#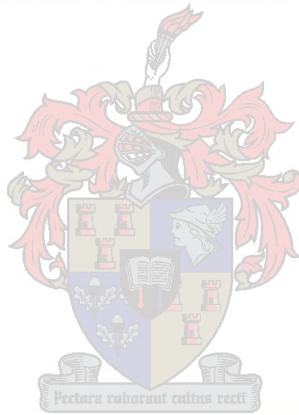 The relationship between university research and the surrounding communities in developing countries: A case study of the University of Venda for Science and Technology.

Tshilidzi Mashamba

Thesis presented in partial fulfilment of the requirements for the degree of Master of Philosophy at the University of Stellenbosch

Supervisor: Professor Johann Mouton

April 2003

DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously submitted it in its entirety or in part at any university for a degree.

Signature:

Date:

ABSTRACT

Institutions of higher learning have always had relationships with their surrounding communities. The current study focuses on the research relationship that the University of Venda has with its surrounding community. The literature shows that although the nature of the relationship takes different forms, each university has a certain kind of a relationship with the surrounding community. In this study, I used the qualitative approach and I conducted one focus group and four individual interviews. I explored the research needs of the communities surrounding the University of Venda and the ways in which they think the university could address those needs. The findings of this study revealed that the communities are not at all happy with the services that are rendered by the university. They show that instead of benefiting from its existence within their communities, they are even more disadvantaged by its presence.

The respondents also identified certain schools and departments at the University of Venda that they felt could be of assistance to the surrounding communities if they redirected their research projects into applied research.

OPSOMMING

Hoër onderwysinstellings het nog altyd `n bepaalde verhouding met hulle omliggende gemeenskappe gehad. Die huidige studie fokus op die navorsingsverhouding wat die Universiteit van Venda het met sy omliggende gemeenskap. Die literatuur wys daarop dat alhoewel die aard van die verhouding verskillende vorme kan aanneem, elke universiteit `n sekere vorm van verhouding het met die omliggende gemeenskap. In hierdie studie is die kwalitatiewe benadering gebruik. Ek het navorsing onderneem na die navorsingsbehoeftes van die gemeenskappe in die nabyheid van die Universiteit van Venda en ook na die maniere waarop respondente dink die universiteits-gemeenskap hierdie behoeftes kan aanspreek. Die bevindinge van die studie toon dat die gemeenskappe nie gelukkig is met die dienste wat deur die universiteit verskaf word nie. Daar word onder meer getoon dat in plaas van voordeel trek uit die bestaan van die universiteit binne hulle gemeenskappe, hulle eintlik meer nadelig beinvloed word.

Die respondente het ook sekere skole en departemente aan die Universiteit van Venda geidentifiseer wat tot hulp kan wees vir die omliggende gemeenskappe indien hulle navorsingsprojekte omskep word in toegepaste navorsing.

ACKNOWLEDGEMENTS

I would like to thank God who made it possible for me to complete my research study. He protected me from serious emotional and physical diseases that could have affected my studies.

I would also like to express my sincere thanks to the following people:

To Prof. Johann Mouton for his challenging supervision.

To Prof. Norman Duncan for his academic support and encouragement.

To Dr. Fhatuwani Netshiombo for his encouragement.

To Mr. Dumisani Thabede for his emotional and academic support.

To my parents, Alfred and Catherine, my sisters, Mashudu and Lufuno, and my only brother Tshifhiwa, for their support.

TABLE OF CONTENTS

Chapter 1: Introduction

1.1 Background

Research is an important field and most conclusions or decisions taken are based on the results obtained through scientific research. At a national level, research occurs in mainly four main domains. These are the state, universities and technikons, non-governmental organisations and the private sector. Richter and Tyeku (1999) state that research is a significant part of the business of academics. TerreBlanche and Durrheim (1999: 9) also point out that social research specifically is very important at academic institutions:

> "The teaching of social research at universities plays an interesting role. … Social science researchers now play key roles in business, medical, and community contexts, where their practical and theoretical skills are highly valued. Amongst other activities, researchers are now involved in evaluating social programmes, community activism, policy development, clinical medicine and public health, media and market research and social and psychological assessment."

Research is also the main vehicle for investigating problems within a community and their possible solutions. A lot of things happen in a community that are not investigated properly, for example, social casualties, diseases and other things that have a direct impact on the quality of life of a community. Some communities feel that since they surround tertiary institutions they could benefit from their existence and through the research conducted within their communities by those institutions. Instead, in some cases, only the researcher or the institution conducting the research benefit from certain research projects.

1.2 Aims of the study

The main focus of the research study was to find out if the communities surrounding the University of Venda benefit from the existence of the university through research projects. I set out to investigate the extent to which researchers at the University of Venda – in the perception of these communties - are doing applied research that have clear benefits to them. I also wanted to explore what the community thinks the functions of the university are. Having obtained their views, I tried to determine if there

is any relationship between what the communities regard as the functions of the university and the research needs that they would like the university to address. This information could be used to inform the university community of the kinds of research needs that the communities would like the university to address.

I also wished to find out if the University of Venda has relationships with the surrounding communities similar to that of other universities and their communities in other developing countries. A further aim was to establish the extent to which the surrounding communities of the University of Venda are examples of those in other developing countries.

The findings of this research study could be used to guide researchers from the University who might want to do applied research in order to address the immediate needs of the surrounding communities. Both the communities and the University should be made aware of the type of research relationship they have with each other, and find out if the communities also have a research relationship with other institutions of higher learning.

Data to answer the research questions was obtained from the executive members of the civic associations of the various different communities surrounding the University of Venda, as I considered that they would be the most informed about the things that were happening in their communities.

1.3   Significance of the study

Universities conduct research projects within the communities that surround them. Researchers often carry out research projects in order to get promotion, secure research grants, or to support their the academic programmes. However,it unfortunately is the case that in many instance once the researchers have obtained the required information from these communities they are often not heard from again.

I undertook this study in an attempt to capture the real research needs of the communities surrounding the University of Venda. The value of such a study would be that it could assist in informing researchers at the university in identifying research priorities.

1.4   Demarcation of the study

This research study was conducted at five communities surrounding the University of Venda, i.e. Makwarela, Maniini, Maungani, Mvudi Park and Shayandima. These communities are within a 10 kilometres radius from the University. The respondents were the executive members of the different civic associations from the above communities.

1.5   Organisation of the thesis

This research study is comprised of five chapters.

The first chapter gives a theoretical background, the aims, the demarcation as well as the significance of the study.

Chapter Two presents a review of the relevant literature. It discusses research done in other communities by researchers from academic institutions and governments and how the communities felt about these researchers.

Chapter Three describes the research design that I used in selecting the respondents, data collection and analysis, and the presentation and dissemination of the research findings.

Chapter Four presents the themes that were extracted during the analysis of data from the research findings.

Chapter Five contains information about the dissemination of the research results, comments on the limitations of the study, my recommendations and conclusion.

Chapter 2: Literature Review

2.1   Introduction

The purpose of this chapter is to review the literature on the relationships that universities in developing countries have with their surrounding communities, and to show how the reviewed literature fits into the field under study. Kaniki (1999: 17) argues that,

> A research project does not exist in isolation, but must build upon what has been done previously. Therefore before embarking on a project, a researcher should review previous work in the field. Such a review commonly encompasses recently published research, but also could include a review of historical and oral material.

The review in this study is divided into five sections. The first section describes the functions of the university. The second section discusses some models of the relationships between universities and communities. The third section describes some of the factors that affect the relationship between researchers and communities in developing countries. The fourth section describes methods of dissemination of research results that exist in developing countries, which can help to ensure that communities really benefit from research projects. The final section provides some suggestions on what the relationship between a university and the surrounding community should look like.

2.2   The functions of the university

A growing view of the university is that it should serve the needs of the surrounding community. Communities have different research needs that should be met. An example of this is found in the writings of Cresswell.

> It is my personal belief that if the university has to make any significant impact within the society in which it finds itself, it has to make itself a great deal more relevant to the society it serves than it does at the present. ... It is essential that we continue to produce highly skilled graduates and that our research contributes to the international community of scholars... It is, however, important that in addition we ensure that we make a valuable and a helpful contribution to the local community (1992:55).

A similar point of view is expressed by Subotzky (1999), who states that higher education institutions in South Africa are increasingly being held publicly accountable for the effectiveness and relevance of their activities. New emphasis is being placed on higher education-community partnership programmes that integrate community service learning, outreach and research that is directed towards social development, equitable change and meeting the basic needs of the majority. Sinha (1990) also indicates that while some people argue that the university should be separated from real-world problems, universities are increasingly being called upon to apply their vast knowledge and research resources to the solution of critical societal problems. She writes that doing research is an activity from which the community legitimately expects some tangible return. It is for this reason that research in Psychology in India and in most developing countries is trying to become more problem-oriented. Apart from Psychology, there are many different areas or fields on which the university can focus its research in the community.

Ansley and Gaventa (1997) note that it is important for the university to have some kind of research relationship with the surrounding community. Their experience with community-based research is that communities see research as potentially positive because they realise that research findings may play an important role in 'gaining a voice', in strengthening democratic participation and in initiating action on critical issues in their communities.

> In recent years universities in developing countries have followed their counterparts in developed countries in adopting quality assurance to improve the quality of their teaching, research and direct community service programmes (Lim, 1999: 379).

This suggests that one of the purposes for the existence of the university is to provide services to the community. In his inaugural address, as rector and vice-chancellor of the University of Western Cape, Gerwel (1982) supported this view by stating that while it is accepted that teaching, research and community service are defined as the three functions of a university, they have to take the third function (of community service) even more seriously than has been traditional for universities.

The above discussion indicates that universities are expected to fulfil various different functions. According to Etzkowitz, Webster and Healey (1998), some of these functions

include education and research, production in industry and government regulation. Tsichritzis (1999) states that the main service of the university is to teach students. He believes that since universities are considered as content providers they are involved in three functions: production (they generate knowledge), programming (they package the content in courses) and distribution (they present the content to students). He argues that universities cannot all afford to carry out all three functions because there is a lot of duplication and too much inefficiency inherent in the current university system. He suggests that universities need to decide in which areas they will be global content providers.

As I have already indicated, one of the functions of the university is to help the community meet its unmet needs. This means that there has to be some form of a relationship between the university and the surrounding community.

2.3   The relationship between the university and the community: Ethical issues

It is not uncommon for communities that surround universities – especially in developing countries - to expect too much from the university. Pernice (1994) argues that communities might have unrealistic expectations of research projects; that they will bring instantaneous benefits either to them as a community or to the individuals involved, and that there will be a dialogue that will continue after data collection. However, what usually happens is that researchers leave the field after data collection and never return – and no feedback is given to the respondents.

According to van Vlaenderen (1993), research results are generally not reported back to the community. Instead, the data collected are used to help improve the researcher's academic qualifications or to advance the researcher's academic work, or even, as was the case of the apartheid government, to continue to disadvantage certain communities. Experiences like these made people in the target communities feel that they had been robbed of their privacy without any compensation or that they had been deceived into giving information that would be used to further disempower them. Leeb and Radford (1987) also observe that communities and community organisations regard many university researchers with a certain amount of scepticism. They mention the following as some of the reasons for this:

- It is felt that often the researcher decides what the problem is before the

investigation. The research thus assumes a Western 'white' frame of reference, and the researcher operates within this perspective.

- The consequence of this is that the information collected from community members is analysed in terms of this frame of reference and becomes divorced from the real problems in the community.
- Very often, the community being researched has only one contact with the research, i.e. when data is being collected. They are not informed of the results.
- The research is then interpreted within the 'white' perspective, and published in specialized journals. It is read by other academics and catalogued in libraries. Consequently the people whom the research was meant to benefit in some way never hear what the outcome of the research was. (1987: 17).

The above quotation raises a number of ethical concerns. According to Strydom (1998: 23):

Ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students.

Various ethical issues arise within the context of research. In this study, the following ethical issues were identified: informed consent, deception of subjects or respondents, violation of privacy and exploitation of communities.

Informed consent

According to Hammersley & Atkinson (1995), Rubin & Rubin (1995), De Vaus (1996) and Strydom (1998) informed consent implies that all the necessary information about the objectives of the research study and the procedures which will be followed (e.g. how subjects will be selected and the way in which data and conclusions will be presented), the possible advantages, disadvantages and dangers to which the respondents may be exposed must be clearly conveyed to the respondents beforehand. Respondents should then be allowed to make a voluntary decision about their participation and should also aware that they are free to withdraw from

participation at any time if they wish to do so. All these aspects should be explained in a non-technical terms.

Roth (as cited in Hammersley & Atkinson, 1995) argues that all research falls into a continuum between the overt and covert. He shows that within the same research project the degree of openness may differ across the different people in the field. He gives an example of this variation in the research done by Burgess at Bishop McGregor School. Burgess informed the teachers that he was conducting a research study, but the students were only told that he was a new part-time teacher. Smith (1990) recommends that respondents should be given the opportunity to agree only once they have full knowledge of the aims and purposes, problems and procedures and any other relevant information. On the other hand, Burgess (1984) argues that in many cases if the respondents were given such detailed information beforehand, it would influence the behaviour of the respondents and compromise the findings of the study.

Deception of subjects or respondents

The second ethical issue concerns the deception of subjects by the researcher. Loewenberg and Dolgoff (cited in Strydom, 1998) describe deception of subjects as "deliberately misrepresenting facts in order to make another person believe what is not true, violating the respect to which every person is entitled" (1998: 27). Corey (in Strydom, 1998) defines it as "withholding information, or offering incorrect information in order to ensure participation of subjects when they would otherwise possibly have refused it" (1998: 27).

TerreBlanche and Durrheim (1999) feel that studies that involve deception pose particular ethical challenges to the researcher. They suggest that the researcher should always consider research designs that do not involve deception. Westen (1988) observed that many researchers kept the respondents uninformed of the aim of the study until the end, some even deceived them because they know that if they had told the respondents the truth, they would not have obtained valid results. From an ethical view, these practices are not acceptable. Baunafind (1985) supports this by stating that the use of intentional deception in the research setting is unethical, imprudent and scientifically unwarranted.

A different view is given by Douglas (1976) who states that deceptive methods are

necessary in good social science because the social world is characterised by evasiveness, deceitfulness, secrecy and fundamental social conflicts. Douglas and the conflict methodologists argue that researchers should be prepared to be involved in unethical practices because this is often the only way that they will obtain the information they need.

Violation of privacy

Violation of privacy is the third ethical issue that I identified. For the purposes of this study, the right to confidentiality, anonymity and the violation of rights can be viewed as synonymous. The right to privacy is the individual's right to decide whether he would like his beliefs or behaviours to be revealed (Strydom, 1998). According to De Vaus (1996), anonymity means that the researcher may not identify the respondent and confidentiality means that the respondent's names may be matched with the responses only by the researcher, who must then ensure that no other person has access to their responses when linked with their identification. Hammersley and Atkinson (1995) illustrate this where certain respondents reacted to a study done by Scheper-Hughes of an Irish village. Their complaint was that the results were written in a way that the identity of the respondents was obvious. They said: "Why couldn't you have left it a dusty dissertation on a library shelf that no one would read, or a scholarly book that only the 'experts' would read?" (1995: 268).

This shows that the researchers kept the information where anyone would have access to it and the informants regarded that information as confidential.

The following comment appears in a study done by Funk:

> We know that anthropologists and white researchers had previously attempted to integrate a study of our land-based activities in their theses. But our community leaders and community people expressed their dislike for the invasion of their privacy by outsiders who did not speak their language. We know from the past experience that government research by white researchers has never improved our lives. Usually white researchers spy on us, the things we do, how we do them and so on. After all these things are written in their jargon, they go away and neither they nor their reports are ever seen again. (1985: 127)

9

The above quotations indicate that when results are not treated anonymously or confidentially, respondents feel that their privacy has been invaded and that they dislike this behaviour.

Rubin and Rubin (1995) advise researchers to always keep promises that they make to their respondents. If they fail to keep their promises, it is unethical. It also means that the data collected was obtained under false pretences. This may also make it difficult for other researchers to carry out other research projects with the individuals concerned or others who might be aware of such incidents. Rubin and Rubin also cite an extreme case where qualitative researchers went to jail in order to keep their promise of confidentiality:

> When Mario Brajuha interviewed restaurant workers for his dissertation in the early 1980s, he had no reason to suspect that his data would ultimately land him in jail- he was only studying the social construction of the workplace. Brajuha promised his interviewees confidentiality to ensure that nothing that was said would be used against the workers by their co-workers or supervisors. However, when a fire occurred in the restaurant, the police suspected arson and subpoenaed Brajuha's interview notes as part of their investigation. Brajuha was in a difficult ethical position: He could surrender his data to police and break his vow of confidentiality to informants, or he could keep his promise and go to jail. He chose to honour his promise and went to jail. (1995: 96).

It is the responsibility of researchers to explain to the respondents what the aims and outcomes of the study will be. It should be made clear to the respondents whether there are concrete benefits that will be gained from the study or not, in order to avoid their thinking that the researcher has deliberately deceived them if no benefits appear after the study.

Harm to the communities: Exploitation
Another issue that is closely related to the ethically issues identified above is that of exploitation. Hammersley and Atkinson (1995) argue that there are times when research involves exploiting those who are being studied. Respondents supply information readily and willingly, which is then used by the researcher for his benefit but the community gets little or nothing in return. This can be clearly seen in a study done by Beynon, quoted by Hammersley and Atkinson. One of the teachers in the school

that Beynon studied summed this up by commenting: "When you first arrived we thought, 'Here's another bloke getting a degree on our backs!' We resented the idea that we were just fodders for research" (1995: 273).

Other communities have experienced the research done by some university scholars as disempowering, non-participatory or they believe that the results have been misused. This is why many communities no longer expect meaningful assistance from universities.

A number of studies have been done that argue that most communities do not benefit from the research conducted in their communities. This is pointed out in a study done by Hursh-Cesar and Roy:

> The typical research project in a developing nation in the 1950-1960 period consisted of 'data-mining' by the sojourning social scientist. He came to the host country, gathered his data and went home to complete his analysis. This 'safari' research expedition left no lasting imprint on the host country's research capability. If anything, the visitor left disappointed hosts who expected useful research results, correction of social problems, or even joint publications. (1976: 8).

Bulmer describes how one village elder in Kenya commented about researchers:

> People in the community have grown accustomed not to trust people who come from outside. No one comes from outside with good intentions. Everyone comes here to take something away from us and to tell bad stories about us. Some people come here to help us with their research, so they say. Then they go back to university to receive degrees and come back here as government officials giving us instructions and orders. (1993: 209).

But this more sceptical and negative view about the potential for community harm and exploitation is not shared by everyone. Schlemmer (1990) argues that universities seem to be trusted since they are seen to be concerned with books and studying. His experience is that black people realise that universities are well intentioned and attempt to be objective. They have no image of intervention in the lives of black people, unlike government and municipal institutions.

Studies have also indicated that, apart from researchers exploiting respondents, there

are instances where respondents exploit researchers. This is noted by Adler and Adler in Hammersley and Atkinson, who wrote that researchers are sometimes seen as prey, whose desire for information can be exploited for gifts and favours. They describe how the drug dealers they were studying gradually began to take advantage of them:

> Money they gave us to hold, they knew they could always rely on having returned. Money we lent them in desperate times was never repaid, even when they were affluent again. Favours from us were expected by them, without any further reciprocation than openness about their activities" (1995: 283).

They also show that it is important to remember that the possibility of manipulation, dishonesty, exploitation and the causing of harm do not lie only on one side of the researcher-researched relationship. It is the responsibility of the researchers to ensure that they do not exploit or become exploited by the people they are studying.

The studies referred to above clearly show that most commentators are of the opinion that communities are sceptical and distrustful of university researchers. There seems to be an agreement in literature that communities are sceptical for good reasons, having been exploited by researchers in the past who have had no intentions of producing benefits to the communities. However, there is also a viewpoint that argues that communities sometimes exploit researchers. Clearly, exploitation can be experienced on both sides.

The relationship between the university and the surrounding communities have led some authors/researchers to develop models that attempt to clarify more what these relationships are and should be. These models could also be used to assist researchers in evaluating research projects whose main objectives are to improve the lives of the community.

2.4   Models of the relationship between the universities and communities

This section describes different models that support the view that people should benefit from the research projects done in their communities. I selected these models because they are (1) the most widely represented in the literature; and (2) because they are clearly present in one form or the other in the South African higher education landscape. The following models are discussed: the Liberal Model, the Economic or

Market Model, and the Community Service Learning Model.

2.4.1 Liberal Model

There are various definitions of the term "university" within classical liberalism. For the purposes of this study, I will use the definition by Daugherty and Blaunch,

> A university …..is an educational institution comprising an undergraduate college or school which provides programs for study and research beyond the levels of the baccalaureate and first professional degree (in Wilson and Tauber, 1956: 14).

The above shows that scholars should continue doing research even after completing their degrees since they will be able to get the resources from the university for conducting research projects. But what are the characteristics of a liberal university.

According to Brown (1969), the following are the key functions of a liberal university.

- The liberal university is man-centred, and not knowledge centred.
- An individual has to make contribution to the society, through inborn knowledge or skills and what he has learned.
- The liberal university is value-centred.
- It reflects the most important needs of the individual. If an individual has spent some years in its environment as a student, the university would, in some ways, influence his value system through the various different processes, e.g. in class, in the library, with teachers or other students and in a residential environment.
- The liberal university emphasises values and knowledge because these two are thought to be challenging to the human spirit.
- The liberal university seeks to help in the integration of knowledge and also its extension.
- The liberal university emphasises independent study and individualised instruction.
- There is a need for interaction between the student and the teacher, and between the student and a problem of special concern to him.
- Another important issue emphasised is freedom. The individual should have freedom to pursue self-education in things that he thinks are important to him, and not only the ones prescribed by the desired occupation. Its mission is also to free individuals from ignorance, superstition, prejudice, arrogance, hatred,

tyranny, greed and insensitivity. These individuals also have to respect the freedom of other individuals.

- The liberal university aims at developing a tradition of individual responsibility for public service in its students and graduates.
- An overall characteristic of a liberal university is its development of a distinct institutional personality over time.

Liberal education aims at making sure that its students free themselves from submission to impressions, beliefs and impulses, give them critical and organizing power and deliberate command over choice and action (Westbury and Wilkof, 1978).

According to the liberal model, the main functions of the academics are to teach and to do research. Hammersley claims that, "From a liberal perspective, universities are primarily concerned with the pursuit and dissemination of knowledge that is of universal, or at least very general, value." (1995: 146).

Wilson and Tauber (1956) outlined six functions of the university. These are:
- Teaching
- Research
- Publication
- Conservation of knowledge and ideas
- Extension and service
- Interpretation.

Of the above functions, I will only focus on research, extension and service.

> Through the methods of research the student is given an opportunity of independent work, … Through Masters' essay in a limited way, the Doctoral dissertation generally, and special investigation by faculty members and research workers, the university continuously attempts to gain for man a full comprehension of his social and physical universe. And while the university makes this direct contribution to the advancement of knowledge, it serves as the principal training ground for those who carry on investigation in government, industry, the sciences, and other fields. Of the estimated 100, 000 individuals engaged in research, one third are associated with colleges and universities. (1956: 17).

This is related to the characteristics of the liberal university that emphasise independent study and freedom, where an individual would have an opportunity to interact with a problem of special concern to him, where an individual would have to conduct a research project.

> University research facilities are often specifically utilised in the solution of community social problems, and service to the community is offered on the university campus through institutes and short courses (Wilson and Tauber, 1956: 18).

The university often goes beyond its boundaries by offering extension and correspondence courses, agricultural extension, radio and television talks and programmes, and adult education programmes, (Wilson and Tauber, 1956). This has to do with the characteristic of being man-centred, and aiming at developing the tradition of individual responsibility for public service.

From the above discussion, it is clear that there is a relationship between the characteristics of a liberal university as outlined by Brown (1969) and the functions of the liberal university from the writings of Wilson and Tauber (1956), and Hammersley and Atkinson (1995).

In view of this, some of the criticism of the liberal model derives from alternative views of the social role of the university. The political challenge states that research in liberal universities displays a very limited concern and tends to focus on its practical and political payoffs, and has made an inadequate contribution to national societies. Liberal universities have also been accused of serving the needs of capitalism and/or of reinforcing hierarchies and benefiting dominant groups in some ways (Hammersley, 1995).

2.4.2 The Economic or Market Model

According to the economic or market model, universities are primarily concerned with training potential recruits to the occupations that need higher levels of knowledge and skills. According to this model, education is a type of investment that has both an individual and social return. The university itself does not decide what should be taught, instead, this decision and what the research priorities are is made by the people who

recruit university graduates or government authorities acting on their behalf.

Hammersley (1995) states that the goal of the university according to this model is to service the needs of a national economy. This view is supported by Bulmer (1982) when he states that research is needed by government and industry to further their immediate executive or commercial functions, and that the results of the research are designed to solve practical and operational problems faced by policy-makers. This is why one of the functions of the university is considered to be economic development, Etzkowitz et al (1998). Recently, many research universities have taken on economic development as their institutional mission, which is why they are now in revolution.

Various writers (Clarke, Etzkowitz, Webster) have pointed out that academic institutions are gradually evolving into entrepreneurial universities. Etzkowitz et al (1998) view the academic revolution as a change in the purpose of the university. They state that the purpose of the university in the past was cultural conservation, preservation and transmission of knowledge (basically the "liberal" model discussed above). They also argue that even if universities are changing their reasons for existing, they have retained their original characteristics. One of the first academic revolutions is to translate research into products and into new enterprises.

According to Etzkowitz and Webster (1998), universities are undergoing a second revolution, one which translates the research findings into intellectual property, a marketable commodity, and economic development. Elsewhere in this chapter, I indicated that some authors have shown that many universities have adopted economic development as part of their mission. Etzkowitz and Webster cite Rappert and Webster (1997) who hold the following viewpoint:

> A more direct role in the economy has become accepted academic function and this is reflected in the way universities interact with industry. There has been a shift in emphasis from traditional modes of academic-industrial relations oriented to supplying academic inputs to existing firms either in the form of information flows or through licensing patent rights to technology in exchange for royalties. Utilizing academic knowledge to establish a new firm, usually located in the vicinity of the university, has become a more important objective. (1998: 41).

The above clearly shows that the university will need to have a working relationship

with the industries in order to achieve their new mission. This is emphasised by Etzkowitz et al (1998), who state that higher education lecturers already have a working relationship with industries and some of them have helped to establish industrial research laboratories. This academic-industrial interaction is potentially reciprocal. People tend to view the firms that were formed by academics in terms of their impact on the university and how they translated the academic values and practices into industry. The process of revolution suggests that universities should also start thinking about innovation.

According to Denning, academic institutions are experiencing a major restructuring of the nature and role of research.

> In the university we regard research as a formal process of generating new knowledge for accretion to the human store of knowledge. We consider research to be the first step in a linear pipeline that transfers new ideas into products. After research comes development, production, and marketing. (1997: 86).

His view is that the value of research is innovation. An innovation occurs when the standard practices of a community of people shift, so that there are more effective at what they are doing. Tsichritzis (quoted in Denning, 1997) states that there are four processes of innovation:

Generating new ideas:

Powerful new ideas shift the discourse, in turn shifting the actions of those practicing the discourse. Research consists of formulating and validating the new ideas. It places a great deal of emphasis on originality and novelty. The scientific publication process aims to certify originality and novelty through peer review.

Generating new practices:

A teacher inculcates people into practices of a new discourse. Research consists of selecting, clarifying and integrating the principles relevant to the practices. It places a great deal of emphasis on understanding that produces competence.

Generating new products:

New tools enable the new practices, producing an innovation; the most successful are those that enable people to produce their own innovations in their own environments. Research consists of evaluating and testing alternative ways of building a tool or defining its function, and of determining what market needs will be met. It places a great deal of emphasis on economic advantage.

Generating new business:

Successful firms continually improve their business design. Research consists of testing markets, listening to customers, fostering offbeat projects that explore notions defying the conventional wisdom, and developing new narratives about peoples' roles and identities in the world. It places a great deal of emphasis on market identity, position, and exploring marginal practices. (1997: 133).

Two of these processes, namely generation of new ideas and new practices, are types of research that are done primarily at universities. Generating new products and new business are done primarily in industries. Generating new products is most common in industrial research and development, and is only occasionally encountered in university-industry collaborations, although with new practices, academics are involved in this process too, by producing popular articles, books, and so on. By participating in the research process with activities like writing academic papers; attending conferences, workshops and seminars, academics stay updated and are able to teach students competent investigative practices, and maintain credibility as experts (Denning, 1997).

But this new relationship with business and industry are not without problems. Denning observes that university education is experiencing a huge breakdown. He shows that an increasing number of students, employers, faculty, business executives, management specialists, public officials and taxpayers have declared dissatisfaction with the education and research that is available in most universities. He says, "Commentators say we do not know how to educate graduates who know how to succeed in the new kinds of organisations and shifting worldwide markets that are emerging." (1992: 83).

He shows that students and their parents complain that tuition fees are very high; the

class sizes are too large and not conducive to learning. They have more contact with inexperienced teaching assistants than with qualified academics and they cannot get career advice from the more experienced lecturers because the more qualified lecturers tend to be more concerned with research and consulting.

Academics, on the other hand, complain that students enter the university unprepared and they prefer partying to studying. This forces them to lower the standards to make up for the growing deficiencies in high school graduates. They say that research funds are drying up and still the reward system continues to function as if funds were plentiful (Denning, 1992).

Some academics experience a conflict of commitment and interest. Academics have teaching and research responsibilities, in addition to other responsibilities. They find themselves with heavy workload and adding industrial work to this compels them to compromise on the non-research services that the university provides. When this happens, the university charges them with conflict of commitment, claim Blevins and Ewer (cited in Louis and Anderson 1998).

When academics are involved with extensive consulting, they tend to produce very few articles for publication. An example of conflict of interests is evident from a study done by Louis and Anderson (1998) who found that doctoral students who are educationally supported by industry's finances report lower publication rates, more delays in publication and constraints in discussing their work than those who are not sponsored by industry. Similar findings can be read about in the writings of Denning (1992) who says that academics complain that in order to be considered for promotion, they have to submit a long list of publications, but time spent producing articles has a negative effect on their teaching.

The university' s perspective is that the major problems with the university-industry interaction arise from the distinctive character of academic research and the responsibilities of academic researchers as members of the university community.

The industry's perspective is that their major problem has to do with its reasons for initiating collaboration with a university. Collaboration with universities is necessary to give industry the edge in the competitive industrial territory. However, the exclusive

control of information is critical and intellectual property resulting from academic research can be protected either through statutory grants, like trademarks, copyrights, patents, etc. or through trade secrets. While the collaboration might be a good idea, either of the above approaches to securing knowledge (i.e. statutory grants or trade secrets) has particular implications. Bok (cited in Louis and Anderson) argues that

> Trade secrets stemming from academic research pose the greater challenge. Companies in many fields eagerly invest large sums in the services of university researchers, asking for guarantees of secrecy in return. … At scientific meetings, disputes over secrecy are erupting, and in some organisations, actions are being considered which would censure or expel members who use their business obligations as shields to avoid participation in the usual sharing and discussion of new advances. (1998: 83).

The issue of secrecy has always run contrary to the academic norms of openness. Secrecy requires academics to hide information from colleagues who may be interested in gaining more information or doing research and using such information as their starting point. Louis and Anderson (1998) also show that secrecy complicates the participation of graduate students in the research enterprise. Although using statutory grants like patents might seem to be a good idea, this route also has some complications.

Studies show that sponsoring corporations may have the option of reviewing papers in order to check for patentable material, and this process, in turn, would delay publication. One of the processes of innovation, as mentioned earlier, involves the certification of originality and novelty through peer review (Tsichritzis, 1999). Secrecy would prevent this process from taking place. Most universities expect to hold patents based on research conducted under their auspices, but industrial sponsors may expect exclusive licenses to the products of such research. This idea of patents is also supported by Likins (1992) since he says that this is the only way in which industry can claim ownership to certain products.

Employers and business people have observed that academics expect industrial-university relations to yield more funds for research projects, but that the academics are not open to discuss curriculae in turn. They complain that university graduates lack practical competence. They cannot, some claim, build useful systems, formulate or

defend a proposal; they also cannot write memorandums, draft a simple project budget or prepare an agenda for meetings (Denning, 1992).

Another group who are affected by the problems of industry-university collaboration are those in public office. They complain that academics will resort to anything when pursuing research funds, even scientific and financial fraud. Officials also have a tendency to support research projects that have a high likelihood of transferring the promised results to industry (Denning, 1992).

The last group affected by this collaboration are the taxpayers, who feel that tax money is being spent for university research that does not produce any noticeable improvements in military security, public health or economic well-being, and they believe that academics spend very little time teaching. Denning reflects taxpayers' satisfaction: "Faculty spend only six hours a week (the classroom hours) in contact with students. ... Many professors tolerate scientific fraud and overhead dipping. Many say their children will be worse off than they were." (Denning, 1992: 85).

2.4.3 Community Service Learning Model

The third model that we discuss highlights the university's responsibilities towards the community as far as community service is concerned. Subotzky (1999) suggests that Community Service Learning (CSL) should be established within all higher education institutions. CSL has been defined as:

> A form of experiential learning in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development (Ward and Wolf-Wendel, 1997: 1).

The concept paper in South Africa has defined community service as:

> Programmes linked to higher education which involve participants in activities designed to deliver social benefit to a particular community and which teach the participants to work jointly towards the achievement of the common goal. Participation in community service usually involves a degree of personal sacrifice in terms of time, remuneration and convenience (Perold, 1998: 31).

Many institutions of higher learning are restructuring their operations with a view to

become more responsive to the broader society. This is taking place because the South African government wants to direct the skills of higher education graduates towards the under-served communities. The Department of Education is also reviewing its funding formula for higher education institutions and this might have an effect on the resourcing of community service programmes, which are directly linked to the higher education curricula.

In the South African context, community service in higher education has the potential to contribute to the reconstruction and development goals of the new government. One of the purposes of CSL is to meet the communities' real needs. The University of Orange Free State, for example, has aligned itself with this purpose and states that the primary objective of its community service involvement is to support the service learning programmes which engage students in service that meets the unmet needs of the community (Perold, 1998).

Subotzky (1999) mentions that a recent discourse analysis of the current literature on CSL indicates an alarming preoccupation with student outcomes and institutional interests at the expense of mutuality and reciprocity in partnership. There are indications that the value of CSL appears to be perceived predominantly as a means for achieving academic purposes and reinforcing the interests and power base of academic institutions rather than for fulfilling the goal of changing the social order. When carried out with proper intentions, CSL is potentially advantageous for partnership. The community benefits directly from systematically planned and integrated development service providers, whether based academically or in local government, and it enjoys the advantage of service enhanced by current research insights. Higher education institutions benefit from the more effective and engaging experiential education and training for students, from relevant research opportunities and capacity building for both students and academics. The above is also declared in the South African White Paper on Higher Education. Perold points out that the 1997 White Paper "... calls on institutions to 'demonstrate social responsibility ... and their commitment to the common good by making available expertise and infrastructure for community service programmes'" and that "... one of the national goals of the higher education sector is 'to promote and develop social responsibility and awareness among students of the role of higher education in social and economic development through community service programmes' "(1998: 29).

The departments of Health and Justice have started to introduce the compulsory community service for all newly graduated medical doctors and lawyers. This means that, immediately after graduation, graduates will have to be involved in community service for a year, and this will be used as a condition for registration with the professional boards (Perold, 1998).

In this section, I have discussed three models or interpretations of the relationships between the universities and the communities, namely, the Liberal model, the Economic or Market Model and the Community Service Learning Model. Although these models have different approaches in explaining the nature of the relationship between the university and the community, they all support the notion that research undertaken by universities should make a contribution to the community.

Elsewhere in this chapter, I have indicated that communities complain that the university as an institution is not doing enough research that is of benefit to the community. In the following section, I identify some of the problems that are encountered by researchers in developing countries. These problems have a direct impact on the relationship between researchers and communities.

2.5   Factors that affect the relationship between university researchers and the surrounding community

There are different obstacles that researchers in developing countries encounter when conducting research projects. For the purposes of this study, a developing country is being defined as "a country that is still in its developing stage. It usually has many shortages such as lack of funding, less productivity, low efficiency, etc." Samik-Ibrahim (2000:1). I will discuss the following barriers or constraints that might affect the research-community relationship more difficult: language barriers, the availability of and access to public record; social obligations, transport costs; time constraints; gaining access; social values and relations and attitudes towards research.

Language

One of the problems has to do with language. Lategan (1990) points out that English, as communication medium is problematic within a multilingual society, especially where it is not the primary mother tongue or home language. Most of the researchers in

Southern Africa in higher education are not English speaking and English is not their first language. Therefore, their research reports compare unfavourably with those of produced by first language English-speaking persons. Researchers sometimes experience problems in having their research properly accepted when they present their findings.

Public records: availability and access

Another problem is related by Mills (1990) who states that it is more difficult to trace individuals over a long period of time in developing countries as public records on individuals are not always systematically kept or available. This may be due to social, economic or political problems. The problem of poor records is also noted by Harber (1997) who state that the education commission in Ghana claims that researchers often find that records are not kept at all in many places, and even where they do exist, there are sometimes problems in getting access to them. This is also supported by Bulmer who mentions that,

> In some countries, such as India, village authorities maintain population records either of vital events or as a population register. These record systems potentially offer a means of sampling, but are seriously deficient (1983: 93).

Bulmer quotes a review by Lipton and Moore (1972) that shows that these records tend to be unreliable because they are incomplete and not a proper guide for either sampling or basic population counts. The observations of Blacker and Brass (1983) support the above. They observed that the registration of births and deaths is either non-existent or defective in most of Africa, Asia and Latin America.

Social obligations

Social obligations and the problems of daily living in developing countries are so great that they leave little time for research activities. In traditional societies, people are expected to attend funerals, weddings, community- or clan meetings. They attend funerals (in case of death) even if they do not know the deceased. As long as they know the deceased's relatives or friends, they feel obliged to attend. Thus time constraints are why most researchers undertake a study only as part of their higher degrees and very few do research for non-degree purposes.

Cost of transport

The cost of transport prohibits researchers from choosing samples according to correct sampling methods; they end up choosing samples based on convenience. Gil and Omaboe say,

> In most developing countries, only main trunk roads are developed and telephone connections exist with larger localities; even in these, communication is restricted to the postal agency or local administration office. In the interior of many countries, modern means of transport and communication are non-existent; foot-trekking is often the only means of travelling (1983: 43).

Bulmer (1983) also note that in order to conduct surveys in rural areas, some degree of toughness is required for interviewers. They have to work unusual hours and have to travel a lot, often using primitive means of transport.

Time constraints

In most developing countries, interviews have to be done during the day and one cannot rely on electricity for tape recording, especially in black communities where electricity is often cut off when it rains or when there is lightening, and sometimes for no apparent reason. On the other hand, research interviews in the townships have to be conducted in the evenings in order to avoid sampling bias in favour of the unemployed, since most people who are employed work during the day. The main problem with night interviewing is that it is dangerous moving around in the township streets at night. The same observation was made by Schlemmer who states that,

> The greatest single constraint in black survey fieldwork is, however, the time restriction. The less well-educated the respondent, the longer the interview takes. This is a particular impediment among blacks because times appropriate for interviewing are very limited. The long travelling times and fairly long working hours of urban black workers make it virtually impossible to contact working male respondents during the week. Evening interviewing is often not possible because of the dangers to interviewers of being out in the township streets at night. This leaves only Saturdays and Sunday morning as prime times for interviewing (1990:198).

In most black communities, Saturdays and Sundays are used to attend funerals and weddings, among other things, and for visiting friends and relatives. This means that it is very difficult to secure appointments with employed people. Wuelker (1983) provides

information on how the completion of a survey can be delayed if the researcher is not well–informed about the dates of religious feasts and public holidays. He says that in Muslim countries or communities, for example, researchers should not try to conduct a study during Ramadan, which is the month of fasting, when they do not eat, drink or smoke between sunrise and sunset. During this period, they are likely to be so weak that they are unable to be involved in any extra physical exercise.

Gaining access

The issue of gaining access to a community depends largely on who the researcher is and the kind of respondents he wishes to interview. It might not be easy for a black female student to get access to a township or it might be easier for a white researcher to get access to a rural black community or vice versa. Eagle, Hayes and Sibanda (1999) quote Nembahe who states that,

> As a black researcher conducting research in a black community, there was a degree of identification between the researcher and the participants. This facilitated access to information as there was familiarity with the language of the participants, and I could draw on my own understanding of the concepts discussed. Whilst it is conceivable that a researcher from another race group could have conducted the research, it is important to recognise that at times there are advantages to such areas of familiarity between researchers and participants (1999: 451).

The degree to which a researcher gains access may also depend on the type of study; if the respondents have some knowledge of the field of study, they may show more interest in participating. In South Africa, researchers generally do not enjoy a favourable reputation in black rural communities for various reasons. Van Vlaenderen (1993) noticed that in South Africa, those who conduct research are generally white, middle class, highly educated individuals working in a university or research institute. People who are in rural black communities are generally impoverished, disempowered and have had limited access to formal education. Class and cultural differences are thus some of the factors that have and could lead to suspicion amongst communities about the intentions of the researchers. Harber (1997) pointed out that in some African countries it is difficult or time consuming to get official permission to carry out research. He states that in Nigeria it took him the whole year to get access to educational institutions.

Gaining access to a community is made more difficult because strangers are often view with a large degree of suspicion. Most respondents tend to be suspicious of strangers as the example from Aref below shows:

> There is nothing that the Bedouin hates more than for a person to come to him and ask him his name, or the name of his father, or brother, or wife or son. Or for a person to ask him what tribe he belongs to and how many children he has, or his relationship to this or that person. He also hates to reply to you if you ask him what about the location of his tent or whence he has come or where he is going (cited in Zarkovich 1983:104).

A similar point is made by Hershfield, Rohling, Kerr and Hursh-C`esar (1983) who show that interviewers encounter serious suspicion in rural areas. Rural inhabitants have seldom experienced social surveys or census taking. If they have been exposed to governmental data gatherers of one kind or the other, it may have been with bad results: taxes were raised, land was taken for some governmental schemes, personal possessions or crops were confiscated, people arrested or men conscripted for the army. An example of this is a fertility survey done in Bangladesh, reported by Choldin, Kahn and Ara (1983). Some villagers did not believe that the enumerators were from the government and a rumour had been spread that they had come to give injections to people with many children in order to prevent them from having more. Another rumour was that the government was going to increase land taxes. The issue of suspicion lead respondents to give false information to field workers. Busia gives this example:

> A man who had refused to give any information to the first two investigators, finally gave the names of two children to the third investigator, and later ran after the inquirer, fetched her back, and admitted to 10 children. He still concealed a second wife living in another village. Another was interviewed three times; the first time he said he had no children at all, the second time that he had three children, and it was finally learned that he had two small boys and three girls living in the house, and two married daughters and one married son in the village (1958: 362).

However, it is worth pointing out that a different view is held by Hodder-Williams (1990) who states that his experience of gaining access to people is that it is not difficult. Although he notes that there are some people who make a principle of not talking to

researchers, he found that almost anybody will give a researcher time, if the appointment is carefully managed.

Social values and relations

Zulu indicates that social values and relations may cause yet another problem. Males in traditional societies tend to dominate females and this makes it very difficult for female respondents to give their own opinions on issues. Sometimes women have to ask their husbands for permission to be interviewed. For example, Bulmer (1983) found that in village studies, refusals and resistance are frequently encountered both from women and from poorly educated lower class people who cannot believe that their opinions are of any importance. One respondent said: "Why ask me? I am only an ignorant woman. Ask my husband!" (1983: 212).

This view is also seen in the writings of Okediji (quoted by Warwick (1983)) who argues that "In Africa, the opinion of an elder carries more weight than that of a young mother and also the opinion of a husband carries more weight than that of his wife or wives" (1983: 355).

Attitude towards research

Another problem arises when people fail to respond or do not want to participate in a research study. Peil (1983) noted that getting cooperation of research subjects could be easy or difficult, depending partly on the history of research in that area and the prevailing culture of privacy and attitude towards strangers. An example of Peil's argument is seen in Pernice (1994) who says that one of the reasons for resistance to research by the main island communities in New Zealand (Samoans, Fijians and Tongans) is their experiences with sales people conducting "research" on a family size and whether people want their children to have the best. After having agreed to take part in the study, one Samoan family reported, "…you then find yourself involved in a long, difficult, and boring sales monologue from an encyclopaedia sales company" (1994: 208).

A similar view is pointed out by Zulu (1990), who observed that authority structures in rural areas, i.e. chiefs and / or headmen, have to give permission to the research team or individuals to operate in their areas. Fortes (1958) reports on this too:

In Ashanti, fieldwork that demands intimate contact with the people can only

be successfully carried out with the support of the chief and elders of the community. If the subject of one's investigation concerns the women, it is essential also to have the support of the queen mother, who is the supreme authority in all matters pertaining especially to women" (1958: 261).

The exercise might be time consuming, necessitating a number of visits to the area in order to get such permission. This obviously has implications for travelling costs.

Zulu's experience of interviewing a woman from a rural area in Northern Zululand was not pleasant. After completing a questionnaire, the woman asked him where he was going next. She asked him to go to a little hut once he had finished and said she would be waiting for him there. When he arrived, she asked him to produce the paper on which he had recorded her responses and instructed him to tear it into pieces. The local headman had come to tell them that people from the university were coming to ask them questions and that whoever spoke against the chief would lose his or her right to his or her homesteads and fields.

The attitude of the respondents themselves, which might be caused by their degree of illiteracy and/or their historical background, can be a serious problem. Stycos (1983) noted that there might be errors from the respondents that are intentional. He gives an example of an intentional error from a survey study that was conducted in African Baganda, where respondents gave highly inconsistent data on family size. The reason for this was that Baganda do not like to count their children as they believe that counting their children will bring bad luck. They also consider it bad manners to ask a woman about the number of children she has. A similar experience is described by Shaul, quoted in Stycos (1983) where a sample survey was conducted in Southern Zimbabwe and indicated an abnormally low death rate. This was partly due to the fact that most Africans believe if anything bad is spoken of the deceased, his spirit will be annoyed and seek revenge.

Apart from intentional errors, there are also unintentional errors. An example is quoted by Stycos in a study done by Richards and Reining again among the African Baganda where the respondents did not consider grown-up sons and daughters as "children". As an explanation, '...one very cooperative respondent...omitted two grown sons and three daughters who were absent' because he said, "he was not used to counting them

like that" (1983: 60).

Another example is provided by Bulmer (1983):

> A common form of error in the Nepal fertility survey is misreporting of current age and current duration of marriage. The Nepalese population presents a severe challenge to any effort to determine exact ages and dates, since it is clear that the majority of Nepalese do not keep a calendar and often do not know age, even approximately. In general, the respondents in the Nepal Fertility Survey were not able to recall their own date of birth or date of first marriage and instead the respondents or the interviewers estimated ages and marital durations, often with numbers divisible by two or five (1983: 205).

In Bangladesh, some respondents claimed that they had never been asked about their ages. Others did not even know their husbands' ages and had to ask the enumerators to invent an age (Choldin et al, 1983). A similar example is cited by Zarkovich (1983), who noted that individual ages have no significance for the general African population; 15 and 50 could mean exactly the same. This trend is, however, more visible in pre-literate societies. Fortes (1958) experienced a similar problem in the Social Survey study that was undertaken in Ashanti. He mentions that the investigation required the classification of the population to be worked out by age. Fieldworkers had to use the ethnographic technique of referring to dateable events well known to everybody (like wars of the old days, reigns of kings year of a local chief's installation or deposition) in order to estimate the age of the respondents.

In the above section, several obstacles that may prevent some researchers in developing countries from producing quality research were identified. These are language, social obligations and relations, lack of adequate transport, lack of proper infrastructure and the attitudes of respondents to research.

It is clear that if researchers are experiencing the above problems then it may affect the quality of their projects. There does not appear to be agreement about gaining access. While some researchers feel that it is difficult to gain access to records and respondents others say it is easy. Although there are these problems that researchers encounter, many still manage to conduct successful research studies.

We now turn to the equally important matter of how research results are disseminated

and whether the community is involved in the dissemination of such results.

2.6   Methods of dissemination that exist in developing countries that could be utilized in order to ensure that communities really benefit

Cresswell states that universities have a responsibility to create and transmit new knowledge derived from research to the wider community.

> All too often the findings of research during postgraduate training remain in a thesis on a university library shelf, never to be published nor considered in relation to what value it may have to the community outside the university (1992: 54).

Kell (1991) points out that within liberal universities there is a great pressure on academics to publish their research in academic journals. He lists the following suggested methods to inform the general public of results and for use in improving on previous studies:

- Briefings and booklets that synthesize primary research into shortened texts in accessible language.
- Outlines of educational programmes incorporating current research findings for use by community organisations.
- Skills training programmes.

Orford (1992) suggests that a brochure describing the project and its findings should be made available throughout the country and, where possible or necessary, a workshop should be conducted on the subject. Some social science departments put out annual bulletins in which students report on the research they have done. Some university departments put out Occasional Papers and publish reports or newspapers (Peil, 1982). Such strategies inform the outside community about the research projects.

Vulliamy (1990) is of the view that verbal feedback is often a good idea in certain circumstances but should always be supplemented by a written report in order to provide a permanent record of the research findings. An example where this happens is in Papua New Guinea where there is a strong tradition of applied educational research and attempts are made to widely disseminate research findings. Foreign researchers are obliged to provide preliminary research reports before leaving the country and are encouraged to publish their findings in Papua New Guinea journals in

addition to international academic journals.

Some of the methods of disseminating information to the academic community are presenting the material on a panel at a professional meeting or providing the data to someone outside the institution so that it can put into a published form (Spencer, 1982).

Disseminating research findings not only benefits the community, but the researcher may even reap some benefits. According to Stephens (1990), many universities in Africa require their academics to pursue research and to publish their results if they wish to advance through the university system. A positive result of this can be seen in Nigeria where a vast array of dissertations, journal articles and scholarly books have been produced in recent times, as well as the proliferation of universities, both public and private. The ultimate aim of the dissemination of research findings is that they might have some impact either on policy or on our understanding of the issue in question.

Zulu (1990) observed that it is often the poor and the powerless that are researched and that the results of many research projects appear in academic papers or dissertations with very little regard for the privacy, rights and interests of individuals. It has also been noted by Effendi and Hamber (1999) that there are people who publish only to get promotion at work or to have their contracts renewed. They also indicate that there are different forms that researchers can use to publish their research findings:

> Publishing is in fact an exciting and creative process, and need not be limited to the usual academic forms such as journal articles, but can happen in newspapers, magazines, conference presentations, the Internet and video, or through graphics and posters of various kinds. ... but almost all research should be, and normally is publishable in one form or another (1999: 173).

It is very important for universities to be involved with research. They have to publish their findings using any form of publication that will be beneficial to the community.

There are different methods that researchers can utilize to disseminate research findings in order to ensure that communities really benefit. The above discussion

shows that there are two main problems with the methods of dissemination that were identified. The first one is lack of publication outlets and the second one is the problem of writing in a second language.

2.7   Different suggestions on how the relationship should look like

In this section, I discuss some suggestions of what the research-researched relationship should look like. We have seen from discussions elsewhere in this chapter that there are times when researchers exploit the researched but also situations where the opposite happens. The argument about the exploitative potential of some research led Hammersley and Atkinson (1995) to formulate the following recommendations:

- Researchers should give something back, in the way of service or payment.
- Participants should be empowered by becoming part of the research process; or
- Research should be directed towards studying the powerless and not the powerful (1995: 274).

It is important that the research should be conducted with the powerless because if it is undertaken with the powerful, then they are the ones that will benefit from the study while the powerless will continue to suffer. Again, it is not always possible for researchers to give something back to participants.

Cresswell (1992) also points out that research projects with direct relevance to the local communities should be undertaken so that they benefit the community.

Vlaenderen (1993) suggests that psychological research, which is conducted in third world and developing countries, should be predominantly geared at problem-solving and addressing issues raised by the communities themselves.

Another kind of a research project that can be undertaken is educational research. In Papua New Guinea, it was suggested that educational research must not only be done for the benefit of education researchers. Vulliamy (1990) suggests that every researcher has to ask him- or herself what good his or her research will be to the citizens of that community to stop people from undertaking a research project only to improve their qualification or to receive a research grant.

Smith (1997) points out that if educational research is to be conducted, it should be set

up to address real problems, not merely to exploit a technique that happens to be available or to satisfy the research component in an aid donor's project. The massive problems of poverty, illiteracy and gender inequities that bedevil education systems in developing countries, need high quality research. Heise, Raikes, Watts and Zwi (1994) are of the view that the role of research in the community is primarily to help increase levels of awareness of the nature, context and response to the problem rather than to provide off-the-shelf technical solutions. They also state that research could help draw academics and communities closer together in a mutual attempt to conduct research projects that will are beneficial to both parties.

The relationship between the researcher and the researched should be reciprocal. Authors have indicated strongly that communities should benefit from the research projects.

2.8 Conclusion

Communities have different views of university research. Some communities see it as very helpful whereas others have lost hope of ever benefiting from research projects. After the completion of data collection, communities expect researchers to give them feedback since they might have problems in accessing the research findings later, if they are published in special journals. Even if the community could get the written report, it might not be easy to understand it since it would probably be written and analysed within the researcher's frame of reference.

There seems to be disagreement amongst researchers on the issue of ethics. Some researchers feel that intentional deception is acceptable if it is the only way the researcher can obtain the information. Other researchers argue that ethical considerations are very important when conducting a research study.

The issue of exploitation in the researcher-researched relationship has been noted. It is unacceptable for researchers to exploit the researched since they ought to know the ethics involved concerning research study. The researcher-researched relationship should be reciprocal and equitable. The commonality amongst the three models which were discussed is that they all state that the university should provide services to the community and the motive behind the services is that the community should benefit from them. However, the CSL-model clearly prioritises service to the community more

than the other two models. How a university defines itself – either within the liberal or entrepreneurial or community service paradigms – will have a major impact on the way in which it defines its role to the adjoining communities.

The second part of the chapter addressed the various barriers which may hinder researchers to doing quality research work in their surrounding communities. These factors range from infrastructural problems (transport costs), to more culturally based issues (social values, social obligations) to general issues around attitudes towards research.

The chapter concluded with a discussion of the equally important issue of how community-based research gets disseminated. Ultimately the imperative is that feedback must be given to the community whatever the format that is chosen.

Chapter 3: Research Methodology

3.1   Introduction

The aim of this chapter is to present the methods that were used for data collection, recording and interpretation, and the techniques that were used for the data analysis.

3.2   Research design

McMillan and Schumacher give the following definition of research design:

> The research design is the plan and structure of investigation used by the researcher to obtain evidence to answer each question. The design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained (1993:31).

This definition is also supported by Tredoux (1999) who adds that a research design is too frequently mistaken to mean a fixed set of procedures and methods in research.

Mouton and Marais (1990) state that the aim of the research design is to plan the research project in a way that will maximise the validity of the research findings.

In this study, I used qualitative research methods. The main reason for using this method is that Huberman and Miles (1994) state that qualitative research makes it easier for the researcher to gain a holistic view of the particular context of study, because it aims at forming an integrated and comprehensive understanding of a particular situation and the participants in it.

I would also argue that qualitative research methods are the best suited to investigate the relationship between the university research and the surrounding communities. This relationship is complex, fraught with difficulties and therefore requires a flexible and unstructured research design. Given the emphasis on interviewing in my study, the use of qualitative interviewing methods is supported by Rubin and Rubin (1995) who state that the qualitative interviewing design is flexible, iterative and continuous, rather than prepared in advance and locked in stone. A researcher can adjust the design as she goes along because this is expected in qualitative research process. Rubin (in Rubin and Rubin, 1995) expanded on this:

> Flexibility of design is helpful…rather than being locked into one set of

36

questions for all the interviewees, you adjust the questioning so that individuals are asked about the particular parts of a subject that they know best. For instances, in his research on community development, Herb found some of his interviewees were better able to talk about their philosophy of development, whereas others preferred to discuss project funding. Rather than try to force people to respond to questions that did not interest them, Herb accommodated himself to the topic the interviewees preferred to discuss and obtained a richer picture of the overall research arena (1995: 45).

Before discussing my research methodology in more detail, I first present an overview of the research communities that were investigated.

3.3 The communities selected

The communities that I selected were Shayandima, Maniini (Thohoyandou block K), Makwarela, Mvudi Park and Maungani. In each of these areas I knew at least one Executive civic committee member whom I planned to use as an intermediary. I had to use intermediaries to give weight to my interviews because I was concerned that individual community members might not be interested in the individual researcher or in the research project. I took the advice of Fetterman (1998), who says that the researcher might need a go-between who will open the doors. The go-between should have some credibility with the group, either as a member or as an acknowledged friend or associate. When the group trusts the go-between, it will be possible to extend the trust to the researcher.

Shayandima

Shayandima is a township situated 9 kilometres southwest of the University of Venda. It is divided into 10 zones. These zones are further divided into streets. Each street has 5 street committee members. Each zone has 7 committee members and all the committee members report to the central committee that is comprised of 15 members. My respondent here was the deputy chairperson of this committee – a man in his early thirties and who had lived in this area since 1970. The central committee is an affiliate of SANCO (South African National Civic Organisation), which covers an area from Messina to Cape Town. Each zone has 100 houses except for zone 10, which has more than 300 houses. The socio-economic status of the residents is from low to middle-high class. Most residents in zones 1, 2 and 3 belong to middle-high class. The

population size is 20 000. This township is divided into two sections, an urban part and a rural part.

Maniini (Thohoyandou Block K)

Maniini is a township situated 7 kilometres southeast of the University of Venda. It is divided into three blocks, K, L, and M. There is a rural part and a squatter camp. The population size is as follows:

Block K: 201 sites/plots

Block L: 701 sites/plots

Block M: 1 695 sites/plots

Rural part: 400 sites/plots

Squatter camp: 300 Residents.

These figures are estimates based on an average of four individuals per site giving a population size of 12 288 residents. Recently Maniini was declared an urban area. The main road is gravel, which becomes very slippery during rainy conditions, and the streets are bad even in dry weather. There are no health facilities except the mobile clinic for immunizations.

When I arrived, four people were already there. When the meeting started, there were two males (the third one arrived after an hour) and five females, of which five are teachers, one a police officer, one a bank official and one was unemployed. Their ages ranged from 28 to 42 and there was one person who was 69 years old. Their level of education ranged from between Grade VII to XII to professional qualifications. The person with whom I had made the appointment had already told them about my visit and they had arranged for me to start with the interview and to continue with their meeting afterwards.

Makwarela

Makwarela is a township that is located 8 kilometres northeast of the University of Venda. It is divided into three zones, which are comprised of 10 blocks. These blocks are further divided into streets. In each street there are about three members of the civic committee who report to the zonal committee. Each zone has five committee members. The main committee is comprised of fourteen members. The population size is about 4 542. Of all the communities that I went to, Makwarela is the only one that

has a public library. There is also a clinic. My respondent was the chairperson of the main committee. He is a high school teacher with a university degree, in his late thirties and has lived in Makwarela for thirteen years.

Mvudi Park

Mvudi Park is a new neighbourhood with less than 1 000 residents. It is situated 5 kilometres south of the University of Venda. The same developer built most of the houses and almost all the houses look alike. People started moving into this area two years ago. There are no schools or clinics. Almost all the adults are employed and literate. There is only one Civic Association Committee. The chairperson of the committee is a university graduate in the mid-thirties.

Maungani

Maungani (also known as Beuster) is a village situated 2 kilometres west of the University of Venda. It is divided into five blocks. Each block has fifteen committee members. There is a central committee (executive committee) of thirteen members. The population size is about 2 479. The main road and the streets are all gravel. They are very dusty when it is hot and extremely slippery in rainy conditions. Only the chairperson of the executive committee was interviewed. He is a school principal, in his early sixties, who obtained his B.Ed. degree at the University of Venda.

In my selection of the respondents in each of the communities, I followed the guidelines listed by Kruger (1988):

- Respondents should have an experience relating to the phenomenon being investigated.
- Respondents should speak the same language as the researcher because a different language will cause possible loss of delicate semantic nuances owing to the need to translate from one language to another.
- Respondents should express willingness to be open to the researcher and further have the ability to verbalize the data of their awarenesses.

Similar points are made by Rubin and Rubin who claim that the respondents selected for a study should satisfy three requirements:

- Respondents should be knowledgeable about the cultural arena, the situation or the experience being studied.

- Respondents should be willing to talk, and
- When people in the arena have different perspectives, the respondents should present the range points of view (1995: 66).

These guidelines are also supported by Hursh-Cesar and Roy in Bulmer (1983):

> Most interviewers find it extremely difficult to explain their work as objective data collectors to villagers who have no meaningful frame of reference within which to place survey interviewing. The task is easier when the interviewers and respondents are alike in terms of social origin, religion, language and dialect, geographical area and can understand, appreciate and observe common customs. Sharing these characteristics reduces barriers to communication and is expected to improve acceptance and trust (1983: 214).

It was for these reasons that I decided to select executive members of the Civic Associations from different communities because community members report all their grievances to them. The initial plan was to conduct focus group interviews with the members of the Civic Associations. The interviews were to be conducted in February/March 2000. However, during that time there were floods and it was consequently very difficult to secure appointments with the respondents. Some members lived on the other side of the road or river and it was difficult or impossible to get to their side. I was unable to reach some areas because the bridges were destroyed. Some of the roads were so badly damaged that they were even impassable in a 4x4 vehicle.

The details about the interviews are presented in the following section.

3.4   Data collection

The main data-gathering tool that I used was in-depth interviewing. I conducted four individual interviews and one focus group interview. I used semi-structured interviews. The main questions in the interviews were the following:

1.   What are the research needs in your community that you think the University of Venda should address?
2.   How do you think the University of Venda should help in trying to solve these problems?

3. Is there any other university which did some research study in your community?

4. How do you feel about university researchers coming to undertake a research study in your community?

5. Some people argue that the main functions of the university are to teach and do research, and not get involved with the society or the surrounding community. What are your views about this?

6. Other people feel that everything that the university is doing should be in the community. What about basic research?

7. When researchers undertake a research study in your community, what do you expect after the completion of the study? Do you expect personal or written feedback? Or do you expect concrete benefits?

8. The research findings of my study are going to be presented in English. What are your comments about that?

I also interviewed two employees of the University of Venda using different probes they work in different departments. One set of questions had to do with the knowledge about current research practices and another set had to do with the historical background regarding the name change. Both respondents were interviewed at work and were also given reasons for being interviewed. The main questions in the interviews were the following:

Research policy questions

1. I interviewed six communities surrounding the University of Venda, to find out the extent to which researchers at the University of Venda are doing applied research within the surrounding communities. The response that I obtained indicated that the University of Venda is not doing enough applied research. What is your comment on that?

2. According to the University's research policy, staff members are not encouraged to carry out research projects, for example most departments do not care if the staff members are not involved with research. Why are staff not motivated to do research?

3. What type of research would you encourage the academics to carry out, basic or applied?

4. After staff members have submitted their research reports, what do you do with those reports? Do you keep them as records or do you make a follow-up?

Name change questions

1. Why was the name "University of Venda" changed to "University of Venda for Science and Technology"?

2. Did the University have to cancel some programmes and design new ones in order to accommodate the new name?

3. Were the communities consulted in the name change?

4. What are the benefits of this name change?

I used face-to-face interviews because they have several advantages. Here they are outlined by Van Vuuren and Maree:

- In-depth information can be derived from semi-structured interviews and probing.

- Respondents can ask for clarification if they do not understand any of the questions.

- Personal interviews are the only option in rural areas, where a lack of telephones and illiteracy are still prevalent.

- Interviews normally have high responses rates. (1999: 281).

Apart from individual interviews, I had also conducted one focus group interview. Kelly (1999) states that 'focus group' is a term given to a research interview that is conducted with a group. He says, "A focus group is typically a group of people who share a similar type of experience, but that is not 'naturally' constituted as an existing social group." (1999: 388).

The purpose of conducting a focus group interview is to bring a couple of different perspectives into contact. Maykut and Morehouse (1994) believe that a focus group interview helps the researcher to understand what the interviewees experience and perceive as the focus of inquiry, through a process that is open and emergent. I conducted the focus group interview at Maniini. All the respondents lived there and they were all executive members of the civic association at Maniini.

During the interviews, my role was to facilitate the discussion, take field notes, observe the behaviour of the participants, and tape record the interviews.

All interviews were conducted in Tshivenda and I later transcribed and translated them

into English. Silverman (1993) quotes Heritage's summary of the advantages of using transcripts when analysing data:

> …the use of recorded data is an essential corrective to the limitations of intuition and recollection. In enabling repeated and detailed examinations of the events of interaction, the use of recordings extends the range and precision of the observations that can be made. It permits other researchers to have direct access to the data about which claims are being made, thus making analysis subject to detailed public scrutiny and helping to minimise the influence of personal preconceptions or analytical biases. Finally, it may be noted that because the data are available in 'raw' form, they can be re-used in a variety of investigations and can be re-examined in the context of new findings (1993: 119).

Ely et al (1991) supports this by stating that transcribing interviews helps to recall the experience, expand details, and often provides a fresh perspective on the data.

I conducted the first interview in Shayandima. The respondent and myself knew each other, as we had been at high school together. I told him about my research project and he told me that it was going to be difficult to do a focus group interview with all or some of the committee members due to past experiences. He suggested that either I interview himself or the chairperson. I decided that since he was willing to be interviewed I should make an appointment with him. I think that the fact that we knew each other helped in developing a good rapport. He told me to go to the higher primary school where he worked in Shayandima on the 20th of March 2000 at 10h00. He took me to the head master's office. I asked him if I could use the tape recorder to record the interview. He did not have a problem with that. The interview went well except that we had a lot of telephone interruptions. He had to leave the office twice, going to call the teachers who had the phone calls. The interview went on for about 45 minutes.

I had secured an appointment with Maniini civic association telephonically with one of the executive members of Block K (whom I also knew), who told me to come on the 15th of April 2000 (Saturday) at 17h00, when they would be having an executive meeting.

The interview was conducted at the Private Primary School. After the chairperson had

formally introduced me, I told them about my research project. Since I did not have an assistant, I asked them if I could use the tape recorder to record the interview and also take notes, which would supplement the data that would have been recorded. The interview lasted for 115 minutes. It was easy to gain their since I was known to two of the respondents and I was also a local person myself as I live just 2 kilometres from their community. There were no interruptions during the interview.

On the 17th of April I called the chairperson of the civic committee in Makwarela. I have also known him for a long time although over the phone I had to introduce myself once again. We made an appointment for the following day at 15h00. We went into his study where I conducted the interview, which lasted for 110 minutes and there were no interruptions.

On the 6th of May 2000 (Sunday) I went to Mvudi Park to look for the chairperson of the executive committee. When I arrived at his house he was not there. I left a message with his wife and asked a friend of mine (who was his neighbour) to arrange an appointment for me. I left a note explaining to him what my research was all about. During the week I had a telephone call from my friend telling me that the chairperson had agreed to see me the following Sunday at 11h00.

On the 14th of May 2000 I went to Mvudi Park for my 11h00 appointment. When I arrived there I found him waiting for me in the living room. I asked him if I could record the interview. I conducted the interview and we had some cellular phone interruptions. The interview went on for 80 minutes.

After I had finished my interview in Mvudi Park, I went to Maungani. I did not know who the executive committee members of the civic association were. I had to drive down the main road and asked pedestrians for the names of the members and where they lived. I was told that the chairperson was a primary school principal and was given the directions of where he lived. When I arrived at his house, I introduced myself and told him about my research project. We made an appointment for the following Wednesday. He also indicated to me that getting all the committee members to meet would be difficult since the floods had damaged some of the streets and getting to where they live would be difficult. On Wednesday the 17th of May I went to the primary school and I arrived there at 10h00. The interview lasted for 70 minutes.

3.5 Data analysis

According to TerreBlanche and Durrheim (1999), data analysis in qualitative research means breaking down data and searching for codes and categories that will be resembled to form themes.

In this study, the method that I used for data analysis is thematic content analysis. This method involves searching for themes, selecting and categorising related information for analysis. A theme, according to Ely et al (1991) has been defined as "a statement of meaning that runs through all or most of the pertinent data, or one in the minority that carries heavy emotional or factual impact" (1991: 150).

(Huberman & Miles, 1994, Kelle & Seidel, 1995) point out that there are several sub-processes involved in the process of analysing data and these include data reduction, data display and drawing a conclusion and verification.

- *Data reduction* refers to the process of selecting, focusing, simplifying and abstracting the data that has been collected. In this study, I focused more on the research needs of the communities surrounding the University of Venda and finding out if they benefit from the existence of the university.
- *Data display* is an organised, concise assembly of information that permits conclusion drawing. I had to summarize the main themes that I extracted from the transcription, in order to remain with the reduced data with important themes.
- *Drawing a conclusion and verification* involve making interpretations and drawing meaning from the displayed data. When I was summarising the transcriptions, I noted patterns and themes, and had to check the filed notes and compared them with the information recorded during the interviews so that I could be able to draw conclusions.

3.6 Presentation of research results

The research findings are presented in the following chapter. They will also be presented both orally and in a written form to the respondents. The oral presentation will be made especially for people who are illiterate in the community. Effendi and Hamber (1999) say that verbal reports provide a means of communicating the research results with people who might not be illiterate or who would not have time to read the report. This is also supported by Eagle et al (1999), who mention that, in illiterate

communities, the dissemination of research findings should be verbal instead of via a written document.

Mathews and Taylor state that, "The final report is one of the most important means by which a research project is evaluated. "This is the only way your discoveries, insights or observations can impact on others and even live for posterity" (1998: 89).

An example cited is that of Aristotle, the philosopher,

> In BC371, he observed a very large comet and reported his observations. In 1880, German astronomer Heinrich Kreutz realized that the family of comets passing very close to the sun were in fact pieces of Aristotle's original comet! Aristotle's observations therefore helped Kreutz more than 2000 years later (Mathews and Taylor, 1998: 89).

3.7 Conclusion

The research design of the study was discussed in this chapter. The importance of qualitative research for this type of study was motivated and the details of the sampling of communities, choice of focus group- and individual interviews, the kinds of questions asked and data-collection procedures were discussed in some details. The factors that influenced the choice of respondents were also discussed. It was not difficult to identify the respondents because it is common knowledge that the community problems and needs are all reported to the executive members of the civic associations by the community members. I indicated how the collected data was going to be analysed and presented. I also showed the importance of reporting and disseminating research results.

Chapter 4: Results and Discussion

4.1 Introduction

This chapter is devoted to a discussion of the findings of the research study. There are six main themes that arise from the data. The first theme is about how the respondents view the university and its functions. The second one deals with their views of the role of the community in relation to the functions of the university. The third theme centres around reasons why the University of Venda, in particular, should serve the local community. The fourth one describes the relationship that exists between researchers at the University of Venda and the community. The fifth theme shows that respondents feel that they need to be given the report on the research findings. The last theme shows that respondents expect to get something out of the research study.

Finally, I present nine main areas that have been identified in which research needs to be done at the University of Venda.

But before discussing the themes, I present a brief summary of the historical background of the University of Venda and how the role of research there was originally envisaged.

4.1.1 Historical background of the University of Venda

In 1979, three officials from the Department of Education in the former Venda homeland visited the University Branch of the Department of Education and Training, which was then called the Transvaal Technikon (Pretoria), UNISA and the University branch of the Department of National Education. Their discussions centred around the Black Universities Enabling Act of 1959, which facilitated the legislation that redefined the Universities of the North, Fort Hare and Zululand. At this meeting the Venda delegation discovered how these three black universities had formed branches for part-time students at Umlazi and Zwelitsha respectively.

The Venda delegation realised that it would also be possible to form a University branch from the University of the North in the same way. The council of the University of the North then visited the Venda government, in 1980, where a pilot committee was appointed to investigate this possibility. They consequently decided to establish a branch of the University of the North for students in Venda. Part-time lectures

commenced at the Venda branch on the 18th of February 1981, but the branch was soon to become independent.

The establishment of a university in Venda was a logical development to cater for the educational aspirations of students at a tertiary level in this area and the University of Venda Act (Act 19 of 1981)) was passed by the Venda parliament (University of Venda - Orientation Manual), establishing it as an independent university on the 6th of November 1981.

However, this is not quite as uncomplicated as it seems above, as Subotzky (1997) shows that during the apartheid regime, different institutions were established in order to serve different racial and ethnic groups in order to maintain the division in the social order of South Africa. In reality, the Venda parliament was also part of this plan, being a disempowered legislature serving a disenfranchised homeland.

This plan is about to change because the current education policies in South Africa show that higher education:

- Higher education should overcome the historical pattern of inequality and fragmentation.
- Must increase access for black students and for women in order to accommodate a more diverse student population.
- Should meet the needs of increasing technology-oriented economy.
- Has to deliver the requisite research, highly trained people and useful knowledge to equip this developing society with the capacity to participate competitively in a rapidly changing global context.

These aims are captured by the White Paper (1997) on education which indicates that one of the policy goals of transformation of higher education systems is that it should respond to the societal needs and interests in terms of knowledge and human resource development.

The White Paper also reflects the concern of the society in respect to imbalances that exist in education:

> "The fact that South Africans have experienced different educational histories is therefore a significant factor in the transition to a single, national and non-

racial system." The Minister of Education Prof. Kader Asmal endorses transformation in higher education when he notes: "I can offer you many reasons to motivate the need for change ... but the most compelling is that reform of the higher education system is the surest way to abolish the dual nationhood that apartheid has left with us." (Vergnani, 2001: 1).

The above has also been pointed out by Kopanang (2002) which describes that the higher education system in South Africa as characterised by inequalities, fragmentation and inefficiencies of apartheid. One of the policy goals in higher education therefore is to build high level research capacity to address research and knowledge needs of South Africa, which are necessary to bring about the transformation.

The policies on higher education implies that the University of Venda has to change its research policies in order to be in line with the transformation.

Mission statement

"The University of Venda, together with its affiliated components, exists to build the region, the nation, the continent and the international community by providing appropriate knowledge and skills relevant to the needs of people at all levels through teaching, research and active participation in the community.

The University strives to identify and use appropriate staff, infrastructure and technology to disseminate such knowledge and skills for the benefit of commerce, industry and the public sector, and for overall empowerment of humanity" (University of Venda Calendar).

University of Venda's research policy

According to the University's research policy, the Research and Publication Committee's funds (RPC) are primarily intended to foster academic research at the University. The RPC is responsible for the research administration and for the allocation of funds for research projects and participation at international conferences. The RPC normally considers applications from full-time academic staff members, and will only fund projects that are approved and registered with the RPC. The research proposals have to be discussed and recommended by the research committees of the respective departments and school boards before being sent to the RPC for approval

and registration. The funds that are allocated for each project may not exceed the amount stipulated by the University Council. The proposed research must meet certain criteria, for example, it should make a distinct contribution to the knowledge of the subject. First priority is given to research proposals that have a direct relevance to the needs of the nation, especially in the Northern Province. The research project should demonstrate one or more of the following:

- The capacity for independent research
- The development of new insights
- The discovery of new facts
- The exercise of independent critical thought.

Although the funds are intended for research projects by full-time academics, staff members do not normally expect to receive research funds within their first year of service, unless the project was initiated by researchers in the University. The RPC is then informed on a quarterly basis of the progress and eventual completion of the research project for which the grant has been made. Failure to submit the required report as stipulated, is supposed to result in the RPC terminating the funding.
The respondent from the University indicated that the research policy of the University is being reviewed in order to align itself with the current research policy on higher education.

4.2.   Respondents' views of the university and its functions
Four distinct views about the role of the university with regard to its surrounding community emerged from the interviews. These are:

- The university viewed as a local resource and facility
- The university seen as a centre of expertise
- The university as an advocate and lobbyist on behalf of the community
- The university as an advisor

I briefly discuss each in turn.

4.2.1   Some respondents see the University as a local resource and facility
Respondents think that since the university is close to the community it has to serve the community. They compare the University of Venda with the Rand Afrikaans and Pretoria Universities. They believe that the University of Venda should be available to

the community. This is an interesting perception because universities are usually viewed as national and not as local assets. The quote below expresses this view quite clearly:

> *With the problem of illiteracy I think the university can play a major role because teachers who are there at the university can assist in as in having afternoon/evening classes. Eh…this would help us very much. (Shayandima)*

The problem of illiteracy has also been echoed by the White Paper (1997) on education indicating that Education and Training are basic human rights guaranteed to all people by the constitution. The state has an obligation to protect these rights in order to give all citizens irrespective of class, gender, race or age the opportunity to advance their potential so that they can make their full contribution to the society. The historic inadequacies of the school system, especially for black communities, have ensured that a majority of the black adult population, both in and out of formal employment has had no schooling or inadequate schooling. The above situation has to be redressed for South Africa's social, economic, political developments require an ever-increasing level of education and skill throughout the society.

> *Can't the university conduct a research on illiteracy in our community to find out how many people are illiterate, and which ones are willing to take classes during the day or evening. Then they send their student teachers or qualified teachers who have been trained in Adult Education to come and offer classes? (Maniini: Respondent 1).*

One respondent believes that the University is a huge resource.
> *The university has a lot of people who can teach evening classes, like their students when they do practicals, instead of having some full-time teachers occupying three positions. (Maniini: Respondent 2).*

This comment clearly indicates that the respondent knows the University's human resource functions in terms of hiring staff. He thinks that some academics should always be available for community service and that they could be paid by the University.

Another respondent sees the university as a source of equipment and facilities.

> In our schools we do not have the learning and teaching materials, for example, overhead projectors, televisions and videos, photocopying machines, duplicating machines, computers, tape recorders, calculators etc. If the university could provide us with this even if the materials are old as long as they are still functional that would be very helpful. If you can go into our classes you can see that except for broken chairs, tables and a chalk board there is nothing. (Maungani).

The lack of basic teaching and learning resources in this school clearly shows that the University is within a developing community. They have broken chairs and tables and are willing to accept any old furniture if the University could spare it.

4.2.2   The University of Venda is seen as a centre of expertise

Another view that emerged from interviews, see the university as a source of technical and practical knowledge.

> Ja, I think the first thing that the University can do is to educate us."
> (Shayandima).

> Eh… now I'll come to the University itself. At the University there are different departments. I can now talk about the Department of Agriculture. There are a lot of people who are involved in agriculture, but we don't see the university agriculturist coming into our community giving advice to people on agriculture, especially on urban farming. (Maniini: Respondent 2).

The above comment contradicts what the University claims to have done in other communities.

> Towards the end of 2002 the School of Agriculture, Rural Development and Forestry had an official opening of the project of fowl farming in Ngovhela. Unemployed women have been taught on how to farm chicken which will help them to generate their own income. These are just a few examples of projects, there are still more. (Univen Respondent 1).

It shows that the community might not be well informed about the activities of the

University which are happening outside their community.

> *This is why we feel that the Legal Aid Clinic at the University can help us by investigating the whole process, if it is legal for the company to make arrangements and sign documents on our behalf. (Mvudi Park).*

> *The University can play a role in investigating those issues. Apart from that there is this issue concerning families when they moved in here, we felt that the developer did not tell us the truth. The University can get involved by finding out how the developers operate,…" (Mvudi Park).*

Along similar lines, the University is also regarded as a knowledge broker.

> *Even if the University cannot help us itself, if it could connects us with some institution that might be able to help us that would be highly appreciated. (Shayandima).*

4.2.3. The University of Venda is seen as an advocate or lobbyist on behalf of the community

Some respondents say that the University should mediate and facilitate with other institutions, e.g. other companies, the Government and the Transitional Local Council (TLC). They say this because they see the University as having particular authority and power.

> *I think that the University is a big institution, if it can do some workshops to our youth and connect them with some big companies, which can offer them jobs, part-time or full-time. This would be very helpful because it would help to reduce crime. (Shayandima).*

> *These issues can be addressed by the University challenging the Government so that the Government should do concrete things because this end up being expensive. So these are issues that I think the university can address. (Makwarela).*

> *At the same time we feel that we have been short-changed because if the company buys a plot for about R6000-00 from TLC, it cannot come and sell to us at R25 000-00. This information was not revealed to us by TLC or the*

company, but by people who went to the bank and requisitioned for their files,
that is when they were able to see how much they had paid for the plots and
how much they have charged us. (Mvudi Park).

4.2.4   The University of Venda is seen as an advisor

The respondents think that since the University has more knowledge and expertise on
different issues, it can advise them on relevant matters.

The Department of Health might also discover some diseases that are caused
by flood and advise us on how we could try and prevent them. (Maniini:
Respondent 3)

The Department of Education at the University should have a way in advising
our children on the types of institutions they should go to.
(Makwarela).

Let me talk about the third problem which is illiteracy. I think if the Department
of Education …, on the things which can be done or which cannot be done by
an illiterate person, and also give them advises on how the can improve their
standard of living. (Maniini: Respondent 2).

The four sets of "conceptions" about the role and value of an university all converge on
one view: the community clearly views the university as an asset: it has resources and
facilities, it can provide expertise and advice and its can mediate and facilitate
knowledge through networks. All are positive conceptions and confirm that community
members see the university as a positive institution, as an asset, on its doorstep. So
how do they view the functions that the university can perform to the advantage of the
community?"

4.3   Conceptions about the community role and the functions of the University

In this section we present the results of the interviews that reflect how members of the
community interpret the role and value of the University of Venda as well as some
general concerns they have regarding the relationship between the university and the
community.

4.3.1. The University should do problem-oriented research

Respondents indicated that they do not have a problem with the University doing basic research, but feel that it also has a responsibility to them to do applied research. They feel that it is high time for the University to begin undertaking research projects that are relevant to the community's problems, i.e. problem-oriented research. Sinha (1990) supports this view by stating that universities are increasingly being called upon to apply their vast knowledge and research resources to the solution of critical societal problems. This view is also in line with the White Paper (1997) on education which indicates that one of the policy goals of transformation of higher education systems is that it should respond to the societal needs and interests in terms of knowledge and human resource development. The White Paper also recognises that research plays an important role in the production and dissemination of knowledge. It argues that research is the principal tool for creating new knowledge and that the dissemination of knowledge through teaching and collaboration in research tasks are principal instruments for developing academic and research staff.

I think the University must also conduct a research study around crime. We have a high rate of crime in our community and we know that one of the reasons is unemployment. I think that if this study can be done, may be we could find some solutions into reducing the rate of crime. (Shayandima)

I do not know much about what the University is supposed to do. All I am concerned with is the services through research projects that we are not getting. (Maniini: Respondent 2).

Yes. I would like to support the idea that the University should give back something to the community in a form of community projects. That would benefit us. (Maniini: Respondent 3)

The University does not care about the people who are cooking outside in the streets especially health issues involved. So these are some of the issues that when the University is doing research it can try and research on them. (Makwarela)

In our community there is a high rate of suicide, the Department of Social

Work and Psychology should be involved in conducting the research along these lines. (Makwarela).

Ja,…let us say that the University is a centre and it can play a major role in helping us especially through research. Issues that I raised concerning the area itself need scientific testing. The University can play a role in investigating those issues. (Mvudi Park).

The quotes above show that the respondents do not feel that the University of Venda is doing (sufficient) relevant research. There is a strong perception that the University of Venda researchers are not doing relevant applied research. Cresswell (1992) points out that research projects with direct relevance to the local communities should be undertaken so that they benefit the community. This view is supported by Subotzky (1999) who states that higher education institutions benefit from the more effective and engaging experiential education and training for students, from relevant research opportunities and capacity building for both students and academics.

Now I would like to see it engaging in some research projects, which will benefit this community. (Shayandima).

I strongly feel that the University owes this community a lot in terms of community projects. I think it should start as soon as possible to run the community projects, addressing the needs that I mentioned earlier. (Shayandima).

Now I don't know if the University cannot do research or investigate why local students and those who come from far prefer staying outside campus to staying at the University residences. (Maniini: Respondent 2).

Is there no way the University could do a research and find out how people have been affected and see if there is no way it can assist." (Maniini: Respondent 4).

4.3.2 The University of Venda is expected to render general counselling and career guidance services

Since the University is seen as a centre of expertise, the community expect it to render counselling services.

> *The Department of Health and Welfare is unable to address all these problems, why because most of the staff are clerks who have not been trained in counselling. The University should be addressing these kinds of problems. (Makwarela).*

> *With the problem of child abuse the University should develop a strategy for helping those children. They should be running some counselling sessions for children who are/have been sleeping with their fathers or other males. (Makwarela).*

> *Also the University has to send its representatives to come and explain to our children the courses or programs which are offered there. (Maniini: Respondent 6).*

> *The University should conduct career guidance workshops at our schools for about a week each semester. (Maniini: Respondent 3).*

> *Lecturers should come and show them that if a student were doing geography, the following would be the career choices. (Makwarela).*

4.3.3 Conducting workshops and training are amongst the functions of the University

There are many problems within the community and people think that most of them are caused by lack of knowledge and skills. Respondents think that if the University could offer relevant workshops and training, most problems would be eliminated.

> *Now it would be better if the University can do some workshops to the whole community. (Shayandima).*

> *I think if the Department of Education can come and run a workshop on issues*

that are related to illiteracy, …. (Maniini: Respondent 2).

If the University could come and run workshops on how to do projects and business plan so that we can be able to earn a living. (Maniini: Respondent 5).

I think that this University can come and conduct the workshop and teach people about where to select their stands or plots and which areas can be dangerous if it rains continuously. (Maniini: Respondent 1).

If the University could conduct some workshop with the TLC employees so that they know how to service their communities that would help because most of them are just employed there with no knowledge of what they have been hired to do. (Maniini: Respondent 1)

Hm... I think the department of local government and public administration at the University of Venda can help by conducting the workshops and teaching the TLC employees on how to help us. (Maniini: Respondent 2).

With services that should be rendered by the Municipality or Transitional Local Council, the University can conduct some workshops from the school of Business and Administration on how they should work and how they should work with people. (Makwarela).

The University can get involved by finding out how the developers operate, not just this one that we are dealing with, thereafter it can run workshops informing people on the things that they should consider before buying houses and renting. This would help other people not to experiencing the same problems that we are now encountering. (Mvudi Park).

4.3.4 The University has to make its facilities available to the community

The following quotes suggest that the University should share its facilities with the local community at no cost.

...because we understand that there are blocks of hostels which are empty. (Maniini: Respondent 2)

Now if the University cannot help us with these facilities at least it should allow our children to go and use the University's sporting facilities free of charge, like the tennis court, soccer and netball fields etc. (Maungani).

If the University was to open one block of hostels and accommodate some of these people who are now accommodated at schools and in churches it would be something, but the University is quiet about that. (Makwarela).

4.3.5 Curriculum development

The University is an institution of higher learning. It can help with the designing of the school curriculum.

Also it has to be the responsibility of the University to design courses at school level so that when they pass they should be able to be admitted at the University, and after completing the degree or diploma they should be able to find jobs. (Makwarela).

The University can also assist us with designing the curriculum so that these students can be prepared for university/tertiary education from primary school. (Maungani).

The quotes above are consistent with the view expressed by Cresswell who wrote that,

It is my personal belief that if the university has to make any significant impact within the society in which it finds itself, it has to make itself a great deal more relevant to the society it serves than it does at the present. …it is essential that we continue to produce highly skilled graduates and that our research contributes to the international community of scholars...it is, however, important that in addition we ensure that we make a valuable and a helpful contribution to the local community (1992:55).

4.3.6 The University of Venda is not promoting itself properly

There is also a conception that the University is not promoting itself properly.

We have children who pass matric here and they go to other institutions which

59

are very far from here and they do courses which are also offered here at the University of Venda because this university is not marketing itself. I do not remember hearing that the University has been addressing some community or communities about the programmes they are offering. They only go to communities when they have problems - looking for students at the beginning of they year. (Makwarela).

The University should market its education- through high schools. (Makwarela).

Although there is a radio station at the University, they are not taking advantage of that. (Makwarela).

Our children want to go to Pretoria and other places (Universities and Technikons) to do courses which are also offered here. When we tell them we do not have the money to take them to institutions that are far from home, they refuse to come to the University of Venda because they do not know what is happening there. (Maniini: Respondent 6).

4.3.7   General services or general community development

Apart from the functions that are mentioned elsewhere in the chapter, the University could offer some help to the community where it is needed.

I think the University should be involved with helping the community. But if they do not have enough resources, we would understand, but that has to be communicated to us. (Mvudi Park).

According to Lim (1999), one of the purposes for the existence of a university is to provide services to the community. Gerwel (1982) concurs with this view by stating that while teaching, research and community service are the three defined functions of universities, people have to take the community service even more seriously than has traditionally been the case at universities. A similar point of view is expressed by Subotzky (1999) who states that higher education institutions in South Africa have to design programmes which integrate community service learning, outreach and research which are directed towards social development and meeting the needs of the

majority.

4.3.8 Foreign staff members do not have local concerns at heart

There is another issue of concern expressed by the respondents from the community surrounding the University of Venda: that expatriates are less concerned about what is happening in the local communities.

> *But one of the reasons why it is quiet it is because ....eh...well.... some of the*
> *people (although I do not want to mention this since it is problematic) are from*
> *Nigeria others are from Ghana they are less concerned about what is*
> *happening in our community. The University should have at least done*
> *something about the problems with flood. (Makwarela).*

4.4. Why the University of Venda should serve the local community

Respondents were also asked to give reasons why the University should serve the community:

4.4.1. The community provides the University with students

Since the community provides the University with students, the community feels that the University has an obligation to serve the local community in turn.

> *If some of our children were not attending school there it will have been*
> *closed. (Shayandima).*

> *The University exists because of us. If we take our children from this*
> *University it will close. (Shayandima).*

4.4.2 Reciprocal relationship

The community will support the University if the University supports the community. Since the University is part of the local context and the community provides general support to the University, the respondents feels that the University should reciprocate in turn. Subotzky (1999) mentions that a recent discourse analysis of the current literature on Community Service Learning (CSL) indicates an alarming preoccupation by institutions with student outcomes and institutional interests at the expense of

mutuality and reciprocity.

> *The University has to cater for the communities where its students come from. (Shayandima).*

> *Firstly, they should support their home university. Secondly, it will be cheaper for parents if their children are attending at this university. If there are more students here, then the University will hire more staff of whom most of them will be local people. (Maniini: Respondent 3).*

> *Regarding the unemployment of teachers, the University could design some Post- Graduate Diplomas so that these people should not travel to other universities like Rand Afrikaans University. (Makwarela).*

> *This community together with other communities have supported this university in different ways. I think this is the right time for the University to thank communities for whatever they have done towards its existence. (Mvudi Park).*

> *When they conduct workshops and other activities people attend in large numbers. (Maungani).*

4.4.3   Historical reasons

The community played a big role in the establishment of the University.

> *The University has an obligation to render services to us. The University exists because of us. (Shayandima).*

> *Yes. The University has an obligation to serve the community. This is our university and we have worked hard for it to come into existence. (Maniini: Respondent 2)*

> *The old Venda Government with some of our community members were involved in the drafting of proposals to have this university built in our community, after a long struggle. Now I suggest that the University should look back at where it comes from, then it will understand why we demand to be*

served. (Maniini: Respondent 2).

The community should get services from the University because its existence depends on us. (Maniini: Respondent 2).

4.4.3.1 Name change

The University of Venda has changed its name to "University of Venda for Science and Technology. The community does not understand why the name had to change.

I understand that this university is now called the "University of Venda for Science and Technology". Now if the university is going to be science and technology, what are they doing about it. (Makwarela)

The University has reasons for changing the name.

No. Between 1995 and 2000 a master plan was introduced which focused on a more professional approach aimed at training employable people through offering professional degrees. The University's programmes had to integrate academic knowledge and professional skills. It was during this time that the University made a conscious decision to specialise in Science and Technology within Social Sciences. The framework of each programme had to be guided by a Science and Technology as well as a Social Science bias. The reason for having it including in the Social Sciences bias is that the University wants its students to be scientists who have among others social and religious values. This was the rational for the name of the University of Venda being changed to the "University of Venda for Science and Technology. (Univen respondent 2).

The aim of integrating knowledge and skills, and strong emphasis on values are similar to the characteristics of the liberal university under liberal model, as outlined by Brown (1969).

- An individual has to make contribution to the society, through inborn knowledge or skills and what he has learned.
- The liberal university is value-centred. It reflects the most important needs of the individual. If an individual has spent some years in its environment as a student, the university would, in some ways, influence his value system

through the various different processes, e.g. in class, in the library, with teachers or other students and in a residential environment.

- The liberal university emphasises values and knowledge because these two are thought to be challenging to the human spirit.

The plan to focus on a professional approach which aimed at training employable people is related to the Economic or market model which states that universities are primarily concerned with training potential recruits to the occupations that need higher levels of knowledge and skills. The partnership between the university and industry assist the university with funding from the industry, which in turn the university will train students who will be employed by the same industry. (Hammersley, 1995).

Through changing the name the University shows that it has benefited a lot. Some of the benefits include:

- *Gaining a new image in the last three years and this has resulted in attracting less negative publicity,*
- *High student enrolment,*
- *More effective financial appeals,*
- *Exemption from merging with other academic institutions,*
- *Participation on national higher education plans and*
- *Partnerships with other institutions (academic and business).* (Univen respondent 2).

Some of the above benefits have been stated in the three models of university and community relationship which have been stated elsewhere in chapter 2.

4.5 Views about the relationship between university researchers and the community

Some respondents think that there is a good relationship between researchers and the community and that the basis for this is trust.

4.5.1 Trust

Some respondents showed that they trust university researchers. Hodder-Williams' (1990) experience about gaining access to people is that it is not difficult, especially if the appointment has been carefully managed.

I do not have problems with them. Not long ago we had a researcher from Ireland. My wife was helping her with interpreting and transcribing the research interviews. (Makwarela).

Yes I do trust them and their motives. I was a university student myself and I know that from time to time people from there will come for research investigations. (Mvudi Park).

Yes I do trust them, the same way I trusted you. (Maungani).

Yes I still trust you. When you came here for the first time you made an appointment with me and you said you were going to come back. You honoured that appointment. Then last week you called me on my cellphone to make another appointment, and here you are. But also, there are some people whom you look at them once and feel that they are not supposed to be trusted. Others will take you by surprise, when you think they are trustworthy the next minute you learn that that person is a crook. (Maungani).

There might be some university researchers who are not trustworthy, but in most cases local university researchers are more reliable than political researchers. (Mvudi Park).

The last respondent above contrasts university researchers with government and municipality researchers. This is not surprising because even Schlemmer (1990) argues that universities seem to be trusted since they are seen to be concerned with books and studying. His experience is that black people realize that universities are well intentioned and attempt to be objective. They have no image of intervention in the lives of black people, unlike government and municipal institutions.

Apart from the contrast that has been shown between university and government researchers, Funk (1985) shows another contrast between researchers of different racial groups.

We know that anthropologists and white researchers had previously attempted to integrate a study of our land-based activities in their theses. But our community leaders and community people expressed their dislike for the

invasion of their privacy by outsiders who did not speak their language. We know from the past experience that government research by white researchers has never improved our lives. Usually white researchers spy on us, the things we do, how we do them and so on. (1985: 127).

Studies have shown that there are reasons that led to the suspicion of respondents on the side of respondents. Hershfield et al (1983) show that data collected from inhabitants had had bad results: taxes were raised, personal possessions or crops were confiscated, land was taken for certain governmental schemes, people were arrested or men were conscripted for the army.

4.5.2 Deception or lack of informed consent

Most professional codes of ethics encourage researchers to get signed informed consent statements from the people they are studying. Rubin and Rubin (1995) have this to say about this topic:

> An informed consent statement describes the purpose of the research, provides background on the researcher, and points out both the benefits and possible risk to those involved. It usually promises to share the results with those being studied, indicates the degree of confidentiality of the findings, and most important, emphasizes that participation is fully voluntary (1995: 95).

The following response is evidence that informed consent is not requested in some cases.

> *Also there are people who are not open about what they want to do. I met some person in the street who asked me a few questions, later on I realized that he was interviewing me because at the end he said I had given him enough information for is study. (Maniini: Respondent 3).*

> *I was upset because if he had told me what he was doing, I would have invited him to my house since it was close by. Then we would sit and have a decent interview because he was asking me things that I knew, also I was not in a hurry. (Maniini: Respondent 3).*

Some researchers are not open with the respondents about what they want to do with

the information.

> *Except for students who come to individuals seeking for some information for*
> *their research projects. I do not know what they do with the information,*
> *whether they expose it to other people I don't know. (Shayandima).*

Similar feelings are expressed in the writings of Bulmer describing how one village
elder commented about researchers:

> People in the community have grown accustomed not to trust people who
> come from outside. No one comes from outside with good intentions.
> Everyone comes here to take something away from us and to tell bad stories
> about us. Some people come here to help us with their research, so they say.
> Then they go back to university to receive degrees and come back here as
> government officials giving us instructions and orders (1993: 209).

Van Vlaenderen's experiences with researchers show that some researchers used the
data which they had collected to improve their academic qualifications or that it was
used by the apartheid Government to continue to disadvantage the communities.
These kinds of experiences made people feel that they had been deceived into giving
information to the Government who used that information to further disempower them.

4.5.3   The University of Venda is isolated from the community

There is a perceived lack of involvement by the University in the community.
Respondents feel that the University is very isolated. Ansley and Gaventa (1997) note
that it is important for a university to have some research relationship with the
surrounding community. Their experience with community-based research is that
communities see research as potentially positive because they realize that the
research findings can play an important role in their communities - in gaining a voice, in
strengthening democratic participation and in enabling action on critical issues

> *But if the University officials were to come to our community, tell us what goes*
> *on at the University, we would also help in encouraging our children to go*
> *there. But now it is isolated, it is an island. (Maniini: Respondent 3).*

> *We also have a problem of child abuse and the University knows about it, but*

it is not involved. (Makwarela).

The University should be very visible. Now there is flood which has affected a lot of people but the University is quiet, it is very quiet. It does not care about what is happening in our community. It is very quiet as if some of the students that have been affected with flood are not from this community. (Makwarela).

Recently there is a problem of redeployment, the University was quiet about it, and it is still quiet. (Makwarela).

Now the University does not have impact in the community. It should have the impact starting from Thohoyandou. (Makwarela).

No, the University has to extend its services to the community. It has to be visible. The problems that I mentioned earlier, we would not be experiencing some of them if the University was involved. Instead, we have the University of Pretoria and Witwatersrand, which are almost 500 kilometres away from us, coming here to do research projects and they leave the community with something. I know that the University of Venda has something that they can do for the community. (Makwarela).

4.6   Respondents need to be informed about the research results
Respondents feel that they should, as a matter of course, be informed about the findings and recommendations of research conducted in their communities. But there are problems with the way in which the University informs the communities about assistance projects for them. From the information given by some University employees, there are communities which are benefiting from the existence of the University.

4.6.1   Verbal and the written reports
Respondents suggested that at the end of a study, they should be provided with the report, both verbal and written.

We expect to be given the report in person and in writing. (Shayandima).

People who are illiterate will have to attend a meeting when you give us the report so that they can ask you anything that they might want to know. (Shayandima).

I still want to remind you to give us feed back in person and in writing whenever you finish with this research project. (Shayandima).

But I think the report would be helpful, both oral and written. (Maniini: Respondent 2).

According to Vulliamy (1990) verbal feedback is often a good idea in certain circumstances but that it should always be supplemented by a written report in order to provide a permanent record of the research findings. Studies show that there are some research results that are not reported back to the community. The data that is collected is used to help in improving the researcher's academic qualifications instead (Van Vlaenderen, 1993).

4.6.2 The report should be presented in a language that will be understood by all community members.

Respondents who expressed this viewpoint know that there is the possibility that the report might be presented in English only. Although some of them would not have problems with that, the majority of people in the community do not understand English and could only really benefit if the results were presented in their own language, as can be seen from the following response.

…but we would like you to come and explain to us in Tshivenda since we told you that we have a lot of people who are illiterate." (Maniini: Respondent 4).

Other respondents have problems when a report is presented in technical language. This is seen from a study done by Funk (1985:127),

…After all this things are written in their jargon, they go away and neither they nor their reports are ever seen again.

A similar view is expressed by Leeb and Radford (1987) who state that when the fieldwork is completed, data may be interpreted from the 'white' perspective, and published in specialized journals. The people whom the research was meant to benefit never hear what the outcome of the research was.

4.6 Respondents expect some benefits from both the research study and the existence of the university

When a research study is undertaken, respondents expect to benefit from that research study. Sinha (1990) writes that doing a research study is an activity from which the community legitimately expects some tangible return. The same view is expressed by Vulliamy (1990) who suggests that every researcher has to ask himself or herself what good his or her research will be to the citizens of that community. This was also borne out by the respondents in this study, as the next few excerpts show:

> *We also expect the University to do something about our problems. We do not expect it to solve all our needs but if it could focus on one of our problems that would be appreciated. (Shayandima).*

> *Now I would like to see it engaging in some research projects, which will benefit this community. (Shayandima).*

> *Yes, we expect to see something. It should be visible that the University had undertaken a study in our community. (Makwarela).*

> *I mean that people should benefit from the research study, and when they are asked about who is responsible for the developments in the community, the name of the University of Venda should be mentioned. (Makwarela).*

There are several studies that show that communities do not often benefit from the research study undertaken in their communities. An example of this is found in a study done by Hursh-C`esar and Roy (1976):

> The typical research project in a developing nation in the 1950-1960 period consisted of 'data-mining' by the sojourning social scientist. He came to the host country, gathered his data and went home to complete his analysis. This 'safari' research expedition left no lasting imprint on the host country's

research capability. If anything, the visitor left disappointed hosts who expected useful research results, correction of social problems, or even joint publications. (1976: 8).

4.8.   Main areas in which respondents suggest research should be done

Respondents suggested that the different schools/departments at the University of Venda should do applied research in their communities. A report by Perold (1998) shows several fields in which community service programmes have already taken off in some communities. They include dentistry, law, medicine, nursing, occupational therapy, optometry, psychology, physiotherapy and social work. The respondents that I interviewed suggested that the following schools/ departments or sections should be involved in community service:

4.8.1. School of Agriculture

There are farmers in the community who would like to be assisted and advised on urban farming and they need the expertise of the University.

4.8.2   School of Business and Administration

In this School, two departments were mentioned, i.e. the departments of Financial Management and Local Government. Residents are not happy with the Transitional Local Council (TLC) and think that the TLC employees should be trained by the two departments on how to run the local government and how to handle its finances.

4.8.3   School of Education

According to the respondents, the University seems to be unaware that there are a lot of people in the community who are still illiterate. Respondents say that a research project around issues of literacy is necessary. A research study ought to be conducted with a view to the possibility of collaboration between the School of Education at the University of Venda and the Government's Department of Education. This would help in designing relevant educational or training programmes.

4.8.4   School of Environmental Sciences

The School of Environmental Sciences could offer assistance through researching the types of soil in the area. The community says that the soil needs to be tested scientifically so that they know if the area in which they are living is meant for

residential purposes or not.

4.8.5 School of Health Sciences

If the School of Health Sciences were to conduct research projects in the community, they may discover diseases that are caused by floods that residents might not be aware of. They could also advise the community on how to prevent existing diseases from spreading or prevent new ones from developing.

4.8.6 School of Human Sciences

Under the School of Human Sciences, two departments were mentioned, i.e. the departments of Psychology and Social Work. These two departments are expected to do research on issues related to suicide in the community as the rate of suicide is very high and the community believe that the two departments are experts on suicidal behaviour.

4.8.7 School of Law

Research projects on issues around criminal offences are seen as another way of finding solutions to combat the high rate of crime.

4.8.7.1 Legal Aid Clinic

The legal Aid Clinic falls under the School of Law. Respondents suggest that it could help people on legal matters, for example, with the technicalities of buying a house with mortgage bond.

4.8.8 Department of Human Resource Management and Planning

The rate of unemployment is very high, especially in the communities that are closest to the University. The Department of Human Resource Management and Planning probably know the reason why most people are unemployed, or they could get this information through research projects and are thus, the respondents feel, in a position to assist the community in alleviating the problem.

4.8.9 Department of Public Relations

The Department of Public Relations has different sections. One respondent mentioned the radio station on campus that is called "Univen Radio". It has been claimed that the University community is not taking full advantage of this radio station to address the

community problems.

4.9 Conclusion

In this chapter, six main themes were identified and discussed. These themes were identified and extracted from the transcriptions of the interviews with the respondents. The main areas of research that the community feels should be investigated further were classified according to the relevant schools and departments at the University of Venda.

Chapter 5: Conclusions and Recommendations

5.1   Introduction

In the previous chapter I presented an analysis of the collected data and I also discussed the research findings. The aim of this chapter is to draw conclusions from the data collected and analysed and I will also discuss the limitations of this study. Based on the above, I have also suggested some recommendations for future research.

5.2   Conclusions

The aim of this research study was to find out if there is a relationship between university research and the surrounding community in developing countries. I did a case study of the University of Venda. The findings of this study shows that the relationship between the University of Venda's research practice and its surrounding community is not positive.

The communities surrounding the University of Venda do not see themselves benefiting from the existence of the University or through its research projects. They maintain that if the University is conducting research, it is doing basic research, which does not address the real needs of the surrounding communities.

The respondents feel that it is now time for the University to get involved with applied research and to fulfil the function it claims in its mission statement i.e. to provide knowledge and skill through research. According to the research policy document of the University of Venda, their first priority on funding will be given to research projects that are addressing the needs of communities, especially communities in the Northern Province, however, these communities do not see the University doing applied research. Communities also acknowledge that the University might not be able to provide them with all the resources they need, but suggest that it could at least link them with other institutions that may be in a better position to offer help.

There are similarities between the University of Venda's surrounding communities and those in other developing countries. Also, the relationship of the universities in other developing countries with their surrounding communities is similar to the relationship between the University of Venda and its surrounding communities. In our review of the

literature, researchers showed how it is sometimes difficult to conduct a research project in a developing country, e.g. due to bad roads and a poor transport system, differing social relations and that there may be barriers to gaining access. I experienced similar problems in my study. For example, I needed a 4X4 vehicle to reach some places in the villages. In addition, all the individual interviews that I conducted were with male respondents because there are very few women on the committees. This particular social issue had an influence on my study, as there were only two women in the focus group interview, meaning that only 20% of my respondents were female. With regard to gaining access, the deputy chairperson in Shayandima told me that I would have problems interviewing the whole committee and advised me to conduct an individual interview with him since we knew each other. However, it was easy to gain access to the other groups since there was at least one person on each committee that I knew.

The University of Venda is a university surrounded by developing communities. This is evident from the lack of teaching and learning resources in the schools, where they are even have to beg for old materials from the University. The schools have also suggested that the University allow their pupils to use the sporting grounds. Out of the six communities that I interviewed, Makwarela is the only community that has a community library. Although some of the surrounding communities are urbanised, the rate of illiteracy is still high. Most people could not afford to go to school for basic education. The White Paper (1997) on education states that Education and Training are basic human rights guaranteed to all people by the constitution. The University should find a way of assisting the community to redress the issue of illiteracy.

It is common for communities in developing countries to feel that researchers deceive them and do not tell them everything about their research projects. Some of the communities that I interviewed expressed a similar observation and complained that researchers do not seek informed consent and that after collecting data, they often do not report back on the research results.

From the results that I obtained, it is apparent that there are many research needs that the communities would like the University of Venda to address. Almost in every school were particular problems raised where they feel the University could intervene. Some respondents indicated their dissatisfaction that other universities from Gauteng

Province came to conduct research projects in one of the local communities. The respondents did not understand why the research projects were not carried out by the University of Venda instead.

5.3   Limitations of the study

It is possible that other people in the community surrounding the University of Venda might have more information about the relationship between university research and the surrounding community, as this study was limited to executive members of the civic association. I interviewed only five communities, and it is possible that the University might have a positive research relationship with some of the other communities that I did not investigate. The potential number of communities surrounding the university are eight. For example, one researcher indicated that the University of Venda has been conducting an applied research at Tshififi (A community which is about 10 kilometres north-east of the university). In view of the above, I do not think that the findings could be generalised to other communities. It seems that the University is doing more applied research in other communities than in the surrounding ones, for example, the three communities which have been cited by the respondent from the University are all situated beyond 10 KM from the University. Siloam is 45 KM, Vuwani is 41 KM and Ngovhela is14 KM from the University. Another limitation of the study concerns the matter of translation and interpretation. I conducted the interviews in Tshivenda and I had to translate them into English. In the process of translation, some meanings may have been lost due to the lack of equivalent words in the two languages.

5.4   Recommendations for future research

Based on the research findings of my research study, I have the following recommendations to make:

1.   A larger geographical area would have given a clearer picture of the relationship between the University of Venda research and its surrounding community.

2.   The methods of the data collection should include documentary studies. I should have used some of the research reports that were conducted by the University researchers to see what kinds of research have been conducted.

3.   The study should also have investigated the relationship between the University of Venda's research and industry.

REFERENCES

Ansley, F. & Gaventa, G. (1997). Researching for Democracy and Democratizing Research. *Change*. January/February.

Blacker, J. & Brass, W. (1983). Experience of Retrospective Demographic Enquiries to Determine Vital Rates. In M. Bulmer & D. P. Warwick (Eds.), *Social Research in Developing Countries.* John Wiley & Sons, Ltd.

Bulmer, M. (1982). *The Uses of Social Research: Social Investigation in Public Making Policy.* London: George & Unwin Publishers.

Bulmer, M. (1983). Interviewing and Field Organisation. In M. Bulmer & D. P. Warwick (Ends), *Social Research in Developing Countries.* John Wiley & Sons, Ltd.

Bulmer, M. (1983). Sampling. In M. Bulmer & D. P. Warwick (Ends), *Social Research in Developing Countries.* John Wiley & Sons, Ltd.

Bulmer, M. & Warwick, D. (1983). Data Collection. In M. Bulmer & D. P. Warwick (Eds.), *Social Research in Developing Countries.* John Wiley & Sons, Ltd.

Burgess, R.G. (1984). *In the Field: An Introduction to Field Research.* London: Allen & Unwin.

Busia, K.A. (1958). Some Aspects of the Relation of Social Conditions to Human Fertility in the Gold Coast. In F. Lorimer (Ed), *Culture and Human Fertility*. New York: Greenwood Press Publishers.

Choksi, A. & Dyer, C. (1997). North-South Collaboration in Educational Research: Reflections on Indian Experience. In M. Crossley & G. Vulliamy (Ends), *Qualitative Educational Research in Developing Countries: Current Perspective.* New York: Garland Publishing, Inc.

Choldin, H. M.; Kahn, A. M. & B. H. Ara (1983). Cultural Complications in Fertility Interviewing. In M. Bulmer & D. P. Warwick (Ends), *Social Research in Developing Countries.* John Wiley & Sons, Ltd.

Cresswell, C. F. (1992). Research in an Established South African University. *Transformation,* 18: 52-57

Davis, C. & Carden, F. (1998). Research Effectiveness and Research and Development in Developing Countries. *Knowledge and Policy,* 98(10) 4: 7

Denning, P. J. (1992). Educating a New Engineer. *Communications of the ACM.* 35(12): 83-97.

Denning, P. J. (1997). A new Social Contract for Research. *Communications of the ACM,* 40(2): 132-134

Department of Education (1997). *White Paper. A programme for the Transformation of Higher Education.* Pretoria: Government Printers.

Department of Education (1999). *National Plan for Higher Education in South Africa.* February.

De Vos, A. S. & (1998). General Introduction to Research Design, Data Collection Methods and Data Analysis. In A.S. De Vos (Ed), *Research at Grass Roots: A Primer for the Caring Professions.* Pretoria: Van Schaik.

Eagle, G., Hayes, G. & Sibanda, T. (1999). Standpoint Methodologies: Marxist, Feminist and Black Scholarship Perspectives. In M. Terre Blanche & K. Durrheim (Ends), *Research in Practice: Applied Methods for the Social Sciences.* Cape Town: University of Cape Town Press.

Ely, M., Anzul, M., Friedman, T., Garner, D. & Steinmentz, A. M. (1991). *Doing Qualitative Research: Circles within Circles.* London: The Falmer Press.

Etzkowitz, H., Webster, A. & Healey, P. (Ends). (1998). *Capitalizing knowledge: new intersections of industry and academia. Albany: State University of New York Press.*

Etzkowitz, H. & Webster, A. (1998). Entrepreneurial Science: The Second Academic Revolution. In H. Etzkowitz, A. Webster & P. Healey (Eds.), *Capitalizing knowledge: new intersections of industry and academia. Albany: State University of New York Press.*

Fortes, M. (1958). A Demographic Study in Ashanti. In F. Lorimer (Ed), *Culture and Human Fertility.* New York: Greenwood Press Publishers.

Gerwel, G. J. (1982). Truth, Transformation and the University. *South African Outlook.*

Gil, B. & Omaboe, E. N. (1983). Population Censuses and National Sample Survey in Developing Countries. In M. Bulmer & D. P. Warwick (Ends), *Social Research in Developing Countries.* John Wiley & Sons, Ltd.

Hammersley, M. (1995). *The Politics of Research.* London : Sage Publications.

Hammersley, M. & Atkinson, P. (1995). *Ethnography: Principles in Practice.* 2nd ed. London: Routledge.

Harber (1997). Using Documents for Qualitative Educational Research in Africa. In M. Crossley & G. Vulliamy (Ends). *Qualitative Educational Research in Developing Countries: Current Perspective.* New York: Garland Publishing, inc.

Heise, L. L., Raikes, A., Watts, C. H. & Zwi, A. B. (1994). Violence Against Women: A Neglected Public Health Issue in Less Developing Country. *Social Science & Medicine,* 39: 1165-1179.

Hershfield, A. F., Rohling, N. G., Kerr, G. B. & Hursh – Cesar, G. (1983). Fieldwork in Rural Areas. In M. Bulmer & D. P. Warwick (Eds.). *Social Research in Developing Countries.* John Wiley & Sons, Ltd.

Heymans, C. (1990). Studying the South African State: Some Research Observations. In P. Hugo (Ed), *Truth be in the Field: Social Science Research in Southern Africa.* Pretoria: UNISA.

Hodder-Williams, R. (1990). Research into the Political Attitudes of White Farmers in Marondera (Marandellas). In P. Hugo (Ed), *Truth be in the field: Social Science Research in Southern Africa.* Pretoria: UNISA.

Huberman, A. M. & Miles, M. B. (1994). *Qualitative Data Analysis: An Expanded Sourcebook.* United Kingdom: Sage Publications.

Kaniki, A. (1999). Doing an Information Search. In M. Terre Blanche and K. Durrheim (Ends), *Research in Practice: Applied Methods for the Social Sciences.* Cape Town: University of Cape Town Press.

Kell, C. (1991). Activists and Academics: The Role of Liberal Universities in Research for the Democratic Movement. In E. Unterhalter, H. Wolpe, T. Botha, S. Badat, T. Dlamini & B. Khotseng (Eds.), *Apartheid, Education and Popular Struggles.* Johannesburg: Ravan Press.

Kelly, K. (1999). From Encounter to Text: Collecting Qualitative data for Interpretive Research. In M. Terre Blanche & K. Durrheim (Ends). *Research in Practice: Applied Methods for the Social Sciences.* Cape Town: University of Cape Town Press.

Leeb, W. & Radford, J. (1987). Research in the Black Township of Mpophomeni: Is There Hope? *Reality.* 19(1): 17-20.

Likins, P. (1992). Have the Scientists Breached the Social Contract? *Communications of the ACM,* 35(11): 17.

Lim, D. (1999). Quality Assurance in Higher Education in Developing Countries. *Assessment and Evaluation in Higher Education,* 24(4): 379-390.

Lindegger, G. (1999). Research Methods in Clinical Research. In M. Terre Blanche & K. Durrheim (Ends), *Research in Practice: Applied Methods for the Social Sciences.* Cape Town: University of Cape Town Press.

Louis, K. R. & Anderson, M. S. (1998). The changing Context Of Science and University-Industry Relations. In H. Etzkowitz, A. Webster & P. Healey (Ends), *Capitalizing knowledge: new intersections of industry and academia. Albany State University of New York Press.*

Mathews, E. H. & Taylor, P. B. (1998). *Making the Researcher's life Easier with Research Toolbox.* Version 3.1.

Maykut, P. and Morehouse, R. (1994). *Beginning Qualitative Research: A Philosophic and Practical Guide.* London: The Falmer Press.

Maynard, D. (1989). On the Ethnography and Analysis of Discourses in Institutional Setting'. *Perspectives on Social Problems,* 1, 127-146.

McMillan, J. H. & Schumacher, S. (1993). *Research in Education.* New York: HarperCollins College Publishers.

McIntyre, J. (1997). The Context of Teaching and Researching Community Development Issues. *Community Development Journal,* 32(4): 368–371.

Measor, L. (1985). Interviewing: A Strategy in Qualitative Research. In R. G. Burgess (Ed), *Strategies of Educational Research: Qualitative Methods.* London: The Falmer Press.

Mills, J. (1990). Rural Fieldwork in Boschfontein, Kangwane: Retrospective insights. In P. Hugo (Ed), *Truth be in the Field: Social Science Research in Southern Africa.* Pretoria: UNISA.

Mouton, J. & Marais, H. C. (1990). *Basic Concepts in the Methodology of the Social Sciences.* Pretoria: HSRC.

Mwamwenda, T. S. (1997). Faculties and Academics' Involvement in Research and Publication Activities. *SAJHE/SATHO,* 11(1)

Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches. 3rd ed.* Boston: Allyn and Bacon.

Peil. M. (1982). *Social Science Research Methods: An African Handbook.* Ibadan: Nigeria Publishers Services.

Peil, M.; Mitchell, P. K. & Rimmer, D. (1982). *Social Science Research Methods: An African Handbook.* Ibadan: Nigeria Publishers Services, Ltd.

Peil, M. (1983). Situational Variables. In M. Bulmer & D. P. Warwick (Ends), *Social Research in Developing Countries.* John Wiley & Sons, Ltd.

Pernice, R. (1994). Methodological Issues in Research with Refugees and Immigrants. *Professional Psychology: Research and Practice,* 25(3): 207 – 213.

Perold, H. (1998). *Community Service in Higher Learning.* Joint Education Trust.

Punch, M. (1994). Politics and Ethics in Qualitative Research. In N. K. Denzin & Y. S. Lincolin (Ends), *Qualitative research methods.* Thousand Oaks: Sage Publications.

Richter, L. & Tyeku, S. (1999). Jobs and Careers in Social Science Research. In M.

Terre Blanche and K. Durrheim (Ends), *Research in Practice: Applied Methods for the Social Sciences.* Cape Town: University of Cape Town Press.

Rubin, H. & Rubin, I. (1995). *Qualitative Interviewing: The Art of Hearing Data.* California: Sage Publications.

Salazar, J. M. (1995). Factors Influencing the Development of Psychology in Latin America. *International Journal of Psychology*, 30(6): 707–716.

Samik-Ibrahim, R. M. (2000). Grounded Theory Methodology as the Research Strategy for a Developing Country. *Forum: Qualitative Social Research, [On-line journal],* 1 (1).

Schlemmer, L. (1990). Data Collection Among Black People in South Africa with Particular Reference to Structured Individual Interviews. In P. Hugo (Ed), *Truth be in the Field: Social Science Research in Southern Africa.* Pretoria: UNISA.

Seidel, J. & Kelle, U. (1995). Different Functions of Coding in the Analysis of Textual Data. In U. Kelle (Ed), *Computer-Aided Qualitative Data Analysis: Theory, Methods and Practice.* London: Sage Publications.

Shipman, M. (1988). *The Limitations of Social Research: Aspects of Modern Sociology.* 3rd edition. London: Longman.

Silverman, D. (1993). *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction.* London: Sage Publishers.

Stephens, D. (1990). The Fieldwork Process in a Nigerian Cultural Context. In G. Vulliamy, K. Lewin & D. Stephens (Ends), *Doing Research in Developing Countries.* London: The Falmer Press, Inc.

Strauss, A. L. & Corbin, J. (1990). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory.* Newbury Park: Sage Publications.

Strydom, H. (1998). Ethical aspects of research in the caring professions. In A. S. De Vos (Ed), *Research at Grass Roots: A Primer for the Caring Professions.* Pretoria: Van Schaik.

Stycos, J. M. (1983). Sample Surveys for Social Science in Underdeveloped Areas. In M. Bulmer & D. P. Warwick (Ends), *Social Research in Developing Countries.* John Wiley & Sons, Ltd.

Subotzky. G. (1997). *The enhancement of Graduate Programme and Research at the Historically Black Universities.* University of Western Cape: Education Policy Unit.

Terre Blanche, M. & Durrheim, K. (1999). Histories of the Present: Social Science

Research in Context. In M. Terre Blanche & K. Durrheim (Ends), *Research in Practice: Applied Methods for the Social Sciences.* Cape Town: University of Cape Town Press.

Tredoux, C. (1999). Sound Conclusions: Judging Research Designs. In M. TerreBlanche & K. Durrheim (Ends), *Research in Practice: Applied Methods for the Social Sciences.* Cape Town: University of Cape Town Press.

Tsichritzis, D. (1999). Reengineering the University. *Communications of the ACM,* 42(6): 93-100.

Van Vlaenderen, H. (1993). Psychological Research in the Process of Social Change: A Contribution to Social Change. *Psychology and Developing Societies.* 5(1).

Van Vuuren, D. & Maree, A. (1999). Survey Methods in Market and Media Research. In M. Terre Blanche & K. Durrheim (Ends), *Research in Practice: Applied Methods for the Social Sciences.* Cape Town: University of Cape Town Press.

Vergnani, L. (2001). South Africa Announces Details of Major Higher Education Reform Plan. *The Chronicle of Higher Education.* March, 6.

Vulliamy, G. (1990). Papua New Guinea: Policy Implications and Theoretical Perspectives. In G. Vulliamy, K. Lewin & D. Stephens (Ends), *Doing Research in Developing Countries.* London: The Falmer Press, Inc.

Warwick, D. P. (1983). The Politics and Ethics of Field Research. In M. Bulmer & D. P. Warwick (Ends). *Social Research in Developing Countries.* John Wiley & Sons, Ltd.

Warwick, D. P. (1983). The KAP Survey: Dictates of Mission Versus Demands of Science. In M. Bulmer & D. P. Warwick (Ends), *Social Research in Developing Countries.* John Wiley & Sons, Ltd.

Weiss, C. H. (1986). The Many Meanings of Research Utilization. In M. Bulmer (Ed), *Social Science and Social Policy.* London: Allen & Unwin Publishers.

Wuelker, G. (1983). Questionnaires in Asia. In M. Bulmer & D. P. Warwick (Ends), *Social Research in Developing Countries.* John Wiley & Sons, Ltd.

Zarkovich, S. S. (1983). Some Problems of Sampling Work in Underdeveloped Countries. In M. Bulmer & D. P. Warwick (Ends), *Social Research in Developing Countries.* John Wiley & Sons, Ltd.

Zulu, P. (1990). Crossing the Boundary Between the Theoretical and the Experiential. In P. Hugo (Ed), *Truth be in the Field: Social Science Research in Southern Africa.* Pretoria: UNISA.

APPENDIX 1: Interview guide (Communities)

1. What are the research needs in your community that you think the University of Venda should address?

2. How do you think the University of Venda should help in trying to solve these problems?

3. Is there any other university which did some research study in your community?

4. How do you feel about university researchers coming to undertake a research study in your community?

5. Some people argue that the main functions of the university are to teach and do research, and not get involved with the society or the surrounding community. What are your views about this?

6. Other people feel that everything that the university is doing should be in the community. What about basic research?

7. When researchers undertake a research study in your community, what do you expect after the completion of the study? Do you expect personal or written feedback? Or do you expect concrete benefits?

8. The research findings of my study are going to be presented in English. What are your comments about that?

Appendix 2: Interview guide (University of Venda employees)

Research policy questions

1. I interviewed six communities surrounding the University of Venda, to find out the extent to which researchers at the University of Venda are doing applied research within the surrounding communities. The response that I obtained indicated that the University of Venda is not doing enough applied research. What is your comment on that?

2. According to the University's research policy, staff members are not encouraged to carry out research projects, for example most departments do not care if the staff members are not involved with research. Why are staff not motivated to do research?

3. What type of research would you encourage the academics to carry out, basic or applied?

4. After staff members have submitted their research reports, what do you do with those reports? Do you keep them as records or do you make a follow-up?

Name change questions

5. Why was the name "University of Venda" changed to "University of Venda for Science and Technology"?

6. Did the University have to cancel some programmes and design new ones in order to accommodate the new name?

7. Were the communities consulted in the name change?

8. What are the benefits of this name change?

Appendix 3: Interview transcripts (Communities)

Shayandima

Researcher: What are the research needs in your community that you think the university of Venda should address?

Respondent: In this community we have many research problems. I would start by mentioning the problem of child abuse. A lot of people might think that we are not experiencing this problem since we live in an urban area, especially with the high rate of divorce and social problems that we are solving almost everyday. This affects children to an extent that they do not cope well at school.

Our children are involved in crimes and one of the reasons is that we lack recreational facilities.

Another problem has to do with illiteracy. This problem exists although many people do not want to acknowledge that they cannot read and write.

I think these are our major problems because I cannot talk about the roads. Another problem has to do with the services rendered by the Transitional Local Council. People do not understand the way in which these services are rendered.

Researcher: How do you think the university should help the community in trying to solve these problems?

Respondent: Ja, I think the first thing that the university can do is to educate us. Eh... there is this saying that says "when someone asks for money from you, don't give him the money, it is better to show him where the money is". Now it would be better if the university can do some workshop to the whole community. With the problem of recreational facilities the university can help us by telling us where we can apply for funds and also the channels of applying those funds. Then we could use the funds for recreational facilities and to build a hall which could be divided into two, a hall and a library. Our children have a problem, especially now that there is a rule that school children are no longer allowed to study at school. So except for studying at home and travelling to Makwarela township, there is nowhere they can study.

With the problem of illiteracy I think the university can play a major role because teachers who are there at the university can assist in as in having afternoon/evening classes. Eh...this would help us very much.

I think that the university is a big institution, if it can do some workshops to our youth and connect them with some big companies which can offer them

	jobs, part-time or full-time. This would be very helpful because it would help to reduce crime.
Researcher:	Is there any other university which did some research study in your community.
Respondent:	No. Except for students who come to individuals seeking for some information for their research projects. I do not know what they do with the information, whether they expose it to other people I don't know.
Researcher:	How do you feel about university researchers coming to undertake a research study in your community?
Respondent:	I think the university should do something about the research that they do in our communities. I know that it would not be able to meet all our research needs but I strongly feel that the community should get something out of the research study. I also think that if the university can call us to a meeting, so that we can tell all our research needs, and the university advising us about what we need to do, and also they tell us what they can/cannot do, showing us how they are going to do the things which they indicated they were going to do. I think we can be very happy. I think that is all I can say.
Researcher:	Some people argue that the main functions of the university are to teach and do research and not get involved with society or the surrounding community. What are your views about these?
Respondent:	I think the university is here to service us. If we cannot get services from our own university, where do you think we should get the help from. The university is also existing because of our community. If some of our children were not attending school there it will have been closed.
Researcher:	When researchers undertake a research study in your community, what do you expect after the completion of the study? Do you expect personal or written feedback? Or do you expect concrete benefits?
Respondent:	Both. We expect to be given the report in person and in writing. We also expect the university to do something about our problems. We do not expect it to solve all our needs but if it could focus on one of our problems that would be appreciated.
Researcher:	The research findings of my study are going to be presented in English, what are your comments on that?
Respondent:	I personally would not have problems with that. People who are illiterate will have to attend a meeting when you give us the report so that they can ask you anything that they might want to know.
Researcher:	I think that is all I wanted to ask you. Is there anything you would like to ask me?
Respondent:	No.

Researcher:	I would like to thank you for your time, especially now that we are conducting this interview during office hours.
Respondent:	If there is any other information that you will need, please feel free to call me.
Researcher:	Yes, I will, thank you very much.

Additional Questions

Researcher:	You mentioned that children in your Community are involved in crimes. What kind of criminal offences do they normally commit?
Respondent:	They steal. Money, clothes, cars, shoplifting and housebreaking. Some are rapists, others have been found with possession of unlicensed firearms.
Researcher:	You feel that the community should get something out of the research study undertaken in your community. What do you mean by that?
Respondent:	Of the research problems that I mentioned earlier on, if the University could focus on one problem and try to help us solve the problem, it would be fine. Even if the University cannot help us itself, if it could connects us with some institution that might be able to help us that would be highly appreciated.
Researcher:	You said that the university is there to render services to the community. Does the university have an obligation to render services to the community, Why?
Respondent:	The University has an obligation to render services to us. The University exists because of us. If we take our children from this University it will close. The University has to cater for the communities where its students come from.
Researcher:	What about unemployment. Don't you think that the University has done something already by employing most of its staff from the local community, especially with service workers?
Respondent:	Yes, but that is not enough. The University needed employees even if they were not from the local communities. Now I would like to see it engaging in some research projects which will benefit this community.
Researcher:	Some people feel that everything that the university is doing should be in the community. What about basic research?
Respondent:	The University can do basic research while servicing the community at the same time. I strongly feel that the University owes this community a lot in terms of community projects. I think it should start as soon as possible to run the community projects, addressing the needs that I mentioned earlier.
Researcher:	Is there anything that you would like to say to me?
Respondent:	Yes. I still want to remind you to give us feed back in person and in writing whenever you finish with this research project.

Researcher: Yes. I will do as I promised you. Thank you very much for your time.

Respondent: You are welcome.

Maniini Block K

Researcher: What research needs does your community have that you think should be addressed by the University of Venda for Science and Technology.

Respondent 1: I only have a question. There are research problems or needs that we have. I don't know if I can talk about the research problems that we have in our community, or the research problems that the community has with the university, or the research problems which the members of the community have at the university when they go to the university. In short I think this is what I would like to know.

Researcher: Eh…you may talk about any of the three situations that you mentioned, as long as we are talking about the research problems that you think the university needs to address so that the community ends up benefiting from the existence of the university.

Respondent 1: Ok.

Respondent 2: I am concerned about the students who live in our community attending classes at the university. Most of the time they come back late in the evening. There are a lot of things happening. Some have their books taken, others are beaten up. We have a serious problem. We don't know what has to be done. Now I don't know if the university cannot do research or investigate why local students and those who come from far prefer staying outside campus to staying at the university residences, because we understand that there are blocks of hostels which are empty. I think if these students are staying on campus they will be very safe because even if they have evening classes they will not have to travel or to walk for long distances after their lectures.

Eh… now I'll come to the university itself. At the university there are different departments. I can now talk about the Department of Agriculture. There are a lot of people who are involved in agriculture, but we don't see the university agriculturist coming into our community giving advice to people on agriculture, especially on urban farming. Eh…apart from giving advice when the students do the practicals, they should be sending them into our communities. This would also encourage primary and high school pupils when they see university students in our community doing practicals they will also work hard at school so that they may also find themselves at the university.

Let me talk about the third problem which is illiteracy. I think if the Department of Education can come and run a workshop on issues that are related to illiteracy, on the things which can be done or which cannot be done by an illiterate person, and also give them advises on how the can improve their standard of living. Thank you.

Researcher: Ok.

Respondent 3:   I am not sure if what I am going to say is in line with what you expect us to say. Now the problem that we are facing at the moment has to do with flood. A lot of people no longer have accommodation and food. The roads are bad and even those who have money they cannot go to town/shopping centre to buy food. Delivery trucks cannot reach us and we hear that in other places people are being supplied with tents and food. Is there no way the university can help us access the food that other people are getting?

Respondent 4:   I would like to add on what the previous speaker has said. This problem of flood has affected people in the same community differently. Other people still have their houses intact, but they might not be having food since it is also scarce even at the shops. Others have been postponing funeral services because the coffins and the corpses could not be delivered. Each one of us has been affected by the floods differently. Is there no way the university could do a research and find out how people have been affected and see if there is no way it can assist.

Researcher: I get your point.

Respondent 5:   Mine is just a concern about people who are not employed. If the university could come and run workshops on how to do projects and business plan so that we can be able to earn a living.

Respondent 6:   In my own view I think the university should send its people to the community to tell them their rights about the university. I once took some of the kids that I teach at school to the university. I wanted them to see what a university is and to show them what happens there. When we arrived at the university gate the security asked us to produce our Univen student cards. I had mine but the standard 8 and 9 pupils did not have. They were turned away because they could not produce those cards and I had to go back with them. Another thing is that I heard that the university went to Tshififi Community (± 14km) from the university to do some project. I don't know how that happened because that community is far from the university as compared to ours. Now if representatives from the university could come and explain to us what we should do in order to get some of the services from the university I think that would be very helpful. Also the university has to send its representatives to come and explain to our children the courses or

programs which are offered there. Our children want to go to Pretoria and other places (Universities and Technikons) to do courses which are also offered here. When we tell them we do not have the money to take them to institutions which are far from home, they refuse to come to the University of Venda because they do not know what is happening there. Thank you.

Researcher: Ok.

Respondent 3: I need to go back into the issue of flood. I think this would be the appropriate time for the university researchers to come into our community and find out how people were affected. The Department of Health might also discover some diseases which are caused by flood and advice us on how we could try and prevent them.

Respondent 1: My concern is on illiteracy. I myself did not go to school. I started attending evening classes that are run by teachers. A lot of people registered for these classes but ended up dropping out because people who are or were teaching have not been trained on Adult Education, and also these classes are only targeting for those people who are working. Some of us have young children and we have to be at home in the evening and we can only be available during the day since we are unemployed. Can't the university conduct a research on illiteracy in our community find out how many people are illiterate, and which ones are willing to take classes during the day or evening. Then they send their student teachers or qualified teachers who have been trained in Adult Education to come and offer classes?

The major problem that I have with these classes is with time. These classes are conducted on Mondays, Tuesday and Wednesday from 17h30 – 19h00. Thursday, Fridays there are no classes and we only have two teachers who are teaching different subjects. There is a problem with the teacher-pupil ratio and it leaves us with problems of not understanding well what we have been taught. This happens because in those three days I am taught Tshivenda, English and Mathematics. Now if on Monday I am taught Maths, English on Tuesday and Tshivenda on Wednesday, it means that I will not touch Mathematics until the following Monday and I will have forgotten most things that will have been taught during the previous week. If we could have more time and more teachers I think it would help us a lot.

Respondent 2: Yes, Hm... Let me say I agree with what the previous speaker has said. I see this as a very serious problem. Because teachers who are teaching evening classes are like myself. I am a teacher who is employed full-time. I go to work in the morning until afternoon. Then in the evening I go again to teach the adults and this creates a lot of problems because after school in the afternoon, already I am tired, then I still have to take evening classes. The

university has a lot of people who can teach evening classes, like their students when they do practicals, instead of having some full-time teachers occupying three positions.

Respondent 6: When we come to Adult Education we find that other communities are far ahead of us. I think if the university can send the teachers who are unemployed to run this Adult Education. It would be very helpful. Adults who are unemployed could attend classes during the day and the ones that are employed could go in the evening or over the weekend.

Respondent 3: To be honest with you our university is not advertising itself. Our children do not want to go to the University of Venda, they always talk about going to any institution in Pretoria. But if the university officials were to come to our community, tell us what goes on at the university, we would also help in encouraging our children to go there. But now it is isolated, it is an island. Our children are attending in other universities far from home, and they have registered for courses which are also offered here, and it is very expensive for us but there is nothing we can do unless if the university can come into our community and talk to us together with our children.

Respondent 2: I think the university must also conduct a research study around crime. We have a high rate of crime in our community and we know that one of the reasons is unemployment. I think that if this study can be done, may be we could find some solutions into reducing the rate of crime.

Researcher: I get your point.

Respondent 1: I would like to go back to the issue of flood. This area is very unfortunate because ever since it started raining, the water from the mountains is flowing down and settling into our township. Now this area is full of water and we are not sure if this place was properly surveyed. But the other thing that I know about our people is that even if they are told that they cannot live in this area, they insist since they will be desperate and they need plots where they can build their houses. I think that this university can come and conduct the workshop and teach people about where to select their stands or plots and which areas can be dangerous if it rains continuously.

Researcher: You mentioned that the main road and the streets are badly damaged due to recent floods, who is responsible for fixing them?

Respondent 4: The TLC is responsible.

Researcher: Have you informed them about this problem or what is the situation now?

Respondent 4: Well, we are not satisfied with the services rendered by the TLC, eh... I think we have a lot of problems, including this one.

Respondent 3: eh... if I were to add on services, we are very disappointed. The TLC is not doing its job.

91

Respondent 1:   The problem with the TLC is that when we go to their offices, they tell us that we have to clear the balance in our accounts before we could get the services from them. They charge us for removals and we find that instead of them coming to remove the garbage every week they come once or twice in a month and we are expected to pay the services for the whole month. It is even worse now that we are facing the problems of flood. Their trucks cannot reach us and ever since rain started they have never been to our community and the smell from the rubbish bins is creating health problems. Another problem is that they have allocated plots to people and they have built the houses, but there is no sewerage system. Now we have stopped paying the TLC because we are not benefiting anything. If they were to give us good services, we would be compelled to pay for those services. If the university could conduct some workshop with the TLC employees so that they know how to service their communities that would help because most of them are just employed there with no knowledge of what they have been hired to do.

Respondent 1:   I think the TLC employees realize that they are unable to render the expected services to people because they know it themselves that they do not know how to give us the services that we need. The main problem might be that they do not know where they can get training or attend a workshops. I also agree with the previous speaker that if the university could help by conducting some workshop on how municipality or TLC should work we would also benefit. Health department should also be concerned that if the garbage is not removed for the period of three weeks or more, what is going to happen to the health of the people? It is even worse to people who live near the bush because that is where we dump our garbage if the TLC is failing to come and remove. The university itself is being serviced by the TLC, I know about water and street lights and robots (Traffic lights). We live in an unhealthy environment, where water is being closed anytime. The TLC also has problems with Eskom and we find that most of the time they fail to pay their electricity bill which result in having the electricity being cut- no streetlights and even the robots stop working. That is why there is also a high rate of automobile accidents. I think the main problem with the TLC is lack of knowledge on how they should help us. Now our village has been transformed into a township. It is now called Thohoyandou Block K, but there is no sign like a main tarred road which shows that this is a township. We only have gravel roads/streets which are worse even for a 4 x 4 LDV.

Respondent 2:   Hm... I think the department of local government or public administration at the University of Venda can help by conducting the workshops and teaching

92

the TLC employees on how to help us. I know that TLC employees have been taught on how to accept the money from the community but they do not know how to go back into those communities and render the required services. What I don't know is what they are doing with the money that people are paying for the services?

Researcher: Some people argue that the main functions of the university are to teach and do research and not get involved with society or the surrounding community. What are your views about these?

Respondent 2: The community should get services from the university because its existence depends on us. If we take our children who are at this university to other institutions, this university will close.

Respondent 4: Ever since the university came into existence, we are not benefiting, not at all.

Researcher: What is your attitude towards University researchers? Do you trust them? Are you suspicious of their motives?

Respondent 3: It depends on who is coming and how they present themselves.

Researcher: Could you please elaborate on that. How do you differentiate the one that is to be trusted from the one that is not to be trusted?

Respondent 3: I mean if a stranger comes here we would first interrogate him or her. If we are interested in his project we might agree. Also there are people who are not open about what they want to do. I met some person in the street who asked me a few questions, later on I realized that he was interviewing me because at the end he said I had given him enough information for is study.

Researcher: How did you feel about that?

Respondent 4: I was upset because if he had told me what he was doing, I would have invited him to my house since it was close by. Then we would sit and have a decent interview because he was asking me things that I knew, also I was not in a hurry.

Researcher: When researchers undertake a research study in your community, what do you expect after the completion of the study? Do you expect personal or written feedback? Or do you expect concrete benefits?

Respondent 2: It depends on what you are able to offer. But I think the report would be helpful, both oral and written.

Respondent 6: We would like the university to take this matter serious. If your report is submitted at the university and they see our needs and do not do anything about it, then it must be closed.

Respondent 5: I agree with the previous speaker. Even if they can help us with conducting workshops that will be something.

Researcher:	Ok, the research findings of my study are going to be presented in English, what are your comments on that?
Respondent 4:	We know that they will be written in English, but we would like you to come and explain to us in Tshivenda since we told you that we have a lot of people who are illiterate.
Respondent 1:	Even those who are literate, some of them do not understand English very well, and some of us are not comfortable with it.
Researcher:	I think that is all I wanted to ask you, do you have any comments or questions?
Respondent 1:	What I can say is that we cannot build a house in one day. Now that the researcher came into our community we would like her to return. We would like her to come and attend our mass meetings so that she may have a better view of what is going on in our community.
Researcher:	Yes, I will come back although I don't know when. After I finish writing up the report I will come back and discuss with you the findings and recommendations and thereafter we will discuss the way forward.
Respondent 5:	I just want to thank the researcher for having under taken this project and for having chosen our community for her research. There are problems that we have mentioned earlier that we have and for the university I think it is important to help us, because if we do not benefit from its existence, then it should be closed.
Researcher:	Is there anything other thing?
Respondent 3:	No.
Respondent 1:	No.
Respondent 5:	No.
Respondent 2:	No.
Respondent 4:	No.
Respondent 6:	On behalf of the other participants I would like to thank you for your time. We really appreciate it especially now that the roads are bad but you managed to come and we hope to hear from you very soon.
Researcher:	Yes I will. I would like to thank all of you for your time and the contributions which you have made.

ADDITIONAL QUESTIONS

Respondent 2

Researcher:	What kind of criminal offences are mostly committed in your community?
Respondent:	House breaking and illegal possession of fire arms by youth.

Researcher:	You think that the community should get services from the university because its existence depends on the community. Does the university have an obligation to render services to the community?
Respondent:	Yes. The university has an obligation to serve the community. This is our university and we have worked hard for it to come into existence.
Researcher:	What do you mean by you have worked hard for it to come into existence?
Respondent:	The old Venda government with some of our community members were involved in the drafting of proposals to have this university built in our community. After a long struggle I suggest that the university should look back at where it comes from, then it will understand why we demand to be served.
Researcher:	Some people feel that everything that the university is doing should be in the community. What about basic research?
Respondent:	I do not know much about what the university is supposed to do. All I am concerned with is the services through research projects that we are not getting.
Researcher:	Hm…I think that is all I wanted to ask you. Do you have questions or comments?
Respondent:	No.
Researcher:	Well… Thank you for your time, again.
Respondent:	You are more than welcome.

Respondent 3

Researcher:	You mentioned that during the time of flood some people were getting food, who was providing them and how was it distributed?
Respondent:	I do not know because others were saying it was the Department of Health and Welfare, others were saying it was some sponsors who gave it to the department. Others were saying it was the TLC in collaboration with the department and other companies. I also do not know how it was distributed. Whether communities had to send their names to the TLC or government I do not know.
Researcher:	Now you as executive members don't you think you should have gone to those communities to find out exactly how they were getting food?
Respondent:	During the time we were all concerned about what was happening in our homes. There was no time to think about securing appointments with other communities. Also, how were we going to go there because we were in the island. For weeks we could not come out of this place.
Researcher:	You said that the university is not advertising itself, what do you think has to be done by the university?

Respondent: The university should conduct career guidance workshops at our schools for about a week each semester. They should distribute flyers to our schools about the courses which are being offered there. They should also invite schools to visit the university for a day in order to have practical experience of what is happening there.

Researcher: Why do you think it is important for children in this community to attend school at the university of Venda instead of going to other institutions?

Respondent: Firstly, they should support their home university. Secondly, it will be cheaper for parents if their children are attending at this university. If there are more students here, then the university will hire more staff of whom most of them will be local people.

Researcher: Don't you think it is also important for your children to get some exposure. They have to meet other people in a different environment.

Respondent: Yes. They can do that when doing post-graduate courses. After all, most scholarships are available for post-graduate students.

Researcher: Now, let me ask you something different. What are the main functions of TLC in your community?

Respondent: The TLC has to look at the well-being of the community. It has to make sure that we have primary care facilities like clinics and to make sure that those clinics are functioning properly. They should make sure that we have clean water, well-functioning sewerage system and that the refuse is removed every week and all that goes with health they have to be involved. The TLC has to look at the issue of security. We as the community are we safe from thugs and pollution, etc. They have to see to it that the roads are fine, we have enough schools which have to be running smoothly. That is all I could think of now, but they are many.

Researcher: Is the TLC aware that it is expected to fulfil those functions?

Respondent: Those people are aware because that is what they promised to look into when we elected them into the office. Now they seem to have forgotten.

Researcher: You think that the community should get services from the university because its existence depends on the community. Does the university have an obligation to render services to the community?

Respondent: Yes. I would like to support the idea that the university should give back something to the community in a form of community projects. That would benefit us.

Researcher: Some people feel that everything that the university is doing should be in the community. What about basic research?

Respondent: I am not against anything that the university is doing, but I would love among other responsibilities seeing it getting involved with the local community.

Researcher: That is all I wanted to ask you. Do you have any questions or comments?

Respondent: No.

Researcher: In the absence of questions or comments I would like to take this opportunity and thank you for your time.

Respondent: You are welcome.

Researcher: Ok. Thanks.

MAKWARELA

Researcher: What are the research needs in your community that you think the University of Venda for Science and Technology should address?

Respondent: Our community here has serious problems, eh… we have social problems and the economic problems that have to be addressed, and the only institution in our area is the University of Venda for Science and Technology. When we talk about educational problems we mean that when people pass here they do not know where they have to go. At a school level- these periods for Guidance and Music are not used for the purposes in which they were intended for. They are taken as free periods. We have children who pass matric here and they go to other institutions which are very far from here and they do courses which are also offered here at the University of Venda because this university is not marketing itself. I do not remember hearing that the university has been addressing some community or communities about the programmes they are offering. They only go to communities when they have problems - looking for students at the beginning of they year.

At the same time, I think that the blunders which are made by the Municipality/Transitional Local Council (TLC), could be avoided. Most of the employees do not know how to do the job which they have been hired to do. They do not know how to apply for sponsorship. They do not even know how to approach the community. This information on how the TLC can help the community the university has it through different departments.

I am very thankful that there is a Legal Aid Clinic at the university, but how would Vho-Phophi (it refers to an illiterate traditional woman or person) know about this. It is very difficult to know that this Legal Aid Clinic exists because

We also have a problem of child abuse and the university knows about it, but it is not involved. A child who has been abused by her father will go and open the case at the police station, and then it ends there. The Department of Health and Welfare is unable to address all these problems, why because most of the staff are clerks who have not been trained in counselling. The university should be addressing these kinds of problems.

people do not know about the cases which were handled by the Legal Aid Clinic. All we know is that people go there and cases are piled up and we have never head about them succeeding in court. Although there is a radio station at the university, they are not taking advantage of that. So, I think if this was addressed in a good way the community would somehow benefit. At the same time, there is a problem of unemployment, of teachers who have qualified and are unable to get jobs and those teachers are confused. I understand that this university is now called the "University of Venda for Science and Technology". Now if the university is going to be science and technology, what are they doing about it. Here at schools how many pupils that are doing science? How many students at the university of Venda who did science and they are still unemployed? The university must look at this matter seriously and compare, this would be very helpful. How many secondary schools that are here which are offering technical subjects? Because it is not a matter of using a big name (Science and Technology) where-as there is nothing that they are doing because students have to be prepared from early learning for this Science and Technology.

What is going to happen if the university needs 10 000 (Ten Thousand) students and we only have one technical high school? It means that the university has to work with the Department of Education in transforming some of the schools into technical schools, so that by the time they graduate from high schools already they will be having some technical skills.

Now I do not know if you still have some questions.

Researcher: Yes, the other question you've already answered it when you were mentioning the research needs. I want to find out how you think the university should assist. But may be you should try and elaborate where possible because when you spoke earlier you also indicated how you think the university can be involved.

Respondent: I will start with educational problems. The university should find a strategy on how it would help the schools so that these periods (Music and Guidance) are no longer taken as free periods. Also it has to be the responsibility of the university to design courses at school level so that when they pass they should be able to be admitted at the university, and after completing the degree or diploma they should be able to find jobs.

The university should market its education- through high schools. It should show pupils what they are offering in their institution. Lecturers should come and show them that if a student is doing geography, the following would be the career choices.

With the problem of child abuse the university should develop a strategy for helping those children. They should be running some counselling sessions for children who are/have been sleeping with their fathers or other males. With services that should be rendered by the Municipality or Transitional Local Council, the university can conduct some workshops from the school of Business and Administration on how they should work and how they should work with people.

There is a Department of Nursing at the University of Venda which would go to different communities to address people on health education, especially the kinds of food that they should or should not eat. They can also research on the kinds of diseases which the residents are more likely to suffer from so that they can give them medical advice. This would also help people in those communities since they would know the kinds of diseases that are more likely to attack them and they would take preventative measures. The medical doctors that we go to are not prophets, they have to ask the patient what he or she is suffering from. So they would find it easy to treat those people because the patients will be having the knowledge of some of the diseases that are common in their neighbourhood. Well, I also believe that there a lot of things that the community might benefit from.

With unemployment of teachers, the university could design some Post, Graduate Diplomas so that these people should not travel to other universities like Rand Afrikaans University. These diploma programs would help to upgrade the academic qualifications of those teachers.

The university should be very visible. Now there is flood which has affected a lot of people but the university is quiet, it is very quite. It does not care about what is happening in our community. It is very quiet as if some of the students that have been affected with flood are not from this community. If the university was to open one block of hostels and accommodate some of these people who are now accommodated at schools and in churches it would be something, but the university is quiet about that. But one of the reasons why it is quiet it is because ….eh…well…. some of the people (although I do not want to mention this since it is problematic) are from Nigeria others are from Ghana they are less concerned about what is happening in our community. The university should have at least done something about the problems with flood.

The university should do a research on why during the times of floods only black people are mostly affected. Does it mean that the areas in which we live have not been properly surveyed? If they were well surveyed, houses would not be falling or wiped away. People come and survey the area, but

do not research on the historical background of that area. If they had done a good research they would know that a particular area is full of water like Thohoyandou Block G, Makwarela extension and Block J. They just came and gave people plots. If you look at Mvudi Park, it is hardly two years that people started living there, but they are now complaining, why? The university should be involved, try and find out if that area has been surveyed and if so, who surveyed it? But because people like staying at a place which seem to be dry they just buy plots with no knowledge of the background of that area. Whites would not have agreed to live in the area with no proper investigations. Well, floods have been there in other areas or provinces, but in our province, bridges have been damaged, why? There are areas where it rains heavily but bridges stay intact. These issues can be addressed by the university challenging the government so that the government should do concrete things because this end up being expensive. So these are issues that I think the university can address. Recently there is a problem of redeployment, the university was quiet about it, and it is still quiet. The university should do something about it because those teachers who have graduated from the university, who are no longer employed what is the university doing? The student teachers whom the university is busy training when they graduate where are they going to work? The university should find ways on how they should get employment. The university does not care about the people who are cooking outside in the streets especially health issues involved. So these are some of the issues that when the university is doing research it can try and research on them.

I understand that the university has its own internal problems but it should come into the community. Now the university does not have impact in the community. It should have the impact starting from Thohoyandou.

Researcher:	Other communities are complaining stating that they do not have libraries and their children have to travel to your community in order to use your library - what is the condition of that library?
Respondent:	Well...with the library it is just called a library but most of the time it is closed. The books which are there most of them are outdated. The university should be investigating this library and check the kinds of books that are kept here if they are still relevant. The department of Human Resources should come and run a workshop on issues related to how to prepare a CV, apply for a job and to attend a work interview.

The department of education at the university should have a way in advising our children on the types of institutions they should go to. Most of them are

wasting a lot of money by registering at fly by night schools and colleges which are not registered with the Department of Education.

I don't know if it is said that the university has an influence outside. The School of Agriculture has never been to our community of help us in urban farming. In our community there is a high rate of suicide, the Department of Social Work and Psychology should be involved in conducting the research along these lines. Ja, that's about it unless if you still have some questions.

Researcher: Some people argue that the main functions of the university are to teach and do research and not get involved with society or the surrounding community. What are your views about these?

Respondent: No, the university has to extend its services to the community. It has to be visible. The problems that I mentioned earlier we would not be experiencing some of them if the university was involved. Instead, we have the University of Pretoria and Witwatersrand which are almost 500 kilometres away from us coming here to do research projects and they leave the community with something. I know that the University of Venda has something that they can do for the community.

Researcher: What is your attitude towards University researchers? Do you trust them? Are you suspicious of their motives?

Respondent: I do not have problems with them. Not long we had a researcher from Ireland. My wife was helping her with interpreting and transcribing the research interviews.

Researcher: When researchers undertake a research study in your community, what do you expect after the completion of the study? Do you expect personal or written feedback? Or do you expect concrete benefits?

Respondent: Yes, we expect to see something. It should be visible that the university had undertaken a study in our community.

Researcher: The research findings of my study are going to be presented in English, what are your comments on that?

Respondent: No I do not have problems with that.

Researcher: I think that is all I wanted to ask you. Is there anything that you would like to ask me?

Respondent: No, it is just a comment. I think this is a good study and I only wish if this can be given to the high authorities at the university so that may be they could do something about it.

Researcher: Hm… The Director for Research and Development will be given the report on the findings of my research project but I do not know what the department or the university will do about it.

Respondent: Ok.

| Researcher: | I would like to thank you for your time, I really appreciate it. |
| Respondent: | You are welcome. |

MVUDI PARK

| Researcher: | What are the research needs in your community which you think that the University of Venda should address? |
| Respondent: | There are research needs in our community. What I have done was to try and classify them. The first issue that I have identified has to do with the developer of this area. The second category involves the Local Government. The third category has to do with the banking institutions. |

I will start by explaining the problems which have to do with the developer or the constructor of this area. Each and every person who has a house in this area has paid R25 000 (twenty-five Thousand Rand) for the stand irregardless of how many square meters the house has occupied. If you look at how TLC sells their plots/stands at a residential area, you find that they charge R25-00 (twenty-five Rand) per square meter. Now we don't know how legal it is for a developer to buy the site and charge a lot of money because we would have paid between R6000-00 and R8000-00 if we had bought these plots from TLC. Another thing is that normally, before a developer can start erecting houses or structures, the soil should be tested and proper survey should be made. This area is very swampy and the way it is now it is not safe for people to live and at the same time it is not safe for long-time investment. The other problem concerns the workmanship. Almost all this houses are leaking. Other houses are in water. I think the drainage system is very poor.

The very serious problem that we have is that the whole process is a new experience to us. Most people including myself did not have enough information on how to buy a house, especially through mortgage bond. We were made to sign blank forms and were told that the developer will arrange financial assistance on our behalf. Now we are faced with the big problem, we don't know how legal the whole process was. The other problem that we have is that last year (1999) in March we received statements indicating that we had to pay water and we could not understand how we were to pay for water when a person had moved into the house for less than two weeks. What we realized later on was that the developer installed the meters and used the water for building these houses. When owners of the houses occupied these houses already the meter was on, indicating that the statements we have received included the bill which was supposed to have been paid by the developer. Until today this problem has not been resolved.

Our accounts are mixed with that of the developer and he is not ready to pay for the water that he had used, in fact we do not know how much he had spent because when we moved in we did not check the meter reading for water.

Another problem is that we do not have streets and streetlights. What we have been trying to do was to engage the developer in some discussions with him and each time we speak to him he promises that he will come and finish the job. He also told us that he had signed an agreement with Eskom about the streetlights. We later found that this information is not true. Between the TLC and the developer no one wants to take responsibility. What we have realized now is that he is trying to buy time. We have a contract of three years with him, meaning that he has to finish the job and do repairs in the houses. Whatever goes wrong in this site he is responsibility for maintenance, but after three years then he will no longer be responsible. We have to maintain the houses ourselves. Now what I see is that he is doing delaying tactics so that the three years expire without having fixed and completed the work. Another problem is that in the original plan of this site, 14 – 18 houses which are built in the swampy area were not there.

We also have problems with the banking institutions that were involved in financing the houses that were built. Normally the bank pays the contractor on condition that the owner of the house is satisfied with the work that has been done. The house owner signs a form and authorizes the bank to pay the contractor. Here we have 38 (Thirty-eight) cases where normal procedure was not followed. The banks did not even send their evaluators to check phases, from the first one to the last one, it was only after the house was completed. Now if you look at our houses, they range from R120 000-00 to R150 000-00. If you have the evaluator to come and evaluate these houses most of them fall between R70 000-00 and R80 000-00. It is for this reason these houses are difficult to sell. People outside know that that these houses have been overpriced and when you are stranded and in need of immediate accommodation you just take whatever is available and will deal with the consequences later.

Now the problems that we have with the Local Government/TLC is that since it started raining in February until today they have never removed the refuse. People are paying for the services but the TLC is not delivering. It has stopped raining now but still for some reasons known to them they are not rendering the services.

Researcher: Since they are not coming to take the refuse, where do you dump it?

Respondent: We have requested people to dig the pits in their yards so that they can dump the refuse but we know that even that is not healthy since our yards are very small then the pit will also be next to the house. Ja ... before I forget let me say that there are few criminal cases that have been reported. Ever since we moved in here, eh... we had about fourteen (14) break-ins. Eh... what we have tried to do was to organize the Community Policing Forum. Currently what we are doing is that we are trying to move people who were working in these houses. Now what they had done is that whilst they were still working, they'd built some shacks in which they were living. After they finished working in these houses they did not leave, instead they continue to live because the contractors have to do the final touches and work on some problems. Now what we have discovered is that these people have harboured other people whom we think they are the ones who might be involved in break-ins. We suspect the owners of the shacks are working in our houses and they have a sense of the goods that we have. The strategies that we've came up with are that these shacks should be destroyed, and then we asked the developer to build a wall around these houses so that we only have one entrance into the neighbourhood. Then the developer told us that this was not on his plan.

Researcher: So in all the problems that you have mentioned, how do you think the university should be involved?

Respondent: Ja,...let us say that the university is a centre and it can play a major role in helping us especially through research. Issues that I raised concerning the area itself need scientific testing. The university can play a role in investigating those issues. Apart from that there is this issue concerning families when they moved in here, we felt that the developer did not tell us the truth. The university can get involved by finding out how the developers operate, not just this one that we are dealing with, there-after it can run workshops informing people on the things that they should consider before buying houses and renting. This would help other people not to experiencing the same problems that we are now encountering. Of course, it is good and great to move into a ready-build house but the consequences thereafter are unbearable. If you look at the educational background of the people living here is very good. People here have been to school, most of them possess one or more university degrees/qualifications, but we are seated here with a big problem, owing banks R150 000-00 for houses that some of them worth R70 000-00. If you look at these houses you'll realize that the workmanship is very poor but we were forced to occupy the houses since the banks had already started to deduct money from our salaries!

Researcher: When you signed the forms did you have lawyers or it was just the buyers and the developer?

Respondent: What happened is that the company had its own lawyers and people came to the company looking for houses. Then the company would issue out all the documents and then you sign. From there they will take you and show you the site. The developer will come and drop the material (building materials). Thereafter they will send you a letter telling you that your application has been approved and finalized by this bank, usually it was Nedbank and ABSA. In most cases people did not even go to the financial institution, the company did everything on their behalf. Eh...very few people had a chance of going to the banks after they realized there was something they could not understand concerning the deal. This is why we feel that the Legal Aid Clinic at the university can help us by investigating the whole process, if it is legal for the company to make arrangements and sign documents on our behalf. At the same time we feel that we have been short-changed because if the company buys a plot for about R6000-00 from TLC, it cannot come and sell to us at R25 000-00. This information was not revealed to us by TLC or the company, but by people who went to the bank and requisitioned for their files, that is when they were able to see how much they had paid for the plots and how much they have charged us. When we as the Civic Association representing the community went to the bank to discuss this issue and other issues, we were told that the agreements were not between the home owners and the bank, but it was between the company (developer) and the bank, so they told us that there was no way in which they could help us. Apart from that I know of some cases where homeowners found that one week after the house was completed, they received bills and the bank started to deduct money the very same month without them (home owners) signing the satisfactory form. The plans of the houses belong to the company. Homeowners chose the structures but then they were not given copies of those plans so that they can check if they are occupying the houses which are on the plans.

Researcher: If you were not given the housing plans, what happened to the deed of grants?

Respondent: Eh... We were not given, because what actually happened was that when we received letters indicating by which banks individuals were financed they told us that we were not going to be given. When we enquired from the developer about them he told us that they were kept by the banks to serve as security. The developer has a right to keep them since he owns the property and then if the banks are involved in financing the property they can

as well keep them. The only problem might be that the developer might still sell these houses to other people since he still owns this place. When we go the bank to check our files it is now becoming very difficult. The bank officials would tell us that we are not allowed/supposed to see the files. The least they could do is to tell us the balance. I think that if the legal aid could investigate this issue we might get help.

Researcher: Now that Nedbank has moved from Thohoyandou or let me say, now that the Thohoyandou branch has been closed, what happened to the files?

Respondent: We now go to Louis Trichardt branch, which is about 70 km from here. Sometimes when you get there they will tell you to come back on a certain date because they are still working on something concerning that file. This has implications on travelling expenses and also the time spent travelling forth-and-back and at the end you are told "I am sorry there is no way I can help you".

Researcher: Some people argue that the main functions of the university are to teach and do research and not get involved with society or the surrounding community. What are your views about these?

Respondent: I think the university should be involved with helping the community. But if they do not have enough resources. We would understand, but that has to be communicated to us.

Researcher: What is your attitude towards University researchers? Do you trust them? Are you suspicious of their motives?

Respondent: Yes I do trust them and their motives. I was a university student myself and I know that from time to time people from there will come for research investigations.

Researcher: When researchers undertake a research study in your community, what do you expect after the completion of the study? Do you expect personal or written feedback? Or do you expect concrete benefits?

Respondent: No, but we will accept whatever is going to be offered.

Researcher: The research findings of my study are going to be presented in English, what are your comments on that?

Respondent: That will be fine. I indicated earlier on that people in this neighbourhood are educated so they will not have problems with the language.

Researcher: That is all I wanted to ask you, is there anything you want to ask me?

Respondent: When you chose this community for your research study were you aware of these problems?

Researcher: Yes, but not all of them. In fact I knew about the damage caused by floods because almost every community is affected. I also knew about the application for houses, for instance, if a person applies for a house and signs

the documents, after that you decide that you no longer want the house in order to cancel the deal, people were expected to pay R7 000-00, even before the building material was delivered. Then I heard that since most people were cancelling, that figure was raised to R25 000-00.

Respondent: Ja, it is tough I tell you. That is why now we have prepared this report so that if we could get some legal advice so that we can take the matter further.

Researcher: The company that has built your houses is it the same as the one that has built in Louis Trichardt?

Respondent: Yes, it is the same company.

Researcher: How are the conditions in Louis Trichardt if you know?

Respondent: Eh...the conditions in Louis Trichardt are very different from ours, those ones are better off. The soil there is fine that is why even the floods that we had did not affect their houses the same way it happened with us. Their streets are tarred and have lights. If you look just outside my house you can see the water is still running and it stopped raining about a week ago. Once it rains, this water will continue to run for the next two or three weeks after it had stopped raining. Now the developer has put some pipe but it is not the perfect pipe that was supposed to be placed. The holes that were opened in order to absorb water are now absorbing soil which is filling the pipe and then water can no longer run through it runs on top. I don't know what he was trying to do because I think he should have dug a big pit and put some stones inside and then puts the pipe from there which connects to the drainage system. This shows that the soil was not prepared before building and the drainage system is too poor. I know that in other places like in metropolitan areas, before they start building they spend a lot of time preparing the ground because the foundation has to be strong. If they are building houses, they make sure that they do the drainage system, make roads, tarred ones and streetlights and so on. If you look in Pretoria, you'll agree with me that it is much more advanced but our houses are more expensive than in Pretoria. A lot of people here a trying to sell the houses but they are failing because no one wants to come here after seeing or hearing about the problems that we are facing. It is true we are staying in Thohoyandou but the conditions we are living under are not pleasant. Normally when a person sells the house you put a price (if it is still a bond) in such a way that after paying off the bond you remain with something. But here it is a different case, people are putting prices so that they get rid of the houses. If a person can get a buyer, he will still owe the bank something like R20 to R30 000-00. When evaluators evaluate these houses they find that people have bought these houses twice the amount.

Researcher:	Ok, Is there any other thing?
Respondent:	No.
Researcher:	Well I want to thank you for your time. I really appreciate that.
Respondent:	You are welcome.
Researcher:	Thank you.

Additional questions

Researcher:	I see that the major problems that you have raised have to do with the developer, banking institutions or TLC. Apart from the problems that you have mentioned, are there any other problems that you can think of?
Respondent:	No. I do not think there are still other problems.
Researcher:	Some people feel that everything that the university is doing should be in the community. What about basic research?
Respondent:	The University can and should continue with its functions but it has to take into consideration the needs of the community.
Researcher:	Why do you feel that the university should take into consideration the needs of the community?
Respondent:	This community together with other communities have supported this university in different ways. I think this is the right time for the university to thank the community for whatever they have done towards its existence.
Researcher:	How did communities support the university?
Respondent:	Most of the full-time and part-time students and classes there. When they conduct workshops people attend in large numbers.
Researcher:	I want to go back to the issue of trust. You indicated that you trust university researchers because you once were a university student. Does that mean you have to trust all university researchers?
Respondent:	There might be some university researchers who are not trust worthy, but in most cases local university researchers are more reliable than political researchers. Political researchers will make a lot of promises and after getting the information that they need they disappear for good.
Researcher:	Well, thank you for your time.
Respondent:	I thank you too.

MAUNGANI

Researcher:	What are the research needs in your community that you think the university of Venda for Science and Technology should address?
Respondent:	Our community has a lot of problems. Some of them the university can help us and there are those that I think it is the responsibility of the municipality to solve. The problems that we have I'll put them into two categories. The first

one has to do with schools and the second one has to do with the community.

Researcher: Ok, lets start with the schools.

Respondent: In our schools we do not have the learning and teaching materials, for example, overhead projectors, Televisions and Videos, photocopying machines, duplicating machines, computers, tape recorders, calculators etc. If the university could provide us with this even if the materials are old as long as they are still functional that would be very helpful. If you can go into our classes you can see that except for broken chairs, tables and a chalk board there is nothing.

Another thing is that if the university can provide in-service training for educators, this would help teachers who are not highly qualified – as in having been to the university or teachers who have been trained long time ago. These days people are talking about OBE (Outcome-Based Education) so our teachers need to be trained. The university can also assist us with designing the curriculum so that these students can be prepared for university/tertiary education from primary school.

We also have problems with school furniture, like chairs, tables, chalkboards, steel cabinets etc. Some children do not have chairs, tables are a luxury. Most of them write on their thighs. We do not need new furniture, but if it is there …well...fine, but we just need what our children can use. Some pupils are seated on the floor as we speak now, others relax by sitting on the window seal. Who-ever arrives first at school will take what is available. Our schools lack sporting facilities. It is difficult for our children to be involved in other sporting codes because we do not have facilities. The only thing the play is soccer and netball although our playing grounds are not well equipped. How can you play soccer on a field which has grass and stones? If you talk about tennis and other sports like hockey our students get surprised except every few who have neighbours who own television, but most of them these are new concepts. Now if the university cannot help us with these facilities at least. It should allow our children to go and use the university's sporting facilities free of charge, like the tennis court, soccer and netball fields etc. I think that is all I can say.

Researcher: Some people argue that the main functions of the university are to teach and do research and not get involved with society or the surrounding community. What are your views about these?

Respondent: I agree that those are the functions, but it must also be involved and help the community.

Researcher:	What is your attitude towards University researchers? Do you trust them? Are you suspicious of their motives?
Respondent:	Yes I do trust them, the same way as I trusted you.
Researcher:	Do you have anything that you would like to ask me?
Respondent:	No, Maybe you should leave your contact numbers so that if there is anything I should be able to call you.
Researcher:	Ok. Thank you for your time.
Respondent:	I also want to thank you for coming to our community.

Additional questions

Researcher:	Almost all problems that you talked about have to do with the school. Are there any other problems that residents complain about?
Respondent:	Yes residents complain about the local municipality or TLC. These people are not doing their job. The roads are bad, we do not get a better service from them.
Researcher:	The first time I had an interview with you, you said that you trusted me. Do you still trust me, and why?
Respondent:	Yes I still trust you. When you came for the first time you made an appointment with me and you said that you were going to come back. Then you honoured that appointment. Then last week you called to make another appointment, and here you are. Also, there are some people whom you look at them once and you feel that they are not supposed to be trusted. Others will take you by surprise, when you think they are trustworthy the next minute you learn that that person is a crook.
Researcher:	When researchers undertake a research study in your community, what do you expect after the completion of the study? Do you expect personal or written feedback? Or do you expect concrete benefits?
Respondent:	I would not demand any of what you have mentioned, but whatever is available we would appreciate it.
Researcher:	The research findings of my study are going to be presented in English, what are your comments on that?
Respondent:	No, I do not have problems with that. Some of the community members might have problems because the majority of the people here, especially adults are illiterate.
Researcher:	Do you have anything that you would like to ask me?
Respondent:	No.
Researcher:	Ok. Thank you for your time.
Respondent:	I also want to thank you for returning to our community.

Appendix 4: Interview transcripts (University of Venda employees)

Univen Respondent 1

Researcher: I interviewed six communities surrounding the University of Venda, to find out the extent to which researchers at the University of Venda are doing applied research within the surrounding communities. The response that I obtained indicated that the University of Venda is not doing enough applied research. What is your comment on that?

Respondent: It is not true that the University staff is not doing enough applied research. The community might not be aware of what we are doing for the community. We have a list of projects that we have funded and there are also projects that have been undertaken by researchers from our University which have been funded by other institutions.

Researcher: Could you please give me an example of those projects?

Respondent: The community of Siloam has been having a problem. They suspected a volcano eruption. The School of Environmental Sciences in collaboration with the University of Pretoria have been investigating the problem and have already been advising the community on what the situation is all about. Communities in Tshitale municipality live in the rural areas. Most schools cannot afford to buy laboratory equipments and computers. We have built a resource centre at Vuwani so that high school students have an access to those equipments and computers.

Towards the end of 2002 the School of Agriculture, Rural Development and Forestry had an official opening of the project of fowl farming in Ngovhela. Unemployed women have been taught on how to farm chicken which will help them to generate their own income. These are just a few examples of projects, there are still more.

Researcher: According to the University's research policy, staff members are not encouraged to carry out research projects, for example most departments do not care if the staff members are not involved with research. Why is staff not motivated to do research?

Respondent: Presently the research policy is being reviewed to accommodate the transformation in higher education. The revised document will have a section on what you are asking.

Researcher: What type of research would you encourage the academics to carry out, basic or applied?

Respondent: Both. Researchers have to advance their knowledge as well as assisting the community. Our existence should have a positive impact in the society.

Researcher:	After staff members have submitted their research reports, what do you do with those reports? Do you keep them as records or do you make a follow-up?
Respondent:	Researchers have the responsibility of advising us on what to do based on their research findings.
Researcher:	Does it mean that if they bring reports and not say anything that would be the end of the project.
Respondent:	It is unfortunate that this section is small and things are not happening as they should. But with time I hope things will change.
Researcher:	That is all I wanted to ask you. Thank you for your time.
Respondent:	You are welcome.

Univen Respondent 2

Researcher:	Why was the name "University of Venda" changed to "University of Venda for Science and Technology"?
Respondent:	When the University of Venda started, it was designed as a comprehensive further training facility for civil servants. This was a political objective. After it had been established, some internal changes were made allowing the University to admit non-civil servants as well.
Researcher:	Did the University have to cancel some programmes and design new ones in order to accommodate the new name?
Respondent:	No. Between 1995 and 2000 a master plan was introduced which focused on a more professional approach aimed at training employable people through offering professional degrees. The University's programmes had to integrate academic knowledge and professional skills. It was during this time that the University made a conscious decision to specialise in Science and Technology within Social Sciences. The framework of each programme had to be guided by a Science and Technology as well as a Social Science bias. The reason for having it including in the Social Sciences bias is that the University wants its students to be scientists who have among others social and religious values. This was the rational for the name of the University of Venda being changed to the "University of Venda for Science and Technology."
Researcher:	Were the communities consulted in the name change?
Respondent:	A consultant was appointed to conduct focus group interviews in the community about the name change. The University Council, which is composed of stakeholders such as, University employees and alumni, SRC, business people, government employees (local, provincial & national) who could not come up with an alternative name. They all supported the new

112

	name believing it captured the objectives of the institution. I think I have given you enough information now. Is there anything else?
Researcher:	Yes, One more question. What are the benefits of this name change?
Respondent:	The University has benefited a lot by changing the name. Some of the benefits include:
-	Gaining a new image in the last three years and this has resulted in attracting less negative publicity,
-	High student enrolment,
-	More effective financial appeals,
-	Exemption from merging with other academic institutions,
-	Participation on national higher education plans and
-	Partnerships with other institutions (academic and business).
Researcher:	Thank you for your time.
Respondent:	It is fine. Thanks.