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THE DIPLOMA IN COMMUNITY SPEECH AND HEARING THERAPY: STUDENTS AND STAFF EXPERIENCES

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A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION, UNIVERSITY OF THE WITWATERSRAND, IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION BY COURSEWORK AND RESEARCH REPORT

JOHANNESBURG, DECEMBER 1994

DECLARATION

I hereby declare that this research is my own, unaided work. It is being submitted for the degree of Master of Education in the University of the Witwatersrand. It has not been submitted before for any degree or examination in any University.

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31 December 1994

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ABSTRACT

This study explores the experiences of the students and staff who participated in the Diploma in Community Speech and Hearing therapy course in the Department of Speech Pathology and Audiology during 1991 and 1992. The study aimed to document these experiences with a view to understanding the reasons for the difficulties the course faced.

The methodology used was in-depth face-to-face interviews. A total of thirteen students and sixteen staff members were interviewed. The study is informed by the writings of Harré and his colleagues, particularly ethogenics and the rule-role model of analysis. The interviews indicated that both participants were extremely dissatisfied with the course. Many felt alienated and helpless. The students wanted a professional qualification that would secure them well paying jobs. They regarded the diploma course as unchallenging and unsuitable for their needs. The university and the Department, were perceived as inhospitable to the diploma students. Staff members believed the students were inherently lacking in professional and academic abilities and that the diploma course was inadequate in preparing them for the work they are expected to perform. The conclusion is that the diploma in Community Speech and Hearing therapy course failed to meet the expectations of these students and that many staff members who participated in this research did not agree with its objectives.

CHAPTER 1

INTRODUCTION

This project arose out of an identified need to investigate the experiences of staff and students involved in the Diploma in Speech and Hearing therapy (community work), with a view to explaining some of the teaching and learning difficulties being experienced by both participants. As a lecturer and course coordinator for the diploma course for many years, the researcher became aware that there were a number of difficulties with the course which required clarification. Not only is the diploma course a recent innovation in the profession of Speech and Hearing therapy in this country and indeed throughout the world, the curriculum and clinical work experiences of the diploma students is also different from that of the Degree students.

Moreover, the majority of the students who enrol for the diploma course are black, which makes for additional psychological stresses generated by feelings of being the minority in a predominantly white Department. The researcher believed that the diploma students as a group might experience difficulties that were unique due to the influence of the socio-economic and political factors prevailing in this country. Also, the stress of being involved in a new unknown course could have led to some insecurity. It was hypothesised that the student and staff experiences in the diploma course were sufficiently different to that of the other students in the Department to justify this study.

In view of the fact that this study focuses on the diploma course, the historical background to the course is considered in the introductory chapter. This historical perspective is followed by an in-depth discussion of the difficulties experienced by students and staff who participate in this course. Previous research attempts on this topic as well as an appropriate methodology for this type of investigation are discussed. The result section is covered in four chapters, which includes a description of the interview results and their analysis in line with the ethogenics methodology. The final chapter of the report gives an elaborate description of the most frequently recurring themes in both students and staff accounts and the implications of these results for the Department.

1.1. BACKGROUND INFORMATION ABOUT THE COURSE

The Diploma in Speech and Hearing therapy (Community Work) was introduced by the Department of Speech Pathology and Audiology at the University of the Witwatersrand in 1984 following a recommendation from the South African Speech-Language and Hearing Association (SASLHA). It is a two year undergraduate course. When it was first introduced the diploma was seen as the most expedient way of providing the country with professionals in the field of Speech-Language and Hearing therapy to service the underprivileged communities (Aron, 1984; 1986, Diploma Review 1990; 1992). The rationale for introducing the course was to provide services to people with communication disorders in rural and urban disadvantaged areas within the linguistic and socio-cultural milieu of the patient (Aron, 1987; 1989). Aron elaborates on this point further when she states; *"we took cognizance of the multifaceted nature of the linguistic and socio-cultural make up of various communities in South Africa.*

We recognized that Speech and Hearing therapists should have a knowledge of their patients and an intimate knowledge of the culture and socio-psychological dimensions of the environments of the patient. We were only too mindful of the extreme manpower shortage of Speech and Hearing therapists in the country" (1987; p.2).

The development of the diploma course was not incidental. It was in tune with World Health Organization (WHO) recommendations for the provision of health care services for developing and the underdeveloped countries. Recently, there has been a shift in many university departments towards more community orientated courses in keeping with the demand that the university become more responsive to the needs of underprivileged communities.

There is an ongoing debate among academics, particularly within the fields of psychology, medicine and rehabilitation about the need for community work. For some, community work involves an attempt to rectify the imbalances of services and resources between the privileged and the underprivileged sectors of our community (Lazarus, 1986; Berger & Lazarus, 1987). For others, it represents a concern that services are relevant to the needs of communities (Dawes, 1986; Perkel, 1988; Cornielje, 1991). Yet others may see community work as a *"possible tacit joining with the oppressed masses"* (Seedat, Cloete and Shochet, 1988).

Similar disagreements also exist within the field of Speech-Language and Hearing therapy. There is disagreement as to whether the diploma graduates should work independently or should support the work of the graduate Speech and Hearing therapists. Some Speech and Hearing therapists believe that the diploma graduates should be trained in more general aspects of community work as they cannot function as therapists. These debates have had a direct impact on the teaching in the diploma course and have influenced the way the students were taught as well as how they are perceived by other professionals.

Staff uncertainty with the diploma course has been most vociferous in the area of therapy. Questions have been raised as to whether the diploma students should be taught therapy skills, and if so, what form of therapy techniques/skills should be taught.

Since the inception of the diploma, over seventy students have qualified. A significant proportion of these students were sponsored by the former homeland governments to undertake the course, and were employed by the same governments to work in health or educational facilities (APPENDIX A). The majority of the diploma students are Africans. In addition, there have a been few so called *"Coloured"*, I dian and White students who registered for the course (APPENDIX B).

The diploma graduates have been reported to offer a valuable service. Aron (1987; 1989) spent some time working with the diploma graduates employed in hospitals in Gazankulu and in regular schools in the Ciskei. Schneider (1992) evaluated the work of the diploma graduates working in hospitals in the Gazankulu area. Both were satisfied with the work they observed, although they do not give details of the criteria they used in judging the appropriacy of the work performed. This is a particularly significant lack since the scope of work for the diploma graduate is at present still controversial.

Since its inception in 1936 the Department of Speech Pathology and Audiology has been offering a four year degree programme. The majority of the students registered for this degree are White with very few Indian, *"Coloured"*, and A. ican students. This history of the Department is important for understanding the motivation for the introduction of the diploma course. As Hall & Allen (1989) attest, *"one cannot adequately understand the phenomenon of black students in predominantly white campuses without placing it in the proper historical context"* (P.175).

At the time when the diploma was introduced the Department had just qualified its first black Speech and Hearing therapist, who was also the first in the country. Though the reasons for introducing a Diploma course different from the degree course were never stated in racial terms, it would appear that SASLHA felt at the time that the diploma course would expedite the training of black people in this field.

Generally, black students do not readily meet the minimum requirement for acceptance into the degree programme at this university because of their poor matric results. In addition, there are very few black students who matriculate with a higher grade mathematics and science symbol D+ each year (Pavlich & Orkin,1993), which are regarded as essential for success in the degree course. Therefore many black students do not fulfil the eligibility requirements of the degree course.

1.2. THE SCOPE OF WORK FOR THE DIPLOMA GRADUATES

The diploma graduates are trained to work in the community and the primary health care facilities. Their training emphasizes preventative and promotive work, following principles of community work. They are trained to provide basic assessment and therapy services in direct consultation with a graduate Speech and Hearing therapist where possible, and, like the degree therapists are registered with the South African Medical and Dental Council (SAMDC). Diploma graduates may not undertake any Community Speech and Hearing work unless employed by an institution or an establishment recognised by the Council. They may not work in the same institution as the degree therapist unless directed by such a person. Their scope of work as defined in the Medical and Dental Council Supplementary Health Service Professions Act of 1974 is as follows:

1. Recognition and assessment of speech, language and hearing disorders in individuals and screening among groups to detect similar problems.

2. Provision of elementary Speech, Language and Hearing therapy for persons with communication disorders and the provision of basic guidance and counselling for the patient, his/her family and his/her community.
3. Education of the community regarding communication disorders, utilisation of community resources in the recognition, treatment and prevention of communication disorders

1.3. DIFFICULTIES EXPERIENCED WITH THE COURSE

1.3.1. Professional Difficulties

A number of difficulties have been identified by the diploma graduates regarding the above SAMDC rules. Firstly, there are no degree therapists working in close proximity to where the diploma graduates are employed, which makes consultation impossible. Secondly, these rules do not specify what is to be considered a basic/elementary communication disorder, making identification of such disorders difficult. A revised scope taking these dilemmas into consideration is presently being negotiated at SAMDC.

Many students who have qualified have been unable to find employment. Despite concerted efforts on the part of the professional association, SASHLA, and the Department, it has been impossible to establish standard posts and salary structures for the diploma graduates. Many diploma graduates are employed in various situations with a variety of different designations and salary scales. Many are paid in accordance with the salary scale laid down for degree therapists, which creates problems between the two professions.

The Department has been criticised by the degree therapists working at Hillbrow and Baragwanath hospitals (both historically black hospitals) for introducing a diploma course which seemingly attracted mostly black students. They criticised the Department's conception of community work, and for training students in an urban setting to go and practise community work in rural settings. They were particularly concerned about the following issues which were elaborated in their letter to the university registrar in 1985. Firstly, they maintained that the course was established without adequate consultation with people in the communities which will be served by the diploma graduates. Secondly, they claimed that the course was premature because of lack of well established infrastructure in the community, into which such workers could slot. Finally, they highlighted the lack of research data regarding appropriate and effective therapeutic intervention techniques for these communities. It would seem that these criticisms are still valid as will be demonstrated later in the report. Most of the present problems with the diploma course seemed to be a result of the failure by the Department and the profession to attend to these issues at the time when they were raised.

It must, however, be pointed out that the reason why so many diploma students are black is partly because of their poor matric results. The majority do not have matric exemption to qualify for university study, so that most of them could not have registered for tertiary education at this university if this diploma was not available. In an attempt to address the second criticism of the hospital therapists, the diploma course has recently been moved to Alexandra Health Centre, an urban primary health care facility in a black township outside Johannesburg.

The students still have access to the university and are still lectured to by the university staff, but most of the training takes place at Alexandra township. Furthermore, staff members are encouraged to go on field excursions with the students to the various rural areas in order to familiarise themselves with these settings.

It must also be emphasised at this point that even though the problems outlined above were specific to the diploma course, the problem of role definition, and inappropriate training affects the entire profession of Speech-Language and Hearing therapy (Hugo, 1988; Uys and Hugo, 1989; Beecham, 1990). During the recent SASHLA conference on Speech-Language and Hearing therapy, it was unanimously agreed by participants that there was an urgent need for a clear job description and role definition for Speech-Language and Hearing Therapists as distinct from other professionals such as the diploma graduates, Community Rehabilitation Facilitators (CRF) and Community Based Rehabilitation Workers (CBR) (Lewis, 1993). The CRF and CBR are apparently one profession, they are a new category of rehabilitation professional whose job is to work with disabled people to help them to overcome the difficulties they experience within the community as a result of their handicap (Cornielje, 1992).

1.3.2. TRAINING DIFFICULTIES

Through the authors' involvement as a lecturer, clinic supervisor and coordinator of the diploma course it became apparent over the years that there was a lack of consensus among staff members regarding the role and function of the diploma graduates and the type of skills the students should be taught.

Like the hospital therapists a number of staff members were also questioning the relevance and the appropriateness of training students in an urban setting with little or no knowledge of the rural areas in which the students would work after graduation. These concerns are supported by Patel (1987) who states *"no one can sit at the universities and prescribe what should be done. A critical theory and practise in the final analysis comes from field experience and the real world"* (p.233). Many staff members expressed frustration and a sense of inadequacy regarding their ability to teach the diploma course (Diploma Review, 1991). A number of meetings were held in an attempt to address these issues, however, various adaptations to the course content and clinical practical did not produce the desired effect.

Similarly, staff members regularly complained about students behaviours. They were concerned that students did not seem to understand the content of lectures, and that on the whole the diploma students were regarded as more difficult to teach than the degree students. Those who thought their courses were received positively and that students were able to grasp the content of their lectures, were often disappointed when students failed to produce the expected results during examinations or class-tests.

Clinical tutors often complained about students' lack of commitment and accountability to their clients. They complained that the responsibility for proper management of the client was often left to them. These clinical tutors also complained about their lack of familiarity with the objectives of the diploma course. Consequently, they were unsure about the clinical skills to emphasize during training. It is important to mention at this point that the above outlined SAMDC scope of work for the diploma graduates is readily available in the Department for all to read.

Among those staff members who were familiar with the contents of this document, some did not agree with it and therefore may not have kept to it when teaching the students.

Personal discussions with students also reflected similar problems in relation to the course. The students' motivation for enroling in the course often seemed misdirected. Because it is the only undergraduate diploma course available at the University, where students with school leaving matric certificate are accepted, some students who would otherwise be denied admission to the university, seek entrance through this course with no particular commitment to its mission. Other students apply for the course if their application for the degree course in Speech and Hearing therapy has been rejected. Very few students seek employment immediately after completing the course which may suggest a lack of identification with the profession. The majority re-apply to the university to study for a degree and seek employment only if they do not succeed in this venture. It therefore seemed possible that the majority of the students registered in this course viewed it as a means of access to the university rather than having any real interest in its objectives.

This apparent lack of commitment to the course was observed in a number of areas. It manifested in poor attendance and participation in lectures and tutorials, as well as poor performance in clinical work, class tests or examinations. The students' general lack of involvement was also observed during their interactions with their clients. They were often late for appointments with their clients, were inadequately prepared for their sessions, and presented very poor reports, often scribbled on incorrect forms. The students were reported to show a general lack of concern about the services they were rendering or how these were perceived by their supervisors. These issues were often discussed at length during the June and November in tutors meetings

This lack of involvement was also observed during professional forum seminars where all students in the Department came together to discuss clinical/professional issues, listen to visiting lecturers or speakers, or to other students who were presenting interesting projects or case studies. It is important to note that the students never expressed any dissatisfaction with any of the tasks they were assigned, nor did they argue against these allocations. However, their reluctant involvement in most activities they were assigned, and their failure to make themselves available for initiatives specifically planned to assist them with their work appeared to indicate their dissatisfaction with this course.

It would seem that the problems with the diploma course were too complex to be addressed in staff meetings and by minor changes to the curriculum. The many staff initiated solutions did not have the desired effect. It would also seem that there are discrepancies between the students' motivation for doing the course, their expectations of what the course would equip them to do, and the reality of what the course actually offered.

Some staff members, both lecturers and clinical tutors, also seemed dissatisfied with the course and the students registered for the course. Some staff members indicated that they preferred not to teach the diploma students but felt obliged because of staff shortages in the Department. Others disagreed with the objectives of the course which could have resulted in conflict between what they were required to teach and their beliefs and values regarding the course. Hence, it seemed the whole encounter between students and staff in the diploma course was an unhappy one, with both participants disappointed and demotivated. This dissatisfaction could explain the reluctance on the part of the students to exert themselves.

Mathias and Rutherford (1983) have identified four factors which could explain why some educational innovations fail while others are successful. These are:

1. Gain/loss - advantages or disadvantages for the individual, personal satisfaction or self realisation as a result of the innovation,
2. Ownership - the quality of feelings that individuals experience and their commitment to its success,
3. Leadership - who introduced the innovation and how involved were others in the creation,
4. Power - to implement, sustain, and institutionalise the innovation.

These factors seem relevant for this situation as those members of the diploma staff who were positive about the course and seemed particularly concerned about its success were those who participated in its introduction. Those who were not involved with the course from the beginning always questioned its relevance. Even when informed about the motivation for its introduction somehow these staff members seemed unable to accept this information.

Since the students were not involved in the introduction of this course, its success and failure seemed insignificant for them. Their unhappiness with the course was deduced from their lack of involvement even after many changes to its structure. In spite of all the changes introduced to make the course as acceptable as possible, for instance introducing more cooperative, participatory teaching methodologies, no improvement in the students' behaviours was noted. It would seem that if a significant long lasting change was the end product of these innovations, then this could hardly take place without the whole-hearted co-operation of the students and staff.

The students did not attempt to improve the situation for themselves. They blamed the staff for everything that went wrong with course. So that somehow the students seemed powerless to change the situation, probably because they were so few in number in comparison to the degree students who were much more organised and able to use available Departmental structures to address their dissatisfactions. For example, the diploma students never attended any of the monthly student-staff meetings where student grievances are addressed by the Head of Department.

1.4. SOME INSIGHTS REGARDING BLACK STUDENTS AT HISTORICALLY WHITE UNIVERSITIES

The scant South African literature on black students at predominantly white universities reveals that the problems experienced by them are material, socio-political, psychological and academic. Moreover, socio-political factors seem to influence the black students' perceptions and attitudes towards these institutions.

Cooper (1981) surveyed the attitudes of black students at the University of Cape Town and found that 90% reported feeling alienated. This finding was supported by the work of Honikman (1982) and Loo & Rolinson (1986). Loo & Rolinson state that students at white universities experience feeling of alienation in that they hold values highly divergent from the social collectivity of the university. Leon & Lea (1988) found that black students' alienation stemmed from three broad areas, material, social and academic.

A recent study conducted by the University of the Witwatersrand to identify various communities' perception of the university indicated a demand for the university to respond to the needs of the communities around it (Perception of Wits, 1986). The study found that black students were of the opinion that more affirmative and radical action was needed. They felt the university should do more to support the disadvantaged communities, by increasing access to the university education, establishing resource centres and providing more part-time courses in the communities.

An Academic Support Programme (ASP) report of the same year on students' perceptions regarding this programme identified the following academic problems experienced by the students: The report found that many students had poor academic backgrounds, the size of the university, lecturer expectations, and the lack of individual attention created problems for many students. The academic demands of the university (standards, content and the amount and complexity of the work) were all problems students had to content with.

Alfred (1992) conducted in-depth interviews with 20 ex-Khanya college students who have studied or were studying at Wits. All the students interviewed said they felt unprepared to cope with the culture at Wits. Many said they were shocked by the individualism and their own isolation at this university. They found the transition from Khanya to Wits very stressful and the attitudes of some lecturers patronising and undermining. These students were demographically similar to most students who have registered in the diploma course. All attended DET schools, lacked financial means and entrance requirements needed for university entry.

McKeever and Ramoshaba (1993) held a series of discussions with black students registered for Accounts III to establish why they failed. They highlighted the following problems: language, lack of academic skills and trust in the evaluation process, lack of business skills, low self-esteem and cultural differences. The comments of all the students reflected feelings of alienation. However, there was a positive outcome to their situation. With intervention they were able to improve communication between staff and students which led to better relationship. The students became more responsive. They took control of running their own programmes and asked the staff for help and guidance in overcoming the problems they had identified.

Cardoso (1969) writing about the American experience of black students in white universities during the sixties attests that blacks who come from the urban ghettos to the white university often face cultural shock. They are often belaboured with the task of remaking the social setting, and, at the same time tolerating a curriculum that is irrelevant to their future interests and needs (cited in Harper, 1974, p.23). The same can be said about the diploma students. Some students reported that they were shocked when they became aware of the objectives of the course as they were under the impression that the diploma was similar to the degree course.

Hall & Allen (1989) writing about the *"lack of fit"* between black students and white universities, state that white universities often constitute environments that are vastly different from prior home or school experiences the students have had. They further state that black students tend to come from lower income families, have lower high school grades, and are usually academically and psychologically unprepared for the *"dog eat dog competitiveness"* they often encounter at white universities (P.175). Most diploma students have grown-up and were educated in rural areas, some have never been to a metropolitan area before coming to university.

For nearly all the students this is their first experience of being lectured to by a white lecturer. Adapting to this new learning environment can be socially and academically extremely taxing and students are forced to make a number of adjustments.

Generally, black students bring to the university perceptions that are at odds with traditional ones (Harper. 1975; Mpahlele, 1982; Shuenyane, 1991), and because of different perceptions and backgrounds black students' expectations often conflict with those white lecturers may have for them (Gibbs, 1973; Sanders, 1986). It is likely that the apparent discrepancy between the expectations of students regarding the diploma course and its objectives and the staff unwillingness to accept these objectives has led to some of the difficulties experienced in the course. Hall & Allen (1989) further state that white universities sustain and promote the values of the dominant group, that may not only differ from, but could also denigrate those of the dominated groups. Staff members in the Department seem unaware of the racial differences between them and the students and how this could negatively impinge on the learning process. Some of the well intentioned attempts by staff to facilitate student learning were perceived by the students as denigrating or patronizing as will be shown later.

It is important to note that in any newly developed branch of training one could expect to find these kinds of uncertainties and confusions (Cornielje, 1992; 1993). However, because of the nature of the South African society, racial differences also seem to contribute to the difficulties experienced in the diploma course. Due to a long history of segregation the two groups know very little of each other which results in misunderstandings with often disastrous outcomes. Lack of interaction between the black and white races in this country has led to feelings of difference and in some cases inferiority/superiority.

Inferiority among the students may be enhanced by the feelings that as individuals these students have not had the opportunities other students in the Department have had. For example, they do not qualify to register for the degree course. For some students this denial may be seen as a challenge to work hard and to prove themselves. For the diploma students these feelings appear debilitating.

It would seem that in spite of the positive intentions that led to the establishment of the diploma course, that is, making Speech-Language and Hearing therapy accessible to the disadvantaged communities, there were a number of difficulties with training that required some clarification. The students' and staff lack of commitment and involvement in the course, their demotivation, students' disappointment with the course and staff disappointment with the students were all issues to be investigated. The purpose of this research was therefore to investigate the experiences of the students and staff regarding the diploma course, how they understood the aims and objectives of this course, how they defined the problems with the course, and their explanations as well as their justification for how they participated in the course.

Researchers in the area of course evaluations within this discipline have so far focused on course content, pedagogical methods and performance of the graduates on the field (Diploma Review 1991; 1992; Cornielje, 1992; Schneider, 1992; Tshule, 1994). However, they have neglected the most important aspect of how participants feel about the course and their knowledge and understanding of the objectives of the course.

CHAPTER 2

PREVIOUS RESEARCH ON THIS TOPIC AND RATIONALE FOR THIS STUDY

The Department has been aware of the difficulties with the diploma course for many years. In particular, the problem of training students with no knowledge of the areas where the graduates work has been a concern for many staff members. This has led to uncertainty about which courses to teach in the diploma course as well as how to differentiate the diploma courses from the degree courses.

2.1. THE RESULTS OF THE 1990 DIPLOMA REVIEW

As an attempt to begin to evaluate the effectiveness of the diploma course in meeting its objectives, questionnaires were sent to all the diploma graduates in 1990. Of the 52 questionnaires sent out, 26 were returned, that is, a 50% response rate, 23 respondents were working as Community Speech and Hearing workers (CSHWs) in Education (special schools as well as normal schools) and in Hospitals. A preliminary analysis of these questionnaires indicated that majority of the diploma graduates were dissatisfied with their present work conditions and salaries. The following reasons were given to support this statement:

1. Those working in hospitals were employed in temporary positions as clerks or in positions that were traditionally reserved for degree Speech-Language and Hearing therapists. This meant that these CSHWs had no career or promotion prospects in these positions.

2. For those working in schools, the diploma was not recognised as an additional qualification to the teaching diploma they already had. Consequently, no extra remuneration was received for this extra qualification.

3. One CSHW employed in a Transvaal Provincial Hospital was employed as therapy assistant yet she had to perform the work of a degree therapist.

A substantial number of the graduates felt inadequately trained for the work they were expected to perform. They reported that the theoretical background to the course they were taught at the university was inadequate and at times unsuitable for their work environments, particularly in the speech and language aspects of their work. They further claimed to be confused about their role in relation to that of the degree Speech and Hearing therapist. Some did not agree with their role definition as outlined in the SAMDC rules. The graduates' major concern, however, was the lack of official recognition for the course in Education and Health Departments outside the former self governing and the TBVC states, so that those in employment in these Departments were insecure about keeping their jobs. This feeling of insecurity was exacerbated by the imminent incorporation of the self governing and the TBVC states into the Republic.

Though the response rate for this research is generally considered good for a postal survey (Moser and Kalton, 1971) the reliability of these results may still be considered questionable due to a large number of questionnaires that were not returned.

Also, the use of a written questionnaire with a limited range of questions effectively precludes elaboration and interpretation on the part of the respondent (Harré, 1979; Moser and Kalton, 1971) which makes it difficult to evaluate whether the answers to the questionnaire are a true representation of the viewpoints of the individuals concerned. The significance of these results for the respondents, however, cannot be underestimated. The problems of lack of posts and recognition for the profession, as well as poor renumeration are experienced by all Speech-Langauge and Hearing therapists.

2.2. THE RESULTS OF SCHNEIDER'S 1992 RESEARCH

The results of the Departmental research were supported by Schneider (1992). She evaluated the efficacy of the diploma graduates in providing speech-language and hearing services in hospitals in Gazankulu, a rural area in northern Transvaal. She gathered statistical data about patients presenting themselves for treatment in these settings and conducted face-to-face interviews with the graduates to determine how they felt about their work and how they coped with their situations. She concludes her report by saying that the diploma graduates were providing a useful and an effective service. The graduates were reported to be confident in identifying and managing hearing problems but were unsure about the suitable treatment protocols for speech and language problems. However, in spite of the apparent success of their services the most frequently recurring themes during her interviews with the graduates were once again, inadequate training, role confusion, lack of recognition and a lack of career structure with concomitant poor salary and promotion prospects.

Schneider's research is partly a descriptive survey and partly participatory, in that she involved the graduates in discussions about their profession. This attempts to address some of the concerns raised with the use of postal questionnaires. Although some of the problems she identified with the diploma course do not relate directly to training (for example, lack of recognition and a lack of career structure) the majority appear to be related to the problems already identified with the training programme. For example, lack of a clear role definition could have arisen from the apparent lack of consensus among the teaching staff resulting in students being presented with conflicting messages about their role.

The two research projects described above identified major theoretical and clinical gaps which negatively affects performance of the diploma graduates. This information led to many discussions in the Department in an attempt incorporate some of the suggestions into the course. However, because staff member could not agree the course continued as it was.

2.3. THE RATIONALE FOR THE PRESENT RESEARCH

The above discussed research on the diploma course focused on the diploma graduates working in various rural environments. The information obtained may have been influenced by the demands graduates faced at these situations and might not necessarily have been a direct reflection of the teaching they received. It was therefore of interest to the present researcher to investigate lecturers' knowledge and understanding of the role and function of the diploma graduates and their attitudes to the diploma course. This study is an attempt to document the difficulties staff members experienced with this course, attempts they made in addressing these problems and their general understanding of the objectives and the scope of work for the diploma graduates. The study further aimed to compare the staff responses to the knowledge and attitudes students have about their role at the end of their training.

Quicke (1986) states that students' views are under represented in evaluation studies, probably because of the students perceived lack of status and power. He further states that students are recipients of whatever innovations that are introduced and therefore their views should not be ignored. In fact their views are arguably more crucial than those of their teachers.

The study therefore further aimed to investigate the students experiences of the diploma course, their understanding of the course objectives as well as their attitude towards this profession. It was hypothesized that the apparent low levels of motivation that seem to be evident amongst the students was a result of their disappointment when they discovered the mismatch between what they expected the course to be and what it actually turned out to be. Consequently, the initial glib statements they make when they are being interviewed for selection into the course about *"interest and wanting to serve the community"* are soon replaced when despair. Many appear cynical, some resentful while others may be frustrated because this diploma is the only university qualification available to them. This is not to deny the importance of other variables such as poor opportunities for employment and lack of career structure once qualified. Unemployment may not be an educational problem but it is according to Watts' (1978) *"a problem for education"*.

Not only may rising unemployment dictate new aims for education, or call into question their existing aims, but it may also affect the motivation, attitudes, and behaviour of students, creating pressures to which educational institutes are obliged to respond (in Raffe, 1986; p.11). According to Freire & Shor (1987) there are concrete, historical conditions which create students expectations about pedagogy. On the whole students are concerned about jobs and money. In fact these are the reasons students give for enroling in the diploma course.

The present study attempted to explore the dimensions of these different expectations in more detail with a view to understanding the problems with the diploma course. The writer agrees with Freire & Shor (1987; p129) who state *"the problems of school are deeply rooted in the global conditions of society"*. The diploma students are mostly from disadvantaged backgrounds, therefore they may view higher education as a tool for helping them get out of this poverty and for improving their position in life. Staff members on the other hand appear to view the diploma course as a means for making Speech and Hearing therapy services accessible to underprivileged communities and not necessarily as giving professional training to those who register for the course.

The diploma course offers tertiary educational opportunities to students who would otherwise not have had this opportunity, yet somehow students do not seem to make maximal use of this opportunity. A question the present researcher has been pondering over the years during her involvement in this course, was, why the students enroled in the diploma course seem so uncooperative, seem to cause so much distress for their lecturers and on the whole do not perform as well as other students in the department.

Is the students' poor performance due to their dissatisfaction with the course? The researcher believes that an incisive analysis of the problem is needed and a definite decision reached if the department is to continue with this course.

It must be noted that the problems reported above are not experienced by the other students in the Department, probably because staff members are more secure in teaching the degree students as they are familiar with their prospective work contexts. Alternatively, do the diploma students experience these problems because as black students from poor educational backgrounds they are expected to struggle.

It is stated in the document, Perceptions of Wits (1986) that blacks are consistently expected to do less than whites at this university. A variant of this is the tendency to assume that black students cannot do as well as white students because of their educational background. This sort of expectation has a powerful self-fulfilling dynamic. While the deprivation in black education is a well documented and an accepted fact. It is also true to say that it is unfair to compare the two groups of students because of the disparity of the educational opportunities the students received.

It was felt that the results of this research would not only lead to the improvement of this course, but would also have implications for other courses emerging in the field of community work. During recent years there has been a proliferation of community based rehabilitation training courses throughout the country and yet the only available research in the area is of the programme offered at Alexandra Cornelje clinic 1991 & 1992. This report gave detailed information about teachers' perceptions of the course but failed to investigate how students felt about the course. Any programme or project which proceeds without knowing what the community wants will be meaningless.

The document, Perception of Wits, 1986 states that people dealing with the community should not *"push their own pennies"*, but should work in consultation with the community they serve (P.29). So, in the true spirit of community work the present research endeavoured to consult the community, that is, students and staff involved with the diploma course, to investigate their experiences with the course.

The main purpose of this research was therefore to elicit and analyses the views of final year diploma students and their lecturers regarding their participation in the diploma course. The study aimed to investigate the participants' understanding of the role and function of the diploma graduate with a view to explaining some of the teaching and learning difficulties they experienced.

It was hoped that the results of this study would provide the Department with valuable information about the way forward for this course. It was also hoped that staff members who participate in this research would develop new insights, as well as, an increased consciousness of their attitude and perceptions regarding the diploma course. The researchers' expectations were that this research would stimulate the sharing of information which would lead to beneficial discussions about the future of this course. It was further hoped that the results of this study would provide valuable information to all those who are contemplating starting similar courses.

CHAPTER 3

THEORETICAL BACKGROUND FOR THE RESEARCH DESIGN AND METHODOLOGY

On the whole the diploma students came to the university expecting to study for a professional qualification that would improve their earning capacity and their status in life. Some of them have been employed for many years as clerks or teachers before enroling for the course. Very few came straight from school having just completed matric. The staff members also had their own expectations about the students, their own conception of what the course should be, and the role the graduates should fulfil.

The term expectation generally connotes awareness, thus suggesting that people are phenomenally alive and rational in their orientation to events. These expectations have important consequences for motivation and therefore also for behaviour. Motivation is concerned with why people act as they do and is influenced by their experiences and knowledge in the form of expectations. Biddle and Thomas (1966) state that expectations are formed as a result of prior experiences and represent a distillation of those experiences into a meaningful whole for the individual.

The use of a persons own report of his/her experiences has been mooted as an alternative to more traditional techniques in psychological investigations (Harré & Secord, 1972; Harré, 1974; Harré, 1979; Levi, 1977; Brown & Sime, 1989). Given that the focus of this research was on subjective interpretation and its significance for motivation, it was necessary to move beyond the constrains of positivist methodologies which often ignore the subjects' interpretation of the situation. Also, given the newness of the research area, it seemed most useful at this point to use a method which did not only rely on hypothesis testing but allowed for hypothesis generation as well (McGuire, 1973; cited in Forgas, 1979).

3.1. THE QUALITY-QUANTITY DEBATE IN SOCIAL SCIENCES

The protracted quality-quantity debate in human sciences has moved beyond argument for a different method of data gathering and analysis to an epistemological position that states that human research should be premised upon the search for meaning and understanding (Henwood & Pidgeon, 1992). This epistemology emphasises:

1. the presentation of reality through the eyes of participants.
2. the importance of viewing the meaning of experience and behaviour in context and in its full complexity.
3. the generation of a working hypotheses rather than immutable facts.
4. the change in attitude towards theorizing which emphasises the emergence of concepts from data rather than their imposition in terms of priori theory, and
5. the use of qualitative methodologies for research. (Potter & Wetherell, 1987; Henriques, Holloway, Urwin, & Walkerdine, 1984)

3.2. ETHNOGENY

Harré & Secord (1972) contribute a valuable theoretical framework for this perspective. Their most coherently articulated alternative to traditional research which emerged from this quality-quantity debate within social psychology is known as ethogenics or the identification of the generative mechanisms which give rise to behaviour. This method of studying social behaviour concentrates on the persons' construal of his/her social world and was therefore the method of choice for this research.

The most important concept of this theory, applicable to this research is Ethnogeny, that is, the study of peoples' meanings within their own context. Ethnogeny was regarded as preferable for this research for a number of reasons. Firstly, it provides an alternative to the old paradigm in Social Science since it is based on the premise that people should be treated for scientific purposes as if they were human beings. Secondly, it relies on ***"The Open Souls Doctrine"*** which states that people are aware of their intentions and can articulate the meaning that these have for them. Lastly, ethnogeny states that social behaviour consist of intentional social actions with subjective meaning and that there is a joint construction of social behaviour. It is not simply that A responds to B, since most of the action is simultaneous, each is continuously monitoring and responding to the jointly created ongoing situation (Argyle, 1987).

Harré & Secord (1972) offer an interactive understanding of human behaviour within which people participate actively in making as well as, in responding to roles and rules operating in particular contexts. They call these contexts episodes. An episode is defined as ***"any part of human life involving one or more people in which some internal structure can be discerned"*** (Harré & Secord, 1972; P.159). Episodes are either formal where reference is made to explicit rules or are informal, that is, often unspoken. Rules generate actions through the actor making reference to them in consciously monitoring and controlling his/her performance. They can determine expectations, guide action and are often referred to in peoples' explanations of their own actions.

3.3. THE ROLE-RULE MODEL

There are two types of rules. Regulative rules guide behaviour while interpretive rules allow people to assign meaning to various events. Harré (1974, 1977) suggests that people draw upon a set of cognitive resources and their shared social competence made up of regulative and interpretive rules to produce effective and legitimate social activity, and to mesh their activity with other peoples' actions. One of the main goals of ethnogenic research is thus the elucidation of the rules that make up the social and conventional knowledge of a person, subculture or society.

A role is a set of actions a person of a particular type is expected to perform within the act-action structure of a certain episode and provide a framework of meaning for that particular action. Role expectations may be clear or they may not be clear, that is, participants in a particular act-action structure may have role expectations of each other that are not explicit or not spoken about.

This role-rule model has both a descriptive and an explanatory function. The former is related to the way in which the episode is described from the social point of view and the latter as to how participation in it is accounted for from an individual point of view. Thus this approach allows for a description of the kinds of rules and roles operating in a pedagogical context of this nature as well as offering reasons for student and staff actions.

In terms of the current research the episode in question might be defined as the pedagogical relationship existing within the structure of the Department.

This functions according to the formal rules governing such interactions. For example, this might include due performance requirements, examination behaviour, attendance at allocated clinics and or lectures, report writing and so on for the students. Staff are expected to prepare and present lectures as outlined in the syllabus, to attend all clinics and mark assignments, tests, reports and examinations. More important for the present study, however, would be the informal or unspoken rules operating within this episode. There seemed to be a conflict of interests among the students and staff in the diploma course.

Many students expected the course to give them a professional qualification. Their internal motivation for coming to the university was self-improvement, with a view to improving their job opportunities and financial security. Their disappointment set in when they realized that they were registered in a poorly defined course, beset with confusions and disagreements. Staff members seemed not particularly concerned about the well-being of the students registered in this course, but were are rather concerned about service delivery. They viewed the diploma as an expedient method of making Speech therapy services accessible to the disadvantage communities.

It appears that there may be discrepancies and lack of mutual understanding in the rules operating at the formal and the informal level. At the formal level students participation at lectures and clinics on the whole has been unsatisfactory. The teaching may not have been acceptable to the students since it did not meet their expectations. In addition, there may well be discrepancies in the rules governing the actions of students as opposed to staff.

In order to get to the rules and roles which define actions Harré (1974) uses an analysis of individuals' accounts of their action. Harré suggests that all action, whether it is performed through talk or otherwise should be explained by reference to the actors' social competence.

The possession of this social competence sets limits on the acts one can perform in social situations and determines what will be accepted as the correct performance of these acts. This social competence enables people to both act and to give accounts such as explanations or justifications of their actions.

Furthermore, it is possible to identify the nature of specific actions by using the actors accounts. The notion of account analysis is based on everyday situations in which people are called upon to make their behaviour intelligible to others. The analysis of accounts will reveal features of peoples' social competence which, in turn, will reveal the significance of their acts. In a similar manner the researcher asks his/her subjects to comment upon their behaviour in the episode he/she is studying. The rule-role model is an analytical tool to complement the accounting method.

3.4. THE COGNITIVE MATRIX MODEL

Ethogenics involves collecting the individual accounts of participants and then assimilating them by a process of mutual negotiation into a common view (Clarke, 1979). From these accounts the ethnogenist is supposed to extrapolate the *"cognitive resources"* of the person doing the accounting. These resources Harré (1974) contends can be arranged in a *"cognitive matrix"* composed of the four items mentioned below:

a) the definition of the situation,
b) the persona (presentation of the self)
c) the arbiters of one's behaviour, and
d) the rules used in monitoring or defining such behaviour.

The situation for the present research might be the Department as seen within the broader university context. The persona refers to the individual students and staff who participated in the diploma course. Guidelines regulating how they function within the department, their relationships, behaviours, and explanations for these behaviours and how they are vindicated forms part of the rule structure. Harré notes that while the situations and arbiters are explicit parts of an account the persona is an implicit element.

Levine (1979) believes that since in eliciting an account one is asking the person to define his behaviour, to implicitly/explicitly use these monitoring rules, the rules component of the matrix is analytically separable from the others. In addition, the way in which behaviour is accounted for, the rules which are invoked to define ones' behaviour must involve the presentation of self and be tempered by the orientational others for whom such an account would be salient. Thus, according to Levine (1979) the persona and arbiter elements also locate these rules. Levine maintains that the situation, persona and arbiter elements are part of the account itself.

CHAPTER 4

RESEARCH METHODOLOGY

4.1. RESEARCH DESIGN

This research is a qualitative case study. One of the most important aspects of qualitative research is its concern for context. The case study approach is sensitive to context because it develops themes within a particular case. This approach is necessary for this research because it permits the researcher to develop ***"thick descriptions"*** of particular cases while remaining sensitive to context. Qualitative researchers believe that human experience is shaped in particular contexts and cannot be understood if removed from those contexts. Experience is viewed holistically as researchers explore all aspects of an experience.

Another significant aspect of qualitative research applicable to the present study is its focus on the descriptions of the essential qualities of the events under investigation. This allows for interpretation of the meanings and relationships among these events to highlight the significance of those events in the larger picture of social and educational concerns (Cohen & Manion, 1991; Kincheloe, 1991; Kvale, 1983; Taylor & Bogdan, 1984).

This research is exploratory in nature. According to Marshall & Rossman (1989) exploratory research aims to investigate little understood phenomena, to identify important variables and to generate hypotheses for further research. It was anticipated that this type of methodology would permit the present researcher to discover reasons for the problems experienced in the diploma course, the salient themes operating, and how these were linked with one another.

The investigator was able to identify what events, beliefs and attitudes were influencing students and staff behaviours and how these interact to result in the problems experienced in the course. The rule-role model and the cognitive matrix analysis scheme of Harré outlined above facilitated this description and provided a causal explanation for the events under investigation.

4.2. AIMS OF THE STUDY

The main purpose of this research was to elicit and analyses accounts of final year diploma students and their lecturers and clinical tutors regarding their experiences in the diploma course with a view to explaining the difficulties experienced in the course and the apparent failure of the course to meet its objectives.

Specifically this study aimed

1. To investigate the experiences of the staff and students who participated in the diploma course in 1991 and 1992.
2. To determine their understanding of the objectives of the diploma course, the problems with course, and their justification for the actions they took in trying to address these problems.
3. To compare the students and staff explanations of objectives of the course, the problems with the course, actions taken to address these problems in an attempt to evaluate how they influenced the behaviours and the attitudes of the participants.
4. To extrapolate rules that governed the participants' behaviours in an attempt to understand how the problems experienced in the course came about.
5. To compare students and staff rules in order to understand how these contributed to the apparent misunderstandings in the course.

4.3. DATA GATHERING

Participant observation, survey questionnaires and in depth interviewing are techniques usually employed with qualitative research methodology. Taylor & Bogdan (1984) support the believe that not all techniques are equally suited for all purposes. The choice of research techniques should be determined by the research interest and practical constraints faced by the researcher. Interviews were felt to be uniquely suitable for this research as they allowed for an in-depth explanation of issues (Kerlinger, 1986). Also, they allowed the participants sufficient freedom to provide the researcher with access to their own description of the situation.

In depth interviewing was therefore felt to be the method of choice for the present study. Denscombe (1984) states that interviews provide the kind of access to situation which is necessary for any balanced and representative view of the situation. He further states that in-depth interviewing is especially suitable when the researcher has time constraints and wants to illuminate human experience. Kvale (1983) writing specifically about qualitative interview states *"its purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena"* (p.174).

Cannell & Kahn (1968) define the research interview as *"a two person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him/her on content specified by research objectives"* (in Cohen & Manion, 1991, p.308). Technically, the qualitative research interview is semi-structured (Kvale, 1983), that is, it is neither a free conversation nor a highly structured questionnaire. It is carried through following an interview guide, which focuses on certain themes. The main purpose is to describe and understand the central themes in the life-world of the interviewee.

There are four kinds of interviews that may be used specifically for research purposes:

1. The structured interview is one in which the content and procedures are organised in advance. The questions for the interview are determined by means of a schedule which does not allow for modifications.
2. The unstructured interview allows the interviewer to modify content, sequence and wording of the questions while still maintaining the aims of the research.
3. The non-directive interview allows the respondent to initiate and direct the course of the interview. This type of interview has been shown to be particularly valuable because it reaches the deeper attitudes and perceptions of the person being interviewed (Cohen & Manion, 1991).
4. The focused interview seeks to follow closely the principals of non-directive interview but the researcher controls the questions to be asked and may limit the discussion to certain areas.

The focused interview technique was felt to be suitable for the purpose of this research because of the following characteristics elaborated on by Cohen & Manion (1991).

a. The persons interviewed are known to have been involved in the particular situation.
b. The researcher is aware of significant issues to be discussed based on previous research or involvement in the particular episode. The present researcher met both conditions.
c. This prior knowledge is used to arrive at a set of hypotheses about the problem and to construct an interview guide.
d. The actual interview is focused on the subjective experiences of the persons who had been exposed to the situation.

It is however, important to point out the limitations of interviewing that may arise specifically when interview data consist solely of verbal statements. Deutscher (1973) reports that there can be a great discrepancy between what people say and what they actually do (cited in Taylor & Bogdan, 1984). Kvale (1983) believes that since interviews are context-bound, one cannot assume that what a person says in the interview is what that person believes or says in other situations. These limitations should be taken seriously, however, for the present research the theoretical framework chosen acknowledges the importance of context and the significance of peoples' accounts when studying social life.

The researcher's involvement in this course had given her much insight into some of the important issues for this research and her training in conducting in-depth clinical interviews was regarded as valuable in dealing with these controversial limitations. Furthermore, ethogenics acknowledges that there is no one true literal account of an event, any event can be characterised in numerous different ways. Potter & Wetherell (1984) support this statement. They believe that the researcher's task is not to determine the truth of an account, for peoples' accounts in these situations may be influenced by their judgement of the normative desirability of their statements for the particular situation, that is, what they perceive other people will think.

4.4. THE INTERVIEW GUIDE

Kerlinger (1986) identifies three items which may be used in constructing schedules used in research interview. These are fixed -alternative items, open-ended items and verbal scales. Open-ended items are defined as those that supply a frame of reference for the respondent's answers but put a minimum restraint on the answers and their expression.

Open-ended questions were felt to be suitable for this research because they are flexible, allowing the interviewer to probe or clear misunderstandings when they arise. By their very nature open-ended questions also encourages co-operation and may help to establish rapport.

Spradley (1979) has identified three suitable questions for semi-structured interviews: descriptive, structural and contrast questions. Descriptive questions aim to elicit a large sample of utterances while the latter two types are used to elaborate and clarify issues. Open-ended questions were used to facilitate the flow of the interview. The interview guide was fairly flexible, it comprised a list of general ideas to be covered which could be expanded or narrowed as the situation demanded (APPENDIX C). It is important to note that these questions were designed to open-up and expose deeper rule systems that were operating and in a way regulating students and staff participation in the course.

Broadly the interview schedules for staff and students were slightly different. Staff interviews were opened with a general statement about the courses they taught, the objectives of that particular course and expectations about the students. This was followed by a discussion about staff experiences of the diploma course, their understanding of the role and function of the diploma graduate, and their general attitude towards the course.

Student interviews concentrated on their expectation about the course and their understanding of the objectives of their profession. They were asked to give an evaluation of the courses they studied and their relevance for the work they are expected to perform. The students general attitude towards the diploma course was also investigated.

4.5. PARTICIPANTS

A total of 29 participants took part in this study. There were 13 final year diploma students and 16 lecturers who participated in the course in 1991 and 1992. One student did not arrive for the interview and one staff member refused to participate. The number of participants is not critical as qualitative interviewing calls for a flexible research design. In fact, the number of informants is usually not specified before the research commences (Taylor & Bogdan, 1984). Some researchers try to interview as many people familiar with a topic as possible, while others use the strategy of theoretical sampling (Glaser & Strauss, 1967). Due to the limited number of participants in the diploma course it was necessary to interview all participants in order to obtain a broad exploration of the events focused upon.

4.6. DESCRIPTION OF THE PARTICIPANTS

4.6.1. Students

The mean age of the students was 24 years with a range of 19 to 34 years. There were 11 African and two Indian students. The majority of the students were from Venda, Lebowa and Gazankulu. There was one student from Soweto and the two Indian students came from Pietermaritzburg. There were two male students. The students' matric results are included in APPENDIX D. Three students had been registered for degree courses (general BA, BA (Speech and Hearing therapy) and Social work) but were unable to complete their studies.

4.6.2. LECTURERS AND TUTORS

The majority of the lecturers were Speech and Hearing Therapists. There was one Social Worker and one Psychologist. All lecturers were white and lived in urban areas. Three lecturers had been involved with the diploma course since its inception. They were also part of the group that started the course. There were two clinical tutors who were employed specifically to tutor the diploma students. The rest of the lecturers while giving specialist courses to the diploma students were mostly involved in training the degree students.

4.7. PROCEDURES

Brown and Sime (1981) state that if account gathering is to be used as an academically acceptable research procedure, rigour is required both in the collection of the material and in the analysis that follows. Semi-structured face-to-face interviews were conducted with all participants. The interviews were conducted at the university. All interviews were tape-recorded and orthographically transcribed.

Staff members were interviewed individually while students were interviewed in groups. It was felt that students may be too intimidated to discuss their feelings individually with the researcher who was also their lecturer. Group discussions is one method for reducing the indexicality of individual interviews particularly when sensitive matters are to be discussed. In addition, group interviews were felt to be particularly valuable in this instance as they have the potential for encouraging the discussion to develop with minimal intervention from the interviewer (Cohen & Manion, 1991). Watts & Ebbutt (1987) state that such interviews are useful where a group of people have been working together for some time. There were practical advantages to be considered as well.

Students were interviewed at the end of their final year examinations and may have been concerned about their marks. Students were told to assign themselves to a group of their choice, hoping that those who got on well together would form a group, having had the experience of working well together in the past, and would therefore not be inhibited.

4.7.1. STUDENT INTERVIEWS

The interviews took place at the Department in one of the observation rooms. There were three groups of three, and one group of four students. Students were seated around a table where coffee, tea and biscuits were provided to lighten the atmosphere in order to help the students relax and to facilitate natural free conversation. They were presented with an outline of the themes to be discussed and allowed approximately fifteen minutes to look at the outline and write down whatever issues they wanted to discuss about each item. The researcher then opened the interview with a brief introduction about the research, its rationale, and an explanation who the participants of the study were. Once the interview had started the students spoke freely about topics both on and off the outline. The interviews took approximately two hours.

4.7.2. STAFF INTERVIEWS

Participants were interviewed in their own offices. These interviews were more formal than the students' interviews, directly focusing on the interviews with no opening statements. Most participants were aware of the purpose for the interview. They were not provided with the outline for the discussion, the interviewer started the interviews. She began by indicating to the interviewee that she was not sure what questions to ask and was willing to learn from the interviewee what issues were important for her, a technique suggested by Taylor & Bogdan (1984).

Often this was enough to get the interview going, if not successful the interviewer always began with a discussion about students, who they were and were the lecturers' expectations before meeting them.

4.8. ANALYSIS OF THE RESULTS

Data analysis is a process of bringing order, structure and meaning to the data collected. Qualitative analysis is a search for general statements about relationships among categories, building grounded theory (Henwood & Pidgeon, 1992). Glaser & Strauss (1967) advocate that researchers begin by allowing an array of concepts and categories to emerge from systematic inspection of a data corpus. In the early phases of grounded theory the researcher is endowed with maximum flexibility in generating new categories from the data. As the analysis proceeds the researcher builds up a set of categories which are referenced with instances from the data. This flexibility was highly indicated in this research since the researcher was already familiar with some of the concerns participants had about this course. Development of predetermined categories using researchers' prior knowledge may have led to the exclusion of significant information.

Henwood & Pidgeon (1992) attest that the emerging theoretical account as a result of the constant interplay between data and conceptualisation is a flip-flop between ideas and research experience. This implies that the relationship between theory and data will at first be ill defined. Acceptance of the need to be tolerant of, and to seek out and explore ambiguity and uncertainty in this relationship is crucial. They caution researchers to avoid premature closure which could inhibit the development of new insights. Denscombe (1984) suggest that in deciding which accounts to focus upon and what themes to emphasize, researchers must consider the plausibility of the account, reliability of the informant and cross-checking between

informant's accounts.

Henwood & Pidgeon (1992) suggest a systematic way of integrating categories into a coherent theoretical account. They identify two principles to follow. Firstly, the principle of theoretical sampling of categories, involves coding all instances of the categories until no new examples of these categories can be found, linking categories together, and creating new over-arching categories. Secondly, the principle of constant comparative analysis, implies looking for similarities and differences which may exist between concepts to ensure that the full diversity and complexity of the data is explored. This method of analysis supplements Kitwood (1977) in Cohen and Manion (1991) who identified four analysis methods which allows the researcher to establish situation definitions, persona, the arbiters of one's behaviour, and the rules used in monitoring and defining such behaviour. They involve tracing a theme, studying omissions, reconstruction of a social life and generating and testing hypotheses. Themes were identified following the broad categories such as expectations about the course, expectations about the students, participants' understanding of the course objectives and the professional role of the CSHW.

These explanations were analyzed according to the rule-role model of Harre (1974) to determine the particular rules which guided participants behaviours. These accounts were also analyzed in terms of the definition of the situation, presentation of the self, and arbiters of ones' behaviour outlined by Harré.

4.9. AUTHENTICATING THE RESULTS

Henwood & Pidgeon (1992) state that there is no easy resolution to the problem of judging the adequacy of any particular piece of research. They suggest the following principles:

1. Accountability in the research process implies that emerging theory is checked with participants who evaluate its relevance.
2. Keeping close to the data means that categories developed should be rationalised, giving comprehensive definitions of why they were labelled in that particular manner.
3. Theory integrated at diverse levels of abstraction is meaningfully related to the data.
4. Reflexivity implies an acceptance of the inevitable role of the researcher in the research process. Researchers' attitudes should be fully described and discussed and their values acknowledged, revealed and labelled.
5. Transferability refers to applicability of the findings of the study in contexts that are similar to the context of the present study, which underscores the importance of providing a full report of the contextual features of the study as was provided earlier. They conclude by saying that the outcomes of research should be evaluated in terms of its persuasiveness and its power to inspire an audience. The theory generated should be challenging and stimulating yet highly plausible.

Checks on the authenticity of the accounts took place on a number of levels. During the account gathering stage Cohen and Manion (1991) and Harré (1972) recommend checking with respondents through a process of negotiation to establish their perceptions of events they described.

Once accounts have been gathered and analyzed, in addition, to providing an explicit account of how the final document was arrived at (Brown and Sime, 1981), small group discussions were held with selected members of the participants in order to ensure that the final document represented the situation as they saw it (Taft, 1988).

The process of triangulation suggested by Elliot & Adelman (1975) among others in which teachers, students and researchers compare notes was employed (cited in Denscombe 1984).

4.10. LIMITATIONS OF THIS RESEARCH

There are two major limitations to this study. The results of this study may not be generalizable to other context given the exploratory nature of this research and the small sample size. These results can only be used as a working hypothesis for further studies (Silverman, 1985 ; Taft, 1988). Secondly, since an interview is an instance of a complex social interaction as it constitutes an interpersonal encounter (Brenner, 1978), there are inherently numerous difficulties which make universal claims for measurement untenable. Also, because the interaction involves communication of meaning through language there may be problems with adequate understanding of the expressions used by both the interviewer and the respondent.

The above limitations, however, relates more to the data gathering method rather than to the theory of ethogenics, because the theory accepts that social interaction involves a dramaturgical format which can be used as a vehicle for acting out certain roles. It was hoped that despite all these methodological limitations the findings of this research would lead to a better understanding of the difficulties of those involved with the diploma course, and that this awareness would influence the development of new strategies to cope with the problems identified.

4.11. REFLEXIVITY

During both student and staff interviews the interviewer was required to provide a lot of feedback about her opinions regarding certain issues. Almost all participants wanted to hear the researcher's feelings about the course. Taylor & Bogdan (1984) indicate that since participants are expected to open up completely there has to be some reciprocal exchange from the interviewer. They believe that it is unwise for the interviewer to hold back his/her feelings completely.

4.11.1. STUDENTS

The researcher seemed to try hard to neutralize the students anger by repeatedly telling them how sorry she was that they felt this way about the course and how she did not know that they were experiencing the course in this way. This message was repeated with all subsequent groups of students whenever they expressed anger or disappointment at what they felt they had to endure. She repeatedly informed the students that she was no longer going to be involved in teaching this course. This seemed like a constant urge to prove herself and to make sure the students realize she was on their side.

4.11.2. STAFF

There was an uneasiness with particularly senior members of staff. The researcher spoke too much and gave many examples of her experiences with the students. Again, it would appear she was trying hard to show her understanding of the situation and to demonstrate to her colleagues that she went through the same experiences as they did. She tried hard to make the interview less interrogatory which at times meant she missed critical issues and did not probe when the speaker appeared uncomfortable. She also, appeared to constantly endeavoured to make her colleagues feel at ease, ignoring sensitive issues when raised or colluding with them when she could.

CHAPTER 5

DESCRIPTION OF THE CONTENT OF THE STUDENTS' INTERVIEWS

This discussion of results follows the same format of the questions as they appear on the student interview schedule. Where possible trends are identified for each statement. This description of the content of the interviews is necessary at this stage of the report since it forms the basis of the analysis that follows.

5.1. EXPECTATIONS ABOUT THE COURSE

5.1.1. Factors Which Influenced Students' Choice Of This Course

The students responses to the statements under this section were diverse. Eight students said they came to this university because of its reputation as an internationally recognized institution. This perception is reflected in this statement: *"it is not like Turfloop, the standard is high"*. Some students reported that they came because they were specifically interested in the diploma course. Three students had applied for the BA (Speech and Hearing) Therapy degree course but did not meet the selection criteria for this course. Six students reported that they were more interested in degree courses (Social Work, BSc, Law, Pharmacy, Bcur, Occupational therapy) but their applications had not been successful. Three students had attempted degree courses prior to enrolling in the diploma course.

When asked why they chose the diploma course, some students said they thought the course would be interesting because it was unique. Others chose it because it was a short course while some had a particular interest in the community work aspect of the course.

Almost all the students, however, felt the most important reason for choosing this diploma course was influenced by the lack of therapists in the areas from which they came. Many felt this need would increased their opportunities for finding employment. Six students enrolled in this course because they would automatically receive financial assistance from their governments. Two students with family obligations stated that the length of the course seemed most appealing for them.

THE FOLLOWING IS A SUMMARY OF THE STUDENTS' REASONS FOR COMING TO WITS:

1. The standard is high
2. The university is internationally recognized
3. The university has a good reputation
4. Specific interest in the diploma course because of the following reasons, it is a short course, it is unique, community work aspects, and students receive funding.
5 Failure to meet the selection criteria for the degree course due to insufficient entry points, poor mathematics results or did not do mathematics at matric.

5.1.2. Expectations About The Course

Most students had high aspirations. Some reported that they expected the course to be difficult and challenging, while some students reported that they expected to enjoy the course, to gain knowledge and skills in order to improve their chances of getting employment. Four students said they were slightly anxious about failing the course because they would be excluded from the university. Students from Gazankulu reported that they had been told the course was not difficult, and that nobody ever failed.

One student said, *"I expected to learn, not to be so frustrated, I didn't know that this course had so many problems. It has disappointed me and brought hopelessness and discouragement, I have wasted so much time"*. Almost all the students said they expected the course to be well established and to offer good job prospects. This viewpoint is summarised in the following comment from one student, *"I thought it was like Oral Hygiene or Dental therapy, I thought it had high status and was internationally recognised, being at Wits, I expected to be well employed"*.

The majority of the students believed the level of teaching was too low. Some students felt the work-load was not different from the experiences they had at school. Some students felt at times school work was even harder, as exemplified in this comment, *"The level of detail was lower than I expected, the diploma is spoon feeding, material taught was very simple, at times school was even harder"*. Those students who had attempted degree courses felt there was a definite drop in standards.

THE STUDENTS' EXPECTATION REGARDING THIS COURSE ARE SUMMARIZED BELOW:

1. Challenging and difficult course
2. To gain knowledge and skills
3. To improve status
4. To obtain an internationally recognized qualification
5. To improve chances for employment
6. The course was well established
7. It is an easy course
8. To enjoy the course

5.1.3. Changes In Students' Perceptions Regarding Their Expectations

All students agreed that their expectations did change. Two students said they became despondent about the course as early as the first term during the first year. Others mentioned that they gradually became despondent as they became familiar with negative aspects of the course. They reported that by being involved in the course they realized the confusions about the title and the objectives of the course.

They reported that the most disappointing feature of the course was that it was exclusive for black students while degree students were on the whole white, which made them suspicious about its quality.

The majority of the students said they realized that the course was not afforded the same status and recognition as the degree course in the Department. They felt they were being looked down upon by both degree students and staff members. They reported that they experienced the same treatment from other therapists and teachers at outside institutions where they were assigned to do their practical work.

At outside institutions students felt more secure when they did not have to work with a therapist. The following cr- -ut from one student explains this: *"when there is a therap- . at the school, then everyone at the school knows that we are not therapists"*. Some students felt the diploma course was regarded by other students at the university as inferior. This they said made them feel alienated on campus and ashamed to acknowledge any association with the course. They identified issues like finishing examinations earlier than other students and lack of credits when enrolling for the degree courses as reasons for regarding the course as inferior.

Six students explained that they became despondent when they realised that staff members did not acknowledge their efforts, particularly when assignments and clinical work were allocated much lower marks than they had anticipated. The black students felt there was racial discrimination in marking and allocation of marks. There was a feeling that staff favoured Indian students. The Indian students agreed with this perception, they said, *"we had it easy with English but other students had to put in a lot of effort and they should have been given credit for that"*. Eight students felt the lower level of teaching was because the majority of the students were black. This point was reflected in the statement, *"you could see with some lecturers, it was difficult to come down from their usual level, we didn't want them to come down, we are not at a lower level, we are capable of understanding a lot more"*. They gave an example of a lecturer who used jargon words in class and then told the students not to worry because it was not essential to learn those particular words. One student said: *"like these words are too big for us, yet we hear the same words being used by the degree students all the time"* .

Five students were concerned that lack of competency with the English language affected their expression and led to the low marks they were allocated. They felt lecturers marked them on the basis of poorly expressed written work and never gave them a chance to explain themselves verbally. A student who had been experiencing a lot of difficulty in passing some of the courses in first year summarised this by saying, *"You know, like you deserve that mark, maybe it would be better if the lecturer sat down with you and asked you exactly what it is you wanted to say"*. Another student said, *"Yes, with me it is a problem because I was not expressing the things that I wanted to express in the way I wanted to say them"*.

5.1.4. Students' Immediate And Long-Term Plans

Four students were preparing to work immediately upon completing the course. Almost all were planning to study further at some point in the future. Some of those who wanted to work in the profession were however, uncertain about finding work and were developing contingency plans for studying further. Three students had already applied for the BA (speech and hearing) therapy course, five had applied for other degree courses offered at the university. Interestingly, two students wanted to study for diploma courses.

BELOW IS A SUMMARY OF THE STUDENTS' IMMEDIATE AND LONG-TERM PLANS:

Short term plans:
- 4 students intended to work
- 9 students were planning to study further
- 3 applied for BA (Speech & Hearing) therapy
- 6 applied for Social work, Dentistry,
- B Prim. Ed, BA and Teaching Diploma

To summarise this section of the interview, the students' reasons for coming to this university were many and diverse. They ranged from lack of therapists in their home areas, availability of bursaries, the reputation of the university and interest in speech therapy and community work. They had high expectations about the course and all aspired to be professionals. They were excited to be among the few students accepted for this unique course. Even those who came into the diploma course after a rejection from the degree course were still excited to be studying at this university. The course seemed more appealing since it was new and unique, leading students to believe that their chances for finding good employment were significantly increased.

It would seem from the above that the students' participation in the course led to disappointments. The uniqueness of the course that was the attraction for some of the students turned out to be negative. As one student said, *"My expectations changed because up to now I'm really confused as to what I'm going to do in my community when working, even the part about getting a job is really disappointing because it seems most people are not aware of this course"*. The students felt they were not treated like other students in the Department and that their course did not have status in the university.

A very small minority of the students were positive about the course and what it had given them. Some students said they wanted to deregister in first year but were advised to finish the course. Many students said they were embarrassed about the course and would not tell other students on campus that they were registered in the course. Three students who lived together at one of the university residences related how they used to hide their examination papers and their text books from other students. The students were concerned about the following problems with the course, namely, the length of the course, lack of recognition for the course, the names of the subjects they had to take, lack of credits when registering for the degree course, examination time-table that is much shorter than that of the other students and contact with degree students in the Department and at the university as whole.

5.2. ROLE DEFINITION

5.2.1. The Main Objectives Of The Course

The students seemed confused about the role they were expected to fulfil and how this differed from the role of the degree Speech and Hearing therapists. They felt they could accomplish most of the work undertaken by degree therapists.

As one student said, *"I can do exactly what the Speech therapist does including group therapy and depending on the school go on outreach, go out to screen for problems and give therapy"*. They all conceded that they understood they were not allowed to give individual therapy, yet lectures and practical work emphasized individual work with rarely any mention of how they should refer or consult with the degree therapist. One student said, *"We don't even know what therapy we are meant to give, or whether we are allowed to fit hearing aids or not, because we were told not to do individual therapy but somehow we did it at schools. On the other hand what is the point of teaching us individual therapy when our scope say we are not allowed to do it"*.

The students used words and phrases such as prevention, education, identification, management, going out to do community work, and not sitting in the office, to describe their work. Other students felt they should only concentrate their efforts on educating the community *"because we don't have extensive knowledge, individual therapy will be a problem"*. They felt consultation with a degree therapist should not be enforced by law but rather be encouraged for all professionals when experiencing difficulty with a client. Students felt the concept of basic therapy was confusing and unrealistic. One student said, *"I can't imagine how it would work, when you have a child with a problem do you give half therapy and then say sorry but I can't go on"*. Students were not sure if this included or excluded what they considered as basic functions for example, language therapy and swallowing difficulties.

On the whole, students felt their limited knowledge greatly affected their work when working with doctors and when they are expected to give advice on the implications of certain medical problems, running workshops and providing guidance to parents. Stuttering and voice therapy, hearing aid fitting and language therapy with children were the main areas in which they felt they lacked competence.

THE STUDENTS' UNDERSTANDING OF THE SCOPE OF THEIR WORK IS SUMMARIZED BELOW:

1. To identify communication problems
2. Prevention and education of communities regarding communication disorders
3. To do community work
4. To give basic therapy
5. The students were uncertain about management, consultation, therapy and hearing aid fitting

5.2.2. Course That Adequately Prepared Students For Their Work

The first year Community work course was felt to be the only course that attempted to clarify the role of Community Speech and Hearing Workers (CSHWs) for the students. However, students felt the course was too short and rushed. Most aspects of the Hearing Disorders course were also felt to be suitable but the practical work was regarded as too brief. The Speech, Language and Hearing Processes course was regarded as inappropriate by all the students. Some sections of the course such as Phonetics were felt to be interesting but students were not sure how to apply the information or how it relates to their work.

The students felt the best practical training situations were those where they worked with therapists who accepted and treated them with respect. The most positively rated practical training situation for most students was the school for the Deaf in Lenasia and H illbrow Hospital. Almost all the students who were assigned to these places reported that the therapists at these institutions were very helpful and supportive. Alexandra Health Centre and Nokuthula Day Care Centre were regarded by many students as the most stressful situations they were assigned to. The students felt the therapists at these institutions did not want them there.

They reported that these therapists seemed uninformed about what the students were expected to do but worst of all they hated being belittled and denigrated in front of patients. All students complained about the lack of fit between practical work and theory lectures as exemplified in this statement, ***"You find that a lecturer will come to teach you about mental retardation while last term you were at the school for the mentally handicapped and the next term you are going to the school for the deaf".***

5.2.3. The Appropriateness Of The Students For This Course

Previous training, be it in teaching or nursing professions, interest in community work or previous work experience in the community, were felt to be necessary elements for success in this course. Students were of the opinion that previous training would obviate the problems of employment and lack of recognition. Younger students, felt the Department should only accept mature students because they felt young students lack credibility with clients. They believed that mature students coped much better with complex cases. There were other students who felt very strongly that age was not important, provided students are trained well.

The students' responses to this question were interesting since none of the present students had any previous training. One student had been employed as a community worker for many years before enrolling in the course yet his performance in the course was mediocre. It would seem students were acknowledging some responsibility for the difficulties in the course, that is, it was not only that training was inadequate but that if they had been older they might have coped better with the demands of the course.

5.3.4. The Role Of CSHW's Versus The Role Of Speech And Hearing Therapists

The students felt there was no difference between the two professions. All students maintained that the main difference was in the amount of knowledge the degree therapists possessed. One student said, ***"They have more knowledge than we have on most aspects"***. Many students stated that the degreed therapists did not engage in any community work, while some students were aware that recently degreed therapist had also started doing community work. These students felt this development created confusion and blurring of the roles. The students wanted to know if the degree students were being informed about the particular role of the diploma students. In particular they wished to ascertain what ***"consultation"*** meant for the degree students. They felt that the Department should be encouraging the two groups of students to work together during training in order to practise for the future.

The students seemed well informed about the scope of their work as outlined in the SAMDC rules. Nevertheless, they could not give details on critical aspects of their scope like what is meant by words such as management, consultation, and basic therapy. They felt there was no difference between their work and that of the degree therapist. They were critical about their training, particularly in respect to staff confusion about their role. From the ten courses that students took over the two years, only two were regarded as satisfactory. Students felt these courses adequately prepared them for their role. As one student said, ***"Hearing and community work, because in speech we don't know where we stand, we can't do it anyway"***. Young students felt they were not suitable for this course.

5.4. EVALUATION OF THE COURSE STRUCTURE

The students experienced some difficulty with this section of the questionnaire. They could not remember details about the courses they took, particularly first year courses. For example, even though they all agreed that community work was the most suitable course, that is, the lecturers who gave this course were able to explain their role well, they could not agree about the details of the course or the sections of the syllabus that were most appropriate.

5.4.1. Views Regarding Time Allocation For The Various Courses

The information below is a summary of the first two questions on this section, that is, statements covering course detail and length. On the whole, students felt all courses were too short and rushed. They felt the information they received was insufficient when compared to that given to the degree students. They felt the theory they were taught in lectures did not match the practical work they were expected to perform. For example, they were taught to do language therapy in English, using English examples. The students felt this was confusing as the relationship between the English language and the languages they would be working in was not straightforward. This may explain some of the application problems tutoring staff had identified with the students' clinical work.

One student said, ***"All courses are not detailed, seemingly they are trying to cram this four year degree course into two years, that is why you find that they are trying to push everything at us at such a great speed, ultimately you find at the end of the day you are confused and you don't have enough information in one specific aspect"***. Students felt time was sometimes wasted by lecturers who were often unsure about what to teach. They felt a lot of time was lost while these lecturers were trying to ascertain from students what the course should be.

Six students were unhappy about readings given in class. They felt these readings were often too difficult and had no relevance to the course. The rest of the students felt the readings given in the community work course were stimulating and challenging. Some students said there was no need to do extra reading as the information given in lectures were sufficient to pass examinations. As one student said, "*I never used the library really, the books I took out of the library was just to have books in my room, I never felt motivated to study, all one needed to do to get through tests was to try and remember what happened in class*".

5.4.2. The Teaching Methods And Their Appropriateness For Meeting The Objectives Of The Course

Students were appreciative of some of the changes that some staff members had introduced into their courses. They appreciated being given notes as note-taking was difficult for some of them. Some students felt there was no need for them to attend lectures since they had all the notes. They felt role-playing techniques used in some lectures helped in preparing them to implement the techniques taught and gave them confidence in handling patients. Four students felt that although role-playing during lectures facilitated learning and remembering, they experienced problems when they had to reproduce that information during examinations.

They felt the difficulty arose because they did not have lecture notes where concepts taught are explained. This problem was exacerbated by lack of familiarity with terminology and concepts used in the profession. The students felt clinical tutors should be more critical and less tolerant. They felt that without critical feedback they did not know whether to improve their performance in future. Students felt this factor was highlighted when they received their marks at the end of the term.

The marks they received often did not correlate with their expectations which were based on positive tutors comments throughout the term.

5.4.3. Good Lecturers And Tutors

Good teachers were those who according to the students, *"spoke to us as people, not down some supposed student level"*. They were described as approachable, consistent in their interaction with students, did not denigrate students, and were dedicated and caring.

There were many disagreements among the students during this section of the interview. Nonetheless they agreed that the whole course was crammed, that the knowledge they received was totally insufficient for the work they had to perform, and that very few teachers were interested in, and dedicated to the course. Clinical tutors were regarded as unfair. The comments they gave to the students did not always concur with the marks students received at the end of the term.

BELOW IS A SUMMARY OF THE MOST PERTINENT PROBLEMS STUDENTS IDENTIFIED WITH THE COURSE:

1. The length of the course
2. Lack of professional recognition
3. The names of the courses are embarrassing
4. The lack of credits when enrolling for the degree
5. The examination time-table does not correspond with that of other university students.
6. The hierarchical location of the course at the university, that is, is it the only undergraduate diploma at the university

5.5. ATTITUDES REGARDING RECOMMENDING THIS COURSE TO OTHERS

Students were ambivalent about this statement. Four students felt the knowledge they received would be very useful in future even if they were not practising Speech therapy. All the students felt very strongly that unless the post and career structures for this profession were well established the course should be discontinued or held in abeyance for a while. One student said, ***"What's the point of training more people who are going to be unemployed"***. Seven students felt the Department should be training only those people who were from an area where the need for the course had been identified and should only choose people who were already in employment.

As can be seen from the above information, these students were highly critical of this course. Students went so far as to recommend that the course be discontinued. The two Indian students were however, positive about their profession. They had no intentions of studying further or changing careers, yet they agreed that the course should be offered only to those people who already had jobs or where the need has been documented for this course. The remainder felt ashamed to be in the course because other students on campus were ridiculing them for doing the course. Two students would not even discuss this course with their families because they did not want to have explain to them the problems they were facing after qualifying.

5.6. ATTITUDES REGARDING MOVING THIS COURSE TO ALEXANDRA HEALTH CENTRE

The students felt strongly that moving the course to Alexandra Clinic would not address the issues they were critical of, that is, recognition and respect by all in the Department, the content of the course as well as the status of the course within the university.

The students identified the following negative factors related to moving the course to Alexandra Clinic:

1. the unrest situation in the township,
2. the therapists at the clinic would continue to undermine the students' work,
3. unless the practical work changed completely the students would still be confused about their role,
4. the students would have fewer opportunities for meeting other students and participating in activities on campus leading to more isolation and alienation.

One student crystallized this feeling as follows, *"I mean you are at Wits but you are really supposed to be at Alexandra, so they are neither here nor there, neither Wits nor Alexandra students, they need stability"*. Some students felt the Department was shirking its responsibility. They felt the people in Alexandra in charge of the course would take a long time to understand their problems which would further delay finding solutions.

The following is a summary of the students' responses to the statements in this interview guide. These diploma students had very high aspirations before enroling in this course. Eleven students were interested in degree courses before coming to the university.

Three students had attempted degree courses without success. Six students accepted registration into this course for financial reasons. They were promised by their former homeland governments that their university fees would be paid if they registered for the diploma course. Those students who were unsuccessful in their degree applications were hoping they would be favourably considered the next time they applied for the degree course after having completed the diploma course.

Most students said they had high expectations about the diploma course. They thought the course had high status since it was offered at a highly reputable university. Almost all of them said they expected good education with good job prospects. The students' experiences of the diploma course were on the whole negative. They reported many academic and non-academic problems with the course. Academically, students experienced lack of clarity about their professional role, lack of appropriate teaching materials, variable standards of teaching and alienation from the entire student body in the Department and at the university at large. Students were well aware of the professional problems they faced after qualification. They knew that their course was not recognised by major employing bodies. They were aware of the salary and career difficulties experienced by qualified diploma holders.

The students felt very strongly that the diploma course should be discontinued to allow time for the Department to address these problems. They felt moving the course to Alexandra Clinic was not addressing their concerns, and that students in the course would continue to feel even more alienated. The themes that seemed consistent in most students' accounts of their experiences of the diploma course was their need for status and respect, their feeling of alienation, demotivation, racial discrimination, and resentment.

CHAPTER 6

DESCRIPTION OF THE CONTENT OF THE STAFF INTERVIEWS

As explained earlier the staff members concerns with the diploma course were slightly different to those of the students. As a result the questions included in their respective interviewing schedules were slightly altered to accommodate these differences. The discussion in this section follows the same format that was used in describing the students' results, that is, the discussion follows the format of the interview schedule.

6.1. STAFF EXPERIENCES OF THE STUDENTS

6.1.1. Perceptions Regarding The Need For This Course

On the whole many staff members felt there was a definite need for a diploma course. Many accepted the concept of a diploma in Speech and Hearing therapy but were dissatisfied with the students enroled in the course, the content of the course and their own teaching abilities. Eight lecturers felt the course should continue with some modifications but it should not be offered at a university. Seven staff members felt the course should only continue if the right calibre of student was recruited for the course. These staff members felt the course must continue but the content needed to change and the lecturing staff should receive training on appropriate teaching methodologies for these students. One staff member said, *"Obviously there's a need, there's a whole lot of population not being touched. The concept is good but we are not meeting the needs. We must adapt the whole perception about what the course is about"*. One staff member who felt the course should not continue said, *"I don't see a need for this type of profession. A CBR is just as good. They are a mish-mash of nothing ..."* Another staff member with the same feeling said, *"It's a waste of time, they are doing more harm than good.*

We must streamline the course for particular categories of people like nurses and not take in people with no direction, I don't think they have the skills, we must just train more Black students in the degree course."

The need for the diploma course was explained in many different ways. For some, there was a pressing need to give therapy in the language of the patient, *"We felt we had to provide some kind of training for people whose language and culture was that of a large majority of the people".* Other staff members were concerned about the large numbers of people who were not receiving Speech therapy services. Some staff members felt the course was necessary since the Department had thus far not succeeded in recruiting suitable black candidates for the degree course. Those who had been involved with the diploma course since its inception felt because the university was originally closed to black students the diploma course would expedite the training of black people in the profession of Speech and Hearing therapy.

THE FOLLOWING IS A SUMMARY OF THE STAFF PERCEPTION REGARDING THE NEED FOR THIS COURSE:

1. There is a definite need for the course because of the following reasons:

a. There should be many courses like it.
b. But the course should not be given at a university.
c. The course should be reformulated.
d. The Department should recruit the right calibre of students for the course.
e. The Department is not able to recruit suitable students for the degree course.
f. Because there are many people not receiving Speech and Hearing therapy services.

2. There is no need for this course because:

a. The diploma graduates are doing more harm than good to the community because they do not have the skills.

b. The CBRs are doing a much better job.

c. The Department should be training more students in the degree course.

6.1.2. Expectations About The Students

All staff members reported that they had heard many negative comments from their colleagues about the diploma students. Their expectations of students ranged from limited academic abilities, an ill informed group not able to use information on a practical level, not able to do therapy, difficulty in understanding lectures, not keen to participate, passive and unable to take any responsibility. One staff member said she came to teach the diploma students because she has always wanted to find out what it was about. She reported that she had always been concerned about the students' level of competency.

6.1.3. Learning Difficulties Experienced By The Students

In adequate knowledge of the English Language was identified by all staff members as having caused many of the students' academic difficulties. The students were said to have poor integration skills, poor writing and poor note-taking skills. They were said to lack the maturity or sophistication to cope with the work. Clinically, students were regarded as having poor interviewing skills. They were said to be abrupt with patients and their communication skills were defined as static. Tutoring staff felt there was a lack of commitment in the way students treated their patients. They were reported to present themselves as superiors to their patients and to treat them in a condescending manner.

Four staff members were of the opinion that the students' lack of motivation could be a result of how they were treated in the course. They were aware that their dissatisfaction with teaching in the course might have shown in their contact with the students. Twelve staff members found teaching the diploma students very difficult.

The following are examples of what they said, *"Those three weeks were a real strain; I'm very pleased not to have to do it again; I found it very stressful, the stress was motivating the students and then seeing the total lack of initiative; I found it very tiring, I felt I had given all I can and my best was still not good enough; I was very aware of being white and them being black, I felt removed from them"*. Tutoring staff members were of the opinion that students' failure to receive their evaluation promptly following each contact with patients may also have affected their motivation. They were aware that marks they gave may not have been consistent with what students expected.

It is important to note that though staff were asked to talk about students' difficulties many spoke about the difficulties they experienced in their teaching. They identified many factors which made their teaching difficult. Students were blamed for being passive therefore making teaching difficult for lecturers who were comfortable with a participative style of teaching. Ten lecturers felt limited because they were unfamiliar with the objectives of the course. They also felt limited because they were unfamiliar with the backgrounds from which many students came. Their inability to speak an African language was another limitation they identified. Many were unsure about the appropriate balance between the teaching of clinical and community work skills.

6.1.4. Methods Used In Addressing Students' Learning Difficulties

Three staff members provided students with notes, or gave them therapy programmes while another gave them a glossary of the most frequently used terms relevant for her course. Three reported that they changed their teaching methods a number of times in an attempt to find a method that would facilitate students' comprehension of the material taught.

Very few reported that they did not have to do much to get the students involved in the course. They found the students generally enthusiastic about the lectures.

Thirteen staff members felt they needed clarification with the philosophy of the course as well as an explanation of what community work in Speech and Hearing therapy should be. Some felt they needed guidance with the development of the content of the courses they were required to teach. These particular staff members felt they needed some training on lecturing skills. Clinical tutors felt they needed more help in deciding on the suitable practical training situations for the students. They needed to know the contents of the subjects given to the students and the level of detail for each subject. They felt they needed information about how to tutor as well as how to evaluate. They further reported that they needed someone to overseer their work and to give them feedback on their performance.

Many staff members felt there was a definite need for the course. However, many felt the content of the diploma course, the students registered in the course, the place of training and the lecturers should all be changed. It would seem from these results that staff members accepted the concept of a diploma course. They were however, not in agreement with how this particular diploma was originally conceptualized.

There was only one staff member who had not anticipated any difficulties in her teaching of the diploma students. She however, reported that she was disappointed when students failed to perform as expected. She felt there was no relationship between input from teaching and students performance. All other staff members reported negative expectations regarding students' abilities and attitudes towards their work. Many reported that this perception was found to be true while few reported a positive encounter with the students.

This negative perception might have arisen from the discussions staff members held regularly regarding the diploma course. As one staff member said, *"the negative aura in the Department regarding this course was very disheartening"*.

Students' learning difficulties resulted from poor language skills, poor integration of theory and practice, poor writing skills, poor interviewing skills, idleness in taking down notes and difficulty in understanding concepts. Some staff members had developed some strategies to cope with these difficulties. Some provided students with notes while others experimented with various teaching methods. Many staff members felt they needed assistance with the subjects they had to teach. Other staff members felt they needed information and skills on how to teach and tutor the students. Others felt they needed information about the philosophy and the aims and objectives of the course, as well as a clear definition of community work. Staff members who were supervising the students' clinical work felt they needed supervision of their own performance.

There appeared to be two factors that characterised the lecturers' experiences of the diploma course. There was on the one hand the students' perceived difficulties and on the other the lecturers' and tutors inability cope with these difficulties.

Staff members identified poor educational backgrounds of the students and lack of English language skills as factors that led to the learning and teaching difficulties experienced. Some staff members identified lack of skills, uncomfortable lecture halls, lack of clarity about the professional role of the diploma graduates and their inability to speak an African language as factors that led to the teaching difficulties they experienced. Others felt the students were to blame for these difficulties. The students were said to lack commitment or interest in the course, to be too self-involved and to have negative attitudes towards the learning process.

The following pessimistic statements are an indication of how strong the negative experiences of the staff-students contact in the diploma course were:

1. They lack confidence, initiative, interest, experience, accountability, motivation or responsibility.
2. They are not aware of their own inadequacies.
3. They are always inadequately prepared for their clinical work.
4. They came across as indifferent, rude, sulky, insolent, bored, resentful, hostile, lazy and passive.
5. They were a total nuisance

6.2. THE ROLE AND FUNCTIONS OF THE DIPLOMA GRADUATES

6.2.1. Aims And The Objectives Of The Various Courses Taught

There were major disagreements among the staff members regarding the role and functions of the diploma graduates. Six staff members felt students should be trained in the technical aspects of speech and hearing therapy. They felt students should be given programmes that indicated when and how they should be used.

Four staff members felt it was more appropriate to train students in principles of therapy and how to determine a superficial approach to assessment and therapy. One staff member said, *"I think we should concentrate on teaching principles, because presumably if they know what the principle is, and they've had a little bit of hands-on experience, then they should be able to determine a fairly superficial approach to assessment and to therapy"*. Two staff members reported that they trained the students to instruct others (teachers, family and care givers) in the patient's life to manage the problem. They felt detailed therapy and assessment was not relevant for these students.

One clinical tutor said she trained the students to identify problems, to refer to appropriate resources, to guide teachers and parents and to set up facilities for the management of the problems identified. The Audiology lecturers also reported that they trained the students to identify hearing problems and to refer accordingly.

6.2.2. The Main Function Of The Diploma Graduates

Staff members felt very strongly that the diploma students may not call themselves therapists because there was a limit to what they were trained to do. This feeling was particularly strong among the Speech and Hearing therapists. There was disagreement about whether diploma graduates had sufficient information required for developing home programmes. Five staff members felt the diploma graduates should be able to design home programmes for their patients and follow up these patients to make sure the programmes were implemented. Six staff members disagreed with this statement. They felt very strongly that the diploma graduates could not perform a consultative role since they did not have sufficient information to impart to the relevant people. They felt the students should have access to therapists who would develop these programmes for them.

Audiology lecturers were of the opinion that diploma graduates should be confined to identifying hearing losses and referring the identified cases accordingly. They felt very strongly that the students should not be prescribing hearing aids.

6.2.3. Diploma Graduates Relationship To The Speech And Hearing Therapists

According to two staff member who started the course, the original reason for the introduction of the course was to train assistants to the degree therapists. They reported that the phrase *"community work"* was attached to the title of the diploma graduates because it was felt to have more status than the word *"assistant"*. Staff members were equally divided about whether the diploma graduates should work independently from the degree therapists. Some felt the diploma course was independent of the degreed course while others felt very strongly that the diploma graduates should work under constant supervision by degree therapists. They however, recognised that practically it was not possible to enforce this rule since there were few if any therapists working in rural areas.

6.2.4. Skills Required To Fulfil The Role Of Community Speech And Hearing Worker

There seemed to be some confusion about the true role of the diploma graduates regarding community work. Many staff members felt the Department was expecting too much from the diploma students. They believed that community work was difficult to practise. People suitable for practising community work were felt to have specialised skills which diploma students were lacking. These staff members felt clinical skills were easier to teach but might not be applicable in rural areas. Ten staff members were adamant that the diploma students should not be trained to do therapy.

Only three staff members believed that community work and clinical skills should be integrated and taught concurrently. One staff member said: *"Maybe that was one of the problems in teaching community work, that none of us, never mind between us but even on our own within ourselves, none of us really actually knew what we should be teaching."*

6.2.5. Views Regarding Specialisation

There has been some discussion in the Department regarding splitting the course into either speech or hearing. Many staff members felt that while this might be an effective way of addressing some of the teaching difficulties they experienced, the problems with the professional identity of the diploma graduates would still remain. Some felt specialisation was not practical with the present university teaching time-table schedule. To do this the Department would have to introduce a modular system of teaching.

There was agreement that the diploma graduates may not do traditional therapy. Some staff members spoke about teaching the students to manage cases, while others spoke about teaching basic principles of therapy. Very few staff members believed that students should be trained to work directly with cases. Others believed that students should be trained to instruct parents, teaching and other significant members of the community to assist the client with their problems. There was disagreement whether the diploma graduates should function independently or under supervision by the degree therapists. Many staff members were unfamiliar with the definition of community work. There was a feeling among the staff that these particular students registered in the diploma course were unsuitable for the work they were expected to perform.

It is clear from the above summary that the diploma students were not permitted to give traditional therapy. While staff members agreed that their role should emphasise community work, many did not agree on how this should be practised. The question arises as to what these graduates can do, if they are not allowed to practise traditional therapy and are not properly trained in community work.

6.3. SUITABILITY OF THE STUDENTS FOR THIS COURSE

Almost all staff members felt very few of the present group of students who participated in the study were suitable for the diploma course. Suitable students for the course were said to be those who had particular skills, for example teachers, mature women who had raised their own children and those with a strong sense of direction as to where they would work once qualified. None of the present group of students were perceived as meeting those criteria. Age was seen as not significant in precluding one from practising community work but young students in this course were felt to be most difficult to teach.

They were described as ***"sulky, disinterested, cross and insolent"*** and were said to lack interest in community work. Motivation, prior experience, and family ties were regarded by most staff members as positive indicators for success in this course.

6.4. VIEWS REGARDING THE CONTINUATION OF THIS COURSE

There was a strong feeling among most participants that the concept of a diploma course was acceptable in the profession of Speech and Hearing Therapy. One staff member felt the way the course was presently structured was incorrect as exemplified in this statement ***"I agree with having a diploma course, but the way its been structured and conceptualized I don't agree with and I don't support it"***.

However, there was disagreement as to how the course should continue. Few felt the course should be moved to some Homeland region and be taught at a Black university. Eleven felt it should be transferred to the technician. One staff member said, *"It's a disaster. It should never have been part of the degree course, we did both staff and students a disservice. It was demoralising, we all resented it".*

Many solutions were given for improving the teaching difficulties experienced in the course. Four staff members felt university lecturers were too academic for the diploma course. They felt the Department should employ experienced diploma graduates to teach in this course. Ten staff members felt the lecturers in the course should receive proper training about the aims and the objectives of the course as well as training on the teaching methods suitable for this level of training. One staff member felt that for the diploma course to work well the degree course has to change and that more students willing to work in rural areas should be recruited for the degree course.

Other suggestions given were to close the course, disregarding matric results when selecting the students for the course, offering continuing education and workshops for the graduates and encouraging staff members to spend some time in the rural areas assisting the diploma graduates with their work.

6.5. VIEWS REGARDING RECOMMENDING THIS COURSE TO OTHERS

Almost all staff members stated they would never recommend this course to someone they knew. *"Not to anybody I know. I actually think it is wrong to continue next year "* was a comment from one staff member. *"No, it depends on who the people are, I would have to tell the people that the course was mess. As it is, it's an insult to the community and to the people who have been dragged into doing it and it's an insult to the lecturers"*, was a strong comment from another staff member.

"Only if I can believe they wil get a better training. As is no, because they are useless, I don't think this course has done anything for them", was another response. Some staff members were undecided. *"It depends on who and where they came from and what they wanted to do with the course. Yes, if its the right person, and they are really motivated to do it, and know about the course"*.

Staff members attitudes to the diploma course were on the whole negative. Their responses to the last two statements of the questionnaire indicates divisions among the staff members. Some staff members were adamant that the course should be closed. There was a concern among some staff members that the training in the course was inadequate and had been a waste of time for the students. Others felt the course was only suitable for particular people from certain areas. One can interpret this to mean people from rural areas or people with a prior qualification as had already been explained. Some staff members felt motivation and information about the course were essential for people who want to succeed in this course.

To conclude this chapter, below are a summary of the problems and solutions staff members recommended for this course:

PROBLEMS WITH THE DIPLOMA COURSE

1. Students' poor self-image
2. Students' lack of motivation and responsibility.
3. Difficulties in integrating community work and Speech therapy.
4. Lack of familiarity with the work situations for the diploma graduates.
5. Lack of clear definition of the roles and functions of the diploma graduates.
6. Lecturers' lack of training in appropriate teaching methodologies.

7. Different intellectual abilities of the students in this group.
8. Lack of coordination between theory and practise.
9. Many courses are too academic and irrelevant to the needs of the rural areas.
10. Lack of clear definition of Speech and Hearing therapy.

SOLUTIONS

THE DEPARTMENT SHOULD:

1. Employ experienced diploma graduates to lecture.
2. Close the course and train more black students in the degree.
3. Offer continuing education for all diploma graduates.
4. Disregard matric results when selecting students for the course and develop methods for identifying potential
5. Teach basic principles and show students how to apply.
6. Train teachers and inform them about the philosophy of the course.
7. Move the course to the Homelands or black university or technician.
8. Change the degree course to facilitate their working together with the diploma graduates.
9. Give modular courses to facilitate specialization.
10. Lecturers should familiarise themselves with the working conditions of the diploma graduates.

CHAPTER 7

ANALYSIS OF THE STUDENTS RESULTS

Ethnogeny (Harré & Secord, 1972) presented earlier as a preferable methodology for this research is based on the premise that persons should be treated for scientific purposes as if they were human beings. The most important aspect of ethnogeny applicable for this research is the *"open souls doctrine"*. This claims that people know and are able to articulate their meanings. Harré (1974) identified two research techniques based on this doctrine. These are analysis of persons' accounts of their behaviour and reconstruction of a formalized script underlying incomplete or enigmatic episodes referred to as the rule-role model.

The notion of accou[illegible] is based on everyday situations in which people a[illegible]n to make their behaviour intelligible to others. [illegible]cture of meaning relations can be discovered by stud[illegible]ng th[illegible]unts people give of social interactions in which they ha[illegible]ken part. From these accounts the researcher extrapolates the *"cognitive resources"* of the person doing the accounting. Ethogenics has suggested four elements to be used as guidelines for this analysis. These are (a) the distinct social situation, (b) the persona(s) presented within that situation, (c) the arbiters of correct action within the particular situation, and (d) the rule structure(s) for the occasion. Harré (1974) caution that the analysis of episodes should not be undertaken in the hope of discovering laws of nature, but of identifying patterns in human life. Accounts may offer reasons in justification, explanation or excuses for what has been done.

The above categories are used as features of this research to explain the students' participation in this course and to demonstrate how the rules extrapolated are arrived at.

The fundamental ethnogenic hypothesis of accounting is the idea that an individual's ability to give accounts depends upon his/her stock of social knowledge. Such knowledge forms a single system in each individual person so that his/her accounts are performances drawing only upon one corpus of knowledge. This knowledge is revealed in different ways, accounting is one way while acting is another. Actions are the means by which we accomplish social acts, while accounts serve to make what we do intelligible and justified. This study aimed to reveal this knowledge and to explore its structure based on students' accounts. The students were asked to explain their experiences in the course in order to determine reasons for the failure of the course to meet its objectives. The four items of the cognitive matrix mentioned above will be discussed separately.

7.1. THE DEFINITION OF THE SITUATION

Prior to enrolling at the university, the students had high expectations about the course. The students' aspirations were dampened when they realised the real objectives of the course and the difficulties they faced after graduation. The university was seen as a place where diploma students were not afforded the same status as other students. They believed that the diploma course did not belong at the university. There was a general agreement that the problems students faced resulted from the position of the course within the university hierarchical structure of courses. The position of the diploma course was seen as undermining to the students.

The Department was regarded in the same light. The students felt the degree students had more status. They felt alienated and unwelcome in the Department, as one student said, *"Maybe at a technicon I would feel better, because the problem with this course is that it is at a place for degrees"*.

The fact that staff and degree students used terminology or concepts that were not familiar to the diploma students was seen as a deliberate attempt to exclude them from participating fully in the profession. The curtailment of information given to the diploma students as a result of time constraints and/or different need and focus of training was also interpreted in the same manner.

7.2. THE PERSONA

The persona element can be used to explain the students participation in the diploma course, that is, their relationship with staff members, patients and other students in the Department. This concept can also be used to interpret the students participation in the interviews. This latter interpretation forms the basis of the following discussion. The discussion is based on the researcher's observation of the students' participation during the interviews. Pearce (1979) believes that the persona is a function of the expressive level of communication and is thus inaccessible to the individual. Given this assumption, the researcher can only rely on the instrumental aspects of the communication for his/her analysis since people are unable to account for the expressive aspects of their behaviour. The students' relationship with other members in the Department is illuminated under the discussion of rules.

The presentation of an appropriate social-self is one of the important products of the self-monitoring of social performance. Ethogenics alleges that social behaviour consist of intentional social actions with subjective meaning. It further assets that a public persona is built up from expressive features of action which are varied with respect to perceived social situations. It is therefore possible that the information elicited from students during these interviews may not be obtainable in other situations.

There is however, no reason to believe that students were less than frank in their explanation of how they understood their situation. They were at the end of their training and had just finished their final examinations, so that they could not have been concerned about any reprisals for speaking out. In fact, they willingly discussed courses given by the researcher and were highly critical of one of her courses. They openly said the course was a waste of their time because throughout the course it was stated repeatedly that they were not allowed to practise what they were being taught. The students were aware that this report would be available for all members of the department to read yet they freely shared their experiences with the researcher. the students seemed sincere about suggesting contributions that might help to improve the course.

The students were encouraged to discuss their responses to the questionnaire among themselves before the general discussions began. There was not much disagreement among the students regarding their experiences of the various aspects of the course. As far as group dynamics were concerned, these student selected their own group members, that is, students were in a group with people they felt most comfortable with. Every effort was made to ensure that members contributed equally with no domination or influence from more outspoken members. The researcher therefore felt that the students presented her with a true representation of their experiences and perceptions of the diploma course.

7.3. THE ARBITERS OF ONE'S BEHAVIOUR

Here it is important to mention that the cognitive matrix is not as discrete in its elements as the term implies. The situation is incorporated into the rule itself. In addition, the way in which the behaviour is accounted for involves self presentation.

Thus the persona and arbiter elements also locate these rules. Harre (1975) distinguishes the situation, persona and arbiter elements as being part of the account itself, while the rule elements are often formulated as such by the observer (in Levine,1979).

In considering the third element of the cognitive matrix, it is important to ask whose opinions in the setting are crucial in the judgement of what is deemed appropriate in the situation. The dramaturgical metaphor suggests that the audience for the arbitration of the action are more important. It is perhaps not surprising that the peer group emerged as crucial in this instance. There was a strong sense of group cohesion among the students in their responses to the questionnaire. Even those who wanted to disagree were tentative in dissension.

The students were not asked to account directly for their behaviours in the various settings. Instead, they were asked to talk about their experiences, so that their performance at the various settings was never directly probed. The information below is therefore the researcher's extrapolations from the students' accounts of their experiences at the various settings.

The students felt the level of teaching was very low for most courses except community work. They did not feel any challenge or a need for extra readings. This perception was, however, not supported by their marks. Hence, even though they felt the work was easy, they did not perform as well as they should have. A number of reasons can be postulated for this poor performance. Firstly, the students believed the course was inferior. Secondly, they believed that there was favouritism in the way marks were allocated. Finally, they believed that the diploma course had no status in the Department, in the profession of Speech and Hearing therapy and that their opportunities for employment were therefore not favoural.

The students' motivation to work hard to achieve better grades was therefore severely affected by this perception.

For all participants, a central issue that constantly recurred in their interpretation of their day-to-day practises at the various institutions was the extent to which they were recognized and treated with respect. The students were consequently highly sensitive to any occurrence that might offend against this need. It was evident that many of their experiences with staff members, degree students and Speech and Hearing therapists at outside institutions were interpreted in this way. An expression of the general basis for this analysis is found in the following comment, *"I just felt discouraged the moment I discovered the problems with the course and that even if I can graduate I'm not going to get a job. I have been communicating with the health Department at home and they have told me that they would not give me a job. So the frustration, disappointment and the discouragement contributed to my losing interest which made me to not work as hard as I should have"*.

Couple this with all the degradation and the undermining that students believe they received from other university students, then it is possible to understand why students behaved negatively in most situation. The information they receive from the outside world about their profession also added to their frustrations. Their profession is not recognized which affect their opportunity for employment and they are not allowed to register for the degree course in order to improve their status. This lack of formal recognition and the consequent inability to get good jobs directly influences students' participation in this course.

7.4. THE RULE STRUCTURE(S) FOR THIS SITUATION

What would a rule from an actual account analysis look like? Since in eliciting an account one is asking the person to define his/her behaviour, that is, to implicitly or explicitly use these monitoring rules, the rules component of the cognitive matrix seems analytically separable from the others. According to Levine (1979) the other three elements of the cognitive matrix must in some way interact to "*ground*" these rules of definition (P.239).

The object of ethnogenic analyses are, by definition, "enigmatic" episodes, that is, episodes for which definitional rules are not known. Therefore, according to Harré & Secord (1972), it is logical to look at "*formal*" episodes for guidance as to the structure of rules extrapolated from accounts. Formal episodes are those sequences of happenings, in which reference is made to explicit rules in accounting for the type and order of the component actions. In contrast, the rules of informal episodes may be implicitly embedded in members' accounts.

The role-rule model of Harré & Secord (1972) discussed earlier, has both a descriptive and an explanatory role, the former is related to the way the episode is described from a social point of view and the latter to how participation in it is accounted for from an individual point of view. Role can be defined as that part of the act-action structure produced by the subset of rules followed by some individual defined as belonging to a particular category of person. The actions of each participant are specified by rule or convention.

Rules generate actions through the actor making reference to them in consciously monitoring his performance. Rules can determine expectations one may have of other people who accept the rule and can also guide actions.

It will be shown later in the report that the problems experienced with the diploma course is mostly a result of the lack of agreement between the expectations and the rules staff and students have of each other. The ultimate object of the role-rule model of analysis is to produce for the enigmatic episode an analogue of the rules which govern formal episodes. In order to do this the researcher must have already made a careful analysis of the formal episodes. Hence the description of the content of the interviews given in the previous chapters. This description is then used to develop a suitable model for the enigmatic episodes. At the end of the analysis the researcher is given a chance to account for the episode, and through negotiation between researcher and participants accounts are brought together.

Marsh, Rosser & Harré (1978) believe that in talking about rules we are not offering a psychological theory of performance. Rather the idea of actions as produced by the following of a rule is an icon or model of the process by which actions are readily generated. They agree that rules appear in accounts to justify action. But in generalizing the concept to the context of the control of action, rule following should be treated as a metaphor. Levine (1977) agree that the role-rule models are applicable only at the instrumental level of episode analysis, that is, with respect to the action sequences with which various social acts are achieved, not to the expressive level.

There are two types of rules. Rules of interpretation are to be found in answers to questions such as, what is going on or what does this mean?. Whilst prescriptive rules are to be found through asking what should one do (Marsh, Rosser & Harré, 1978).

A careful analysis of the students' accounts revealed the following enigmatic rules to be operating in their accounts:

1. The students believed that there is direct relationship between a university qualification, professional status and good job opportunities. Many had seen how other diploma graduates work. They noticed how people who had been ordinary clerks were suddenly transformed into respectable professional. They were recruited to the course by these graduates. Yet they were never told about the difficulties the profession faced. A disillusioned student said *"I thought I was going to be a Speech therapist and then I was called a Community Speech therapist and sometimes a Community worker or a Speech and Hearing worker. Sometimes you are a worker and sometimes a therapist, how confusing."*

2. They all agreed that a Wits university qualification in particular should guarantee one a good job and a good payment. This comment exemplifies this statement, *"I thought it was like Oral Hygiene or Dental Therapy. I thought it had high status and was internationally recognised. Being a Wits graduate I expected to be paid well."*

3. They expected their lecturers and tutors to be well informed about this course, to have all the information about its objectives and the knowledge the students should possess at the end of their training. One student said about one particular course *"we don't know what we were doing in that course. For example, we wrote a class-test, we all believed we had failed, but we all came up with A's and B's, we don't how we did that or how we will do in the exam."*

4. Students expected to be treated equally irrespective of race. There was a perception that staff members favoured the Indian students, as indicated by this comment *"I was severely affected by that one. We were assigned projects, we had to develop all materials and they (Indian students) took material that was already available in the Department. I even had my project corrected by the tutor before submitting it and I still got 50 and they got 90, so that's when I said to the class I should change my colour."*

5. Students believed that there was no direct relationship between ones effort and the mark one received. This perception was expressed by all students when they were discussing their practical work, but was applicable only to the black students in their written academic assignments and projects.

6. They believed that the diploma course was not good. They regarded a good course as well defined and challenging. A challenging course requires a lot of work, where students are required to use the library to find information. They believed in the diploma course there was a lot of spoon-feeding. The fact that there is a high pass rate in the diploma was regarded as an indication of low standards. They concurred that the level of teaching in this course was too low. The psychology course was regarded by most students as challenging. One student said *"I think we needed some challenge, she (the lecturer) was giving us raw stuff, she was giving us exactly what we needed, she didn't simplify concepts."*

7. The students felt most of their lecturers were not good teachers. A good lecturer was defined as someone who treats students alike, who is well informed about the course, who does not patronise students and is dedicated to her/his teaching. Many students spoke about their relationship with therapists at outside institutions as this comment indicates *"I benefitted a lot when I was working with a therapists who had confidence in me"*. They simply gave us a list of patients and told us to assess them. The only thing they wanted was a report.

8. The students considered this diploma course to be inferior. Hence the lack of professional recognition and lack of credits when enrolling for the degree course. *"I think the one depressing thing about this course is even if you can tell somebody that you did this thing (the diploma course) and that you intend to register for the degree, they always ask if you will get any credits, I always ignore that question or just become rude"* was a comment from one student. Another student added *"Look I'm talking about my fellow students, its difficult to tell them. They'll ask you how long the course is, and how many you're in class and you say 2 years and 12 black students, that's why its inferior"*.

9. They regarded the Department as uninterested in improving this course. The fact that the Department was moving the course to Alexandra Clinic was regarded by the students as an indication of this lack of interest.

10. They believed that students registered in this course are regarded by their fellow students as stupid. Students reported that other university students said they were doing a *"mashangane"* course.

This is presumably very insulting since it has connotation of being stupid and rural. As a results students reported that they were embarrassed to inform their friends about being registered in this course.

11. Students were of the opinion that because this is a two year course, it is regarded by others as inferior. *"I think the problem is that at the schools where there are teachers who have done a three year diploma course and the therapists have a four year degree, so there you see..., I mean they know there's a therapist and these (diploma students) are just superficial"* was a comment from one very disgruntled student.

As can be seen from the above, these students' beliefs and expectations exemplified by these rules were all contrary to the objectives of this course and the reasons why it was first introduced. The Diploma course was developed to provide disadvantaged communities with Speech and Hearing professionals. The students did not feel they were treated as professionals. They were confused about what they were actually required to do in their communities, nevertheless, they believed that they were not permitted to give therapy. The students did not experience the commitment from the staff that led to the development of this course. They perceived the Department and the staff as not committed to the success of this course. There was a general feeling of disappointment from the students. They were frustrated that the course was not as respectable as they expected.

The students perceived the course as inferior. They identified lack of credits when enroling for the degree, lack of recognition for the course and the fact that the course is exclusively for black students as factors that affected their motivation.

Staff members lack of consensus about the objectives and the name of the course after the course had been in operation for ten years indicated to the students that the Department was not committed to improving this course. As a result the students perceived their status in the Department as inferior. The students accepted this secondary role and performed accordingly with what they expected as fitting this role. They obtained poor marks because they did not put enough effort into their work which resulted in more demotivation and less and less accountability. The students were also perceived by lecturing staff as passive and non-participatory. Students viewed the situation differently. They believed some of their lecturers were not interested in teaching them. Some staff members were said to be unsure about what to teach, uninformed about the students' professional responsibilities once qualified. Also, the students felt the level of teaching in the diploma course was too low. All these factors may have contributed to the low morale among the students hence the lack of involvement and the poor performance.

Willie and McCord (1972) studied black students on white campuses in New York and found that black students adjust to the white campus world through cooperation, withdrawal, aggression or acting out (in Harper,1974). The black students in this research had chosen withdrawal to demonstrate their dissatisfaction with this course. Harper (1974) gives an appropriate description of how these students felt. He states that black students are burdened with psychological frustrations and social pressures. Such disadvantages often make it impossible for the students to learn, self-actualize and develop their potential. He believes that growth for such students come at a price. They further state that such Students experience loneliness, depression, alienation, anger, doubt, frustration, anxiety and despair.

It is clear from the above discussion that we cannot have successful multiracial campuses without talking about race and learning about racism. Over-reliance by the lecturers and the tutors on the students for advice and assistance in handling racial and ethnic issues negatively affects the students' respect for their teachers. The students were acutely aware of their position in this Department and how this is influenced by their race. The other issue that came up from this research, for the students, is that courses provided specifically for the black students run the risk of becoming *"ghettoised"*, marginalised and essentially second-rate.

CHAPTER 8

ANALYSIS OF THE STAFF RESULTS

Ethnogeny is the science of making sense of human activities, so that to understand staff participation or lack of participation in this course the researcher had to unearth the rules that led to the behaviours described. According to Harré & Secord (1992) *"the most characteristic form of human behaviour is the conscious following of rules and the intentional carrying out of plans"* (p.91). They believed that rules guide action through the actor being aware of the rule and of what it prescribes. They further maintained that in explaining action by reference to the rule it is necessary to add some further account of wants, needs, or expectations of others, the awareness of which would prompt the actor to act in accordance with the rule. The description of the results of staff members focused on describing their intentions and the actions they took to realize those intentions. The analysis of these results therefore emphasizes the role-rule model and makes a brief mention of the cognitive matrix structures. A further analysis of these rules according to the dialectical methodology of Harré & Secord (1972) discussed previously allowed the researcher to systematically compare these rules to staff expectations and beliefs about this course which will be discussed later to demonstrate how they were also affected.

8.1. THE DEFINITION OF THE SITUATION

The staff discussion of this section took the form of an elaborate explanation of their teaching experiences with the diploma students and a brief commentary about the Department. Staff members contact with the diploma students was regarded as stressful by most participants. The following comments are examples of what staff members reported,

"Those three weeks were a real strain, their behaviour used to bug me, get me real upset; I used to be very annoyed by their late coming and reading newspapers in class; There was very little interaction, they seemed resentful, bored, fatigued, and generally difficult to motivate; I found it very tiring, I felt I had given all I can, the stress was motivating the students and seeing that total lack of initiative". Some staff members reacted to these student behaviours by pretending not to notice. One staff member said, *"I never tackled the students or reported on them"*, another said, *"I felt like I'm not wanted, you feel defensive, hence maybe one is scared to reach out".* Some staff members said they used to be embarrassed particularly when students misbehaved at outside institutions, but they did not have the courage to confront the students.

Some staff members felt the students were not committed to the course. This caused staff members to react to them negatively. One staff member said, *"A lot of them in fact were actually a nuisance".* Another staff member who felt very strongly about the students behaviours said, *"They disliked me, they disliked everything I stood for, they annoyed me, there were times when I felt so angry I wanted to walk out. I didn't know whether it was political or it was the subject matter. At times I used to give sarcastic comments which of course linguistically they didn't understand".*

Most staff members acknowledged that the university was not the ideal place for training diploma students. They recognized that the diploma students constantly compare themselves to the degree students and that this could be causing the resentfulness often noted with these students.

Staff acknowledged that their experiences in teaching the diploma students were not the same as the experiences they have with the degree students. This student contact was unpleasant for most staff members.

Their response to this challenge was, however, unsatisfactory. They chose to ignore the negative behaviours students displayed in class and pretended they were not affected. It would be interesting to find out how the students felt about staff behaviours in these situations.

Some staff members believed the Department was not a suitable environment for the diploma students. They maintained that the differences that existed in the treatment of the diploma and the degree students in the Department could have caused the diploma students to behave negatively.

8.2. THE PERSONA

Staff members presented themselves in different ways. Staff members who had been involved with the course since its inception spoke at length about the rationale for the course, their consultations with the various community members regarding the suitability of the diploma course and how they struggled to get the course ratified by the university. Other staff members who were not familiar with the history of the development of the course spoke about the difficulties they experienced in their teaching.

Very few staff members were satisfied with their teaching of the diploma students. Without saying it in words it became clear that staff members were aware that the students did not have sufficient knowledge in the subjects they had taught. Some staff members blamed the students' lack of motivation while others blamed the Department for not informing them about the philosophy and the objectives of the course. The following comment is an example of this feeling: ***"I was not looking forward to lecturing because I knew very few of them are going to work, it was resentment and concern that I was going to give 24 hours of lectures to people who told me indeed every single one of them except the Indian students that they were never going to practise this profession".***

There seemed to be a general feeling of hopelessness and powerlessness in adapting the diploma course to make it acceptable to the students. Many felt the problem was the Department, the proximity to the degree students and the inherent low self-esteem of the diploma students. Those staff members who felt very strongly that the course should continue were extremely defensive. They agreed that there were problems with the course but these problems were as a result of extraneous factors which could not affect the credibility of the course. They mention problems such as for example, lecturers' lack of familiarity with community work practises, student admission criteria, and *"teething problems"*. This was interesting since at the time of this interview the course had been in operation for eight years and yet staff members were still referring to teething problems.

The usual debate in most diploma staff meetings had been about the appropriateness of the students and the content of the course. Yet very few staff members elected to speak about the appropriateness of the courses they taught. Many felt very strongly that a homogenous group of students would have facilitated their teaching.

Staff members spoke freely and honestly about their feelings and experiences of this course. There was no reason to doubt their integrity or to feel that they were being dishonest. Some staff members seemed uncomfortable to talk about the reasons for the students difficulties. There appeared to be a deliberate effort to avoid talking about racial issues even when it was clear that the issue was the racial differences between staff and students. Many preferred to talk about linguistic or cultural differences rather than talk about race. This was to be expected given that they were talking to a black person.

The recognition of the impact of the racial differences between the students and the staff members would have led to an understanding of the difficulties black students faced in this course. This understanding would have empowered staff and helped them to develop suitable strategies for addressing these difficulties. But because they felt incapable of confronting the students and dealing up-front with the challenges they faced this made them vulnerable. It appeared from their discussions that staff members believed that the students problems in this course could not be changed and that staff members had no power to change their own positions. Yet when asked how the Department could have assisted in their teaching, they all reported that they coped well, indicating some defensiveness in acknowledging their predicament.

8.3. THE ARBITERS OF ONE'S BEHAVIOUR

The diploma course was characterized by struggle from the beginning. Staff members who were involved when the course was introduced spoke about the difficulties they experienced before getting the course accepted by the university, the South African Medical and Dental Council, the Department of Health and the Department of Education. They spoke about how they struggled to formulate the course to suit university standards and to maintain it at a university level. They referred to the difficulties of attempting to balance academics and the ***"pragmatic data of the fact that these people should never have been at university and will never get out of university"***. was a comment from one staff member.

The other struggle that staff members spoke about was related to the difficulties they faced in making the students understand the content of their various courses and of motivating the students. Some staff members reported that they felt the students were antagonistic towards them. One lecturer said, ***"I was very aware of being white and them being black. I felt apologetic the whole time. I felt removed from them"***.

The struggle for some of these staff members might have also been to motivate themselves to go and teach these students as one of them said: *"I can only tell you that those forty minutes four times a week was a real strain, it was almost like talking to yourself, with very little interaction and then I think the few students who did interact tried because they felt sorry for me"*.

The staff members came across as feeling victimised. They were asked to teach a course many did not believe in its philosophy. One staff member said, *"I've always felt like I'm living someone else's dream"*. Furthermore, they had to face a group of students who again many staff members were convinced did not want to be in this course, as one staff member said, *"It wasn't the individuals' behaviours, it was this motivation aura, you know, that here we've got to come. I used to look at their faces and all I could see was, I don't want to be here, I have to come because somebody is going to shout, I'm being sponsored to be here"*. When students misbehaved staff members did not know how to respond. Many reported that they were annoyed by the students' behaviours but chose to ignore it.

There was a general feeling of impotence among many staff members. It was almost like staff members saw the diploma course as having its own history and momentum which they could not be part of or control. There was a general feeling of working against many odds. They appeared constrained by conditions such as the location where the course was offered (the university), the students in the course (most under prepared for university study), the nature of the course itself (limited time and the scope of work for the graduates) and the fact that many did not believe in the course yet they felt obliged to teach these students.

Many did not believe that they were succeeding in their teaching. One staff member said, *"We're failing in our teaching, and I still don't know what the answers are"*, another lecturer said, *"I didn't understand, I came in and I was given this job. I didn't do it as well as I could"*. Many agreed that the diploma students were poorly trained for the work they were expected to perform, again supporting that feeling that they were not succeeding in their teaching. One staff member said: *"It's a dead end course which can only lead to frustration, one wonders if we did anybody a favour by developing it"*. Yet, with all these negative feelings when asked whether the course should continue or not, a substantial number of them said yes. The reasons they gave for this however, had nothing to do with their believe about the appropriateness of the diploma course. They wanted the course to continue because many felt the degree course was inaccessible to black students.

When asked if they would recommend this course to someone they knew. Only one staff member felt she could, her reason was *"more than the degree course, it is not as pressurizing. Yes, if it is the right person and they are really motivated to do it, and they know about it"*. The other staff members gave comments such as *"not to anybody I know; No, I don't think they get usable knowledge; I wouldn't really want to be involved; I wouldn't fly a flag for our course at this stage; Absolutely not," except the tragedy is, in the course of my working in the community, it broke my heart that there were so many people I recommended to do it. Those were the people already working with the communicatively impaired individuals, but I also had to tell them that the course was a mess; As is no, because they are useless, only if I can believe they will get better training, I don't think the course has done anything for them; I actually think it is wrong to continue next year. For someone who is involved in this course, it is terrible that I feel this way, because it must come across in my attitude during lecturing. I feel very guilty thinking this way"*.

Though many staff members were generally positive about the concept of a diploma course, they did not want to be completely involved in this particular diploma course nor did they believe it was doing anybody any good. There were those who acknowledged there were problems but they were going to do their utmost best to ensure the course continues and those who presented as distant and uninvolved.

8.4. THE RULE STRUCTURE(S) FOR THIS SITUATION

The rules, as explained earlier, guide action through the actor being aware of the rule and what it prescribes. Harre & Secord (1972) believe that it is necessary to add some further account of wants, needs, or the expectation of others when explaining action by reference to the rule.

This awareness of the expectations of others is what prompts the actor to act in accordance with the rule. So that knowing the rule is not only to know what one should do, but also it gives one some ground for expectations one may have of the behaviour of others who accept the rule. By considering rules in relation to the people who follow them, the concept of the role can be generated. Harre & Secord (1972) define role as *"that part of the act-action structure produced by the subset of the rules followed by the same individual defined as belonging to a particular category of person"* (P.183). Thus, role consist of a sequence of actions, and knowledge of role consist of knowing the rules which join these actions together. Acts are referred to only when the rule comes under scrutiny or has to be justified.

THE FOLLOWING ARE EXAMPLES OF RULES WHICH APPEARED TO BE GUIDING STAFF MEMBERS ACTIONS AND THEIR PARTICIPATION IN THE DIPLOMA COURSE:

1. Staff members believed the present diploma students were not qualified to be at university nor did they have any interest in the diploma course.

One lecturer said, *"They are so under prepared that there is not much a lecturer can do. For you (referring to the researcher) having been through DET yourself, is it maybe they are students who shouldn't be at Wits because there are certainly a lot of people who shouldn't be here. And, is that the only problem"*. This particular lecturer seemed to insinuate other factors, unfortunately she was not asked to clarify what she meant. Presumably, she was suggesting that the learning difficulties students experienced were a result of some immutable structural/cognitive deficits. Another lecturer who was particularly disappointed with the students said, *"It wasn't the individual behaviours, mainly it was this motivation aura, not even demotivation, I just felt they didn't come in with anything, no real interest in this course"*.

2. Some staff members seem to assume that the cultural/racial differences between them and the students were insurmountable. One staff member who was concerned about the students' lack of motivation/accountability said, *"I don't think it is knowledge of ethics, I find this hard to say, I'm not denigrating them because of anything else, but going deeper, is it a cultural thing, is it because they've never heard of ethics, have we taught enough ethics, but, are they interested in ethics, if they have come in with a different motivation"*.

3. Many staff members reported enormous difficulties in making the students understand certain concepts in Speech-Language pathology and Audiology. Many lecturers were of the opinion that the Department was asking too much from the diploma students. *"I had a feeling we were demanding too much. I mean I can see it even with the degree students as well. The diploma students have a tremendous difficulties with the level of abstraction required for these courses.*

They coped better with some concrete aspects, but when it comes to language, it is difficult for them. The reason that this happens is that you require metaliguistic ability to understand language. This is a very high level of linguistic understanding".

4. There were few staff members who believed the diploma course should not be taught at university. *"Well I don't think the course does belong at the university with all due respect. It should be offered at some other level of training, be it a technician or whatever"* was a comment from one staff member.

5. For some staff members the diploma course was not really their concern. Many felt removed from it, they did not feel they could make any significant contribution to addressing some if its problems. Some felt deliberately excluded as indicated in this comment, *"make the person who is lecturing part of this course, so she understands what she's dealing with".*

6. The diploma course was seen by most staff members is an appropriate tool for making Speech and Hearing therapy accessible to the black community and not necessarily as training professionals well equipped to give therapy to any community, irrespective of race. The following comments are examples of this sentiment,

"The question to ask is what do people who have communication impairments need and how can they best be served, not who are the people doing the diploma or how good it is,. Do we need them? Yes, I say that there's a definite need for people who can be giving basic therapy to more people. Certainly we should be training more degree students, but for the next few years, there's always going to be this inferior person who is trained here. "I think we should accept that".

7. Many staff members believed the diploma students were unrealistic. They expected the students to accept their limitations and be grateful for the opportunity the Department had given to them by accepting them into this course. One staff member said, *"I mean one can't justify away one's own failing in teaching, but I think you also have to look at black resentment. I mean they have these enormous expectations when they come to Wits. And at the end of the day the've actually got to face their own inadequacies which they can't do. So they project back on to us and you're taking an enormous amount of their anger"*.

8. The diploma course was regarded by most staff members as complementary to the degree course. One staff member defined the ideal working relationship between the diploma graduate and the degree therapist as, *"the diploma people should work under the guidance of a Speech and Hearing therapist and provide impetus for the programme without necessarily going into the details as to why they were doing what they did"*. The analogy of the doctor-nurse relationship was another example given to demonstrate this difference between the two professions.

9. Some staff members were of the opinion that there is a limit to what the diploma students can be taught since they are being trained for particular jobs. One staff member who was extremely concerned about what the students had been taught said, *"I wouldn't like to see them work at all. You're asking people with their educational background to do what I couldn't, and I'm quite well trained.*

These people are not in anyway highly skilled for helping the community further their needs. How can you ask people with little knowledge, little skills and little self-conference, particularly young people to do that".

11. Some staff members would have preferred not to be involved in teaching the diploma students. One member who was particularly angered by the time spent in teaching these students said, ***"I was not looking forward to lecturing because I knew very few of them were going to work. I was resentful and concerned that I was going to give 24 hours of lectures to people who told me, indeed every single one of them, except the Indian students, that they were never going to practise this profession".***

It is clear from the above that staff members experienced similar emotions in responding to the difficulties they faced in the diploma course to those experienced by the students. For example, they experienced the lack of motivation and commitment students displayed towards the course. They also felt they were not accepted by the students. Their needs and expectations were however, not the same. Staff members were acutely aware of the need for training people in this field to service underprivileged communities. They regarded the diploma course as a way of offering Speech and Hearing therapy service to these communities. The students expectations were that they had come to a good university and therefore they were expecting a well established course with good teaching.

Staff members attempts to simplify the content of their subject material in their believe that they should concentrate on teaching only the ***"basics"*** to the students was interpreted as patronising and denigrating by the students. The students wanted a well defined course which would give them sufficient information to cope with most situations they would encounter in their practises.

Staff members' democratic attempts to consult the students about the content of their lectures in an attempt to make their teaching relevant for the areas where the diploma graduates would work were also interpreted negatively. The students expected the lecturers to be well informed. This expectation on the part of the students may be unfair since they came from so many different geographical areas that it was not possible for staff to be familiar with them all.

One of the most important sources of conflict between the students and the staff appear to be in their concern about who is course supposed to be serving. Staff believe that they are serving the black community by participating in this course while students regarded the course as unfair to them as black people.

A brief summary of other areas of conflict is included below

8.5. A COMPARISON OF STUDENTS AND STAFF RULES

Staff	Students
Students are not able to cope with the standard of the course	The level of teaching is too low for a university course
Emphasis on service to the disadvantaged communities	Students were there for personal improvement and financial gain
Teach basic skills	The course should be challenging
Deny the course is explicitly based on race	Acutely aware of the racial connotations of this course
Students must be grateful for this opportunity	Students believe they deserve better
The diploma is a good enough qualification for these students	Students want a degree
The course is evolving hence the teething problems	The course should have a clear structure
They are powerless to change the situation	Staff are powerful but lack interest in addressing the problems of this course
Staff sacrifice themselves	Staff do not care
Students learning abilities are lacking	Students believe they can learn

The following are the few instances where there was some agreement between the students and the staff. They both recognized they were victims of the situation and that the course was not as good as it should be. They realized that there was a direct link between the university training and work. Finally, they regarded each other as lacking in motivation.

CHAPTER 9

CONCLUSIONS

Some of the key ideas of ethogenics (Harré & Secord, 1972) are that social behaviour consist of intentional social actions with subjective meaning and that there is a joint construction of social behaviour. Argyle (1990) believes that it is not simply a question of A responds to B, since most of the action is simultaneous, each is continuously monitoring and responding to the joint created ongoing situation. The following is a discussion of the three most consistent themes from the results that indicates how staff and students' participation in this course was influenced. Both were interpreted as lacking motivation, they were alienated from each other and the students believed they were discriminated.

9.1. MOTIVATION

Motivation plays a fundamental role in education. It is just as central to learning as intellect is. Learning is an extremely complex phenomenon which involves much more than cognition. According to Biggs (1993) one of the crucial factors affecting learning outcome is the students' perception of the learning context. Students, and everyone else for that matter, are motivated by their perceptions of their needs and their desires. Consequently, it is the students' perception of how they can best meet their needs and fulfil their desires that is important. Motivation to achieve better qualifications is a direct result of students perceiving that their needs can be met and their desires fulfilled by a good education. Biggs (1993) belief that students' perceptions and their motives or abilities has a direct influence on their learning abilities. He asserts that students' perceptions of their learning context directly affect their motives, predisposition and their immediate decisions for action.

A great deal has been written about black students' achievement and persistence at college. A number of theories have been postulated to explain this phenomenon. Anderson (1985) postulated the Force Field Analysis Scheme which states that achievement and persistence are less likely among students who (a) experience more negative internal and external forces, (b) have less well developed positive internal forces to cope with negative internal and external forces, and to overcome the obstacles that their college experience presents. This analysis scheme points to the various forces, pressures, obstacles and problems that tend to confound students' achievement and persistence. Recently, Anderson (1989) has developed another theory to supplement the Force Field Analysis Scheme. The Gap Theory of Academic Achievement looks at what is necessary for students to achieve and persist in college. It postulates that there is a group of requisite skills, abilities, background knowledge, qualities, characteristics and resources that college students must have in order to achieve and persist.

The Gap Theory of Academic Achievement is student-centred in that it looks at students who aspire to achieve and persist, who assume the primary responsibility for their achievement and persistence, and those who choose to invest the time and energy that achievement and persistence demands. The theory also recognizes that some students may not have the necessary skills hence the idea of *"gaps"*. It attempts to explain differential levels of academic performance by taking into consideration those student and instructor factors that determine performance. Accordingly, the theory states that it is the size of the gaps and the number of gaps between the students and their lecturers' performance expectations that determine the amount of time and energy that students must invest in order to achieve academically most staff members had low expectations regarding the students abilities which could have affected their motivation to work harder.

Motivation and commitment to achieve as well as self-efficacy are the most essential student characteristics needed for academic achievement and persistence.

Tinto (1975) suggest a longitudinal theoretical model of persistence-withdrawal behaviour that is the result of a process of interaction between the individual and the institution (cited in Stoecker, Pascarella and Wolfle, 1988). He recognises that the students enter the institution with unique sets of precollege characteristics including family background, individual attributes and secondary school experiences. Many staff members were unfamiliar with the students' background leading to feelings of inadequacy which could have affected their teaching. These factors influence the students' level of commitment to the institution. He believes that the students' integration into the academic and social systems of the institution have a direct influence on their persistence.

Self-efficacy is a term Bandura (1982) used to describe the beliefs an individual holds regarding what they can accomplish through their own efforts. These believes involve what a person believe they can accomplish and how viable or effective they believe their efforts will be in accomplishing certain goals. There is therefore an interrelationship between self-efficacy and commitment. A person will commit himself/herself to achieving and pursuing only those goals about which he/she is self-efficacious. It would seem the staff and the diploma students who participated in this study lacked both qualities. The diploma course did not meet most of the students' expectations and aspirations, so that it is possible that they may have not been totally committed to the course which would explain why staff members felt they were difficult to motivate.

Many staff members did not believe in the viability of this course in servicing the disadvantaged communities as was purported by the original developers of the course.

The Gap Theory of Anderson better elucidates the problems experienced by the students

A. The students reported that they felt undermined and alienated.
B. They reported that degree students and staff members shared a linguistic code that was inaccessible to them.
C. The students were not satisfied with the standard of teaching in the diploma course.
D. The students felt lecturers did not have confidence in their ability to achieve. Therefore the task of meeting the lecturers' expectations might have been greater for these students.
E. The students reported that the marks they received were not representative of the effort they had put into the work, which could further explain their poor motivation.

All these factors had a negative impact on the students' motivation and commitment to achieve. Anderson (1989) states that all financial aid, housing priorities, study skills and curriculum opportunities will not suffice if a students lack the amount of motivation, commitment and self-efficacy necessary to achieve.

It is generally recognized that students' progress or lack of progress is in accordance with the expectations of their teachers (Wool, 1989). Wool believes if teachers accept that their students are limited or have cognitive or linguistic limitations, it follows that they will oppose all exhortations to stretch or test the limits of their pupils intellectual competence. Many Staff members believed that the diploma students did not possess the necessary skills to succeed at university. Hence their attempts to cope with this situation was to simplify information in order to make it accessible to the students. Freire and Shor (1987) believe that the democratic goal of liberating education can lead to irresponsibility if the students perceive it as expecting less from them.

Many staff members were frustrated about teaching in this course. They faced numerous competing Departmental priorities and many did not believe that this course was worth the sacrifice they were making. They believed that the devaluing experiences they go through with the diploma students were demotivating and was distracting them from the many challenges they faced in this Department. Staff may have experienced difficulties in maintaining their commitment to this course because of these challenges.

There were other factors as well that could have affected the students motivation. For example, many students were unsure about finding employment at the end of their training. Many had already been informed by the previous graduates of the diploma course that many employers did not recognised the course. Raffe (1986) maintains that unemployment has a demotivating and a demoralising influence which challenges the existing aims of education. Many diploma students expected good employment opportunities and occupational mobility with their qualification and when they realized that this might not be possible, this qualification became less important.

Within the last 20 years research has linked education, specially post secondary education, to status attainment and social mobility (Stoecker,Pascarella & Wolfle, 1988). Stoecker et all. believe that post secondary education should be used by policy makers to improve existing social inequalities.

Furthermore some students had reported that they were ashamed to be associated with the course as it was stigmatized. They stated that students who were registered in the diploma course were branded stupid by other university students. This is further compounded by the fact that nearly all the diploma students are black which further brings in to question the legitimacy of the course.

The above descriptions about the problems and the struggles students and staff faced in this course implore the question, to what extent did they spent all their energy and time on success related tasks versus dwelling on the problems and the struggles. Throughout the interviews a key difference between successful and unsuccessful staff members became apparent. A very small minority of staff members who were confident that the courses they had taught were well received by the students and that the intervention strategies they employed made a difference in the students learning abilities. These staff members were aware of the challenges they faced and were determined to solve them. Majority of the staff members conversely, gave the impression that they felt unable to overcome obstacles in their teaching and tended to blame external forces. They believed that they were unsuccessful and that the problems the students experienced were beyond their control.

Wool (1989) talks about the learning alliance, where the student in interaction with the teacher enlarges not only his/her body of knowledge but his confidence. In a parallel fashion, the teacher is enhanced by the acquisition of knowledge and by the affirmation of his role as a mentor. This learning alliance was not successful in the diploma course. Students and their lecturers experienced poor achievement and demoralization.

Except for the two Indian students, many black students who participated in this study would not have typically reached tertiary-level education. Many lacked the financial means and the entrance requirements needed for university entry. Clearly, the diploma course and the financial assistance it guaranteed were crucial in facilitating these students tertiary education. Yet, this opportunity was not sufficient to motivate the students to perform as was expected.

However, the strongest finding of this research has been an attitudinal difference between some staff members and majority of the students in terms of personal motivation, determination and the willingness to take responsibility for their own teaching and learning respectively. Those students and staff members who displayed positive attitudes had strong feelings that the course was valuable.

In an answer to the question, what do we do if the students lack motivation, Anderson (1988) responds by saying there is not much that can be done. He believes, no one other than the students can increase their own motivation. He alleges that under-represented students in white universities need to experience relationship with the people whom they can respect and identify with. What is crucial about these relationships is that people affirm and invest confidence in these students. From the results of this research there is no reason to question the respect these students had for the staff members involved in this course. However, it was evident that students did not identify with this course or the people teaching it.

It would seem from the above that in order to succeed in this course students and staff needed to have the same attributes. In particular they must develop motivation and commitment to the course. Concerning motivation there is an obligation for them to remain true to what motivated to join their respective professions. Interventions that promote students' academic and social involvement in the Department should be instituted. Student-staff programmes that facilitate interaction, social involvement and participation have been shown to improve relations and student success (Alfred, 1992; Mckeever & Ramoshaba, 1993; Stoecker, Pascarella & Wolfle, 1988). To counter the distractions that tend to reduce staff commitment to this course, it is important that they are empowered to feel free to refuse involvement in the diploma course without feeling guilty.

Those staff members who have elected to continue in the course must formulate their own personal objectives of the course and a mission statement of why they want to be involved in this particular course. This will help them to be focused and committed in the midst of the many challenges they face. To promote students' achievement and satisfaction with this course, staff must be prepared to address all those factors that impede students' acceptance of this course.

9.2. ALIENATION

Black students registered in the diploma course face particular problems that have been highlighted and supported by the Gap theory of Anderson and the Persistence-withdrawal theory of Tinto described above. The most important problem for these students seem to be their under-representation in the Department. Anderson (1988) among others have states that under-represented students may feel alone because of their small numbers and alienated because they feel unwanted and unaccepted on campus. Anderson further states that the painful experience of feeling alienated on campus is unpleasant that it negatively affects students' motivation and commitment to achieve.

Studies have shown that feelings of alienation are prevalent among black students in predominantly white universities and that this is an important predictor of black students adjustment at these universities. The sparse South African literature available on this topic reveals that the problems experienced by black students are material, socio-political, psychological and academic.

The only available South African research on this topic has been carried out at the university of Cape Town (UCT). According to Leon and Lea (1988) socio-political factors are determinants of black students' perceptions and attitudes.

Cooper (1981) surveyed the attitudes of black students on the UCT campus to being at a predominantly white university. He found 90% reported feeling alienated in this regard (cited in Leon and Lea, 1988). Mphahlele (1982) noted that black students at predominantly white campuses in South Africa experience similar feelings of alienation to those of minority students in American universities. He believes that these feelings are a results of pressure to surrender to the cultural values of the dominant white group. Mphahlele further state that the black students react to these psychological pressures by voluntary segregation in order to protect their distinct social experiences.

Honikman (1982) investigated the experiences of first-year students also at UCT in an attempt to identify factors that influence the students well-being and academic performance. She reports that social and emotional factors were extremely influential in affecting the general well-being of students and that black students experienced greater feelings of alienation and initial confusion. Leon and Lea (1988) studied 10 black and 10 white students in the arts and social science faculties at UCT. Their findings highlight the socio-political component of the alienation on the black students. On a psychological level many of the black students interviewed felt distanced from UCT, mainly because they felt they could not identify with the values of this university.

Even though the above results could be interpreted as representing the situation at UCT and might not be true for other situations, the diploma students who participated in this study reported similar feelings. Also, at Wits University Medical school Shuenyane (1990) reported similar findings. She reports that black students in general at Wits face socio-economic, accommodation and academic problems. Students have to reconcile the fact that they are studying at multiracial institution while the rest of the country is segregated.

The diploma students in this study reported that they felt excluded from the many social activities in the Department. They felt undermined by both the staff in the Department and the therapists at the outside institutions where they were assigned to work. Academically, they reported that even when invited to participate, degree students and staff members use of unfamiliar terminology prevented them from participating in the discussion. Alienation for these students was therefore as a consequent of these factors and not that they chose to exclude themselves. The alienation they described was in accordance with the definition of Seeman (1959) which delineates three components: meaningless, powerlessness, and social isolation.

Unfortunately, it is not possible to determine from these results whether the feelings of alienation experienced by the students caused the academic difficulties or were a consequence of these difficulties. It would appear with the diploma students in this study that both contributed in lowering students' motivation and commitment to the course.

Staff members experienced similar emotions in their contact with the diploma students. While the students experienced social isolation and felt the course was meaningless to their needs, staff members felt powerless to motivate the students or to adjust the course to make it more appealing to the students.

Like the students, staff members also felt un ed and unaccepted by the students. Thus, it is not surprising that they were perceived by the students as being uninterested in teaching appropriately. After all, who would give their best in any environment, if they felt uncomfortable and unwanted. Staff members felt they were unable to control the diploma students. Many chose to ignore the extremely challenging situations students put them under. Some felt unqualified to be teaching in this course. They had no knowledge of its objectives or what they were training the students for.

All these contributed towards making staff ineffectual therefore making the task of meeting students' expectations much more difficult.

Anderson (1988) believes that affirmation is the only appropriate solution to addressing problems of loneliness and alienation. He believes that a peer support system can be helpful in alleviating loneliness and alienation particularly if the peer counsellor or tutor is from the same race group as the students. Students should have peer support groups where they would feel accepted. Staff meetings should focus more on developing positive well-being of those members teaching in the diploma course. The Department should ensure that the university recognizes and gives support to those staff members who are prepared to develop innovative teaching methodologies for this level of training.

9.3. RACE

The discomfort associated with the inclusion of race-related content in the discussions led the researcher to discontinue the line of questioning if she suspected that the interviewee was getting uncomfortable. This occurred most often with staff members.

The students seemed comfortable discussing this subject, probably because many believed they were aggrieved. It is acknowledged that staff members difficulty in handling this discussion with a colleague, notwithstanding the fact that she is also black, might have been more pronounced with the students, leading to the relationship difficulties reported on.

Tatum (1992) reports that she has experienced at least three major sources of student resistance to talking and learning about race and racism in predominantly white university classrooms.

Firstly, race is considered a taboo topic for discussion, especially in racially mixed settings. Secondly, many students, regardless of race, have been socialized to think of the United States as a just society. These two issues are true for the situation in this Department as well. Staff members believe there is no racism in this Department since there is free mixing of the all races. Finally, many students, particular white students, initially deny any personal prejudice, recognising the impact of racism on other peoples' lives, but failing to acknowledge its impact on their own.

The above sources of resistance to discussing race-related issues are applicable to the present situation. South Africa has had a long history of institutional racism that has just been abolished. Psychologically, people have all suffered, and they would like to forget the hurt this has caused for those who were at the receiving end of this atrocity. It is therefore much easier to pretend that racism does not exist, especial in an environment such as the Department in question. Staff members would easily discuss the impact of the racist practises of the previous government on black people, but find difficulty in focusing on the roles they may have played as individuals in perpetuating that racism.

Staff members embarrassment in talking about race-related issues could result from their lack of understanding about the influence of race in South Africa and personal relationships in multiracial settings. This knowledge of the psychological implications of racism on individuals and society would help staff to understand the students' reactions and their own responses to these challenges. If both staff and students were empowered with this knowledge they would then be able to understand the impact of race in causing difficulties they faced in this course. This lack of knowledge is a fundamental disadvantage for the participants of this research.

Unfortunately the literature is scant in this regard. The only recommendation the researcher can give to staff members in this situation is to acknowledge that students do come with prior experiences that differ from those the staff members may have been exposed to. Staff members were feeling inadequate in training the diploma students because they believed their lack of experience of the areas where the students will work once qualified was a major handicap. This should not be so. This relativist concentration on students experience involves a consequent reduction in knowledge and contribute to the students' deprivation. Rather, staff have to concentrate on training students to cope with most situations and give them skills for finding information if lacking in particular aspects.

Staff must accept the assumption that change is possible for them and their students. Understanding and coping with prejudice and racism is a life long process (Tatum, 1992) that can be overcome when they openly talk about it. They are the victims of the situation in as much as the students are, because of the inherent prejudice and racism that they have lived with for so many years in this country. Staff members must not feel responsible for what has happened, but should be responsible enough to make sure that this oppression does not continue.

They have the responsibility to seek out more appropriate information about working with racism and impart this knowledge to the students to ensure that their behaviours are adjusted accordingly.

9.4. ESTABLISHING THE CREDIBILITY OF THIS ANALYSIS

Agar (1986) suggested that terms such as reliability and validity are relative to the quantitative methodologies and do not fit the details of qualitative research. He suggest that reliability and validity should be replaced by terms such as credibility, accuracy of representation and authority of the writer.

Validity refers to the quality of the conclusions reached and the process through which these were reached. In ethnogeny the most appropriate criterion for validity is the credibility of the research in question. Here the concern is with the steps the researcher took in improving the credibility of the analyses. One of the procedures that is often followed in these studies to confirm the validity of the interpretations, is to give the report to selected members of the participants for comment. Due to time constrains this report was given to two students and two staff members to comment on whether the analyses represent their experiences of the diploma course. The students felt the report was a fair reflection of how they experienced the course. One student said some of the comments were *"a bit harsh on the staff"* but she agreed they needed to be mentioned. Staff members were shocked by the students' psychological experiences of the course. They both reported that it was time that the Department looked at itself and decide on how to proceed. One staff member was slightly defensive. She felt there was an unfortunate historical tendency to focus only on what is wrong with the diploma course. She felt what was also needed was more research on how other graduates of the course were succeeding in their practises of the profession.

9.5. IMPLICATIONS OF THESE RESULTS

The preceding information despite being gained from preliminary interviews and despite being analyzed in a rather general way indicates quite clearly that if the diploma course is to continue successfully certain changes are essential. It is also clear from the results of this study that both students and staff members who participated in this research were not satisfied with the way the course was being run.

The students were divided between those who felt the course should be closed forthwith, and those who felt it should held in abeyance to allow the Department time to attend to the problems identified with the present course. The students experiences of the course were on the whole very negative. The course did not meet their expectations. While students may have had unrealistic expectations about the course and about its objectives, and not ignoring the fact that their attitudes and expectations may have to change (for example many students who enrol in the course, do so in order to re-apply for the degree course in the future, that is, their motives are contradictory to the objectives of this course) these implications have significance for the continuation of this course.

It was evident from interviewing these 13 students that their experiences of the diploma course cannot be separated from:-

1) their desire for better tertiary education and meaningful qualifications,
2) the nature of the course itself, and
3) the hierarchical position of the course within the university structure.

The overall impression obtained from talking to these students was that the philosophical justification for the introduction of this course and the scope of work for the diploma graduates should be reconsidered. At the present moment the diploma course is seen as a ploy to prevent black students from enroling in the degree course. The success of this course is further dependent upon creation of suitable employment opportunities for the graduates as well as addressing the problem of inadequate training of the lecturers and tutors in this course.

Staff members solutions for the problems they experienced in their teaching focused mainly on the:

1) structure of the course, giving a clearer definition of the objectives,
2) students selection, defining suitable students for the course,
3) training of lecturers on specific skills needed for teaching in this course, and
4) employment of suitable diploma graduates to teach in the course.

These suggestions address just one of the many criticisms the students had against the course, that is, the need for a clear definition of the roles and functions of the diploma graduates and appropriate training. Staff members' failed to mention the most important requirement the students identified with this course. The students felt a need for acceptance, recognition and respect. This is a serious omission since all the staff members were aware of the students' dissatisfaction with this course.

Freire and Shor (1987) attest that if teachers are to produce an acceptable product at the end of their teaching then they must be concerned about the process. Anderson (1989) believe that the problem teachers face in addressing students' motivation and commitment to their studies is an extremely difficult one. He argues that whereas motivation generates the energy needed for achievement, commitments are promises that people make concerning what they will do in order to accomplish certain goals, and only students themselves can do that. The Department should create an environment where students feel accepted and cherished.

Newman (1981), in enumerating the ways in which students alienation can be reduced, emphasizes the fact that school work that is *"incongruent"* with the students' cultural commitment can assault self-esteem. He advocates the recreation of commonality within the school to engage the students in a learning process that stimulates social integration. He believes that whatever is meaningful to a person is motivational, and when something is personally meaningful, it is also something to which a person is willing to make a commitment. Therefore academic and social integration of the diploma students in life of the Department is one of the important considerations staff has to look into if the diploma course is to succeed.

Staff experiences of the diploma students were also generally very negative. Staff expectations and reasons for participating in this course were contradictory to those of the students. It would appear that this incompatibility caused some of the problems experienced in this course. In addition, there were disagreements between staff regarding the objectives of this course and the job description for the diploma graduates. These discrepancies should be looked at and clarified.

The Department should negotiate with all the stake holders of this course and develop a clear, well documented description of the objectives of the course and the job description of the graduates.

The following statements from staff members give the most comprehensive comment about the perception of the training students received and the way forward for this course:
"It was a waste of time. I don't think I gave a good course. I don't think it was directed at the right goal and I think perhaps that's why they were so frustrated".

"I think it needs to continue, the content needs to be examined and drastically changed. I think the people teaching need a lot of education where issues are discussed. First, possibly staff should go out and see the settings in which the students will be working. Secondly, they must discuss the content of the course. My particular bias is that the content must be less academic, much more practical training with the main emphasis on training therapists in therapy principles is required".

Staff members believe the course should continue but the content of the course and the students selection criteria should be changed. The students were of the opinion that the course should be closed.

Appendix A

DISTRIBUTION OF THE DIPLOMA STUDENTS

WHO ENTERED THE COURSE (1984 - 1993)

GAZANKULU	25
P.W.V.	21
VENDA	9
CISKEI	8
LEBOWA	7
TRANSKEI	5
NATAL	5
B. BUTHATSWANA	4
O.F.S.	3
KWAZULU	2
CAPE TOWN	1
EASTERN TRANSVAAL	1

Appendix B

STUDENTS WHO REGISTERED FOR THE

DIPLOMA IN COMMUNITY SPEECH AND HEARING THERAPY

(1984 - 1993)

YEAR	BLACK	INDIAN	COLOURED	WHITE
1984	4	-	2	-
1985	6	2	-	-
1986	7	-	-	1
1987	8	-	-	-
1988	14	1	-	1
1989	10	2	-	-
1990	15	2	-	-
1991	10	2	-	-
1993	8	1	-	-

Appendix C

Students interview schedule

A. EXPECTATIONS ABOUT THE COURSE.

1. What influenced you to join this course?
2. What expectations did you have about the course before registration?
3. Did these expectations change,when did you notice the change?
4. What are you immediate career plans with this qualification?
5. What are your long term plans say five years from now?

B. SPECIFIC ISSUES ABOUT THE PROFESSION.

1. Role definition
2. What is the main function of the course/course objectives?
3. What type of people are required to fulfil this role/are the students suitable for the course? (age,experience,race)
4. Which courses do you think specifically prepared you for this role?
5. How do you see this role in relation to that of the degree speech and hearing therapist?

C. EVALUATING THE COURSE STRUCTURE.

1. Is each part of the curriculum given sufficient time?
2. Is the level of detail taught appropriate?
3. Are teaching methods appropriate for the learning objectives?
4. Which teachers were most effective in preparing you for your role,what made them good?

D. ARE THE PRESENT STUDENTS SUITABLE FOR THE COURSE?

E. WOULD YOU RECOMMEND THIS COURSE TO SOMEONE YOU KNOW?

STAFF INTERVIEW SCHEDULE

A. GENERAL ISSUES ABOUT THE COURSE.

1. Why the need for a different course?
   Why a different course

2. What were your expectations about these students?
   (Their learning capabilities)

3. What learning difficulties did the students experience?

4. How did you address these difficulties?

5. Did these expectations change and at what point did you notice the change?

6. How did you address these difficulties?

7. Is there anything the department could have done to facilitate your teaching?

8. Were these students suitable for this course?
   (age,experience,previous qualification)

B. ROLE DEFINITION.

1. What were the aims and objectives of your course?
2. What do you see as the main function of CSHWs?
   -health educators
   -direct treatment
3. What is their role vis- a -vis the role of the degree speech and hearing therapist?
   -complementary
   -supplementary

4. How do you see this relationship,should they work in consultation with a speech and hearing therapist or should their services be supervised by a therapist?
5. What skills are needed to fulfil this role (communication,counselling,interpersonal,management) Should we teach them clinical skills or community work skills only or a combination?
6. What should the proportion be between community work and clinical skills?
7. How do you feel about specialisation?

C. IS THERE A NEED FOR THE DIPLOMA COURSE/SHOULD THE COURSE CONTINUE?

STUDENTS' MATRICULATION RESULTS

SUBJECT: 1. ENGLISH 2. MATHS	GRADE	MARKS	SYMBOLS	AGGREGATE
A L2	HG SG	69 53	C E	57.28
B L2	HG	45	E	43.50
C L2	HG	36	F	41.50
D L2	HG	45	E	45.20
E L2	HG	52	D	45.66
F L2	HG	55	D	48.66
G L2	HG	55	D	48.33
H L2	HG HG	55 55	D	56.66
I L2	HG HG	65 10	C H	44.42
J L2	HG SG	49 9	E H	44.62
K L2	HG HG	56 45	D E	49.50
L L1	HG HG	67 64	C C	58.16
M L2	HG HG	55 27	D G	46.85
N L1	HG HG	57 50	D D	58.33

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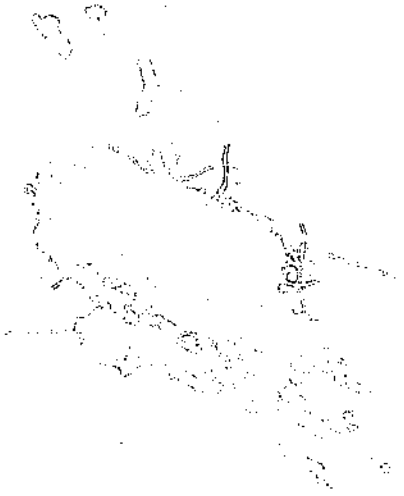
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