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TRANSFORMING TEACHING AND LEARNING CONDITIONS AT SELECTED UNIVERSITIES IN THE EASTERN CAPE, SOUTH AFRICA

Elphinah Nomabandla Cishe*, Manthekeleng Agnes Linake, Noloyiso Nongalo & Pelokazi Nqabeni

ABSTRACT

The Eastern Cape Universities have different Teaching and Learning Conditions, which need to be transformed. This paper explored the extent to which teaching and learning conditions are transformed in selected universities in the Eastern Cape Province, South Africa. The focus was on the perspectives of students and lecturers on transforming teaching and learning conditions in the Faculties of Education in two selected universities. Thus, this paper covers the improvement of the quality of teaching and learning throughout the system and advancing redress for past inequalities. The theory of transformation underpinned the paper. The positivism paradigm, quantitative research approach, and survey design were adopted whereby the questionnaires were used to collect data. Systematic sampling was used to select 31 lectures and 106 students. Data were analysed using Statistical Package for Social Sciences (SPSS) to compile appropriate frequency tables and graphs. The findings of the study revealed that positive strides have been made to ensure gender and age balances in student enrolment at higher education institutions in the Eastern Cape Province of South Africa, and universities in the Eastern Cape have gradually transformed to provide quality programs leading to institutional effectiveness and efficiency. It can be concluded that pedagogy considers what students already know and that leads to developing strategies that can be used in transforming teaching and learning. The study recommends that higher education institutions should ensure that age, gender and race balances should be considered in student enrolment, as this will ensure that there are equitable teaching and learning conditions.

Keywords: Education faculties, Higher Education Institutions, pedagogy, teaching and learning, transformation

INTRODUCTION

The South African (SA) system of education has been characterised with disparities in many aspects, including access to higher education and conditions under which students are learning. Historically, in SA, there were 21 universities, of which nine were created to serve non-whites (Africans, Coloureds, Asians, and Indians) by discriminatory legislation, while the rest of the universities were reserved for whites only. According to Higher Education South Africa (HESA) (2014), white English universities practiced open admissions while blacks were required to obtain a permit from the Minister of Education to be admitted to those universities.

The enrolments at historically white institutions continue to reflect a lower proportion of black representation while white students remain concentrated at the historically white institutions. As a result, most of the blacks were not admitted into these white universities.

Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

This is in contrary with the Education White Paper 3 (Department of Education 1997), which directs that, the higher education system should be transformed to redress past inequalities, to serve a new social order, to meet pressing national needs and to respond to new realities and opportunities. Conversely, historically black institutions remain almost exclusively with teaching and learning conditions that differ from white universities. In the Eastern Cape Universities, which are predominantly black, these teaching and learning conditions need to be transformed.

In the context of the transformation progress of HEIs in South Africa, this paper aims to explore the transformation of teaching and learning conditions, in terms of student access, gender equity, transformed teaching and learning, and transformed practices, at selected universities in the Eastern Cape, South Africa.

This paper will be of significance as it will benefit academics and senior management to better understand how conditions of teaching and learning can be transformed in Higher Education Institutions. They will better understand suggested strategies on how to engage with, and support HEIs transformation.

REVIEW OF LITERATURE

This paper incorporates the literature review on the issues of the transformation of teaching and learning conditions. This is in terms of students' access, gender equity, transformed teaching and learning practices. According to Badat (2010), the South African Constitution of 1996 and the 1997 White Paper 3 directed the state and institutions to realise profound and wide-ranging imperatives or urgent goals in and through higher education. It was speculated that their progressive substantive realisation would contribute immeasurably to the transformation and development of higher education and society. The Department of Higher Education's Green Paper for Post-School Education and Training acknowledges that despite the many advances and gains made since 1994, higher education's quality continues to produce gender, class, racial and other inequalities concerning access to educational opportunities and success (DHET 2012). In view of this, South Africa's democratic government committed itself to transform higher education (Soudien 2011). Despite this, the researchers argue that the department does not give enough support to the universities to implement social equity and redress past inequalities. Even though there is a lack of support from the department, transformation in teaching and learning for sustainability requires the commitment of faculty and academics whose efforts, motivation, and innovative ideas contribute to changing the content and methods used (Von Blottnitz 2015). However, Hoover and Harder (2014) highlight that in HEI, it is worth emphasising that there is often no adequate institutional support and incentives for overcommitted academics willing to transform their practices.

The student populations and staff profiles, the distribution of hierarchy, the visions, and the cultural values within our institutions are disproportionately skewed to reflect the legacy of the sad past (Koma 2018). Machingambi (2011) argues that it is not enough to merely ensure that student profiles in higher education progressively reflect the demographic realities of the South African society without providing sufficient resources and support to ensure that students' and lecturers' performance meet predetermined targets. It is against this backdrop that this paper reports on students' and lecturer's perspectives of the transformation in higher education institutions (HEIs), with specific reference to the conditions of teaching and learning. Lomas (2016) argues that transformation in Higher Education usually refers to the student

Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

learning or the institution's ability to provide quality teaching and learning. Amongst other insights, the experiences gathered revealed the need to link research to practice and change the educational discourse to foster learners' ability to critically question their assumptions and frames of reference.

Thus, transformation in higher education institutions has been conceptualised in different ways, such as ongoing expansion and structural changes across the world to meet world-class standards. Deem, Mok and Lucas (2008) state that for the sake of global competitiveness, governments are conducting comprehensive reviews to implement plans to restructure and to transform their higher education systems in the image of 'world-class' university. For instance, the universities in Europe and Asia, to perform well in the Global University Ranking, they have adopted different reform measures to enhance their research performance (Deem, Mok, & Lucas 2008). This ranking is what happens in South Africa even today. According to Soudien (2010), expansion in South Africa occurred in mostly formerly White Higher Education institutions which were, in any event, already positioned to expand their market share in the mid-1990s**.** Regardless of their geographical differences, all these regions face issues in materializing the objectives of their tertiary education provision (Razali & Wah 2011). Hence, the literature review explored major issues that emerge in North America, Europe, East Asia, Australia, and South Africa concerning higher education institutions' transformation of teaching and learning.

In South Africa, the transformation has a particular meaning related to the political transformation of society: higher education having a transformative role in moving from apartheid to an inclusive society. After the 1994 elections, the government committed itself to transform higher education as well as the inherited apartheid social and economic structure (Pretorius 2013). In light of this, there have been concentrated efforts to build an inclusive education system that reflects a democratic society as envisioned by the SA constitution and this is what this paper is focusing on. In this regard, opines Erkkilä (2014), the understanding of transformation could be done through the laws and policies to promote equality in higher institutions in line with the SA constitutional and legislative recognition. These should be made accessible for all.

Conditions of Teaching and Learning in Higher Education Institutions

Conditions of teaching and learning in Higher Education Institutions (HEIs) concern the quality of teaching and learning practices. This requires an understanding of learning that goes beyond the acquisition of skills (Nash, Jones, Ecclestone & Brown 2008). Hence, there is a need to understand students in rich, qualitative ways in order to implement the substantive and meaningful transformation of the academic practice as well as student experience of university programmes (Pretorius 2013). This must consider the fact that many students and HEIs were and are still historically disadvantaged and affected by scarce resources, poverty, inequality, and students' inadequate preparation for higher education in South Africa (MacDonald 2006, Scott, Yeld & Hendry 2007). Higher Education in South Africa plays a significant role as it is trying to narrow down the shortage skills gap and knowledge by producing qualified graduates and postgraduates through the generation of research and innovation (Fisher & Scott 2011). This contributes to the exciting and conducive learning and teaching environment in higher education institutions as there is always hope to students that their long-term goals would be eventually achieved. Likewise, there is huge transformation in these institutions as compared

e-Bangi Faculty of Social Sciences and Humanities Universiti Kebangsaan Malaysia
Journal of Social Sciences and Humanities
Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

to the apartheid era due to the democratisation and liberalisation processes that are gradually considered and implemented in South African Institutions. This is in line with the central goal of the policy framework for the transformation of the higher education system in South Africa, as contained in White Paper 3 that intends to promote equity of access and a fair chance of success to all who seek to realise their potential through higher education (Council on Higher Education 2013).

Based on the educational gap during the apartheid era that historically disadvantaged HEIs' teaching and learning progress, issues of quality and learning outcome were sacrificed for the desire to get as many students into higher institutions as possible. Thus, the goal of ensuring equitable access is to get as many students from disadvantaged backgrounds into higher institutions (Department of Higher Education and Training 2014). However, the goal of ensuring equitable access cannot be said to have been achieved as many of the students especially those from disadvantaged backgrounds drop out in large numbers while others who remain in the system fail to achieve the expected grades as well as taking too long to graduate.

The scenario depicted above means that most of the students still face teaching and learning challenges in HEIs since the access has not been accompanied by an appropriate increase in success. This results in the production of under-qualified graduates or graduates who are not marketable due to the quality of education that is highly compromised to meet students halfway resulting from the historical apartheid era. However, HEIs are expected to train graduates who will make a valuable contribution to nation-building in terms of applying the knowledge and skills acquired for the development of society. Hence, most of the institutions in South Africa reccuriculate programmes more often in order to produce markable graduates. This is influenced by institutional redress and equity that are central. As a result, there is an increase in university graduates. This increase can be attributed to improved teaching and learning conditions.

Emanating from the literature review, this paper was underpinned by a theory of transformation, which is ascribed to Jack Mezirow who studied women returning to university in the late 1970s. A theory of transformation, according to Mezirow (2009), refers to a change in structure that creates something new which embraces learning. Mezirow (2009 p.22) defines transformative learning as being inclusive, reflective, open, and contributes to change. In the case of teaching and learning, the implication is that there should be change about what knowledge is, the way those involved in teaching and learning operate, and their beliefs.

Transformation theory focuses on critical reflection and dialogue to support people to adapt their worldview towards being inclusive, open, seeking social justice and equity. It helps teachers to think about how they design professional learning and development opportunities for their students. The researchers argue that a transforming university is the one that allows all stakeholders to participate in deliberations to do with teaching and learning through the acquisition of suitable knowledge, skills, attitudes, and behaviours.

Daszko and Sheinberg (2017) mention 6 essential components of transformation. Four of these components are relevant for this paper. These are awakening, intention, learning and integration. Awakening indicates that transformation begins with an individual who takes heed to develop thinking. Individuals realise that they can do better by applying their best efforts. Being awakened leads to an intention to choose a course of action. Awakening involves the need to change the current situation for transformation. Daszko and Sheinberg (2017) further argue that once awakening occurs, transformation will contribute to lessons of greater significance, and pose a context to which individuals will relate. It is, thus, through profound

Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

knowledge that transformation, which requires new learning can take place. As individuals learn, they intentionally apply knowledge to the organisation's internal processes and draw insights from those processes. In so doing, learning takes place. Although there is emphasis that transformation begins with an individual, it must be integrated throughout, and that all stakeholders should be awakened and committed to constant learning. Transformation is, therefore, for every individual to take responsibility, create new futures and make a difference. This is what is required in order to transform teaching and learning.

RESEARCH METHODOLOGY

This paper followed a quantitative research method based on the positivism research paradigm which belongs to epistemology. Leedy and Ormrod (2013) state that positivism can be specified as a philosophy of knowing and as a philosophy, this paradigm adheres to the view that only factual knowledge gained through observation, including measurement, is trustworthy. Wiersma and Jurs (2009) state that a quantitative study usually describes something or reveals relationships between two or more factors. The major reason for applying a quantitative approach was that in quantitative research, the sample size is large and is ideally randomly selected from the larger population to generalise the results to the population. A survey research design under the non-experimental approach was used. The purpose of survey design was to generalise from the sample to a wider population so that inferences can be made about some characteristics, attitudes, or behaviour of this population (Creswell, 2009). Additionally, the survey research design assisted in obtaining information from various sources in the sample population and allowed us to focus on the exact characteristics under consideration.

Sample and Sampling technique

The population of this paper included students and lecturers in two South African Higher Education Institutions' Faculties of Education. McMillan and Schumacher (2010) affirm that a population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which the researcher intends to generalise the results of research. Lecturers, levels 2, 3 and 4 students in each institution were randomly selected. Maree (2012) argues that in simple random sampling, each member of the population under study has an equal chance of being selected. Thus, this paper adopted a simple random sampling and the researchers managed to get the relevant information from each member.

Data Collection

During data collection, questionnaires were used since this is a quantitative research approach. Cohen, Manion and Morrison (2011) state that the advantages of using the questionnaire during data collection are that it tends to be more reliable because it is anonymous; it encourages greater honesty; it is more economical than the interview in terms of time and money and there is the possibility that it may be mailed. Similarly, the questionnaires were chosen because they are economical, can be anonymous and usually easy to score. When designing the questionnaires, attention to the appearance of the questionnaire, question sequence, wording of

Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

questions and response categories were considered. There was compliance with anonymity in identification of the sampled institutions. Thus, letters of alphabets were used (A, B and C) instead of using the actual names of the institutions. In the process, the questionnaires were quality tested during the pilot stage for the precision of expression, objectivity, relevance, and probability of favourable reception and return. According to Leedy and Ormrod (2013), piloting ensures that errors of whatever nature can be rectified immediately at little cost.

Data Analysis

Data collected employing questionnaires were coded and divided into different categories in order to assist with the final processing of data. After coding, data were captured and analysed with the aid of the Statistical Package for Social Sciences (SPSS), version 22. According to Dotwana (2009), SPSS is one of the complicated modernised systems of analysing data into a simple form. Bryman and Cramer (2009) state that the SPSS generates frequencies that show the number of occurrences and percentages which refer to the proportion of cases contained within each frequency. The frequencies and percentages are presented in the form of figures.

RESEARCH FINDINGS

Student's Biographical Information

The study was conducted in two Higher Disadvantaged Institutions (HDIs) in the Eastern Cape Province. For anonymity, we referred to the institutions as Institution 1 and Institution 2. Institution 1 has two campuses, Campus A and Campus B. As shown in Table 1, a total number of 51 respondents were drawn from Campus A of Institution 1, 30 from Campus B and 15 from Institution 2.

Gender

The gender representation among the Institutions was as follows: In Institution 1, Campus A, 54% were female while 46% were male and this was also the same in Campus B. In Institution 2, 67% were female while 33% were male. Thus, more females participated in the study than males.

Age and racial groups

Four age groups participated in the study. In campus A, the largest sample was drawn from those between 20-25 years' old who contributed 61% followed by 26-30 and above 31 age groups which contributed 21% and 15% respectively. The least sample of 3% was drawn from the 15-20 age group. In campus B, 30% and 40% were drawn from the 15-20 and 21-25 age groups respectively while 20% and 10% were from the 26-30 and 31 and over age groups. In Institution 2, 80% of participants were between 21-25 years old, 13 % between 26-30 and 7% were above 31 years old. Conclusively, the study comprised a relatively young cohort because most respondents were undergraduate students. The age group of the participants might have affected the results of the transformation of teaching and learning conditions. There were no racial distinctions across all campuses as all participants were blacks.

e-Bangi Faculty of Social Sciences and Humanities Universiti Kebangsaan Malaysia
Journal of Social Sciences and Humanities
Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

Table 1: student biographical information

Variables			Frequencies	Percentage
Gender	Campus A	Male	28	46
		Female	23	54
	Campus 2	Male	14	46
		Female	16	54
	Institution 2	Male	5	33
		Female	10	67
Age	Campus A	15-20	2	3
		21-25	37	61
		26-30	13	21
		31+	9	15
	Campus B	15-20	9	30
		21-25	12	40
		26-30	6	20
		31+	3	10
	Institution 2	15-20	0	0
		21-25	12	80
		26-30	2	13
		31+	1	7
Racial Groups	Campus A	Black	60	98
		Coloured	1	2
	Campus B	Black	29	97
		Coloured	1	3
	Institution 2	Black	15	100
		Coloured	0	0

Students Education and Degree Programs

Table 2 shows the education information of the students who participated in the study. The participants were drawn from 2nd, 3rd and 4th level students. In Campus A, 54% were 3rd years, 31% 2nd years and 25% were 4th years. Distinctively in Campus B, 50% were 2nd years, 43% were 3rd years while only 7% were 4th years. A similar trend was observed in Institution 2 where 53% were 2nd years and 47% were 3rd years. There were no 4th year level students drawn from Institution 2.

In Campus A, 87% were enrolled for the BEd FET program, 11% were in the BEd SP program while the remaining 2% were in the BEd FP degree programme. In Campus B, only students who were enrolled in the BEd FET program participated in the study. In Institution 2, 73% were in the BEd SP program and the remaining 27% were enrolled for the BEd FP degree program.

Table 2: Students Education

Variables			Frequencies	Percentages
Study level	Campus A	2nd Year	19	31
		3rd Year	33	54
		4th Year	9	25
	Campus B	2nd Year	15	50
		3rd Year	13	43
		4th Year	2	7

e-Bangi Faculty of Social Sciences and Humanities Universiti Kebangsaan Malaysia
Journal of Social Sciences and Humanities
Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

	Institution 2	2nd Year	8	53
		3rd Year	9	47
		4th Year	0	0
Degree	Campus A	BEd FP	1	2
		BEd SP	7	11
		BEd FET	53	87
	Campus B	BEd FP	0	0
		BEd SP	0	0
		BEd FET	30	100
	Institution 2	BEd FP	4	27
		BEd SP	11	73
		BEd FET	0	0

Lecturer's Biographical Information

Gender and age

The study also comprised lecturers from the 2 Institutions. Regarding gender, 82% were female and 18% male in Campus A while 75% were male and 25% female in Campus B. There was a gender balance in Institution 2. In terms of age groups, Majority (47%) were above 50 years old, 41% between 41-50 while 6% were drawn from 31-40 and 25-30 age groups in Campus A. In campus B, 38% were between the ages of 41-50, 37% above 50 years and 25% were between 31-40 years old. Lastly, in Institution 2, 67% were above 50 years old while the remaining 33% were between the ages of 31-40. Therefore, the Lectures at both institutions are relatively old and just a few are still in the youth category. There were no race distinctions across all campuses as only black Lecturers participated in the study.

Table 3: Lecturers biographical information

Variables			**Frequency**	**Percentage**
Gender	Campus A	Male	3	18
		Female	14	82
	Campus B	Male	6	75
		Female	2	25
	Institution 2	Male	3	50
		Female	3	50
Age	Campus A	25-30	1	6
		31-40	1	6
		41-50	7	41
		50+	8	47
	Campus B	25-30	0	0
		31-40	2	25
		41-50	3	38
		50+	3	37
	Institution 2	25-30		0
		31-40	2	33
		41-50		0
		50+	4	67

e-Bangi Faculty of Social Sciences and Humanities Universiti Kebangsaan Malaysia
Journal of Social Sciences and Humanities
Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

Teaching experience

Table 4 presents the Lecturers' professional information that includes teaching experience, highest qualifications and teaching qualifications possessed. In Campus A, most lectures (47%) have been teaching for between 1-5 years, 23% had 6-10 years of experience, 7% had 11-15 years' experience while 23% have been teaching for more than 15 years. In Campus B, 50% have been in the field for 1-5 years, 37% between 6-10 years and 13% had 11-15 years. The same trend was also apparent in Institution 2 where 33% have been teaching for a duration between 1-5 years, another 33% for 6-10 years, 17% for 11-15 years and another 17% for more than 15 years. Thus, most Lectures who participated in the study had limited teaching experience.

Lecturers' Professional Information

Highest qualifications

Lectures in South Africa are encouraged to hold the highest qualification to enable their full contribution to the knowledge economy and education transformation imperatives. Therefore, this subsection provides information on the highest qualifications possessed by those who participated in the study. In Campus A, most lecturers (76%) had Masters degrees, 18% PhDs and 6% had Honours degrees. Distinctively in Campus B, there was a balance between those with Masters and PhD degrees. The same trend was apparent in Institution 2.

Teaching qualifications possessed

Results indicated that in Campus A, 53% possessed PTD/STD teaching qualification, 22% had CHED/BEd, 13% had PGCE and the remaining 12% had PTC/JSTC. In Campus B, most (76%) had PGCE, 12% had CHED/BEd while the remaining 12 possessed HES qualification. In Institution 2, most (33%) obtained PGCE, another 33% had PTC/JSTC, 17% had PTD/STD and another 17% had CHED/BEd.

Table 4: Lecturer's professional information

Variables			**Frequency**	**Percentage**
Teaching experience	Campus A	1-5 Years	8	47
		6-10 Years	4	23
		11-15 Years	1	7
		15+	4	23
	Campus B	1-5 Years	4	50
		6-10 Years	3	37
		11-15 Years	1	13
		15+	0	0
	Institution 2	1-5 Years	2	33
		6-10 Years	2	33
		10-15 Years	1	17
		15+	1	17
Highest Qualifications	Campus A	Hons	1	6
		Masters	13	76
		PhD	3	18

e-Bangi Faculty of Social Sciences and Humanities Universiti Kebangsaan Malaysia
Journal of Social Sciences and Humanities
Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

	Campus B	Hons	0	0
		Masters	4	50
		PhD	4	50
	Institution 2	Hons	0	0
		Masters	0	0
		PhD	6	100
Teaching Qualifications	Campus A	PTC/JSTC	2	12
		PTD/STD	9	53
		CHED/Bed	4	22
		PGCE	2	13
		HES	0	0
	Campus B	PTC/JSTC	0	0
		PTD/STD	0	0
		CHED/Bed	1	12
		PGCE	6	76
		HES	1	12
	Institution 2	PTC/JSTC	2	33
		PTD/STD	1	17
		CHED/Bed	1	17
		PGCE	2	33
		HES	0	0

Students Admission

Gender equality

This subsection describes the student admission status quo in terms of gender, race, age and sexual orientation dimensions. Results on Table 5 show that students from the two institutions substantially agreed that there was an equitable gender representation in admission at their institutions as shown by the following means, (2.31 & 2.33) in Campus A and Institution 2 respectively. However, a substantial number of lecturers from Campus A and Campus B disagreed as shown by means of 3.53 and 2.88.

Race and age equality

As shown in Table 5, results show that apart from lecturers in Campus A who disagreed (3.53), all other students and lecturers agreed that there was gender equality in their institutions. Again, only Lecturers from Campus A reported a lack of racial equality at the institution (3.59). However, the fact that a substantial number of participants from the other Campus and another Institution reflect that gender equality is broadly observed in these institutions. Worth noting is the fact that there is a lack of interest from other races, such as whites, to enrol at the aforesaid Campuses, an issue that dates to the apartheid era when the two Institutions were reserved for the black majority in the homelands.

Age and sexual orientation equality

Students across both institutions noted that there was a satisfactory age balance at their institutions. This shows that the institutions enrol all university qualifying students in age groups. However, as reflected in Table 5, apart from Lecturers in Campus B, those from

e-Bangi Faculty of Social Sciences and Humanities Universiti Kebangsaan Malaysia
Journal of Social Sciences and Humanities
Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

Campus A and Institution 2 reported age imbalances at their institutions, particularly regarding Lecturer recruitment. Biographical information presented in the first section of this paper also concurs with this fact. Most Lecturers interviewed in the two Institutions were above the age of 50 years and this reflects the age dimensions at the institutions. According to students, their institutions were equitable in terms of sexual orientation. Distinctively, lecturers denied this claim. Thus, it can be deduced that these institutions are not equitable in terms of sexual orientation, the reason being that lecturers have got the students' databases and hence they better understand the sexual orientation of both students and lecturers at the institutions.

Table 5: Equity in Institutions

Questions	Campus	Category	Mean	Std. Deviation
Our institution is equitable in terms of gender.	Campus A	Lecturers	3.53	1.328
		Students	2.31	1.205
	Campus B	Lecturers	2.88	1.246
		Students		
	Institution 2	Lecturers	2.50	1.378
		Students	2.33	1.175
Our institution is equitable in terms of race.	Campus A	Lecturers	3.59	1.176
		Students	2.21	1.185
	Campus B	Lecturers	2.63	.518
		Students		
	Institution 2	Lecturers	2.67	1.211
		Students	2.73	1.223
Our institution is equitable in terms of age	Campus A	Lecturers	3.53	1.179
		Students	2.48	1.260
	Campus B	Lecturers	2.75	1.035
		Students		
	Institution 2	Lecturers	3.83	1.602
		Students	2.60	1.502
Our institution is equitable in terms of sexual orientation.	Campus A	Lecturers	3.59	1.278
		Students	2.70	1.370
	Campus B	Lecturers	3.00	.926
		Students		
	Institution 2	Lecturers	3.33	1.633
		Students	2.80	1.207

Teaching and learning conditions

This section sought to understand the teaching and learning conditions in the two Institutions. Likert scale questions ranging from 1- strongly agree to 5 - strongly disagree were utilised to gather responses. The descriptive results are furnished in Table 6. Both lecturers and students agreed that pedagogy at their institutions takes account of what students know and how to plan strategies for the future. This was reflected by means less than 3 and lower deviations (Table 6). This is an indication that steps are in place to transform pedagogy among institutions in the Eastern Cape Province of South Africa. It was also generally agreed across the institutions that classroom representatives are an effective link between students and lecturers as shown by lower means. However, a mean of 2.93 recorded among students on Campus A highlights that a substantive number of them refuted that classroom representatives are an effective link

e-Bangi Faculty of Social Sciences and Humanities Universiti Kebangsaan Malaysia
Journal of Social Sciences and Humanities
Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

between students and the lecturers. This implies that although classroom representatives are essential for linking up students and lecturers, their effectiveness is still questionable and thus, improvements are required.

Regarding the use of transformed teaching modus operandi, it was agreed that lecturers use transformed teaching and learning strategies as shown by lower means among students and lecturers. Although there was consensus that the curricula are relevant and based on up-to-date knowledge and skills, a substantial number of lecturers in Campus A believed that the curricula may be having irrelevant material and not completely based on up-to-date knowledge and skills. This is true, especially considering the technological challenges faced in rural-based universities and thus leading to the use of outdated traditional teaching modalities.

Students also agreed that the lecturer's pedagogical skills and the learning environment address student's learning needs. Interestingly, although lecturers broadly agreed with that sentiment, higher means (2.76, 2.88, 2.67) and standard deviations in Campus A, Campus B and Institution 2 show that a substantive number of them disagreed with the sentiment. Limited resources and capacity limit lecturers' ability to provide teaching that largely addresses student needs.

Table 6: Teaching and learning conditions

Questions	Campus	Category	Mean	Std.deviation
Pedagogy takes account of what the student knows already to plan strategies for the future	Campus A	Lecturers	2.29	.920
		Students	2.07	1.109
	Campus B	Lecturers	2.25	.463
		Students		
	Institution 2	Lecturers	2.17	1.472
		Students	1.93	.704
The classroom representatives are an effective link between students and the lecturers.	Campus A	Lecturers	2.47	1.179
		Students	2.93	1.181
	Campus B	Lecturers	2.63	1.302
		Students		
	Institution 2	Lecturers	1.83	1.169
		Students	2.47	1.246
Lecturers use transformed teaching and learning strategies	Campus A	Lecturers	2.82	1.468
		Students	2.49	1.312
	Campus 2	Lecturers	2.75	1.035
		Students		
	Institution 2	Lecturers	2.50	1.225
		Students	2.33	1.175
The curricula are relevant and based on up-to-date knowledge and skills.	Campus A	Lecturers	2.94	1.391
		Students	2.49	1.312
	Campus B	Lecturers	3.13	.991
		Students		
	Institution 2	Lecturers	2.33	.816
		Students	2.67	1.175
Lecturer's pedagogical skills and the learning environment address student's learning needs	Campus A	Lecturers	2.76	1.562
		Students	2.08	1.038
	Campus B	Lecturers	2.88	1.126
		Students		
	Institution 2	Lecturers	2.67	1.033
		Students	2.13	1.246

e-Bangi Faculty of Social Sciences and Humanities Universiti Kebangsaan Malaysia
Journal of Social Sciences and Humanities
Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

Students-Lecturer Relationships

Evidence from the study shows that the lecturers and students have similar perceptions that students-lecturer relationships are cordial at their institutions (Table 7). It was also universally agreed that teaching and learning in HEIs enable students to engage in critical reasoning. However, while lecturers from Institution 2 strongly agreed that lecturers can integrate critical thinking sufficiently into their daily practice, those from Campus A and Campus B of Institution 1 only agreed with the sentiment. Notably, the higher means of 2.94 and 2.88 in Campus A and Campus B, as well as the associated higher standard deviations indicate that there was a substantive number of lecturers who disagreed with the sentiment. Therefore, the ability of lecturers to integrate critical thinking sufficiently into their daily practice is still questionable.

Table 7: Students-lecturer relationships

Questions	Campus	Category	Mean	Std. deviation
Student/lecturer relations are cordial	Campus A	Lecturers	2.53	1.328
		Students	2.51	1.349
	Campus B	Lecturers	2.25	.886
		Students		
	Institution 2	Lecturers	2.67	1.506
		Students	2.67	1.633
Teaching and learning in HEIs enable students to engage in critical reasoning.	Campus A	Lecturers	2.76	1.348
		Students	2.08	1.038
	Campus B	Lecturers	2.25	.707
		Students		
	Institution 2	Lecturers	2.33	.816
		Students	2.13	1.246
Lecturers can integrate critical thinking sufficiently into their daily practice.	Campus A	Lecturer	2.94	1.391
	Campus B	Lecturers	2.88	.991
	Institution 2	Lecturers	1.67	.516

Institutional capacity to influence transformation

There were mixed views regarding the autonomy of institutions to effectively produce and disseminate knowledge (Table 8). Lecturers in Campus B agreed that their institution had the autonomy to effectively produce and disseminate knowledge while in Campus A (mean=2.76, standard deviation=1.300) and Institution 2, (mean=2.67, standard deviation=1.506) the responses were hanging on a pendulum with some believing institutions had autonomy while others believed that their institutions had no autonomy to effectively produce and disseminate knowledge. In terms of institutional capacity to provide quality programs that lead to institutional effectiveness and efficiency, lecturers in Campus A agreed while those in Institution 2 strongly agreed that their institution had quality programs leading to institutional effectiveness and efficiency. However, mixed responses were obtained in Campus B (mean=2.79, standard deviation=1.035).

e-Bangi Faculty of Social Sciences and Humanities Universiti Kebangsaan Malaysia
Journal of Social Sciences and Humanities
Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

Table 8: Institutional capacity to impart transformation

Question	Campus	Category	Mean	Std. deviation
Our university possesses institutional autonomy to effectively produce and disseminate knowledge.	Campus A	Lecturers	2.76	1.300
	Campus B	Lecturers	2.38	.744
	Institution 2	Lecturers	2.67	1.506
Our university has quality programs leading to institutional effectiveness and efficiency.	Campus A	Lecturers	2.35	.996
	Campus B	Lecturers	2.75	1.035
	Institution 2	Lecturers	1.83	.408

DISCUSSION

This paper explored education transformation aspects of teaching and learning conditions such as equality in students' enrolment, students-lecturer relationships, conditions of teaching and learning as well as the institutional capacity to influence transformation. Conditions of teaching and learning in Higher Education Institutions concern the quality of teaching and learning, including the HEIs transformation agenda in South Africa. Hence, there is a need to understand students' progress regarding the implementation of the transformation of the academic learning and teaching practice (Goodyear 2015).

Post-Apartheid concerns regarding students' access, participation rates and issues of equity are still a public concern (Cloete 2014). The current study reveals that positive strides have been made to ensure gender and age balances in student enrolment at higher education institutions in the Eastern Cape Province of South Africa. However, improvements are still required to increase the gender balance. Even though student access to higher learning institutions is a step in the right direction, only their successful completion of courses can reflect effective transformation. This resonates with the proposition by the Council of Higher Education (CHE) (2013) and Scott (2018) that in the contexts of South Africa, access to higher education has minimal value without successful completion. Instead, student success plays a key transformative role, for individuals and the country.

Racial imbalances are still a major issue among Eastern Cape Institutions, these institutions are still dominated by black students and staff members, a situation that dates back to the Apartheid era when these institutions were regarded as reserves for the black majority in the homelands, and the elite institutions were for the white minority. Bozalek and Boughey (2012) concurrently note that higher education has been and continues to be deeply affected by the impact of apartheid policies and continuing social, educational and racial inequalities. This finding shows that there has been limited transformation in striking a racial balance in previously disadvantaged universities, a fact that will continue to affect racial cohesion at universities and the workplace.

It was revealed that steps are in place to transform pedagogy among institutions in the Eastern Cape Province of South Africa. Additionally, more transformed teaching modes are in use although there are still issues with the use of up-to-date information systems such as digital platforms. This leads to the development of graduates who are relevant to the labour market. These gains are in line with the expectations set by the Council on Higher Education (CHE) (2014) that there is a need to enhance student learning to increase the number of graduates with attributes that are personally, professionally and socially valuable. However, the pace of transformation among Eastern Cape education institutions is still largely derailed by limited

Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

resources that ultimately limit staff capacity to provide teaching that largely addresses student needs. Leibowitz et al. (2014) previously lamented that lack of institutional support for teaching and learning presents serious challenges for teaching and learning.

Although education and learning institutions have some autonomy to effectively produce and disseminate knowledge, there is still room for improvement as shown by mixed perceptions in this study. The partial progress is in line with DHET (2015) sentiments that, despite recent official assertions of acceptable progress in performance, South Africa's higher education system is falling far short of producing the mix of competent graduates required to meet the country's needs. To address this, this study found that universities in the Eastern Cape have gradually transformed to provide quality programs leading to institutional effectiveness and efficiency. This is done through continuously modifying program curricula to meet contemporary changes, societal and labour needs.

CONCLUSION

The aim of this paper was to investigate the extent to which the conditions of teaching and learning are transformed in Higher Education Institutions in the Eastern Cape Province of South Africa. It has become evident that some teaching and learning conditions ae not transformed and this impacts on lecturers' practices not being transformed. It is advantageous that there are some strategies in place to transform pedagogy among institutions in the Eastern Cape Province of South Africa. However, the fact that there are some universities still struggling to transform their practices due to unconducive conditions of teaching and learning and their capacity to address the students' needs, is detrimental to transformation, especially teaching and learning conditions, and this can affect both lecturers and students. Moreover, there are still issues with transformed teaching modes such as digital platforms and the use of up-to-date information systems.

The paper concludes that pedagogy considers what students already know and that leads to developing strategies that can be used in transforming teaching and learning. It is highlighted that although lecturers engage class representatives as a link with students, their effectiveness is not clear in terms of transforming the conditions of teaching and learning. Whilst there is consensus that curricula offered at the HEIs are relevant with up-to-date information, they might have irrelevant material that may not contribute to the transformation of teaching and learning. As a result, lecturers might not be able to integrate critical thinking into their practice, although they may have quality programs, and this may lead to poor student-lecturer relationships.

RECOMMENDATIONS

Based on the findings, the present study recommends that higher education institutions should ensure that age, gender and race balances should be considered in student enrolment, as this will ensure that there are equitable teaching and learning conditions. However, the institutions under study are still dominated by black students and staff members, dating as far back to the apartheid era when they were reserved for the black majority. This is an indication that there has been limited transformation in so far as racial balance is concerned.

Vol. 18. No.9 (2021). 259-277. ISSN: 1823-884x

Secondly, Higher Education Institutions should ensure that students succeed in their studies, and this can be done through transforming the conditions of teaching and learning.

It is further recommended that digital platforms should be used in order to produce competent graduates that meet the country's economic needs. Doing this could be an attempt to transform the conditions of teaching and learning in the institutions.

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ABOUT THE AUTHORS

ELPHINAH NOMABANDLA CISHE (CORRESPONDING AUTHOR)
Continuing Professional Teacher Development
Faculty of Educational Sciences
Walter Sisulu University
South Africa
ecishe@wsu.ac.za

MANTHEKELENG AGNES LINAKE
School of Further and Continuing Education
Faculty of Education, University of Fort Hare
East London
South Africa
mlinake@ufh.ac.za

NOLOYISO NONGALO
Adult, Foundation Phase & Educational Foundations Education
Faculty of Educational Sciences
Walter Sisulu University
South Africa
nnongalo@wsu.ac.za

e-Bangi Faculty of Social Sciences and Humanities Universiti Kebangsaan Malaysia
Journal of Social Sciences and Humanities
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PELOKAZI NQABENI
Adult, Foundation Phase & Educational Foundations Education
Faculty of Educational Sciences
Walter Sisulu University
South Africa
pnqabeni@wsu.ac.za