy. If you decide to participate in this study, kindly indicate this by completing the consent form at the end of this letter.

Yours in service of education

Morgan Ntabi
Student researcher

Professor Chika Sehoole
Research supervisor

Academic Coordinators (Lecturers)

Dear Sir/Madam

Invitation to participate in the research project

I am currently enrolled for a Master's degree in Education Management, Law and Policy at the University of Pretoria. A full requirement for awarding this degree is the successful completion of a significant research project in the field of education.

The title of my approved research study is: **Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia**. The main purpose of this study is to explore and analyze the views and experiences of staff and students of the incorporation of Caprivi College of Education into the University of Namibia with reference to curriculum change.

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Please understand that the choice of you to participate is entirely voluntary, you may choose not to participate and you are free to withdraw from this study at any time with no penalty to you. Once you have indicated your willingness to participate, permission for your participation will also be secured from the Campus Director. Please also be assured that the information obtained during the research study will be treated confidentially. At no time will either you or your institution be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

To ensure that you are comfortable with the information you give, you will be provided with a confidential written transcript of your own interview and will have a final approval of both its content and its accuracy. If you decide to participate in this study, kindly indicate this by completing the consent form at the end of this letter.

Yours in service of education

Morgan Ntabi
Student researcher

Professor Chika Schoole
Research supervisor

Administration staff

Dear Sir/Madam

Invitation to participate in the research project

I am currently enrolled for a Master's degree in Education Management, Law and Policy at the University of Pretoria. A full requirement for awarding this degree is the successful completion of a significant research project in the field of education.

The title of my approved research study is: **Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia**. The main purpose of this study is to explore and analyze the views and experiences of staff and students of the incorporation of Caprivi College of Education into the University of Namibia with reference to curriculum change.

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To ensure that you are comfortable with the information you give, you will be provided with a confidential written transcript of your own interview and will have a final approval of both its content and its accuracy. If you decide to participate in this study, kindly indicate this by completing the consent form at the end of this letter.

Yours in service of education

Morgan Ntabi
Student researcher

Professor Chika Sehoole
Research supervisor

Dear SRC students

Invitation to participate in the research project

I am currently enrolled for a Master's degree in Education Management, Law and Policy at the University of Pretoria. A full requirement for awarding this degree is the successful completion of a significant research project in the field of education.

The title of my approved research study is: **Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia**. The main purpose of this study is to explore and analyze the views and experiences of staff and students of the incorporation of Caprivi College of Education into the University of Namibia with reference to curriculum change.

It is therefore my great honour and privilege to invite you to become a voluntary participant in this research project. Please allow me the opportunity to explain my responsibility during your participation, should you choose to do so. My intention is to gather the information I require for this research project as follow:

I am intending to conduct individual interviews with selected academic and administration staff and group interviews with SRC and fourth year students who were fully involved in the incorporation of Colleges into the University. In this process, I will use the audio recorder and field notes to collect data.

Please understand that the choice of you to participate is entirely voluntary, you may choose not to participate and you are free to withdraw from this study at any time with no penalty to you. Once you have indicated your willingness to participate, permission for your participation will also be secured from the Campus Director. Please also be assured that the information obtained during the research study will be treated confidentially. At no time will either you or your institution be mentioned by name or indeed be allowed to be identified by any manner or means whatsoever in the research report.

To ensure that you are comfortable with the information you give, you will be provided with a confidential written transcript of your own interview and will have a final approval of both its content and its accuracy. If you decide to participate in this study, kindly indicate this by completing the consent form at the end of this letter.

Yours in service of education

Morgan Ntabi
Student researcher

Professor Chika Sehoole
Research supervisor

Dear Students

Invitation to participate in the research project

I am currently enrolled for a Master's degree in Education Management, Law and Policy at the University of Pretoria. A full requirement for awarding this degree is the successful completion of a significant research project in the field of education.

The title of my approved research study is: **Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia**. The main purpose of this study is to explore and analyze the views and experiences of staff and students of the incorporation of Caprivi College of Education into the University of Namibia with reference to curriculum change.

It is therefore my great honour and privilege to invite you to become a voluntary participant in this research project. Please allow me the opportunity to explain my responsibility during your participation, should you choose to do so. My intention is to gather the information I require for this research project as follow:

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To ensure that you are comfortable with the information you give, you will be provided with a confidential written transcript of your own interview and will have a final approval of both its content and its accuracy. If you decide to participate in this study, kindly indicate this by completing the consent form at the end of this letter.

Yours in service of education

Morgan Ntabi
Student researcher

Professor Chika Sehoole
Research supervisor

Appendix 3: Consent Forms

CONSENT FORM

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED: *Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia.*

I, _____, Campus Director of _____ hereby voluntarily and willingly agree to participate as an individual and to the participation of my institution in the above-mentioned study introduced and explained to me by Mr Morgan Ntabi, currently a student enrolled for the M.Ed. degree at the University of Pretoria. I understand that my and my institution's participation is dependent on the granting permission for our participation by the University of Namibia.

I further declare that I understand, as they were explained to me by the researcher, the purpose, aim, benefits, methods of collecting information proposed by the researcher, as well as the means by the researcher will attempt to ensure the confidentiality and integrity of the information he collects.

Campus Director

Date

CONSENT FORM

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED: *Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia.*

I, _____, Deputy Dean of _____ hereby voluntarily and willingly agree to participate as an individual and to the participation of my institution in the above-mentioned study introduced and explained to me by Mr Morgan Ntabi, currently a student enrolled for the M.Ed. degree at the University of Pretoria. I understand that my and my institution's participation is dependent on the granting permission for our participation by the University of Namibia.

I further declare that I understand, as they were explained to me by the researcher, the purpose, aim, benefits, methods of collecting information proposed by the researcher, as well as the means by the researcher will attempt to ensure the confidentiality and integrity of the information he collects.

Deputy Dean

Date

CONSENT FORM

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED: *Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia.*

I, _____ a Coordinator of _____ hereby voluntarily and willingly agree to participate as an individual and to the participation of my institution in the above-mentioned study introduced and explained to me by Mr Morgan Ntabi, currently a student enrolled for the M.Ed. degree at the University of Pretoria. I understand that my and my institution's participation is dependent on the granting permission for our participation by the University of Namibia.

I further declare that I understand, as they were explained to me by the researcher, the purpose, aim, benefits, methods of collecting information proposed by the researcher, as well as the means by the researcher will attempt to ensure the confidentiality and integrity of the information he collects.

Academic Coordinator

Date

CONSENT FORM

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED: *Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia.*

I, _____, an Administration staff of _____ hereby voluntarily and willingly agree to participate as an individual and to the participation of my institution in the above-mentioned study introduced and explained to me by Mr Morgan Ntabi, currently a student enrolled for the M.Ed. degree at the University of Pretoria. I understand that my and my institution's participation is dependent on the granting permission for our participation by the University of Namibia.

I further declare that I understand, as they were explained to me by the researcher, the purpose, aim, benefits, methods of collecting information proposed by the researcher, as well as the means by the researcher will attempt to ensure the confidentiality and integrity of the information he collects.

Administration Staff

Date

CONSENT FORM

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED: *Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia.*

I, _____, a SRC of _____ hereby voluntarily and willingly agree to participate as an individual and to the participation of my institution in the above-mentioned study introduced and explained to me by Mr Morgan Ntabi, currently a student enrolled for the M.Ed. degree at the University of Pretoria. I understand that my and my institution's participation is dependent on the granting permission for our participation by the University of Namibia.

I further declare that I understand, as they were explained to me by the researcher, the purpose, aim, benefits, methods of collecting information proposed by the researcher, as well as the means by the researcher will attempt to ensure the confidentiality and integrity of the information he collects.

SRC

Date

CONSENT FORM

VOLUNTARY PARTICIPATION IN THE RESEARCH PROJECT ENTITLED: *Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia.*

I, _____, a student of _____ hereby voluntarily and willingly agree to participate as an individual and to the participation of my institution in the above-mentioned study introduced and explained to me by Mr Morgan Ntabi, currently a student enrolled for the M.Ed. degree at the University of Pretoria. I understand that my and my institution's participation is dependent on the granting permission for our participation by the University of Namibia.

I further declare that I understand, as they were explained to me by the researcher, the purpose, aim, benefits, methods of collecting information proposed by the researcher, as well as the means by the researcher will attempt to ensure the confidentiality and integrity of the information he collects.

Student

Date

Appendix 4: Interview Questions

Individual semi-structured interviews with Campus Director

Title of the thesis: **Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia.**

Please remember that your answers to all these questions will be treated in the strictest confidence and that at no time will I allow you or your institution to be identified either by name or by implication by any reader of the findings of this research.

- Have you been a leader of a higher academic institution before you became a Campus Director? If so, for how long?
- For how long have you been serving as a Director of this Campus?
- In your own words, how would you define or describe the term incorporation?
- Do you think there is a difference between a merger and incorporation? If so, what do you think are the differences?
- In your own words, how would you define the word curriculum?
- Would you say the incorporation of Colleges into UNAM brought changes to the curriculum? If so, what changes were brought by the incorporation?
- What do you think are the positive aspects of the incorporation on the curriculum?
- What do you think are the negative aspects of the incorporation on the curriculum?

Individual semi-structured interviews with Deputy Dean

Title of the thesis: **Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia.**

Please remember that your answers to all these questions will be treated in the strictest confidence and that at no time will I allow you or your institution to be identified either by name or by implication by any reader of the findings of this research.

- Have you been a leader of a higher academic institution before you became a Deputy Dean? If so, for how long?
- For how long have you been serving as a Deputy Dean?
- In your own words, how would you define or describe the term incorporation?
- Do you think there is a difference between a merger and incorporation? If so, what do you think are the differences?
- In your own words, how would you define the word curriculum?
- Would you say the incorporation of Colleges into UNAM brought changes to the curriculum? If so, what changes were brought by the incorporation?
- What do you think are the positive aspects of the incorporation on the curriculum?
- What do you think are the negative aspects of the incorporation on the curriculum?

Individual semi-structured interviews with Academic Coordinators (lecturers)

Title of the thesis: **Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia.**

Please remember that your answers to all these questions will be treated in the strictest confidence and that at no time will I allow you or your institution to be identified either by name or by implication by any reader of the findings of this research.

- Did you serve as a lecturer at the former College of Education? If so, for how long?
- For how long have you been a lecturer at the University of Namibia?
- In your own words, how would you define or describe the term incorporation?
- Do you think there is a difference between a merger and incorporation? If so, what do you think is the difference?
- In your own words, how would you define the word curriculum?
- Would you say the incorporation of Colleges into UNAM brought changes to the curriculum? If so, what changes were brought by the incorporation?
- What do you think are the positive aspects of the incorporation on the curriculum?
- What do you think are the negative aspects of the incorporation on the curriculum?

Individual semi-structured interviews with Administration Staff

Title of the thesis: **Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia.**

Please remember that your answers to all these questions will be treated in the strictest confidence and that at no time will I allow you or your institution to be identified either by name or by implication by any reader of the findings of this research.

- Did you serve as an administration staff at the former College of Education? If so, for how long?
- For how long have you been in the administration section at the University of Namibia?
- In your own words, how would you define or describe the term incorporation?
- Do you think there is a difference between a merger and incorporation? If so, what do you think is the difference?
- In your own words, how would you define the word curriculum?
- Would you say the incorporation of Colleges into UNAM brought changes to the curriculum? If so, what changes were brought by the incorporation?
- What do you think are the positive aspects of the incorporation on the curriculum?
- What do you think are the negative aspects of the incorporation on the curriculum?

Focus group semi-structured interviews with SRC students

Title of the thesis: **Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia.**

Please remember that your answers to all these questions will be treated in the strictest confidence and that at no time will I allow you or your institution to be identified either by name or by implication by any reader of the findings of this research.

- For how long have you been a student at this campus?
- For how long have you been serving as SRC at this campus?
- In your own words, how would you define or describe the term incorporation?
- Do you think there is a difference between a merger and incorporation? If so, what do you think is the difference?
- In your own words, how would you define the curriculum?
- Would you say the incorporation of Colleges into UNAM brought changes to the curriculum? If so, what changes were brought by the incorporation?
- What do you think are positive aspects of the incorporation on the curriculum?
- What do you think are negative aspects of the incorporation on the curriculum?

Focus group semi-structured interviews with ordinary students

Title of the thesis: **Staff and students' experiences of the incorporation of the Caprivi College of Education into the University of Namibia.**

Please remember that your answers to all these questions will be treated in the strictest confidence and that at no time will I allow you or your institution to be identified either by name or by implication by any reader of the findings of this research.

- For how long have you been a student at this campus?
- Did you articulate from BETD to B.Ed.?
- If yes, why did you articulate from BETD to B.Ed.?
- In your own words, how would you define the term incorporation?
- How would you define the term curriculum, in your own word?
- Would you say the incorporation of Colleges into UNAM brought changes to the curriculum? If so, what changes were brought by the incorporation on the curriculum
- What do you think are positive aspects of the incorporation on the curriculum?
- What do you think are negative aspects of the incorporation on the curriculum?

Appendix 5: Ethics Approval



RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER : EM 14/03/07
<u>DEGREE AND PROJECT</u>	MEd Staff and students' experiences of the incorporation of Caprivi College of Education into the University of Namibia
<u>INVESTIGATOR(S)</u>	Morgan Lota Ntabi
<u>DEPARTMENT</u>	Education Management and Policy Studies
<u>DATE CONSIDERED</u>	10 April 2015
<u>DECISION OF THE COMMITTEE</u>	APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearance is valid for 3 years.

**CHAIRPERSON OF ETHICS
COMMITTEE**

Prof Liesel Ebersöhn

DATE

10 April 2015

CC

Jeannie Beukes
Liesel Ebersöhn
Prof MT Sehoole

This ethical clearance certificate is issued subject to the following condition:

1. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.