



SCHOOL OF APPLIED HUMAN SCIENCES

Submitted in fulfilment of the requirements for the degree of
Master of Social Science (Counselling Psychology)
University of KwaZulu-Natal.

ACCESS TO SUCCESS: QUALITATIVE ACCOUNTS OF SUCCESSFUL ACCESS/FOUNDATION PROGRAM STUDENTS FROM THE UNIVERSITY OF KWAZULU-NATAL PIETERMARITZBURG CAMPUS.

BY


Nokwethemba Mbatha (209514867)

Supervisor: Doctor Nicolas Munro

Declaration

I, Nokwethemba Mbatha, declare that

1. The research reported in this thesis, except where otherwise indicated, is my original research.
2. This thesis has not been submitted for any degree or examination at any other university.
3. This thesis does not contain other persons' data, pictures or other information, unless specifically acknowledged as being sourced from other persons.
4. This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a) Their words have been re-written but the general information attributed to them has been referenced.
 - b) Where their exact words have been used, then their writing has been placed in italics and inside quotation marks, and referenced.
5. This thesis does not contain text, graphics or tables copied and pasted from the internet, unless specifically acknowledged and the source being detailed in the thesis and in the references sections. The cover page from a Turnitin report generated from this dissertation is included as Appendix 8.



Nokwethemba H. Mbatha

8 March 2019



Dr. Nicholas Munro

Supervisor

8 March 2019

Acknowledgements

First and foremost, I would like to thank my heavenly father the Almighty God for being the anchor and chief pillar of my life. My ability to complete and submit this thesis is through His guidance and encouragement. Thank you.

Secondly, I would like to thank my mother. I've thought long and hard about what I will write as an acknowledgement to you but I can't seem to find the right words to express my gratitude. For now I'll settle for thank you! Carol Thandiwe Ncube your sacrifices for me, especially regarding this Thesis have not gone unnoticed. I dedicate it to you my Queen. The best is yet to come for us!

Thirdly, I would like to thank the rest of my family for the constant support and encouragement. I love you.

Fourthly, I would like to thank Nonjabulo Shange. You have contributed so much of your time to ensure that I complete this Thesis. Thank you for the endless weeks you spent at my place forcing me to write and simplifying things for me when I would complicate them. "There is no time to be perfect Nokwe, just write" you would say, and so I wrote and I have finished! Thank you maShange, you truly are a great friend.

Fifthly, I would like to thank the participants who spared their time and contributed to the study.

Last but certainly not least, I would like to thank my supervisor DR Nicholas Munro. I think I have to be one of the most "interesting" students that you have had to supervise (that's me putting it politely). However, thank you for not letting my moments of silence deter you from doing your job and ensuring that I complete my Thesis. Your patience, support and supervision have been a great guide for me during moments of confusion. I recall this quote I once quoted in one of the modules you taught "when the student is ready, the Master appears". I am now ready and FINALLY the master has appeared (my Masters is complete)! Thank you.

Abstract

Higher education in South Africa has undergone numerous changes over the past few decades. These changes have focused on addressing the discriminatory practices that the past apartheid laws (e.g. Bantu Education Act) have had on higher education in South Africa. As such, higher education in South Africa has been on an ongoing process of positive transformation so as to provide equal opportunities for previously disadvantaged groups of students. The increase of participation in higher education through the expansion of formal access for all learners, was one strategy that was used to contribute to the transformation of higher education. In recent years, conversations in higher education have shifted towards increasing epistemological access and success for students. This study aimed to explore success stories and accounts of students who entered the University of KwaZulu-Natal (UKZN) through access programmes. The study sought to explore how academically successful students who started their university studies through UKZN access programmes account for their academic success, what aspects of the university environment enabled and constrained these students' academic success, and what aspects of their personal history enabled and constrained their academic success.

The findings of this study revealed that there are various aspects in a student's life that contribute to their success in university. These aspects range from academic factors, to family background, and to social and personal challenges. The findings from this study (such as sub-theme 1:1 attention and motivation, sub-theme 1:2 preparation and transitioning sub-theme 1:3 smaller classes and style of lecturing) are presented according to three thematic clusters, namely 1) The benefits of an access programme for academic success, 2) Explaining academic success by access programme students, and 3) Challenges that impacted on access programme students' academic success. Within the three thematic clusters, eight sub-themes were identified as factors that either contributed to the participants' academic success or were challenges that impacted on the participants' academic success. The findings of this study highlight aspects that are worth considering when working towards optimising student success in university. For instance, it was evident in the findings that doing the access programme prepared students for transitioning into university and equipped them with the foundational skills needed for academic success. As such, the researcher highlighted the need for higher education institutions to enhance support programmes or even extend programmes (such as the access programme) to all students entering university so as to assist them with transitioning and to equip them with the skills needed for academic success. The findings also highlighted

the challenges that successful non-traditional students encounter during their studies such as finances, language/communication barriers and time management amongst other challenges. The awareness of the realities that successful access programme students experience is important especially for institutions and other stakeholders who are intending to optimise student success by addressing challenges that present themselves in the students' studying experience.

Table of contents

Declaration	ii
Acknowledgements	iii
Abstract	iv
Chapter 1: Introduction	1
1.1 Introduction	1
1.2 Brief Background	1
1.3 Significance of Study	5
1.4 Objectives	5
1.5 Key research questions	6
1.6 Outline of dissertation	6
 Chapter 2: Review of literature on student access into universities, and factors that contribute to their success	 7
2.1 Introduction	7
2.2 Student access and success: trends on access and factors contributing to success	8
2.2.1 Past trends on access	8
2.3 Challenges to success and factors contributing to success	10
2.3.1 Academic factors influencing success	11
2.3.1.1 Transition into university: are students prepared?	11
2.3.1.2 Language Proficiency	13
2.3.1.3 Time management	15
2.3.1.4 Extra Assistance	15
2.3.2 Non-academic factors influencing success	16
2.3.2.1 Family and school background	16
2.3.2.2 Residences	18

2.3.2.3 Finances	19
2.3.2.4 Motivation	21
2.4 Theory used to explain phenomenon under investigation	22
2.5 Gap in literature	25
2.6 Conclusion	26
Chapter 3: Research Methodology	27
3.1 Introduction	27
3.2 Research design	27
3.2.1 Paradigm	27
3.2.2 Type of design	29
3.3 Sampling	30
3.3.1 Sampling context	30
3.3.2 Sample	30
3.3.3 Sampling methods	31
3.4 Data collection	31
3.5 Ethical consideration	33
3.5.1 Pre data collection	32
3.5.2 During data collection	33
3.6 Data analysis	34
3.7 Reliability and validity	34
Chapter 4: Research Findings	34
4.1 Introduction	34
4.2 Introduction to study participants	34

4.3 Theme 1: The Benefits Of An Access Programme For Academic Success	36
4.3.1 Subtheme 1.1 attention and motivation	39
4.3.2 Subtheme 1.2 preparation and transitioning	41
4.3.3 Subtheme 1.3 smaller classes and style of lecturing	42
4.4 Theme 2: Explaining Academic Success By Access Programme Students	43
4.4.1 sub-theme 2.1: working hard and discipline	43
4.4.2 sub-theme 2.2: family background	44
4.4.3 sub-theme 2.3: social adaptation	46
4.5 Theme 3: Challenges Impacting On Access Programme Students' Academic Success	48
4.5.1 sub-theme 3.1: inadequate preparation from high school	48
4.5.2 sub-theme 3.2: finances	50
4.5.3 sub-theme 3.3: time management	51
4.5.4 sub-theme 3.4: language/communication limitations	52
4.5.5 sub-theme 3.5: personal issues affecting success	53
4.6 Conclusion	54
Chapter 5: Discussion of Findings	55
5.1 Introduction	55
5.2 Theme 1: The Benefits Of An Access Programme For Academic Success	55
5.3 Theme 2: Explaining Academic Success By Access Programme Students	59
5.3.1 sub-theme 2.1: working hard and discipline	59
5.3.2 sub-theme 2.2: family background	59
5.3.3 sub-theme 2.3: social adaptation	60
5.4 Theme 3: Challenges Impacting On Access Programme Students' Academic Success	61
5.4.1 sub-theme 3.1: inadequate preparation from high school	61
5.4.2 sub-theme 3.2: finances	62

5.4.3 sub-theme 3.3: time management	63
5.4.4 sub-theme 3.4: language/communication limitations	64
5.4.5 sub-theme 3.5: personal issues affecting success	64
5.5 Conclusion	65
Chapter 6: Conclusion	66
6.1 Introduction	66
6.2 Summary of findings	66
6.2.1 Theme 1: The Benefits Of An Access Programme For Academic Success	66
6.2.2 Theme 2: Explaining Academic Success By Access Programme Students	67
6.2.2.1 sub-theme 2.1: working hard and discipline	67
6.2.2.2 sub-theme 2.2: family background	67
6.2.2.3 sub-theme 2.3: social adaptation	67
6.2.3 Theme 3: Challenges Impacting On Access Programme Students' Academic Success	67
6.2.3.1 sub-theme 3.1: inadequate preparation from high school	67
6.2.3.2 sub-theme 3.2: finances	68
6.2.3.3 sub-theme 3.3: time management	68
6.2.3.4 sub-theme 3.4: language/communication limitations	68
6.2.3.5 sub-theme 3.5: personal issues affecting success	68
6.3 limitations of the study	69
6.4 Recommendations	69
6.4.1 Extra support to be extended to all students	69
6.4.2 Ongoing support for students encountering language barriers	70
6.5 Implications for future research	70
References	71

Appendices	80
Appendix 1: Informed consent form for interviews	80
Appendix 2: Information sheet	82
Appendix 3: Interview schedule	83
Appendix 4: Letter to CFC	84
Appendix 5: Registrar letter	85
Appendix 6: Letter from head of school	86
Appendix 7: HSSREC letter	87
Appendix 8: Turnitin report	88

CHAPTER 1

INTRODUCTION

1.1 Introduction

Paterson (2016) asserts that of the million South African learners that start Grade 1, only a 100000 will enter university and only 53000 will graduate with an undergraduate degree after 6 years. With these alarming low rates of learners accessing and succeeding in higher education, it seems necessary that more attention is given to understanding and remediating such matters. In view of this, the Department of Education's National Plan (released 2001) announced that there was a "need to promote equity of access and fair chances of success to all who are seeking to realize their potential through higher education" (Dhunpath & Vithal, 2012, p. 8). Post 1994 the higher education system in South Africa has thus been dominated with efforts of transformation and restructuring/redress, and the aims of increasing access and success (Mouton, Louw & Strydom, 2012). For clarity purposes, access in this study will be taken to refer to two things, namely, entrance into university and foundation programs that prepare students to adapt to and succeed in higher education. Additionally, in this study, success will be taken to refer to the successful completion of an undergraduate degree.

This study aimed to explore success stories and accounts of students who entered the University of KwaZulu-Natal (UKZN) through an access programme. Chapter 1 will offer a brief background of literature relating to the area of study. In addition, the significance of the study will be discussed. Furthermore, the research objectives and the key research questions will be presented. To end this chapter, an outline of the dissertation will be provided.

1.2 Brief Background

This section of the chapter will outline the historical background of South African higher education by discussing key policies and laws that shaped the South African higher education context. The South African higher education sector has been through various dramatic changes over the past few decades. Specifically, the demise of apartheid and its laws on education, and the later move to a democratic system with inclusive and non-discriminatory laws is one such change (Kallaway, 2002). These changes have been centred on bringing forth positive transformation and equal opportunities for previously disadvantaged groups of students such as Black students.

According to Evans, Forney, Guido, Patton and Renn (2010) a disadvantaged group of university students can be defined as those individuals whose social, economic or family circumstances compromise their opportunities and capacities to get access to and succeed in a higher education institution. Akoojee and Nkomo (2007) assert that a number of strategies have been implemented by higher education institutions as mechanisms for achieving equal opportunities in higher education. Increasing access into university across various cultures and races in higher education is one of the leading strategies that have been propagated in higher institutions of learning as a means of facilitating redress and transformation (Lewin & Mawoyo, 2014, p. 29).

According to Heugh (2000) education policies in higher education during the apartheid period were implemented to promote racial segregation, unequal resource distribution and the use of a sub-standard curriculum for Black students. The policies mentioned above were upheld by acts such as the Bantu education act of 1953 (Heugh, 2000). Kallaway (2002) asserts that the Bantu education act was designed to serve the interests of the apartheid government by offering racially segregated education and a type of education which promoted a learning system which was of a poor quality for black, coloured and Indian students regardless of those races abilities and aspirations. In accordance with the principles mentioned above, the then minister of Native affairs Dr Verwoerd reported to the South African parliament in reference to the education policy for natives (The Bantu Education Act of 1953); that “there is no space for him [the native] in the European community above certain forms of labour. For this reason it is of no avail for him to receive training which has its aim in the absorption of the European community, where he cannot be absorbed (Kallaway, 2002, p. 92)”.

As a result of the implementation of the Bantu education policy, many schools and institutions experienced neglect from the government which led to challenges such as overcrowded classrooms in Black schools and a discrepancy in funding and infrastructure between black and white schools (Hartshorne, 1992). Bunting (2002) argued that in 1984 these adverse realities were further ingrained by the constitution which promoted the apartheid division within education. Consequently, higher education institutions had to be divided for the select use of Indian, coloured, white and African race groups. In 1985 the higher education institutions were divided in this way: Six institutions were set out to be for the use of the African race, 19 institutions for the use of white students and two institutions each for the Indian and Coloured students. Bunting (2002) argues that these divisions within institutions further expanded the

challenges of access for certain racial groups, more specifically, the African race as they could not be granted access to other racial group institutions unless granted a permit.

The segregated educational system was in function through to the early 1990's (Soudien, 2010). However, in 1994 the new democratic government came into power and one of its main aims regarding higher education, was to end the racial segregation and unequal opportunities for the race groups who had been previously discriminated (Soudien, 2010). Soudien (2010) reports that in 1995 the new government proposed some plans for redressing the past injustices by implementing initiatives such as the appointment of the National Commission on Higher Education (NCHE). The outcomes from the sitting of the commission was a number of recommendations, one of which was having one higher education system or structure that is designed to promote access (Soudien, 2010). Informed by the report from the NCHE a number of policies were developed, such as the Green Paper on Higher Education Transformation in 1996 followed by the White Paper 3 (WP3) in 1997 (Department of Education, 1997). Soudien (2010) asserts that the WP3 was one of the most crucial policy statements in higher education for the new government as it aimed to transform the South African higher education context. Department of Education (1997) asserts that the WP3 objectives were to promote "equity of access and fair chances of success to all (p.7)".

In the same year (1997), a Higher Education Act was established to regulate higher education by restructuring and transforming institutions whilst addressing issues of redress and promoting equal and fair access (Soudin, 2010). In addition, Soudien (2010) asserts that there was an expected massification in higher education institutions after the implementation of the initiatives mentioned above. However, Jansen (2003) argued that the expansion did not happen as expected and this was expressed by lower numbers of student enrolment then targeted by the NCHE. Furthermore, in 1999 a task team called Council of Higher Education (CHE) was developed to make recommendations for the reorganisation of higher education. Soudin (2010) reports that the then Minister of education Kader Asmal released the National Plan for Higher Education (NPHE) as a response to the report by the CHE (Department of Education, 2001). The Department of Education (2001) reported that some of the goals set out by principles and ideals of the WP3 have remained unachieved. The Department of Education reports that the NPHE was therefore created to address "the implementation vacuum and is, therefore, a key instrument in moving towards the implementation of the vision and policy framework outlined in the White Paper (Department of Education, 2001, p. 7)".

There have been a number of models put in place in higher educational institutions, which aimed at attempting to correct the discriminatory practices of the past with regards to access to higher education. One model of increasing access that is used is that of academic development programs also known as access/foundation/bridging/augmented/extended curricular programs (Mansura, 2016 & Central University of Technology, “Compulsory Academic Literacy and Personal Competencies Module”, n.d.). Mansura in the UKZN website defines this access programme as

“Short intensive courses designed for the secondary school learner and mature students entering tertiary study. It is for students who are not confident in their preparation for university, or those who do not meet the accepted knowledge requirements.” (Mansura, 2016, p.1).

The main objective of such programs is to allow previously disadvantaged students to have access into universities by preparing and familiarising them to the different environment.

There has been considerable increase in student access into higher education for previously disadvantaged groups (females, blacks, and disabled citizens), due to various efforts and the implementation of policies and laws such as WP3, NPHE and 1996 Higher Education Act. In 2015 the enrolments for higher education in South Africa (SA) was 985,212 students which is a significant increase from its 2004 rates of 479,788 students (Department of Education, 2005; Statistics South Africa, 2016). The commendable increase in student access is unfortunately followed by lower rates of graduates produced (Higher Education South Africa, 2011). According to Higher Education South Africa (2011) only one student in three will graduate within a four year period. Additionally Higher Education South Africa (2011) reports that of the 75 percent black students enrolled in higher institutions, less than 25 percent will graduate in expected time. This remains a major concern for government and many higher education institutions in SA and throughout the world. With the aim of combating this issue many researchers have explored student retention and have attempted to find the causes and solutions for high dropout figures (Bean, 1980; Spady, 1970; Tinto, 1975).

1.3 Significance Of Study

Mpofu (2012) holds the “assumption that an understanding of student disadvantages can lead to improved academic through-put” (p. 4). Following Mpofu’s assumptions, Jama, Mapesela and Beylefeld (2008) argue that much research has failed to give a clear profile about the actual non-traditional student and the multi-faceted environment that he/she exists in. CHE (2016) describes non-traditional students as those who are first generation entrants, mature students and students from disadvantaged communities. They propose that efforts taken by institutions of increasing student success should take into consideration factors such as a) pre-entry, b) initial entry, c) teaching and learning experience and d) ongoing social/academic integration within the South African context. Jama et.al (2008) formulated a theory called ‘circles of progression’ which they created in view of the above mentioned environments and the South African context. The significance of this study is that it will give insight into the academic journey of the participants and through that we can gather information on areas of strengths and challenges that contribute to a student’s success. The findings can thus inform relevant stakeholders on specific areas to focus on when addressing challenges with access or success within students.

1.4 Objectives

The purpose of this research was to gather personal accounts of students at UKZN PMB campus, concerning their experiences of starting their university studies in an access programme. In doing so, this study aims to discover how the access program (or access in itself) is perceived to contribute to these students’ success (i.e. eventual degree completion).

The objectives of this study were to:

- Explore the success stories of students who accessed higher education studies through any of the UKZN PMB campus access programme.
- Identify what challenges successful access programme students faced
- Explore what aspects of successful access programme students’ personal histories enabled and constrained their academic success.

Following the analyses of the students' responses to the above, further recommendations can be made to various stakeholders on how to better assist and improve the academic experience for these students.

1.5 Key Research Questions

- How does starting university through an access programme assist with academic success?
- How do academically successful students who started their university studies through an access programme explain their academic success?
- What challenges impact on the academic success of academically successful students who started their university studies through an access programme?

1.6 Outline Of Dissertation

This dissertation is sectioned into six chapters. The first chapter is the introductory chapter. It provides the problem statement and the purpose/significance of this dissertation. The second chapter reviews the literature about trends of access and factors that impact on success. Chapter 3 is the methodology chapter. It discusses the methods of data collection used, including the sampling technique used. The results and discussion are separated into Chapters 5 and 6 respectively. Chapter 6 will discuss conclusions and limitations and recommendations for future research.

CHAPTER 2

Review Of Literature On Student Access Into Universities, And Factors That Contribute To Their Success

2.1 Introduction

The following review of literature addresses trends of access within the South African higher education context. It achieves this by providing a timeline of the different stages of access and a brief explanation of what each phase was characterised by. The review furthermore explores the literature on various factors that enable or constrain a student's academic success at university. Lastly, the chapter discusses some international theories about student retention and then explains a South African theory about retention which is the guiding theoretical framework for this study.

It is an undeniable fact that the notion of access and success in higher education institutions remains a topical issue throughout the world. Literature on access around the world, including South Africa, has outlined the importance of promoting access which leads to throughput or success (Akoojee & Nkomo, 2007). The actual content covered by researchers about these phenomena varies through different contexts, however many key concepts remain constant. To illustrate, a majority of western literature tends to focus largely on how colleges can retain students so as to bring increase in throughput or graduation rates. As is the case in South Africa, higher education literature does focus on throughput. However, it tends to emphasise actual access or entry into university and all the other branching issues that arise from it such as redress of educational policies, finances, background and language (Barnes, 2005).

The reasons for the above mentioned are because in the past, many people could not access higher education due to laws that prohibited entry for them (Bantu Education Act, 1953). According to Van Zyl (2017) literature around access in South Africa tends to be from the perspective of understanding access from its historical context up to the adoption of recent access initiatives. It is clear that generalising on a concept so diverse and complex as access is difficult because of the various contextual conditions that exist in different places.

2.2 Student Access and Success: Trends On Access and Factors Contributing To Success

2.2.1 Past Trends On Access.

The CHE (2010) suggests that one must not view the South African trends on access in isolation because these trends have been largely informed by the South African political sphere. As such CHE (2010) asserts that the timeline of these trends can be summarised into three phases: 1970s-early 1980s (resistance of apartheid barriers to access), 1980s-early 1990s (increasing number of non-traditional students/formal access/restructuring higher education) and 1990s-present (massive expansion of students in higher education). The first phase, CHE (2010) argues, was around the time when vast amounts of studies and literature were centred on critiquing and challenging the government's restrictions on formal access or admission. The studies focused on policies and student debates on access. Furthermore, the 1980s and early 1990s phase was when the apartheid restrictions were removed and access for non-traditional students was permitted to all institutions (CHE, 2010). In this 1980s-1990s phase enrolment and access for non-traditional students started to gradually increase.

CHE (2010) asserts that even though there was increase in student access, much change was visible in the processes of transformation and diversification of higher education institutions. According to CHE's (2010) timeline on access in South Africa, the last and current trend on access was from the year 1990 to the present day. This phase (1990-present) on access was characterised by massive growth in the student body, particularly for women and Black students (CHE, 2010). This massive expansion in student access was due to the efforts by the Department of Education to improve fair access and promote success for all. This was in accordance with the Department's National Plan for Higher Education which aimed to "promote equity of access and fair success to all seeking to realise their potential through higher education, while eradicating all forms of unfair discrimination and advancing redress for past inequalities" (Department of Education, 2001, p. 6). Since the adoption of these policies there has been considerable increase in access for all races and women (CHE, 2010). For instance in 1993 black students (which included Africans, coloureds and Indians) constituted 52 percent of a student body of 473000 students, in 2011 black students had increased to comprise of 81 percent of a student body of 938200 (HESA, 2014).

The use of student support services such as access programmes was one of the many contributors to the success of the Department of Higher Education and Training's goal of increasing access. In his study on the impact of extended curriculum programmes at the UKZN PMB campus, Nala (2010) found that foundation programmes proved to be effective in producing good pass rates for academically disadvantaged students. Specifically, Nala (2010) found that in most instances the students who were in the access programme performed better when compared to their mainstream counterparts. These students accredited their success to the extra access tutorials that they attended as part of the access programme (Nala, 2010).

The students in Nala's (2010) study asserted that, while attending their access programme tutorials, they were offered explanations of key constructs within their field that they did not understand. Furthermore, the students reported that the pace in which their access tutorials were conducted was slower, thus they were able to stop and ask questions when they needed to (Nala, 2010). The success of these programmes in increasing access for various institutions across South Africa has not come without its own challenges. Akoojee and Nkomo (2007), Parmegiani (2008) and Wilson-Strydom (2011) argue that some policies that have been implemented by government in higher education institutions, in order to increase success for disadvantaged students, have not achieved any quantitative increase nor success rates for such students. In fact these authors found that over recent years there has been a decrease in the amount of graduates produced from the access programmes and mainstream sector (Parmegiani, 2008; Wilson-Strydom, 2011). These facts are alarming as they do not mirror or produce the goals that the Department of Higher Education and Training has for higher education. The Department of Education (1997) states that increased access should lead to improved success and graduation rates. However, that seems not to be the case in South African higher education as noted by the preceding paragraphs. As such, researchers in various studies have focused largely on identifying factors that assist or influence success. The following sections of this chapter will focus on various commonly identified factors that challenge and contribute to success at university.

2.3 Challenges To Success And Factors Contributing To Success

CHE (2010) asserted that students-regardless of their race that enter university usually do so from a position of high inequality in areas such as their schooling, finances and other various resources. As such, policies intended for redress and fairness have been implemented in order to address such issues. With that said, it seems that the initiatives by the Department of Higher Education and Training (DHET) in addressing fair access have assisted in increasing the possibility of access for everyone intending to pursue further studies post school. To date, it appears that efforts of trying to increase access have succeeded, as enrolment numbers have doubled from those prior to 1994 (Jansen, n.d). Machika (2012) asserts that there is an expectation for students who were admitted through access programmes and received extended support to succeed academically. However, some authors have noted that the massive increase in student access has been coupled with a decrease in the amount of graduates produced from the access programmes and mainstream sector too (Dunpath &Vithal, 2012).

The Department of Higher Education and Training annual report for the year 2016/17 indicated that the number of graduates produced in South African Universities had increased to 191524 students in the year 2015 (Department of Higher Education and Training, 2017). The 15.4 % graduation rate is a low percentage considering the DHET's National Plan for Higher Education goal of 25%. Dunpath and Vithal (2012) argue that access programmes “were conceptualised at a particular time and for purposes which, arguably, have now been overtaken by history” (p. 22). In other words they argue that the initial issues for which the access programmes were created to deal with, have become somewhat issues of the past. As such, they do not necessarily tackle the current issues that disadvantaged students of this generation experience such as high fees which ultimately affect their success. In recent years much research has thus been focused on the retention of students and ways of increasing throughput. However, CHE (2010) expresses discomfort with the fragmented manner in which research focused on retention tend to be conducted. CHE (2010) in Coetzee-Van Rooy (2010, p. 309) report that

This discomfort specifically relates to the inefficiency of research approaches to integrate the study of a large number of heterogeneous factors that interact in various ways over time to influence academic performance in higher education.

For instead a student's success is impacted by various factors which are not only limited to an academic setting. The intention of this section (i.e. section 2.3) is to attempt to discuss these

numerous factors and how they interact and sometimes overlap over time to influence academic success. It is important to note that some of the factors that will be mentioned below may apply to both the challenges and contributions to success. Lewin and Mawoyo (2014) assert that factors to student success can be classified into two categories (i.e., academic and non-academic), and these two categories have been used to organise the subsequent sections of Chapter 2. Societal issues like poverty, family background, political happenings, access to technological resources and funding are classified as non-academic factors that affect student progress in university (Lewin & Mawoyo, 2014). In contrast, the authors assert that academic factors that contribute to success are student preparedness, language proficiency, time-management and smooth transitioning to higher education. It is important to note that some factors can be applicable to both academic and non-academic categories, however for the purpose of this study they will be grouped as indicated above. Although the distinction between academic and non-academic factors is probably blurred in practice, they are discussed separately below.

2.3.1 Academic Factors Influencing Success

2.3.1.1 Transition Into University: Are Students Prepared?

Several studies have suggested that transitioning and adjusting to a new environment can have a significant impact on a student's academic performance (Teferra & Altbach, 2004; King, 2016; Peters, 2015). A number of studies have been conducted on student transitioning, for example one study by Cherif and Wideen, (1992) dates back to 1992. The study identified three themes as being the causes of the problem of transitioning. These were cultural/ environmental differences between high school and university, poor academic preparation and inadequate teaching techniques, which all have an impact on the learners' preparation for university. Recent research on transitioning has found that students have difficulties adjusting to the new ethos that comes with being in a higher academic institution (Kift, 2015). Kift (2015) argue that the adjustment from a structured, parent/teacher disciplined lifestyle to a self-independent lifestyle can be, at times, overwhelming for some students. Jaffer and Garraway (2016 p.65) argue that "entering higher education is neither a natural process nor one easily acquired; the transition needs much support from staff to students and what counts as "being a student" to be overtly taught". As such Jaffer and Garraway (2016) assert that students require guidance pertaining to their studies so as to assist with their transition.

Koch et al. (2001) in Potgieter, Davidowitz and Mathabatha (2008) asserted that the majority of students in higher education lack the fundamental academic skills required for success at tertiary level due to insufficient preparation from high school. According to Potgieter et al. (2008) mainstream programmes do not make or provide the necessary means to ensure that the development of these skills transpires. As such, there are high failure rates in South African tertiary institutions, particularly for disadvantaged students. Scott, Yeld and Hendry (2007) in Potgieter et al. (2008) argue that failure rates can be to some degree attributed to the lack of sufficient academic support the students receive after university admission.

Research by Jansen and Van der Meer (2012) indicates that university staff expects students to come with a wide range of academic skills which may be very different to those that the students have learnt in high school. This can be problematic for students, especially in South African education context where many schools lack resources such as textbooks, computers, sufficient classrooms and qualified educators (Jones, Coetzee, Bailey & Wickham, 2008). In addition Jones et al. (2008) found that students had difficulties with coping and grasping new concepts as they continued to study using the techniques they had employed in high school such as memorising or rote learning, which impacted on the students' transitioning.

Hurtado et al. (2007), Jansen and Bruinsma (2005) and Keup and Stolzenberg (2004) in Jansen and Van der Meer (2012) found that lecturers attributed the success or failure of students based on the level of preparedness the students had, in addition to other factors including motivation and ability. From a different perspective than the authors above, Van der Meer (2011) highlighted how good preparation can have positive results for students. She emphasises that preparation not only refers to academics, but can also refer to non-academic factors such as emotional, social, and environmental preparation. The author asserts that apart from the obvious academic preparation that is needed for students to pass, students also need to be emotionally and psychologically equipped to succeed (Van der Meer, 2011). The author asserts that studies on self-efficacy have found that students who feel prepared or who have confidence in their abilities have higher chances of success in university.

On the other hand, Jones et.al (2008) argue that the issue of preparedness cannot be seen solely as a student issue. They argue that generally students have some level of preparedness or skills that are needed to succeed in tertiary education. However, it has been argued that higher education institutions are in fact underprepared to accommodate the new cohort of students that enter the institutions (Jones et.al, 2008). This is due to the difference in cultures that institutions and some students have, the former being stuck in its traditional ways and the latter coming with needs existing outside the traditional box. As such, the authors argue that from this perspective students are less likely to transition well into an institution in which they feel unaccommodated, and this impedes their success.

2.3.1.2 Language Proficiency.

Jones et.al, (2008) assert that many studies have found that being able to be proficient in the language of tuition is necessary for the success of students. The majority of South African tertiary institutions use English and Afrikaans as their medium of instruction. Lewin and Mawoyo (2014) explain that this can create a learning barrier for students who do not speak English or Afrikaans as a first language. This is especially true for students that are from rural and township schools. Lewin and Mawoyo (2014) asserted that other studies have found that for these students, language becomes a verbal barrier for them as they find difficulty in engaging in classroom discussions, asking lecturers' questions and arguing their position in an engagement. Jones et.al (2008) adds that in many instances English or Afrikaans is a second or third language for these students. This is because exposure to these languages in school was insufficient, as almost all subjects were taught in their native language. In addition, Lewin and Mawoyo (2014) argue that the ability to speak English affects social integration too, as students who do not have a good command of the language tend to be looked down on or teased. Jones et.al (2008) note that the issue of language is not prevalent solely with Black students, as some Afrikaans speaking students at the University of Pretoria have been reported to complain about English speaking lecturers who place high code-switching demand on them as they have to think in Afrikaans before switching to English (Lewin & Mawoyo, 2014).

Lewin and Mawoyo, (2014) also assert that students who have an adequate command of the language used in higher education have a greater probability of achieving success and not dropping out. Lewin and Mawoyo (2014) argue that students who have background to the language used in their higher education facility are able to better comprehend what is taught during lectures and also apply critical thinking skills when engaging with the written work. Clarence (2010) asserts that students with a poor grasp of the English language tend to make certain mistakes with their written work such as verbatim reproduction and plagiarism, summarising or giving examples of work instead of analysing and provide their own argument and tendency of writing in a very subjective manner. This however, is less prevalent with students who have sufficient exposure to the language as they have learnt some fundamental skills that are needed in order to express themselves in an appropriate manner. Jones et.al (2008) claimed that it works in the student's favour to have a clear understanding of examination questions and also to understand the requirements of assignments. The above then requires lecturers to be more detailed and thorough in their explanations and possibly also to provide guidelines which students can follow (Jones et.al, 2008). Jones et.al (2008) argue that for students to produce academically sound tasks such as presentations, class discussions and written work, they need to be accustomed to the language used. This subsequently contributes positively to their success in tertiary studies.

Coetzee-Van Rooy (2010) holds the opinion that the language issue for non English/Afrikaans speaking students should not be viewed in a negative light. The author acknowledges that proficiency in the language of tuition plays a crucial part in the academic success of students and as such second, third or fourth speakers of the language of tuition could possibly experience difficulties. However, she argues that multilingualism can be a positive factor for students who are in higher education. Multiple studies conducted by psycholinguists have found that there are cognitive benefits that multilingual people have (Coetzee-Van Rooy, 2010). The results of the research indicates that there are at least three benefits to being bi- or multilingual, those being the ability to better learn other languages, a cognitive ability to analyse, and a cognitive advantage in functions such as inhibition and selective attention (Coetzee-Van Rooy, 2010). The author asserts that these functions are skills that relate very closely to the skills needed for success in higher education. The author therefore suggests that more emphasis be placed on developing initiatives that will build on the

skills that non English/Afrikaans speaking students have so as to assist these students succeed academically.

2.3.1.3 Time Management.

The Rural Education Access Programme (REAP) stated that literature has found that time management is one of the most important skills that students need for success in higher education. One factor that is cited by the White Paper 3 for Post-school Education and Training by the Department of Education (1997) as contributing to success is that of time management. Boughey (2013) argues that first year students lack awareness with regards to the time it takes to succeed in a tertiary institution. As such they have difficulty in planning and managing accordingly their time. Jones et.al (2008) found that students reported having difficulties with managing their time (which involved prioritising their studies) and thus they subsequently felt overwhelmed by the volume of work they had. The author asserts that the students reported that they had to approach their studies in a different manner. Jones et.al (2008) reported that students experienced success or improved pass rates after having prepared in advance for their lecturers, attending their classes, avoiding cramming but rather revising notes daily and leaving a certain time of the day to focus solely on their studies.

2.3.1.4 Extra Assistance.

According to Lewin and Mawoyo (2014) mentoring and tutorial programmes are helpful to students, particularly those entering tertiary education as they provide extra assistance. The authors assert that mentoring programmes offer students the ability to have a knowledgeable senior student to look up to and to seek assistance from. Lewin and Mawoyo (2014) reported that there are generally three types of mentoring programmes offered by higher educational institutions and these three programmes influence a student's social and academic success. These three mentoring programmes are residence based, faculty based and professional mentors. Residence based programmes are run throughout the year and they offer small group talks about various topics such as: life skills, exam writing workshops, HIV/AIDS support, time management and basic institutional requirements. Faculty based mentoring programmes are when the first year students are paired with a senior student who accompanies them through the orientation period and shows them around the campus (Lewin & Mawoyo, 2014). The last of these programmes is professional mentoring.

This is where students seek mentors from retired professors or lecturers. All these mentoring programmes help the student to familiarise themselves with their setting and also to cope with social and institutional demands.

In addition Lewin and Mawoyo (2014) found that tutors and tutoring classes had a positive impact in improving the academic results of students. Lewin and Mawoyo (2014) report that one respondent of their study reported that tutorials, especially online ones, are very useful as he can access them whenever he needs too and he also gets to repeat the information over and over again until he understands. Nala (2010) also found that students reported to find tutorials useful as they are smaller groups so they find the confidence to ask questions. In addition, students assert that tutorials offer a 'safe' space for them to feel comfortable to express their specific academic challenges (Nala, 2010). Literature seems to indicate that tutorials are a positive factor in promoting academic success for students.

2.3.2 Non-Academic Factors Influencing Success

2.3.2.1 Family And School Background.

Garraway (2009) reported that sixty percent of students who had come from poor families had dropped out of university before finishing their studies; these results were from a study conducted by the Human Science Research Council (HSRC). The study listed one of the reasons for the above as social issues. Similarly Lewin and Mawoyo (2014) and Matseka and Maile (2008) assert that socio-economic issues such as a parent's level of education or their occupation impacts on a student's academic success. They assert that most Black students are first in their family to go to university and thus they tend to lack family support pertaining to academic issues (Lewin & Mawoyo, 2014). Jones et.al (2008) noted that students who were from rural environments lacked access to general resources such as books, magazines and internet cafés.

In this way the students lacked adequate educational support and the skills necessary for success in tertiary education from their homes and also their community. Moagi-Jama (2009) found that sixty-seven percent of students who had passed (in their sample) believed that support from their families and peers had a positive effect on their academic results. Closely related to the issue of family background is that of schooling

background. Jones et.al (2008) assert that South Africa has a history of having under-resourced schools and some teachers who are not qualified to teach. Che (2010) and Jones et.al (2008) found that as a result of poorly resourced schooling backgrounds; lecturers claim that students are not well equipped for their respective courses. The lecturers confirm that there is a big deficiency in literacy and numeracy amongst students. The lecturers argue that the work quality produced by some first year students is below general university standard (Jones et.al, 2008). The authors argue that discourses in higher education attribute the deficiencies that students encounter to the Department of Education (DOE).

They assert that it is the DOE's responsibility to provide resources and employ qualified teachers who will ensure that learners are equipped with sufficient academic and life skills they will need to succeed in tertiary level education (Jones et.al, 2008 & Strydom, 2011). Jones et.al (2008) argue that it should not be the universities' responsibility to teach skills such as time management and independent studying/learning, as these are skills that learners are expected to have acquired in high school. Wilson-Strydom (2011) accurately sums up the issue of a student's background and the impact it can have on his/her success. She refers the reader to the capability approach as the basis for her argument. The author asserts that this approach can be understood by defining two concepts: functioning and capability (Wilson-Strydom, 2011). The author defines functioning as the outcome or achievement that one gets, that is of value to the individual. Furthermore, Wilson-Strydom (2011) asserts that capability in this approach is referred to as a combination of functioning (as defined above) and the freedom of opportunity for those functions to be met.

The author asserts that it is important that a distinction be made between capabilities and functioning because it is not sufficient to only understand one concept, as that will limit information on understanding the student's overall well-being. To emphasise her point Wilson-Strydom (2011) gives a fictional example, based on her experience working with two students; who come from two different backgrounds, one from a middle class suburban background and the other one was from a disadvantaged background. The backgrounds that these students came from exposed them to knowledge and resources which were different in comparison, however both received a commerce degree with similar grades. Wilson-Strydom (2011) thus argues that

although the outcome (function) of both these students is the same, it would be careless to ignore the differences in the capability (as defined herein) sets of the two. The author argues that for success and access to be achieved effectively in higher education, institutions need to not only focus on academic outcomes but also need to put emphasis on freedom of opportunities and the journey it takes for one to reach success (Wilson-Strydom, 2011).

2.3.2.2 Residences.

Murray (2014) asserts that there are factors that have an effect in the time it takes a student to graduate or dropout from his/her studies. One of these factors is the living environment in institutions better known as residences. In their study for factors that contribute to student success, Jones et.al (2008) found that students who were living on campus residences reported that they were able to find friends easily and adjust quicker to the campus social environment than those students who lived off campus or had no residence. The authors found that the interviews they conducted confirmed that close- or on- campus residences were ideal for students as they had easy and quick access to resources including computer labs, libraries, student support services and other studying facilities (Jones et.al, 2008). In addition, the students reported that having WiFi (internet) available 24 hours a day in their on-campus residences was useful as they could do their assignments and other things in the comfort of their rooms.

Furthermore, Jones et.al (2011) argue that activities offered in student residence afford the students an opportunity to learn how to balance social and academic life, which the authors believe can have a positive impact on their success. In fact, Harvey, Drew and Smith (2006) report that some research has suggested that students from working class economic status and of any race become better integrated and perform better academically by living in residences. Lewin and Mawoyo (2014) report that the data from the University of Johannesburg indicates that students who live in residences perform an average of 5-6 % better. However, with limited spaces available in university residences and the high costs of living on campus, many students are faced with the challenge of having no accommodation to reside in (Garraway, 2009). Jama et.al (2008) assert that students are then left to commute from their homes to college, and for some that is a very long way.

Furthermore, the authors assert that for those students who commute from home to university, their means of transport is usually public transport which in some cases can be unreliable and can lead to missed classes (Jama et.al, 2008). It is important to note that there were some disadvantages reported by students living in residences in the interviews administered by Jones et.al (2008). These difficulties were safety problems in some institutions, high noise levels which made studying challenging, sharing small rooms and some students felt alienated in their first year as they were regarded as poor and did not fit in with the lifestyle of their peers (Jones et.al, 2008). However, it appears that the advantages of living in residence were greater than the disadvantages. The Kresge Foundation (2011) in Lewin and Mawoyo (2014, p. 45) eloquently sums up the issue of student accommodation by stating that “residences are not just places where you live or eat, they have increasingly become places which provide the scaffolding for your academic project”.

2.3.2.3 Finances.

According to Lewin and Mawoyo (2014) studies have shown that socio-economic class has an impact on student success, because it acts as both a form of accessing education and as a means of accessing the adequate level of resources necessary for effective study in university. Likewise, Firfirey and Carolissen (2010) in their study of student experiences of poverty in South African universities, argued that poverty is a barrier to access and student retention. One of the reasons contributing to this barrier is that government funding has decreased over the years and that has put pressure on students who fund their own fees (DHET, 2010). According to Price Water house Coopers (PWC, 2017) it costs R50 billion per year to deliver university education in South Africa. Lewin and Mawoyo (2014) assert that universities in South Africa rely on third party income, government funding and student fees for their functionality. With 55.5% of the population living in poverty and earning an average of R992 per person per month (pppm), it seems as though the ability to finance university studies is only practical to a select few (STATSSA, 2017). Lewin and Mawoyo (2014) thus assert that addressing student poverty and funding needs is important for facilitating access and success in university

PWC (2017) reports that a century ago South African government contributions towards higher education were 49% however they have now decreased to 40%. That has therefore caused a strain on the students as their contribution has increased from 21% to 31% within the same period mentioned above (PWC, 2017). It is therefore not surprising that South African universities have been dominated by protests by students under the motive or hash-tag #feesmustfall. However, before discussion of the protests commences, it is important that the general process of financing higher education studies in South Africa is discussed. The National Student Financial Aid Scheme (NSFAS) is one of the largest funders of students in higher education (Lewin & Mawoyo, 2014). Lewin and Mawoyo (2014) report that NSFAS was established by an act of Parliament in 1999 and its main objective was to financially assist students who came from poor and disadvantaged backgrounds. Jones et.al (2008) states that NSFAS provides a large sum of money into public higher education and it is then up to the institution's discretion to distribute the funds as they see fit

This meant that students had to cover the costs that the NSFAS loan did not provide, with their own money. The pressure of being expected to make up for the areas the NSFAS loan did not cover brought personal hardships to students and influenced the student's early withdrawal from higher education (Jones et.al, 2008). According to the Higher Education Learning and Teaching Association of Southern Africa (Garraway) research shows that even when non-traditional students can afford their university fees financial constraints still impact on their studies (Garraway, 2009). Jones et.al (2008) found that some students would be anxious about the personal wellbeing of their orphaned siblings and that would impact on their studies. There have been cases where students drop out of university to find employment in order to support their family, especially if the breadwinner passes away (Jones et.al, 2008). Jones et.al (2008) assert that financial security is essential for students because it allows them to concentrate on their studies fully and succeed. Bourn (2002) asserts that financial difficulties alone can't necessarily cause student dropout, however he asserts that a lack of finances can induce anxiety and bring de-motivation which can promote problems with achievements. The government subsidy has made a considerable impact in terms of increasing access for students who could not enter higher education due to financial constraints. In addition the loan has ensured that students have the burden of their fees removed from them and are able to concentrate on their studies (Jones et.al, 2008).

According to Davids and Waghid (2016) protests regarding the financing of higher education started as far back as 1994 but the requests and demands of those protests were ignored and hardly gained momentum in the media, in the same way as the more recent #FeesMustFall movement. Cherry (2017) asserts that #FeesMustFall protests started in 2015, when some student organisations led the first protest against fee increases and the missing middle process (students who do not receive full government subsidies as their parents are considered middle class, even though they cannot truly afford the fees). The events that followed were filled with turmoil, however they led to the announcement by the previous president, Jacob Zuma, that there would be free education in 2018 (Cherry, 2017). On February 22nd 2018 in the Budget Speech, the then Minister of Finance, Malusi Gigaba, announced that the Government would increase its higher education budget to 13.7% and NSFAS allocations would increase annually to 51.6%, a very big leap (Nicolson, 2018). In monetary terms the budget for higher education is set to be R57 billion and this announcement has been received with positive attitude. Nicolson (2018) asserts that the intake of undergraduate students is expected to increase from 230,469 to 1,123,212 over the next three years. The news from the Minister indicates that the Government has seen that lack of adequate funding inhibits access and success in higher education.

2.3.2.4 Motivation.

It appears from the sections above that there are various factors that impact on student success. One can argue that with the promotion of factors that contribute to success and the alleviation of the challenging factors, higher education institutions can witness positive growth rates in their throughput. However, this view has yet to mention one factor that is arguably the most important factor: student motivation. According to Diseth (2010) a student's motivation and intention to achieve good grades in university makes a good strategic approach to learning and facilitates success. As much as the factors affecting success mentioned in the preceding paragraphs are crucial for student success, the student's own cognitive potential and motivation play an even more important role, as Lewin and Mawoyo (2014) noted. Lewin and Mawoyo (2014) found that students can achieve success by learning how to self-motivate even when they feel overwhelmed by their work.

In her study of medical students at the University of the Free State, Moagi-Jama (2009) listed various factors that might have assisted these students' success; some of them were personal experiences, backgrounds and motivations. According to Moagi-Jama (2009) 83% of students who had passed believed that motivation was an important factor that contributed to their academic success. In addition, this study found that the medical students who had failed also regarded self-motivation as an important factor, as the level of their motivation helped them not to give up even when they failed (Moagi-Jama, 2009). Lewin and Mawoyo (2014) assert that the staff in institutions can also lack motivation and commitment to do their work, which can be de-motivating to the students.

2.4 Theory Used To Explain Phenomenon Under Investigation

Numerous authors have contributed extensively towards literature pertaining to student retention and success. Authors such as Noel-Levitz, Astin, Cabrera, Castaneda, Nora, Hengstler, Tinto, Spady, Bean and Moagi-Jama just to name a few have all given their perspective on the student experience in higher education and highlighted elements which fit their theoretical underpinnings (Tinto, 1975; Spady, 1970; Bean, 1980; Moagi-Jama, 2009; Voigt & Hundrieser, 2008). For the purpose of this section only a few of these authors' theories will be briefly discussed. Vincent Tinto's work is perhaps one of the frequently cited retention theories in retention studies (Voigt & Hundrieser, 2008). His original work was inspired by Durkheim's theory on suicide. Tinto (1975) supposes that academic and social integration are two factors that determine whether a student succeeds or dropouts of university. Voigt and Hundrieser (2008) assert that Tinto's theory supposes that when a student has shared the academic values of the institution they are in, they are more likely to be well integrated in the system and thus be retained within it.

Likewise, the relationship that a student develops with the institution's social aspect (i.e. do they enjoy being at that university, do they have friends, do they have clubs they are members of) has an impact on their overall progress. Voigt and Hundrieser (2008) assert that Tinto's subsequent work had influences from Van Gennep's 1960 The Rites of Passage theory. From this theory, Tinto asserts that successful integration into college happens when the student is able to adequately separate from high school and family connections. In other words, Tinto's theory supposes that retention or success in college is not solely dependent on successful academic and social integration, but also on an individual's ability to transition and ultimately separate other external factors such as family and high school (Voigt & Hundrieser, 2008). The

second theory is of student involvement in college which is by Alexander Astin (Voigt & Hundrieser, 2008). Astin argues that student success and graduation is dependent on the student's level of involvement and connection (Voigt & Hundrieser, 2008).

Similar to Tinto, Astin asserts that it is important that a student engages and is involved in his/her academic environment by investing time and effort for academic tasks (Voigt & Hundrieser, 2008). Furthermore, Astin asserts that involvement also refers to engagement in co-curricular actions such as joining honours and social clubs in university (Voigt & Hundrieser, 2008). According to Astin (as cited in Voigt & Hundrieser 2008) connections refer to interactions and relations that a student forms with his/her peers, staff and institution. Astin found that a student's involvement and engagement in these areas facilitated and contributed towards their success in college. According to Jama et.al (2008) Spady is one of the first authors to offer a widely accepted theory in retention studies. His theory supposes that the process of interaction between the student and the institution can determine whether a student is retained or not in university. Jama et.al (2008) assert that in this process of interaction the student's skills, knowledge and attitude are exposed to the demands, ethos and expectations of the institution they are in.

The author believes that the successful interaction of these two environments or the student's ability to be absorbed into the institution's culture and expectations results in their retention. In addition Spady (1970) reports that there are other variables (such as intellectual ability, family background and peer support) that are directly involved in this process of interaction. From the above three theories it is clear that the relationship that the student has with the institution is of great importance for their success (Voigt & Hundrieser, 2008; Jama et.al, 2008). The three theories offer their own method of assuring that this relationship between student and institution leads to success, for example, Tinto believes success happens through academic and social integration, Ashin through student's involvement and connections and Spady through interaction (Voigt & Hundrieser, 2008; Jama et.al, 2008). As useful as these theories are, Jama et.al (2008) argue that they fail to account for or acknowledge other factors that are specific to some students in South African higher education.

Jama et.al (2008) argue that work by the three theorists mentioned above is useful but fails to account for the complex variables that are at play in non-traditional students, especially those in South Africa. Some of these variables are lack of basic needs such as food or accommodation, finances, language barriers, etc. As a response to their concerns about lack of

representation for non-traditional students in retention theories, Jama et.al (2008) created a South African based framework titled Circles of Progression which looks at issues and factors that influence a student into dropping out of university. The theory consists of four circles which indicate a phase that a student could be in and in each circle there are variables or factors that the student is impacted by (Jama et.al, 2008). The first circle is titled Pre-entry; in this phase the student is faced with the task of entering university.

However, in most instances the student comes from a family where he/she is the first to attend college thus these families tend to struggle with providing support to the student (Jama et.al, 2008). Additionally, Jama et.al (2008) argue that these families are usually poor and cannot financially afford to pay for the student's tuition and other financial needs. Furthermore, non-traditional students tend to come from high schools that are very poorly resourced and sometimes do not have sufficient or even qualified teachers. This ultimately means that some are deprived of a set of skills that they are expected to have received (such as a good command of written and spoken language, critical thinking skills, and so forth) (Jama et.al, 2008). The second circle is initial entry; in this phase the student is exposed to the academic and social environment of the university. Jama et.al (2008) argue that for some students being in a big city is a first experience for them which can be overwhelming and intimidating. The university tends to offer orientation programmes around these times, however Jama et.al (2008) argue that a lot of information is crammed into short presentations which are not necessarily useful to these students.

Furthermore, in this phase students are confronted with the issue of accommodation and finance. Business Tech (2017) found that residential fees ranged from R17630 to R72635 per year in eight South African universities. This is a considerably high fee bracket considering that tuition is not included in these costs and that these students come from families where poverty is prevalent (Jama et.al, 2008). The students in this phase are introduced to the language used in university which can be difficult for them to grasp. The third circle is where teaching and learning happens (Jama et.al, 2008). As mentioned in the preceding sentences most non-traditional students come from schooling backgrounds that are poorly resourced and as a result students have difficulties expressing themselves verbally and in written form (Lewin & Mawoyo, 2014). As such Jama et.al (2008) assert that students can be overwhelmed by terminology used such as DP's which stands for duly performed, modules, and plagiarism. Jama et.al (2008) further assert that if the financial difficulties persist from the previous circles then it can further exacerbate the problem as the student may not be able to afford study

material and textbooks. In addition, the authors assert that if students are commuting from home to university then they could miss some classes due to the uncertainties of using public transport (Jama et.al, 2008).

These challenges subsequently impact on the student's academic performance and motivation. The fourth and final circle is of ongoing social and academic integration. According to Jama et.al (2008) in this phase the students are specialising in the area they are studying and are prepared for their work outside university. In this phase financial problems may still persist and bring challenges in the student's studies as they need to have money to fund for professional registrations, travelling to other areas and equipment needed (Jama et.al, 2008). These challenges impede on student success and tend to lead to students ultimately dropping out of university (Jama et.al, 2008). The aim of this retention theory is to provide an understanding of the challenges and realities that non-traditional students experience in South Africa. In so doing, institutions and other stakeholders can have a broad understanding of these students and can deal with the critical challenges that present themselves in their studying experience. This current study was guided by this theoretical framework as the participants' experiences were analysed through these different life cycles. This was because the theory provided a comprehensive and holistic framework in which the experiences of students were viewed and understood.

2.5 Gap In Literature

Drawing from the literature mentioned in the above section, it is evident that a considerable number of researchers have focused their studies on factors that inhibit student retention and cause drop out. Those types of studies and theories are important as they provide very useful data about elements that hinder the progress of students. As such, relevant stakeholders are able to put in place necessary steps as a means of intervention. However, there are some realities which are specific to South African non-traditional students that have not been considered in Western literature (mentioned in the above paragraphs) as Mpofu (2012) and Jama et.al (2008) noted. In addition, it seems as though literature around factors that contribute to success is dominated by research of factors that hinder success. This research project therefore intends to fill this gap in research by exploring the success accounts of disadvantaged students who are in higher education foundation programmes, and not to focus only on failure and dropout. In so doing, the expectation is that the knowledge gained in this study will give insight into factors in various environments that affect (and sometimes facilitate) student academic performance, and thus improving throughput.

2.6 Conclusion

This chapter reviewed the literature which pertains to access and factors that have an impact on student success. The first section of this chapter discussed three phases of access in South African higher education, as proposed by CHE (2010). These phases were 1) 1970s-early 1980s (resistance of apartheid barriers to access), 2) 1980s-early 1990s (increasing number of non-traditional students/formal access/restructuring higher education) and 3) 1990s- present (massive expansion of students in higher education). Furthermore, the section on the challenges to success and factors contributing to success revealed that academic (transition/preparation, language proficiency, time management and extra assistance) and non-academic (family/school background, residence and nutrition, finances and motivation) factors influence the student experience in university. Theories by Spady, Tinto and Ashin were discussed as a means of conceptualising the experiences that students generally face in higher education. However, authors such as Jama et.al (2008) argued that the theories by the authors mentioned above did not encompass all or specific realities of South African higher education students. As such, they provided a theory specific to the South African context titled Circles of Progression where a student's journey is tracked from pre-entry, initial entry, teaching/learning to completion of studies. Lastly, the chapter discussed the gap that this research intends to fill.

CHAPTER 3

Research Methodology

3.1 Introduction

Chapter 3 outlines and justifies the methodology used in this research project. In so doing, it considers issues relating to the suitability of the methods chosen to answer the research questions. The first section of this chapter will discuss the type of design and paradigm that the study used. In addition the sampling method used will be discussed as well as the methods of data collection that were used. Ethical considerations that had to be taken into account during the process of this study including reliability and validity are also discussed in this chapter. Finally, the limitations encountered during the research are discussed.

3.2 Research Design

3.2.1 Paradigm.

According to Olsen, Lodwick, and Dunlop (1992) a paradigm is a classification of academic and scientific ideas, values and assumptions. There are multiple paradigms that are used in research as lenses for analysing and understanding the world, and the interpretive paradigm is one such paradigm. For this research the interpretive paradigm was used as a philosophical perspective that guided the implementation of the methodology.

Maree (2007) asserts that “the ultimate aim of interpretive research is to offer a perspective of a situation...in which a particular group of people make sense of their situation or the phenomena they encounter” (p. 60). In short, the main objective of interpretive research is to understand various situations of the world through the eyes of the participants. In addition, interpretive research aims to understand, explore and study ways in which people personally experience and perceive certain phenomena (Maree, 2007). Interpretive research allows the researcher to have greater capacity to ask the questions ‘why’ and ‘how’ (Wagner, Kawulich & Garner, 2012).

The above statement provides justification for the researcher's choice to use this philosophical perspective for this study as it will be able to provide information that is from the perspective of the participant and as a result rich personal accounts from the participants will be available for interpretation. The research questions of this study were as follows:

- How does starting university through an access programme assist with academic success?
- How do academically successful students who started their university studies through an access programme explain their academic success?
- What challenges impact on the academic success of academically successful students who started their university studies through an access programme?

The interpretive approach in conjunction with the research questions above will assist in exploring and understanding the experiences and success stories of the participants through their own eyes.

Furthermore, Terre Blanche and Durrheim (1999) assert that interpretive researchers tend to use research methods that are meaning orientated such as interviewing and observations. As such this type of paradigm was ideal for this study as it assisted the researcher in choosing an appropriate method for obtaining rich data and for interpreting meaning from this data. The benefit from attaining rich meaning data is that the researcher was able to deduce patterns from the meanings of the information (Gephart, 1999).

The criticism of this approach is that it is subjective and the findings therefore tend to be difficult to generalise beyond the particular study (Wagner, Kawulich & Garner, 2012). However, in general, qualitative research aims to conduct studies that bring about rich descriptive data as opposed to aiming for generalisability. Therefore, the particular criticism of non-generalisability is not too concerning for this study, as the aim of the study was to generate an understanding of the phenomena under study rather than finding generalisations (Wagner, Kawulich & Garner, 2012). The findings from the study may be transferable to other contexts, depending on how they are interpreted by other researchers (Korstjens & Moser, 2018). Furthermore, interpretive research is criticised for allowing the 'subjective data' collected from the study to be interpreted by a researcher who also has his/her own subjective views on the construct studied (Wagner, Kawulich & Garner, 2012). For this study the researcher documented and consistently reflected upon her own

assumptions and expectations on the subject under study so that she was able to monitor those assumptions in an attempt to minimise their influence on the data analysis process.

3.2.2 Type Of Design.

The type of design that was chosen for this study was a qualitative research design. According to Terre Blanche, Durrheim, and Painter (2006) qualitative methods of research allow the researcher to gather data and analyse it in depth and openly in order to understand and make sense of the phenomenon under inquiry. In this study qualitative research was undertaken to explore the phenomenon of academic success in university students who commenced their studies through access programmes. According to Denzin and Lincoln (2003) the researcher is viewed as the primary instrument used for collecting and analysing data in qualitative research. They assert that qualitative research is naturalistic; therefore a researcher should strive to ensure that the study they are conducting is reflective of the everyday life or natural setting of the phenomena being studied (Denzin & Lincoln, 2003).

The tools for qualitative data collection comprise of various techniques such as observations, interviews, questionnaires, documents and texts (Creswell, 1998). This study used individual interviews as a tool for collecting data. Taylor and Bogdan (1998) assert that unlike other forms of interviewing which apply a standardised format of interviewing; qualitative interviews are non-standardised and lack formal structure. In this way, the researcher was able to conduct interviews in an environment which was naturalistic and free from controlled settings. These naturalistic and holistic settings tend to be conducive for qualitative research because they allow the researcher to see and meet the participants in an environment that is natural to them as opposed to a structured environment (Terre Blanche, Durrheim, & Painter, 2006; Maxwell, 2007).

According to Denzin and Lincoln (2003) qualitative research is designed to help researchers understand and explore in depth various contexts and phenomena that are being studied. In other words they give insight into social situations from the viewpoint of the participants. Denzin and Lincoln (2003) argue that qualitative research is perhaps the best design a researcher can use when studying perceptions and/or the lived experiences of people about a certain phenomenon. For this reason, the design was chosen for this study as it was the most appropriate in terms of providing in depth data about students' subjective accounts of their success. Furthermore, the type of design that a study employs determines the sampling

method, analysis of data method, data collections methods etcetera. Hence, the qualitative design followed with the other methodological strategies that were chosen allowed the research questions for this study to be answered.

3.3 Sampling

3.3.1 Sampling Context.

The University of KwaZulu-Natal (UKZN) was formed in 2004 as an outcome of the merger between the Universities of Durban-Westville and Natal (<https://www.ukzn.ac.za/about-ukzn/history/>). UKZN offers its students study opportunities in four Colleges (College of Humanities, College of Agriculture, Engineering and Sciences, College of Health Sciences, and College of Law and Management) across five campuses (<https://www.ukzn.ac.za/>). The Westville campus offers programmes in law, science, commerce and health sciences, while the Pietermaritzburg campus offers programmes in science and agriculture, law and management, education, and humanities and social sciences. UKZN's Howard College campus offers programmes in engineering, law, science, and humanities, while the Edgewood Campus offer education degrees only and the Medical School Campus offers medical sciences studies (<https://www.ukzn.ac.za/>). UKZN offers access programmes in sciences, engineering, management, and humanities and social sciences on the Howard College, Westville, and Pietermaritzburg Campus (<https://www.ukzn.ac.za/>).

3.3.2 Sample.

The researcher had originally planned to sample 5-10 students from various Colleges within the University of KwaZulu-Natal (Pietermaritzburg Campus) who had started their UKZN studies in an access programme, and had gone on to graduate from a bachelor's degree. As identified in Chapter 1, it was this graduation from a bachelor's degree that was assumed to render an access programme student successful in their studies, and therefore eligible for inclusion in this study. The planned sample size was supported by Babbie and Mouton's (2001) assertion that for a South African Masters level qualitative study, a sample of five to 20 participants is appropriate. In total, the study was able to recruit five participants, one from the College of Humanities, and the remaining from the College of Agriculture, Engineering and Sciences. The participants were between the ages 21 and 23, and all were registered for postgraduate degrees (i.e.,

a postgraduate diploma or honours degree). Two participants were female and three were male.

3.3.3 Sampling Methods.

The sampling technique that this research used was non-probability sampling, specifically purposive sampling techniques because the focus of the study was directly purposed for a certain type of sample. In this case, those were the students of the UKZN (PMB campus) who entered university through an access programme and have graduated from university. A purposive sampling method was chosen as it was more convenient and cost effective. Patton (2002) argues that the rationale that is behind using purposive sampling is that this type of sampling technique allows the researcher to choose cases that are information rich.

The study had a total of five participants. Two of the participants were sampled using the purposive sampling method. As a postgraduate student on the UKZN (PMB) campus herself, the researcher had established informal social and academic networks of postgraduate students studying on the UKZN (PMB) campus). Gatekeeper's permission (see Appendix 8) and ethical clearance (see Appendix 7) was granted for the researcher to approach and invite postgraduate UKZN (PMB) campus students (in her informal academic and social network who met the inclusion criteria for the study) to participate in the study. It was from this informal network of students that the researcher was able to recruit the first two participants in the study. One of the first participants recruited then referred the researcher to three more students who met the inclusion criteria for the study. Though the snowball technique was not a method the researcher had intended to use, the researcher relied on it to find the remaining three participants. Wagner et.al (2012) describe snowball sampling as a form of sampling where individuals from one population relevant to the study are approached and then they in turn gather more participants who fit the population.

3.4 Data Collection

The data collection technique that was used in this study was interviews. The interviews were semi structured so as to ensure that the researcher was able to generate data in response to her research questions (see Appendix 3- interview schedule). According to Creswell (2008), semi structured interviews are those that ask similar questions amongst the participants, however, individual questions may arise per participant. Maree (2007) asserts that interviews are the best

technique to use when a researcher wants to know and understand the world view of a person through their eyes. The pre-set open ended questions assisted in eliciting information from the participants. Five interviews were conducted in total within three days. Interviews for this study were conducted during the vacation period so as to not interfere with the participants' study commitments.

The interviews were conducted in a quiet office on the UKZN (PMB Campus), and this ensured that the participants were interviewed in a safe and contained environment. The interviews lasted between 40-60 minutes each, and the participants were found to be very forthcoming with their personal accounts. Rapport was easily established with the researcher, and it is probable that this was because the researcher was a contemporary and peer of many of the participants. In contrast, being a peer of research participants may also pose certain ethical challenges in the research process. For example, the researcher was aware that her peers who participated in the study may have felt (peer) pressured to participate in the study. To offset this potential ethical challenge, the researcher reiterated to her participants that participation in the study was voluntary and that participants could and should discontinue their participation if they so wished. Participants were also reminded that their discontinuation of participation would not lead to any adverse consequences.

Two of the participants had some difficulties with expressing themselves thoroughly in English and thus they spoke IsiZulu and English interchangeably. However, this did not pose a problem or a barrier in understanding their accounts because the researcher is fluent in both isiZulu and English and could understand all the accounts. The researcher encouraged all the participants to speak and express themselves in a language they felt comfortable with.

An audio recording device was used to record the interviews as it afforded the researcher the opportunity to be fully present in the process of interviews. The participants granted the researcher permission to audio-record the interviews (see Appendix 1 – refer to the consent form). Furthermore, Terre Blanche and Kelly (1999) state that an audio recording device is appropriate for conducting interviews as it allows the researcher to not write the conversation word for word and therefore be distracted. Additionally, participants did not incur any financial costs (e.g., taxi fare) by taking part in this research. Refreshments were served during the interview. The refreshments were given not for the purpose of enticing people to participate in the study but as a form of appreciation for the time that the participants spent in the interviews.

3.5 Ethical Considerations

3.5.1 Pre Data Collection.

Ethical clearance was obtained for the study before it commenced. The researcher submitted a proposal for the study and it was approved by the Humanities and Social Sciences Research Ethics Committee (see Appendix 7 – HSSREC approval for the study). McFadyen and Rankin (2016) assert that getting permission from gatekeepers is important as they usually have control over who has access to certain individuals or places. Given that the study involved students, gatekeeper's permission was obtained from the UKZN Registrar (see Appendix 5 – Gatekeepers permission). In addition, in the event that any participant became distressed as a result of their participation in the study, the psychological services of the Child and Family Centre (CFC) were secured (see Appendix 6-letter from CFC)

3.5.2 During Data Collection.

The following ethical issues mentioned in this section were taken into account when the study was conducted. According to Terre Blanche, Durrheim, and Painter (2006) the protection of an individual's confidentiality is an important part in doing research. The researcher therefore explained the concept of confidentiality to the participants and further mentioning the limitations to confidentiality. One of the limitations to this confidentiality was that their transcripts were to be discussed or accessed by the researcher's supervisor. However, the researcher further explained that a breach to confidentiality would not mean that their identity would be known as anonymity would still be kept.

Anonymity was kept by providing the participants with pseudonyms. This ensured that no one (other than the researcher) would be able to trace back which responses belonged to which participant. Before each interview commenced, the researcher read the information sheet (see Appendix 2) with each participant. The information sheet contained information about the study, interview process and recording, confidentiality and use of information and storage of information. The purpose for reading this information sheet was to ensure that the participant was fully informed about the entire process and the study so that they could utilise the information they get about the study to make an informed decision of participating or not in the study. Following the

explanation of the information sheet the participants all agreed to proceed with the study and were provided with consent forms (see Appendix 1).

The researcher explained, as per consent form, that participation in the study was voluntary and that they could withdraw from the study at a later stage should they wish. All these participants were above the age of 18 and so they could sign and consent on their own without having to go through that process of obtaining their guardian's signature. Other ethical issues relevant to this study were storage of information. The participants' were assured that their accounts were to be kept in a locked and protected cupboard in the supervisor's office. The researcher furthermore ensured that the participants knew that all unnecessary risks towards them were removed, and that the benefits of the study outweighed or minimised the risks involved (Glesne, 1999).

3.6 Data Analysis

The data was analysed using a phenomenological approach to analysis. According to Loyne and Coyle (2007) phenomenological analysis is based on obtaining insight into a person's understanding of a particular phenomenon in a particular setting. Phenomenological analysis is an analysis that is often used in qualitative research. Qualitative research is inductive in that it allows the findings to 'speak for themselves', in other words the data itself brings forth the important dimensions for analyses (Loyne & Coyle, 2007). The data in this study was analysed by firstly grouping the raw data into themes that depicted the prevalent perspective discussed by the participants. Furthermore, important comparisons amongst the themes were made so that meaning of the participants' experiences could be made explicit. The first step that researcher did was to transcribe the audio recordings from the interviews into written text. It is important to note that all the nonverbal cues were included in the transcription as they were regarded as forming an important part of the interview.

Waters (2017) asserts that after the transcription of data, the first stage of analysing phenomenological data is to use the emerging strategy. For this study the researcher used the emerging strategy by reading through the raw data thoroughly and then looking for descriptions of phenomena that were common in the text. During this process, crucial information can emerge which is linked to the students' experiences. The researcher grouped the texts which had similar perspectives or descriptions into various themes. Thereafter, the themes were given titles that encompassed and defined the particular category they were in. The themes found

were then interpreted so that conclusions from the students' responses could be made. These themes will be discussed in detail in the fourth chapter. In the last phase of the analyses process the researcher referred back to the themes and assessed whether the themes had addressed the research questions or objectives of the study. A report of these findings and analyses will be discussed further on the latter chapters.

3.7 Reliability And Validity

Creswell (1998) and Lincoln and Guba (1985) assert that certain strategies build trustworthiness and thus yield towards a credible or valid study. Firstly, they argue that prolonged engagement and persistent observation is important. This is where one is able to learn the context and the culture of which they are studying. Secondly an external audit also builds the trustworthiness of any study because people will have some certainty that a researcher is not simply writing what you as the researcher sees as fit. In this project the supervisor acted as an external auditor. The other factor is clarification of research bias; this is where the researcher is aware of their biases and then finds ways to monitor them in the study. For this study the researcher wrote her own assumptions and biases about the phenomenon under study so as to closely monitor their influence in the research.

Creswell (1998) asserts that there are four strategies that are used in establishing trustworthiness. These strategies are credibility, dependability, transferability and conformability. Credibility is defined as the extent to which a study is believable (Waters, 2017). Credibility can be comparable to internal validity found in quantitative studies. In order to ensure credibility in this study the recordings of the interviews were repeatedly listened too and compared to the transcriptions. This was to ensure that there was no data that was left out during the transcription phase. Transferability refers to the extent to which a study is generalisable or its results can be transferred to other contexts outside the specific research (Creswell, 1998). Although the sample size, design and nature of this study may render transferability difficult, this is dependent on how the reader makes sense of the context, phenomenon, research process and findings.

The third strategy of keeping trustworthiness is dependability. This refers to the consistency of the study, that is, its ability to yield the same or similar results when repeated (Lincoln & Guba, 1985). However, Creswell (1998) argue that it is almost impossible to find dependability in qualitative research as human behaviour is not static and can change depending on various

factors. In view of this, this study employed techniques of improving dependability which were explaining the assumptions and theory behind this study and discussing in detail how the data was collected to allow for an audit trail. The last stage is the confirmability of the findings. This refers to the extent in which the research data and results can be confirmed or approved by others (Terre Blanche Durrheim & Painter, 2006). For this study confirmability of the findings was achieved by keeping record of all the recorded audio of the interviews as well as the transcripts.

CHAPTER 4

Research Findings

4.1 Introduction

This chapter discusses the research findings of this study. The findings have been organised according to the research questions that guided the study. Specifically, the research questions were focused on identifying how starting university through an access programme assists with academic success, how academically successful students who started their university studies through an access programme explain their academic success, and what challenges impact on the academic success of academically successful students who started their university studies through an access programme. The findings are reported according to three overarching themes, namely: 1) The benefits of an access programme for academic success, 2) Explaining academic success by access programme students, and 3) Challenges that impact on access programme students' academic success. Several sub-themes are identified within each of these three overarching themes (See Table 4.1). Anonymity was maintained by providing the five participants with pseudonyms as mentioned in Chapter 3. In the excerpts provided, ellipses are used to indicate that some text or information was left out. Parentheses are used to add details pertaining to sounds or actions that a participant did.

4.2 Introduction To Study Participants

Before the findings from the study are presented, a brief introduction to the study's participants is provided. It is anticipated that this will help contextualise the findings. As mentioned in Chapter 3 (Section 3.3.2), all five participants were postgraduate students from UKZN between

the ages of 21 and 23. At the time of data collection all the participants had financial assistance in a form of bursaries. However, during their undergraduate studies, four of the participants were funded by the National Student Financial Aid Scheme (NSFAS) because of their families' economic status.

Avile was the only participant from the College of Humanities, and was studying a Postgraduate Certificate in Education at the time of data collection. Avile is a 23 year old male who comes from an IsiZulu speaking household. He was raised in a rural neighbourhood by a poor family. He was funded by NSFAS during his undergraduate studies.

The other four participants were all studying honours degrees in biochemistry at the time of data collection.

Bongani is a 22 year old African male, whose home language is IsiZulu. He comes from a disadvantaged socio-economic background. He lived with his maternal grandmother, mother and his two siblings and they were all supported by his grandmother's old age pension. He was funded by NSFAS during his undergraduate studies. Bongani is the first in his family to attend university.

Cebi is a 21 year old African female who comes from a lower middle class family. She lived with her maternal extended family, which at times brought about conflict as they had to share a small space amongst all of them. Cebi's mother worked as a domestic worker and lived with her employer during the week, she therefore could not stay with her children. Cebi was funded by NSFAS during her undergraduate studies.

Dudu was the only participant who attended a multi-racial high school, and at the time of data collection, she was a 22 year old African female. Her parents are professional teachers, however her father remarried and was not financially supporting Dudu and her four siblings. She was funded by various bursaries during her undergraduate studies; however some bursaries only covered her tuition fees which at times posed as a financial challenge.

Enzokuhle is a 22 year old African male, whose home language is IsiZulu. He attended public schools in a disadvantaged area. Enzokuhle was the first in his family to study in university, but his family was very supportive with his studies. He was funded by NSFAS during his undergraduate studies.

TABLE 4.1: Themes Generated And The Categories They Fall Under

Overarching themes	Theme 1: The benefits of an access programme for academic success	Theme 2: Explaining academic success by access programme students	Theme 3: Challenges impacting on access programme students' academic success
Sub-themes	Sub-theme 1.1: Attention and motivation	Sub-theme 2.1: Working hard and discipline	Sub-theme 3.1 Inadequate preparation from high school
	Sub-theme 1.2: Preparation and transitioning	Sub-theme 2.2 Family background	Sub-theme 3.2: Finances
	Sub-theme 1.3: Smaller classes and style of lecturing	Sub-theme 2.3: Social adaptation	Sub-theme 3.3: Time management
			Sub-theme 3.4 Language/ communication
			Sub-theme 3.5 personal issues affecting success

4.3 Theme 1: The Benefits Of An Access Programme For Academic Success

All the five participants in this study agreed that obtaining a university degree was not easy; however they were able to identify a range of key experiences that contributed to their success. A prominent experience that was highlighted by all of the participants as a positive contributor to their success was the access programme they commenced their higher education studies through.

One of the main themes that all five participants highlighted was the benefit of starting their academic journey through the access programme (also known as access/bridging programme, refer to Chapter 1, Section 1.2). This was a focal point throughout the interviews which the participants believe led to their success. The academic benefits of starting studies through access programmes were highlighted by the participants in the academic context.

When the participants were expressing the academic benefits of studying through access programmes, it is important to note that at first they did not regard entry into an access programme as being beneficial for them. For example, Avile said that:

well uhh to be in a access programme uhm for me uhm, well I must be honest because at first we felt or I felt as like it was sort of a punishment. That we are taken aside you know (pause) that there are learners that are going for mainstream and then us (pause) we are taken aside and attending alone (giggle) some sort of extra classes-you know- because sometimes we will be mixed with other learners that went straight to mainstream.

Cebi expressed a similar sentiment, by saying that:

I didn't wanted to do it, okay well I had to do it. Well actually, I had 33 points and like all my marks in matric were like 70%'s, 80%'s and then Maths was 49% that's how I ended up in augmented. I hated that! because I had 70 something in Physics, Geography, Life Sciences and everything but there were people with 28 points with just 50 Maths, and 50 Physics and 50 in Geography but were taken for mainstream and I had 33 points with only 49 in Maths... At first I didn't like that my degree would be delayed because of that.

The reoccurring aspect mentioned by the participants was their dissatisfaction of entering the access programme due to the delay they would face in the completion of their degrees and being isolated from the mainstream students in some instances. These comments from the participants seem to suggest that there was a general feeling of disappointment and displeasure in starting their higher education studies through access programmes as expressed through words like "punishment", "I didn't want to do it", and "I hated that".

Although the participants reported initially having a negative perception of the access programme, these perceptions changed as they experienced the benefits of doing the

programme. The following three sub-themes highlight the experiences that the participants had that allowed them to regard the access programme as beneficial.

4.3.1: Subtheme 1.1 Attention And Motivation.

The findings demonstrate that the participants' negative perceptions changed once they observed the extra attention and motivation they received from the access programme as compared to the mainstream classes they attended. Avile discussed this change in mindset and reported that:

As I got used to it err you know it was good, it was helping us because... we were given more attention as compared to learners in mainstream...in a way that we were even able to do better in our school grades or school performance based on the subjects we did together with the students in mainstream.

Cebi added that when she settled in the programme she found it to be:

Nice and I actually realise that maybe I wouldn't have made it in first year, I wasn't prepared for first year at that time. The access programme was giving us extra tutorials and then like sometimes our lectures in access programme, they would give us like the same lecture twice. So like the same lectures that we had in mainstream, we also get in access so (pause) that really helped me, it really helped me, I honestly had no difficulties in first year, like not at all. I was actually like the top in my class and getting chocolates every time after tests, it was actually nice (giggles), they were giving us chocolates like if you were the top one in class, you get a chocolate. They were motivating us a lot.

Similar to Cebi other participants also attributed their academic success to the motivation they received from the access programme. Enzokuhle added that:

In augmented our lecturers tried to make us see that we are capable of doing well. They would buy us chocolates if we passed well and they encouraged us to ask if we were not clear on something...I can say that what they did encouraged us to do better, and that is why we are here today.

A common thread observed throughout the participants' accounts was the value they placed in the extra attention and motivation they received in access. They regarded motivation-through "buying of chocolates/encouragement" as a factor that contributed

to their academic success. Attention in this context refers to the extra time/tutorials/explanations they would receive in access programme, as a means of assisting them with their studies. The participants' comments above "I was...top in my class" and "we were even able to do better...than mainstream students" suggested the possible effectiveness of extra assistance

4.3.2: Subtheme 1.2 Preparation And Transitioning.

Other participants outlined another factor in the access programme which contributed to their success which was the preparation for mainstream/university. The participants reported that there is a big difference between high school and university which can pose as a challenge for new students who may be overwhelmed by the new way of doing things. Therefore, they gave accounts of how the access programme prepared them and helped them to transition well into the university system. For example, Dudu suggested that:

the transition from high school to university is big, it's like a huge step but I feel with augmented it helped me a lot because... it helped me to manage my work and to get into the study mode to know that I'm here to study...for me it (augmented) was like an introduction to the real thing (pause) because in mainstream I felt like they don't help you like they help us. Like I said before we did two modules which were for mainstream and we spent the other time getting help with those modules so it helped me to understand my work better because I felt that even though the lecturers (mainstream) would be like you can come if you had questions, it wasn't enough because they have a lot to do and other students to attend to, where as in augment they spend time individually or one on one and take you through everything.

The general feeling amongst the participants was that access programme was preparatory in nature and that it helped the participants to adapt to university whilst also preparing them to manage their studies on their own when they fully commenced with the mainstream degree programme. Dudu above puts it eloquently and states that "it was like an introduction to the real thing". Bongani shared similar remarks by reporting that:

it helped me to enter university through access than to start in mainstream because when you are there (access) like, you are taught (pause) and it sort of

like high school, well not exactly yeah, the people who teach you understand that you guys come from disadvantaged schools and you have potential it's just that you were not equipped. So there you attend a lot and are taught a lot...and through my own observations I saw that people from mainstream were failing and others were being excluded and so forth and I personally think that I perhaps would have fallen into the same category too and had difficulties because one is not used to such a workload.

The common concern that was evident in all the participants responses was the poor performance or difficulties that some mainstream students encountered in their studies. Responses from the participants suggested that participants believe that students from the mainstream degree programmes do not receive the same introductory help as they did in access programmes. Cebi in addition discussed:

I wasn't prepared for first year at that time...I don't think I was ready for mainstream, mainstream was too hard (laughs)...augmented prepared me so much for university like it really prepared me, I realised later that I wasn't ready to just jump into first year.

4 of the participants responded similarly to the two extracts provided above. They emphasised how having a structure that bridges and connects a student from high school into university is important as it introduces and prepares students for the new system and style of procedures in a less overwhelming manner. They believe that there are a lot of factors in this programme that help students to achieve success.

4.3.3: Subtheme 1.3 Smaller Classes And Style Of Lecturing.

Three of the five participants shared accounts of how having smaller classes in the access programme was helpful for their academic success as they were more confident to engage with the lecturers and ask for assistance with difficulties that arose. For Example, Cebi asserted that:

Mainstream was hard, because it was like a huge class in DSLT (a lecture hall) you know DSLT right? (asks researcher) It's huge! So I had to sit in front in order to hear everything but then the access programme...it was a small class compared to DSLT I think were like a 100 it was easy to ask questions in augmented.

Enzokuhle, like Cebi, also found smaller classes beneficial for his academic success as he had more confidence to engage with his lecturers and class mates. He also reported that the distractions or inconveniences that often occur in a larger lecture hall are minimal in smaller classes which he believes promotes productivity. He explained:

I liked the smaller class in augment because those big lecture rooms were so stuffy and students would make noise, sometimes you would sit next to a student with earphones on their ears and that disturbs you. You know sometimes you would also have to sit on the steps! That's how packed it would be, but you see in augment it was much better and there was not time to play there.

The findings suggested that having smaller classes can be beneficial for students as it can ease up their anxieties about communicating in large groups and they can also learn to freely engage with their peers and lectures which can positively affect their academic development.

4.4 Theme 2: Explaining Academic Success By Access Programme Students

In addition to the benefits of studying through access programmes, the participants attributed their academic success to other factors outside the access programme such as receiving support from their families and being diligent with their academic work. Below are the three sub-themes that successful access programme students' identified as additional factors that contributed to their academic success.

4.4.1 Sub-theme 2.1: Working Hard And Discipline.

Another key finding that was reported as a factor that contributed to the participant's success was hard work and discipline. The participants had various things to say about what constitutes hard work and discipline, below are three responses from the participants in this study. Bongani discussed:

I think discipline is important, you must be disciplined and you must also associate yourself with people who you see have the same goal like yours. There are people who have been here in varsity for a long a time and they are failing and so forth and it's not because they do not have potential it's because they maybe like partying, which we know is nice but at the end of the day you will see that you did not fail because you did not know your work but it would be

because you did not have time set aside for your studies so that you can practise and pass...it's not wrong to do things but you need to prioritise your time and balance your school work and personal life.

It was evident in the participants accounts that prioritising school work was an important aspect of helping them succeed in their work. Like Bongani, the 4 respondents believed that planning and allocating some time aside for your studies lead to better management of their work. There was a general feeling amongst the participants that most students failed or had changes with their work partly because they were slacking in discipline and hard work. Dudu reported that when she entered university she was not disciplined with how she spent her time, especially on her studies.

uhh I think it (augment) disciplined me in a way because I had to make time to study where as in high school I didn't spend time studying as much as I did when I got to here, it felt like okay now I need to work!...I also had a goal of what I wanted to achieve and I even wrote it down and pasted it on my wall and basically it was to pass and finish my degree in time and looking at that every morning motivated me to work harder. (Dudu).

Cebi on the other hand reported that she has always been a hard worker. She reported that her goal was to attain good marks for bursary applications and so that was her motivation to always dedicate herself to her work. She identified that:

I put a lot of effort in my work and I study a lot...I made it because I really put effort in my work...every year I have been getting certificates of merit like at least two...and my academic life is just good and I was seeing my academic record and like I'm really proud because I have 80's and merits...and that is what I wanted to not just get a degree but to get a quality degree so that when I'm applying for bursaries they would look at my record and be like wow.

The findings altogether point to the added value that discipline and hard work had on the participants' success. Though the participants had varying goals-“finish my degree in time” “get a quality degree...for bursaries”- it appeared that the presence of a goal in their lives led to them working hard and being disciplined in order to attain it.

4.4.2 Sub-theme 2.2 Family Background.

The narrations from the participants indicated that family plays a major role in their lives, more specifically their university life. The participants come from diverse backgrounds however; they all seem to share similar sentiments when it comes to the role their families played in their journey in university. 4 participants expressed how the economic state of their families would motivate them to succeed in university, whilst others reported that success in university meant that they could escape the bad living conditions in their homes. Cebi opened up about her difficulties in her family and how her mom had been a motivation for her to work hard and succeed in university. She reports that:

I wanted to get out from home; I wanted to take my mom out from the environment that we were living in because it's like at home uhm my mom doesn't have a house so we stay with uncles my mom sisters so like there is a lot of chaos uhm (laughs) there's a lot of kids and my mom wasn't happy at her own home so for me it was just depressing me so I was striving hard to be successful so that I can help my mom with everything and buy her a nice house so that she can live peacefully because she is not happy where she lives...eish my mom, after graduation she sent me a message and she said may God bless you for making your poor mother-a domestic worker- so proud, she cried when I graduated.

Furthermore, the participants were in agreement that their families were supportive in their studies, in spite of some limitations the families would encounter. Enzokuhle's family is one example of such. He reports that he is the first person in his entire family to attend university and so when he needed assistance he knew he could not expect them to assist based on their educational background. However, he reports that he in spite of those limitations; his family were always willing to go the extra mile in order to help him. Enzokuhle mentioned that:

In my family I'm the first person to go to university and so everyone at home was excited about that...you see even though my mother and aunts were not educated at university, they would call me and ask me about how my studies are going and offer to ask some neighbours who were teachers to help me if I needed too (pause) of course I did not need that (laughs) but for me their support was very important because it kept me focused and motivated.

In addition, Cebi shares that her mother has always been supportive of her academic journey even prior university entry (when she was in grade 12). She reported that:

My mom would bring me newspapers with questions and textbooks from my mom's friends...that helped me with preparing for my national exams and to know my work more

When asked what were the things or factors that contributed to her success, Dudu listed her family as being one factor. She reports that the lack of support that her elder siblings had experienced from some family members made her realise that she would have to work harder in order to get bursaries so she could choose the majors she wanted for herself as opposed to what her family could afford. The quotation below illustrates how Dudu's family contributed to her success in university:

The situation at home cause my mom has five kids and my dad remarried and he is living with his family so we don't get much support from him so it's just my mom at home. That motivated me on its own because I wanted to finish, get a good job and help my mom out with raising the young ones...and also seeing how unsupportive (financially) my father was during my sisters studies motivated me (pause) because they (sisters) ended up doing studies they did not want to do because of the lack of support.

It appears that a similar pattern amongst the participants' comments emerged as they were narrating their experiences. This pattern was that the participants appeared to be inspired or motivated to succeed by the adverse situations that transpired in their families. The findings hint that this resilience may be encouraged by the support that these participants receive from home. Another apparent factor that motivated the participants to succeed was their desire to assist their families and change the living conditions.

4.4.3 Sub-theme 2.3: Social Adaptation.

The findings from the participant's interviews indicated that success in university does not only comprise of academic progress but it also consists of social adaptation or transitioning to the social side of the institution. Cebi discussed the following pertaining to her adaptation to the social environment of the institution:

In terms of adapting to university life, besides missing home, I had friends who were also like same as me they didn't like the fancy life and didn't go after things we were in the same level and we all came from poor families, we all had financial aid so we cliqued and became a family so it wasn't difficult to adapt.

Bongani on the other hand, attributed his speedy social adaption to his good social skills. He reported that:

it wasn't hard to adapt because I'm a talkative person so I was always surrounded by people but then as time went by I chose to surround myself with people who had similar goals as mine, I like people who are kind and considerate...since I'm poor I wanted to associate myself with a person who I knew would assist me in times of need and vice versa and so I ended up with a lot of friends and we are still friends now four years later.

The findings of Bongani and Cebi demonstrated that the participants adapted with ease socially as they were acquainted with people who were 'like' them in terms of economic status, lifestyle choices and goals. Their responses seemed to suggest that they felt at ease in associating themselves with people who had the same conditions as them, as those people and the participants would have a common understanding of the type of life they could live based on their background instead of "the fancy life and chasing after things" as Cebi discusses. Furthermore, the data suggested that it was helpful for the participants to have friends who were similar to them as they were able to assist each other in times of need instead of asking help from home. Dudu discussed how her social skills helped her to learn more about the institution. Specifically she identified that,

I guess it's because I am a very friendly person and when I meet someone I'll just start and make conversation with them and I'd use that opportunity to find out things that I don't know and so basically ask people who have been here longer as to where something is e.g. where is the library or Lan (computer Lab) and so forth, I just communicated a lot.

Dudu expressed that though she had been able to acquaint herself with the institution through mingling with other people, she had also experienced some challenges with wanting to fit in. She mentioned that:

Peer pressure, it didn't come directly but I felt that I'm in an environment where everyone is doing things I also felt, should I also be doing things? I felt that everyone had a story of what they did in varsity I also felt that I also needed a story because I'm young and I need to have fun...but I thought in the long run how will this help me and I also thought of my parents advice of how this might look good now but it's not going to help me later on.

The narrations from the participants above suggest that being able to socially integrate easily into university is an important aspect that determines effective transition to university.

4.5 Theme 3: Challenges Impacting On Access Programme Students' Academic Success

Students face a number of challenges in their attempts to succeed in their studies and designated career paths. Some of these challenges were discussed by the participants and presented below under the following sub-themes: The sub-themes for challenges experienced by the participants were inadequate preparation from high school, finances, time management and language or communication.

4.5.1 Sub-theme 3.1: Inadequate Preparation From High School.

In the previous themes, the participants had mentioned that a factor that contributed to their success was the introduction and preparation they received from the access programme. This is largely because the participants believed that they were not sufficiently prepared for university by their schools and so that preparation and introduction was beneficial for them. In this section four of the participants narrate how they felt under prepared by their high schools for university, whilst one participant reported that his school was poorly resourced but his teachers put effort in teaching and equipping him. Below are four extracts taken from Cebi,ENZOKUHLE, DUDU, and Bongani. Cebi reported that:

My school was disadvantaged a lot! (laughs)...I felt like I didn't have a maths teacher, I don't know what was wrong but everyone was failing Maths, like everyone in my class was failing. She was actually teaching us easy things and when it comes to exam time it would be like we are seeing a horror movie because we do not know all these things. Like for example in derivatives she would give us a question like $X-1$ and then when we are like writing a test we

get like $\sqrt{x - y}$ (square root of x minus square root of y) like (giggles) what is this! We haven't seen this at all and so I started to attend extra classes in other high schools so that is how I passed my matric...I had to get resources outside from school...I feel my school prepared me half way for university they didn't prepare me that much, in fact it's funny (giggles) because my teacher would teach us wrong things and then I would say no that is not how it is because teacher Maseko (from another school) taught us this and this and then she would get so angry and say Cebi (participants actual name withheld) you think you know everything just teach the whole class and then I would say the correct thing and she would be embarrassed so that's how my school was.

Enzokuhle shared similar remarks about his school and how he felt under prepared upon entering university. He mentioned that:

The teachers in our school were not serious, I can say only a few were dedicated to teaching us (pause) but maybe it's because our school didn't have many teachers and we had large classes, I don't know, but yeah I don't think I was prepared that well by my school. But those teachers who were serious did a really good job.

Dudu had similar remarks about the level of preparedness from her school as Cebi and Enzokuhle. However, Dudu noted that the conditions in her school were not as poor as other schools she had heard of.

there was not much resources, we did have, since I did science, we did have a room that was supposed to be a lab but we didn't have any equipment so we couldn't do any experiments so we had to use our imagination...and I guess the teaching system was okay, it was not as bad (pause) cause it was not a rural area per se so it wasn't as bad as it could have been...computer skills, the basics I didn't know anything when I came here...it was quiet challenging cause it took me longer...and delayed me... I felt that I had to first learn how to use that and then go and put what I had learnt to doing my assignment. (Dudu)

Furthermore, Bongani reported that:

The school shame was poorly resourced I am not going to lie...the principal we had was strict so we were encouraged to learn a lot but you know when you are young you don't prioritise learning as much, but our teachers did their best.

A common sentiment gathered from the participant's responses was their dissatisfaction with the level of preparedness they received from their high schools. Their narrations demonstrated the participant's belief that their schools did not adequately prepare them for university because of a lack of resources or unmotivated teachers. They believe that this was a challenge for them as they were delayed with performing some tasks in university as they first had to acquaint themselves with what they did not know.

4.5.2 Sub-theme 3.2 Finances.

Finances played a crucial role in the participant's academic experience as demonstrated by their narrations. Four of the participants indicated that they experienced some financial challenges during their studies, whilst one participant felt that she did not have difficulties with her finances. Four extracts are provided below:

So they (bursary) funded me for that one year though (access year), the following year I had to find other means. I didn't get financial aid which was a challenge for me cause I didn't have money also to pay, so that contributed (to her challenges) cause I was stressed I remember that whole year I was stressed throughout and luckily I got a bursary towards the end of the year but it only paid for my tuition and not my res...it was stressful and it did affect me academically because to me it seemed pointless to put effort to my work because I'd think what's the point because I don't have money and I probably won't come back. (Dudu).

Furthermore, Avile mentioned that:

even though I had NSFAS as my sponsor but there were times where you find that the expenses that you are facing are more than what you are getting from NSFAS...you were not able to rely on the people back at home because you knew the condition at home so uhh that disturbed me because I couldn't focus on my studies...NSFAS wasn't not enough because you have to cover all these things with the money you get...sometimes you have to sacrifice something maybe uhh maybe you sacrifice buying a textbook that is required...to use that

money for food, so you can't just study without something getting into your stomach (giggles) so you find that sometimes you go there you attend then you find that you are not focusing at all because you are hungry then you come back to the room and you are facing the same thing like you can't study because you are hungry.

The narrations from the participants above demonstrate the difficulties and/or limitations that a lack of finances can bring to a student's academic and personal life. This was expressed by the participants reporting that they were highly stressed or hungry which formed a barrier towards their studies. Contrary to the above, Cebi reported that she did not experience difficulties with finances.

I was studying with NSFAS so I was getting an allowance...I got NSFAS straight from augmented so I didn't have problems with finances...my mom afford to give me R200 every month but she doesn't have to give me money anymore because I have financial aid giving me money for demonstrating so I told her that mom now you are done with me now I'm going to be the one giving you money...and she is really happy. (Cebi).

Bongani indicated that he had financial aid and so his responses were centred largely on the difficulties he had financially at home which almost prohibited him from entering into university. He reports that:

It was bad (financially)...money came in through my grandmother's government grant and through piece jobs my mother would get from time to time, but I would say that it was my grandmother's money that sustained us...you know there is no way you can think you can go to University when you consider the circumstances at home as much as there are bursaries, the challenge is that many of us in rural areas don't know which bursaries exist or where to look for them...in fact I knew about Google in grade 12!

The participant's responses demonstrated the important role that finances play on a student's academic development.

4.5.3 Sub-theme 3.3: Time Management.

Another factor that the participants discussed as a challenge impacting on their success was time management. 3 participants made reference to time management in an implicit manner however; Dudu and Bongani made specific reference to their challenges with the phenomena. Dudu mentioned that:

uhm also time management I'm not good, even now I'm still not good at that

In the same manner Bongani reported that:

Well time management; I am not a great when it comes to that definitely not.

The participant's comments demonstrated that the issue of time management has been and still is an ongoing challenge for them.

4.5.4 Sub-theme 3.4: Language/Communication Limitations.

Three of the five participants discussed that another challenge they encountered which impacted on their success was language or communication limitations. This theme captured the participant's view that a majority of students in the access programme – including the participants- came from disadvantaged schools and were not equipped adequately for use of the English language which therefore posed as a challenge for them. Bongani and Avile referenced their high schools as major contributors to the challenge they experienced with language.

We learnt a lot of things in isiZulu because we even learnt English in isiZulu as per usual, which is similar to other schools too...you get used to doing things in isiZulu which then becomes a problem later on. (Bongani)

Likewise, Avile reported that:

We also had some extra subjects like communication, of which it helped us a lot in terms of language like English because most of us we are coming from disadvantaged backgrounds of like poor English usage you know, we use mostly our mother tongue to communicate so it becomes hard for most of us students to adapt to this language of English so in that access programme it was much better for us because we were able to attend these subjects of which we improved our English and improved our communication skills.

Contrary to the above remarks, Dudu discussed that she did not experience any challenges in her journey towards success. She does however acknowledge that the challenge of language existed with other students as per her observations. She reported that:

I like to read, I felt that helped me a lot because since I was young, okay when my parents were together they were able to send me to a better school so that improved my reading skills...so with reading I felt that I was able to read through stuff (Lecture notes etc) quickly and understand and grasp way quicker as compared to others who were not as equipped with language, I felt that was my strength. Communication also, I didn't have a challenge with that...which I noticed were big barriers for others.

The participant's responses demonstrated the important role they believe that language plays on a student's academic development and perhaps also highlighted the need for more specialised attention to be placed in this area so as to assist students who are struggling.

4.5.5 Sub-theme 3.5: Personal issues affecting success.

Two of the five participants reported some personal challenges they went through which impacted on their success. Enzokuhle and Dudu discussed that these issues were challenges for them. Dudu reported the following when she was asked to share some personal experiences she underwent:

I think internally it was self-esteem, I didn't believe in myself that much and also not having the help that I had before (augment programme), I didn't think I was going to make it...I relied on it a lot.

Furthermore, Enzokuhle reported that:

You see stress can be a problem at times because it can affect your mood and school work. Sometimes there would be things happening at home, besides the financial stuff, and it would affect me very much to the point that I would want to be alone (pause) but you learn how to react to those instances. (Enzokuhle).

The essential point gathered from this theme is that the participants experienced some personal challenges (stress and low self-esteem) that impacted on their confidence,

emotional wellbeing and ultimately their academics -which in turn play a crucial role for their success.

4.6 Conclusion

This chapter reported on the findings that were obtained in this study. A brief description of the participants was provided so to contextualise the findings. The key themes that were presented were the benefits of access programmes, working hard and discipline, family background, social adaptation, inadequate preparation from high school, finances, time management, language or communication limitations and personal issues affecting success.

CHAPTER 5

Discussion

5.1 Introduction

This chapter will discuss the findings generated in this study as outlined in chapter 4. In addition, findings from previous related studies will be discussed alongside the findings from this study. The findings are discussed according to the following three overarching themes: 1) The benefits of an access programme for academic success, 2) Explaining academic success by access programme students, and 3) Challenges that impact on access programme students' academic success. Sub-themes found within the three aforementioned themes will also be discussed.

5.2 Theme 1: The Benefits Of An Access Programme For Academic Success

The participants in this study reported that access programmes were beneficial for their success in university. However, their initial view of the programme was not favourable. Researchers of literature around access programmes, such as Dhunpath and Vithal (2012) and Juluis (2017) argue that the stigma associated with access programmes may result in students being marginalised due to perceptions that these students are not performing within the expected entry level. Likewise, the participants in this study initially perceived that studying through the access programme was a form of punishment as they believed that they did not belong in the programme because 3 of the participants had higher Grade 12 points than their mainstream peers. The responses from the participants suggested that there was a stigma attached to the access program that it was for people who did not perform well in high school or those who had performed below par. The participants' narratives displayed their beliefs or perceptions that entering university through the access programme was not as favourable as entering university through mainstream.

Soudien (2010) asserts that extended learning programmes such as the access program are founded with good intentions of assisting disadvantaged students with transitioning into university and adapting to their studies. However, Soudien (2010) argues that as successful as

these programmes are in some occasions, they tend to leave those who participate in them with feelings of discontentment. The main opinion that was gathered from the findings of this study regarding the negative perception of access programmes was that the negative feelings that appeared or surfaced within the participants was a result of the stigma or labelling associated with access programmes rather than the necessity and efficiency of such programmes. Similar to Soudien's (2010) assertions, the findings in this study highlighted that the participants found the access programme beneficial however; they initially had feelings of discontent with starting their university studies through the access programme because they felt singled out and delayed as their studies were prolonged. Soudien (2010) argues that unfair discrimination is prevalent in some institutions in South Africa when it comes to placement into access programmes. Soudien (2010) supports the above claim by reporting that black students who do not come from feeder high schools are usually sent to extended classes even if they have marks which are above the learners in mainstream who come from feeder high schools.

In his study about access programmes, Nala (2010) found that students perceived access programmes to be beneficial for their academic success. These students felt that the individualised attention and extra support they received in the access programme assisted them to succeed (Nala, 2010). Similar to Nala's findings, the results of this study indicated that participants found that the focused attention and extra tutorials they received in the access programme were helpful in promoting their academic performance. The findings on attention (i.e. the extra attention the participants' received by getting extra time/explanations/tutorials in the access programme, as a means of assisting them with their studies) highlights the possible effectiveness that focused attention and extra assistance has on a student's academic success. In addition to the focused attention and extra tutorials, the participants in this study indicated that the smaller classes and motivation they received in the access programme were of benefit to them. This suggests that the positive reinforcement they received stimulated and motivated them to work harder in order to achieve success. The findings in this study are in accordance with Diseth (2010) findings which found that motivation is an effective strategic tool that a student can utilise to facilitate academic success.

Likewise, it is apparent that the smaller classes made the participants comfortable with engaging with their peers and lecturers during classes. Pascarella and Terenzini (2005) contend that motivation and adequate preparation have been proven to be some of the best predictors of student satisfaction and success in higher education. Garraway (2009) asserts that there is a

belief that students from disadvantaged backgrounds are the only ones that can benefit from access programmes. However he contends that students in mainstream classes can also benefit from access programmes because they also experience difficulties with transitioning into university (Garraway, 2009). The above statement supported the observations that the participants in this study had regarding the difficulties their peers in mainstream experienced due to what the participants perceived as a lack of preparatory assistance their mainstream peers needed to facilitate their transitioning. The above suggests that assistance with transitioning appears to be a necessity for all students entering higher education because it acts as a means of preparing the students for adjusting to the university ethos. These finding echoes Tinto's theory which argues that retention or success in college or university is not solely dependent on successful academic or social integration but that it also depends on a person's ability to transition from school to college (Voigt & Hundrieser, 2008).

Nala (2010) and Dhunpath and Vithal (2012) indicate that there are benefits for student success in starting ones studies through access programmes. Dunpath and Vithal (2012) assert that reports indicate that students who are in access programmes performed either at the same level to, or out-performed their mainstream peers. However, it appears that the good academic performance noted by Dunpath and Vithal (2012) above, is only prevalent when the students are still enrolled in the access program as opposed to when they are transferred to mainstream programmes. 2 participants in this study indicated that they experienced some challenges with coping with their school work when they had transitioned to mainstream. They reported that the challenges were not necessarily based on the difficulty of their schoolwork but on the fact they had less support then they usually had in the access programme. Soudien (2010) asserts that there is a 65% failure rate from students who were moved from access programmes to mainstream. In this study however, the participants did not fail after being removed from the access programme (though 2 experienced some challenges briefly after the transition). It is important to note that this study sampled students who had succeeded in their studies from the access programme, however the study may have generated different findings if a different sample was used which included all students who started their studies through the access programme. Parmegiani (2008) and Wilson-Strydom (2011) however, asserts that the quantity of graduates produced from both mainstream and access programme have depreciated. This poses a great concern as it appears that students in general are experiencing various challenges that create barriers for them to reach their success in university. One theory that could attempt to explain the above is Astin's (1984) theory of student involvement. Astin (1984) argues that

success in college is as a result of the effort and involvement that a student has in his/her academic work. Although Astin's assertions may be true with some students, Jama et.al (2008) argue that Astin's (1984) theory to some degree fails to acknowledge the complexities that are specific to South African non-traditional students which impact on their ability to obtain success in university. The presence of these complexities (poor education system that produces poorly prepared students, language barriers, and financial barriers even with student funding) may explain the barriers that inhibit some students from reaching success in university. The findings from this study are similar to those that were obtained by Jama et.al (2008) study as they indicate that there are complexities that are specific to non-traditional students in South Africa which contribute to the academic success of these students. For example, this study found that majority of the participants experienced challenges with language as most of them were not familiar with the language that was used in university as a medium of instruction. Likewise, Jama et.al (2008) found that non-traditional students in South Africa experience difficulties with language which impacts on their academic performance. Jama, et.al (2008) argue that this is because many non-traditional students in South Africa study English as a second language and this can at times pose as a problem for the students as they may lack the language competencies that are required to optimise success in university. It is evident from the findings of this study however, that the participants found the access programme to be beneficial for their success, as they were equipped with skills and knowledge that prepared them for the transition to a mainstream programme.

5.3 Theme 2: Explaining Academic Success By Access Programme Students

Apart from the benefits of studying through access programmes, the participants highlighted the positive impact that family support, social adaptation and discipline had on their academic success.

5.3.1 Working Hard And Discipline.

The participants cited varied aspects of their lives as contributors to their success in university. One of the aspects they attributed to their success was the ability to work hard and be disciplined with tasks they were provided with.

The participants' accounts are congruent with Fraser and Killen's (2003) opinion that a student's success in university is a product of the hard work that the student applies whilst in university. Case, Marshall, Mckenna and Mogashana (2018) however, argue

that the notion that student success is based on a student's ability to work hard is somewhat problematic as it suggests that their success in university is primarily based on their own inherent strengths and abilities. They argue that the results in their study suggested that such a simplistic view of success should be avoided in order to acknowledge that success comes in more "complex ways in which structural mechanisms intersect with agential ones in the life of each young person" (Case et.al, 2018, p. 128). Similarly, in this study, it was evident that the participants understood that working hard was one of the many factors that are important in facilitating success. The participants were of the opinion that success is partly the result of the amount of effort that a student decides to apply in his/her work.

5.3.2 Family Background.

According to Leach and Zepke (2011) family and friends are vital but often overlooked components which contribute to a student's success. Likewise, a study conducted by Moagi-Jama (2009) found that 67% of students in their sample believed that their academic success was influenced by the support they received from their families. The findings of this study support Leach and Zepke's (2011) view on the importance of a family's role in a student's success. The participants indicated that their families played a crucial role in motivating them to succeed. This was portrayed by them working harder in their academics with the aim of alleviating their difficult family circumstances. Spady's (1970) theory of student retention argues that a student's retention in university is determined by his/her interaction with the institution. Spady (1970) also argues that in this process of interaction, other variables such as family background are present. As such, through the interaction of all these variables and the institution, the student is able to be retained in the system and succeed. As was the case in this study, the participants were able to integrate their family background environment with the institutional environment and as such they were able to succeed in university. In addition, Matseka and Maile (2008) reported that a parent's occupation or level of education can have an impact on the academic success of a student. As previously mentioned, the participants used the economic status and level of education of their families as motivational stimuli that encouraged them to work hard and ultimately succeed in order to alleviate the circumstances in their homes.

Lewin and Mawoyo (2014) however, assert that a student who is the first in their family to study in university is likely to lack academic support from his/her family and thus experience difficulties with their work. Contrary to Lewin and Mawoyo's (2014) study, this study found that first generation students (students who were the first in their families to study in university) received support from their families. Even though 4 of the student's families did not have university qualifications, they were able to assist the students by referring them to neighbours who could assist and asking for educational material from their employers.

5.3.3 Social Adaptation.

The results indicated that the participants did not experience difficulties with adapting socially to the university as they were able to find peers who were compatible and similar to them. According to Astin (1984) the relationships, interactions and engagement that a student forms in university with his/her peers and institution can have an impact on their successful integration into university (Voigt & Hundrieser, 2008). In accordance to the above, the result of this study highlighted that the interactions and relationships that the participants formed with their peers instilled a sense of belonging in them. As they were able to assist each other in times of need and that created a strong support system amongst them and made their social integration possible.

Thomas (2002) supports the above findings by arguing that students are able to adequately engage in their educational tasks in university when they believe that they belong or fit in with the institution's environment. Likewise, Tinto's (1975) and Spady's (1970) theories demonstrate the importance that social integration has in facilitating retention and student success. The theorists believe that when the student is successfully absorbed in the culture and the social aspect of the university that could result in success. Furthermore the results suggested that possessing good communication skills assisted students with familiarising themselves to the university environment. This is because the participants were able to enquire from staff members and other students about the Universities' surroundings and facilities so as to enable the participants to be well acquainted or socially integrated to the university. The results suggested that social integration has not only benefited the participants' social adjustment into university but also impacted on the participants' academic studies. The

friendships that the participants formed acted as a foundation from which the participants were able to meet their academic goals. Jama et.al (2008) argue that the initial entry into the social life of university is important for the transition and success of the student. Though Universities offer orientation programmes to facilitate social integration, Jama et.al (2008) argue that these programmes tend to be inefficient as they are for short periods of time and tend to cram a lot of information together which can overwhelm students. It is therefore beneficial when students have people in the social environment of the university who can assist them with successfully integrating to the new environment (Jama et.al, 2008).

5.4 Theme 3: Challenges That Impact On Access Programme Students' Academic Success

5.4.1 Inadequate Preparation From High School.

According to Van Zyl (2017) a student's high-school background can be an important factor in determining a student's transition from high-school to university. Jones et.al (2008) assert that many black students entering higher education in South Africa come from schools that are disadvantaged and lacking in resources needed to equip students with adjusting to higher education. The above is supported by Jama et.al's (2008) theory of circles of progression which asserts (1st phase of theory) that a number of students in South Africa who enter higher education come from schooling backgrounds that have not equipped them with the necessary skills needed to succeed academically. Jama et.al (2008) argue that the students thus experience difficulties with transitioning into university. Likewise, the findings of this study indicated that the participants experienced difficulties with transiting from high school to university as they had to learn new skills for coping with the demands of higher education, which they were not equipped with from high school. In addition Maphosa, Sikhwari, Ndebele and Masehela (2014) assert that there are a number of under-prepared students that are being produced by the schooling system in South Africa. Cukras (2006) argues that the under-preparedness of students from disadvantaged schools is a great concern as it can have an impact on the throughput rates.

Furthermore, Jansen and Van der Meer (2012) assert that when students enter university they are expected by their lecturers to have a range of academic skills which may vary from the skills they were taught in high school. As such, Jansen and Van der Meer

(2012) argue that the above could pose a challenge of transitioning for students. 4 participants' in this study reported that they felt their under preparation disadvantaged and delayed them with completing certain academic tasks. For instance the participants' asserted that they would first have to learn that skill they lacked before they could apply what is expected from them by their lecturers. Van Broekhuizen, (2016) asserts that it is crucial for learners to receive quality schooling at a secondary level as this will assist the learners to cope with the demands of university study. In addition, Van Broekhuizen, (2016) contends that it is the duty of the Higher Education (HE) sector to ensure that learners who have accessed HE are provided with adequate support so as to utilise the opportunities they have received for their success. The findings in this study support the above statement as they indicate that students encounter a challenge of having to catch up with the expected 'standard of preparation' in university before having to learn and apply the new knowledge they are taught in higher education.

5.4.2 Finances.

Finances play an important part in a student's ability to participate in the university as it can determine if access or entry occurs and whether the student is able to progress to the next stage (i.e. having the financial means to fund his education throughout the course of his studies). Garraway (2009) asserts that students can face financial constraints that impact on their academic work even when they have obtained financial assistance for their studies. According to the circles of progression theory finances are one factor that impacts on a student's academic life from initial entry in university up to the last stage of ongoing social and academic integration (Jama et.al, 2008). For example, some students come from poor families or families that cannot afford to pay for university fees and as such they experience challenges with accessing higher education due to financial constraints. Other students on the other hand, receive funding through bursaries, loans or government funding but yet still encounter financial difficulties due to a family environment with limited resources (Jama et.al, 2008). These challenges can create barriers to success for students. The findings in this study supported Jama et.al (2008) and Garraway's assertions as the participants had funding from NSFAS or other sponsors and yet they encountered financial challenges. The above demonstrated that students are confronted with a variety of fundamental needs of which they do not have the sufficient funds to meet those needs. As such, students

must prioritise certain important needs over others such as purchasing groceries instead of textbooks or vice versa which to some degree has a negative bearing on their success.

Similarly, a study conducted by Jones et.al (2008) found that in some higher education institutions the funds allocated for NSFAS only covered tuition fees. This meant that

+the students had to find alternatives methods of financing additional necessities such as accommodation, textbooks, groceries and stationery. Similarly, to Garraway's claim and the findings from the Jones et.al's study, the findings from this study revealed that though some students had financial support from NSFAS they experienced financial difficulties resulting in them opting to buy groceries instead of buying prescribed books which impacted on their studies. The findings suggested that the students could not fully focus on their studies due to the lack of financial security.

Bourn (2002) argues that difficulties with finances can de-motivate students and promote challenges with their studies. This was evident from the findings as students experienced some de-motivation with their academic work due to the financial constraints they encountered. According to Cherry (2017) the talks of financing higher education in South Africa with the aims of increasing access have been a topical issue over the recent years e.g. #FeesMustFall protests. Following the protests and talks around financing student studies, the minister of finance in South Africa announced that the government has observed how a lack of adequate funding can prevent access and success in higher education; and as such the government decided to increase the NSFAS allocations annually (Nicolson, 2018).

This intervention by the government appears to be a step in the right direction as it widens access for previously disadvantaged students. However, considering the above, the findings in this study suggest that though the NSFAS allocations are helpful in minimising the financial burden on students, it is not sufficient in meeting all the fundamental needs of disadvantaged students. This ultimately impacts on their academic success or progress.

5.4.3 Time Management.

Jones et.al (2008) assert that some students experience difficulties with organising and managing their time in regard to their studies. The participants of this study reported

that they have experienced difficulties with time management from their undergraduate studies and those difficulties have persisted into their post graduate studies.

Similar to this study, Van Zyl (2017) study on the first year experiences of students in higher education in South Africa, found that students in the University of Johannesburg experienced challenges with time management. As such Van Zyl (2017) and Nyar (2016) found that the provision of time management sessions or classes can assist the students with planning and organising their time efficiently, which can improve their academic performance.

5.4.4 Language/communication limitations.

Participants in this study acknowledged that not being accustomed to the English language led to them experiencing some language barriers during their studies. This is because the students had inadequate exposure to the English language as they were taught predominately in their mother tongue. These findings demonstrate how a lack of exposure to the English language (or language of instruction) can create learning barriers for students and can delay their progress. Jones et.al, (2008) assert that several studies discovered that being competent in the language of instruction is vital for the student to be successful in higher education (Jones et.al, 2008).

Furthermore, Lewin and Mawoyo (2014) assert that when students have the core understanding of a language of instruction they can better grasp what is being taught in lectures and are able to utilise their critical thinking skills when undertaking written work. Other students in the study recognised that their early exposure to English literature and the language equipped them with the essential skills for comprehending the English language, which assisted them in their studies. This study's findings suggested that before progressing from high school to higher education, students would benefit from prior exposure to the English language and attending additional classes as a means of orientating them to the English language.

5.4.5 Personal Challenges Affecting Success.

Sagenmuller (2018) identified personal circumstances that students go through as one factor that impacts on student retention. She argues that a student's psychological and personal wellbeing are important components in a student's goal to success that are often overlooked (Sagenmuller, 2018). The findings from this study indicated that 2

participants experienced personal challenges in the form of stress and low self-esteem. The presence of these personal challenges within the participants impacted on their confidence and emotional wellbeing which ultimately affected their academics. However, it was evident that the participants were able to cope with their challenges because of the strong support system they had with their families and friends.

5.5 Conclusion

The themes presented in this chapter summarised the negative and positive experiences that the participants reported as issues that contributed to their success in university. To recap, the three overarching themes that were discussed were 1) The benefits of an access programme for academic success, 2) Explaining academic success by access programme students, and 3) Challenges that impact on access programme students' academic success. The challenges that were identified by the participants were grouped into theme 3 under the following sub-themes: finances, under preparedness from high school, language difficulties, time management and personal factors. The interpretation of the results in this chapter demonstrated that the above challenges or sub-themes weighed heavily on the participants and made their experience in university challenging. However, though the participants experienced these challenges, they also experienced areas of strength which contributed positively to their success in university. These areas of strength were discussed in this chapter as benefits of doing access programmes (theme 1), family support, funding, working hard and discipline and social adaptation (sub-themes of Theme 2).

CHAPTER 6

Conclusion

6.1 Introduction

This study aimed to explore success stories and accounts of students who entered the (UKZN) through access programmes. It accomplished this by seeking specific and identifiable characteristics that the students reported as having positively influenced their success. Furthermore, this study explored the strengths and challenges that the students experienced during their academic studies. This concluding chapter presents a summary of the research findings and the limitations of the study. In addition, recommendations and implications for future research will be discussed.

6.2 Summary Of Findings

The findings that were obtained from this study were grouped into the following themes and sub-themes : 1) The benefits of an access programme for academic success, 2) Explaining academic success by access programme students (sub-themes: working hard and discipline, family background, social adaptation) and 3) Challenges that impact on access programme students' academic success (sub-themes: inadequate preparation from high school, finances, time management, language or communication limitations and personal issues affecting success).

6.2.1 Theme 1: The Benefits Of An Access Programme For Academic Success. The findings indicated that the participants perceived that there was an initial negative stigma associated with starting university studies through the access programme. However, upon studying through access programme, the participants' negative perceptions were gradually changed as they experienced the benefits of studying through access programme. The participants reported that attention and motivation, preparation/transitioning and smaller classes were the key components that made the

access programme beneficial for them. The participants regarded the above key elements of the access programme as beneficial for them because these elements contributed greatly to their success and integration into university.

6.2.2 Theme 2: Explaining Academic Success By Access Programme Students

6.2.2.1 Sub-theme 2.1: Working Hard And Discipline.

It was evident from the findings that the participants considered prioritising their studies (by balancing personal and academic life) was an important aspect that led to them working hard and being disciplined. They believed that working hard and discipline led to their success. The participants further expressed that associating themselves with peers who shared similar goals impacted positively on their success.

6.2.2.2 Sub-theme 2.2: Family Background.

The participants indicated that family plays an important role in their university life. Though the participants were from different family backgrounds they all shared similar sentiments when it came to the role played by their families in their university journey. Contrary to other studies that cite a disadvantaged family background as a factor that can limit a student's academic success, the findings in this study highlighted a different view. 2 participants expressed how the economic state of their families would motivate them to succeed in university, whilst others reported that success in university meant that they could escape the bad living conditions in their homes

6.2.2.3 Sub-theme 2.3: Social adaptation.

The findings suggested that being able to socially integrate with ease into university is an important aspect that determines effective transition. In this study, the participants indicated that they were able to socially integrate well into university as they found peers who fell into the same economic status as them and shared similar interests and goals. As such the participants reported that they were able to socially adjust to the institution effortlessly, this contributed to their success.

6.2.3 Theme 3: Challenges That Impact On Access Programme Students' Academic Success.

6.2.3.1 Sub-theme 3.1: Inadequate Preparation From High School.

One sentiment that was common across this theme was the participants' dissatisfaction with the level of preparedness they received from their high schools. The findings highlighted the participant's belief that their schools did not adequately prepare them for university because they lacked resources and at sometimes had inexperienced or unmotivated teachers. The findings suggested that inadequate preparation posed as a challenge for the participants as they were delayed with performing some tasks in university as they first had to acquaint themselves with what they did not know.

6.2.3.2 Sub-theme 3.2: Finances.

For the participants it was evident that having insufficient finances brought certain challenges and limitations to their academic and personal life. The findings indicated that the participants who were from disadvantaged backgrounds were under pressure to prioritise whether to provide for their basic needs such as food versus buying important academic related necessities. These pressures of having to prioritise one necessity over the other at times compromised the participants' personal wellbeing and their academic performance.

6.2.3.3 Sub-theme 3.3: Time Management.

The findings pointed to the issue of time management being an ongoing challenge for 2 of the participants. Though the participants experienced ongoing challenges with time management, they believed that they were able to achieve their academic success (graduate) by balancing their academic and personal life.

6.2.3.4 Sub-theme 3.4: Language or Communication.

The findings indicated that the majority of the participants were from schools where the language of tuition was a second or third language. For these students the inadequate exposure to the language used in university resulted in them having difficulties or barriers in expressing themselves verbally or in written form.

6.2.3.5 Sub-theme 3.5: Personal issues affecting success.

The essential point that was gathered from this theme was that the participants experienced some personal challenges (stress and low self-esteem) that impacted on their confidence, emotional wellbeing and ultimately their academics -which in turn played a crucial role for their success

6.3 Limitations Of The Study

The intention was to sample the participants registered in all four of the UKZN Colleges. However due to difficulties with recruiting study participants, only students from two Colleges were included in the sample. These difficulties were centred on time constraints (specifically the timing of data collection) which made it difficult for students from other Colleges to participate in the study. In addition, four of the five study participants were studying honours degrees in Biochemistry (see pg 36, 4.2). Due to the same field of study that these four participants chose, they were likely to share similar goals and career interests which could have influenced the findings of this study in certain ways. However, the restricted range of the participants' field of study and career interests was not perceived as a major limitation for the study as the study used the qualitative research design which aims to bring about rich descriptive data rather than aiming for generalisability. Future research could, however, aim to recruit participants from a wider variety of study and career paths.

6.4 Recommendations

6.4.1 Extra support to be extended to all students.

The findings in this study highlighted the benefits that extra support had on the participants' academic success. The participants reported that the extra support they received from the access programme equipped them with skills they needed to succeed in university (that is, academic skills etc). After having received the extra support from the access programme the participants reported that they were able to use the knowledge they gained from the extra support to assist their mainstream peers with their academic work and at times the participants would perform better than their mainstream counterparts. This suggested that all students need some form of additional support with their academics, more especially in their first year of study. Although the mainstream

students entered university with the required marks for admission, their need for assistance from the participants suggested that they also experienced challenges which needed extra support.

This supports the participants' assertions that high schools does not adequately prepare learners for university. As such some students tend to encounter difficulties with transitioning from high school to university as a result of poor preparation. The findings from this study therefore hint to the need for implementation of programs that offer extra support for all students. These programmes or initiatives may be structured similarly to the access programme and provide students with ongoing introductory/preparatory lessons to guide them during the transition into university and its demands. As much as tutorials are available for all students, the findings suggest that the structure and implementation of the access programme provided more focused and individualised support for students as compared to tutorials. The students therefore appear to benefit more from having this specialised attention and support.

6.4.2 Ongoing Support for students encountering language barriers.

The findings indicated that 4 participants experience a lot of language difficulties during their studies. A number of these difficulties stem from the lack of exposure and under preparedness that the participants had with the English language. It therefore seems necessary that specific interventions are put into place which can assist non-traditional or all students struggling with the English language. An example of an intervention would be a writing and grammar club which would be facilitated by lecturers or postgraduate students in the English Department. This club could meet weekly (after hours) and teach students the basics of the English language, particularly on how to express their thoughts and ideas in written or essay form.

6.5 Implications for Future Research

The results from this study provided a limited scope of information which was specific to the Colleges of Humanities and Agriculture, Engineering and Sciences in the University of KwaZulu-Natal. It will therefore be worthwhile that the future researchers intending to repeat this study use a larger sample population from diverse colleges and other campuses at University of KwaZulu-Natal so that comparisons can be made from the data obtained and a broader scope of information is available.

References

- Akoojee, S. & Nkomo, M. (2007). Access and quality in South African higher education: the twin challenges of transformation. *South African Journal of Higher Education*, 21 (3), 385-399.
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25 (2), 297-308.
- Babbie, E., & Mouton, J. (2001). *The Practice of Social Research*. Cape Town: Oxford University Press.
- Barnes, T. (2005). Changing discourses and meanings of redress in South African higher education, 1994-2001. *Centre for Civil Society Research Report*, 38 (2), 209-230
- Bean, J. P. 1980. Dropouts and turnover: The synthesis and test of a causal model of student attrition. *Research in Higher Education* 12 (20): 155–187.
- Boughey, C. (2013). What are we thinking of? A critical overview of approaches to developing academic literacy in South African higher education. *Journal for Language Teaching*, 47(2), 25–42.
- Bourn J (2002) *Improving student achievement in English higher education*. Report by the Comptroller and Auditor General, National Audit Office
- Bunting, I. (2002). The higher education landscape under apartheid. In Cloete, N., Fehnel, R., Maassen, P., Moja, T., Perold, H. & Gibbon, T. (Eds.), *Transformation in higher education global pressures and local realities in South Africa* (pp 35-52). Juta & Co, South Africa.
- Business Tech (2017). *University fees in 2017: how much it costs to study in South Africa*. Retrieved from <https://www.google.co.za/amp/s/businessstech.co.za/news/finance/184653/university-fees-in-2017-how-much-it-costs-to-study-in-south-africa/amp/>
- Case, J., Marshall, D., Mckenna, S. & Mogashana, D. (2018). Going to University: the influence of higher education on the lives of young South Africans. *African Higher Education Dynamic Series*,(3), 1-176.
- Central University of Technology. (n.d.). *Compulsory Academic Literacy and Personal Competencies Module*. Retrieved March 19, 2015 from <http://www.cut.ac.za/ecp/>

- Cherif, H., & Wideen, F. (1992). The problems of the transition from high school to university science. *Journal of the British Colombia science teachers association of the British Colombia teacher's federation*. 36(1), 10-16.
- Cherry, J. (2017). *The successes and failures of South Africa's student movement*. Waging Nonviolence. Retrieved from <https://wagingnonviolence.org/feature/south-africa-fees-must-fall/>
- Coetzee-Van Rooy, S. (2010). Complex systems, multilingualism and academic success in South African higher education. *Southern African Linguistics and Applied Language Studies*, 28(4), 309–321.
- Council on Higher Education (CHE). (2010). *Higher Education monitor: access and throughput in South African higher education three case studies (monitor no. 9)*. Pretoria: South Africa. CHE.
- Council on Higher Education (CHE). (2016). *South African higher education reviewed: Two decades of democracy*. Pretoria: CHE.
- Creswell, J. 1998. *Qualitative inquiry and research design*. Thousand oaks, CA: Sage.
- Cukras, G. G. (2006). The investigation of student strategies that maximise learning for under prepared students. *College Teaching*, 54(1), 194-197.
- Davids, N., & Waghid, Y. (2016). #FeesMustFall: History of South African student protests reflects inequality's grip. Mail & Guardian. Retrieved from <https://mg.co.za/article/2016-10-10-feesmustfall-history-of-south-african-student-protests-reflects-inequalitys-grip>
- Denzin, N. K. & Lincoln, Y. S. (2003). *The landscape of qualitative research: theories and issues*. CA: Sage Publications.
- Department of Education. (1997). *Education white paper 3: A programme for the transformation of higher education*. Retrieved from <http://www.education.gov.za/LinkClick.aspx?fileticket=jc97Bom2utk%3d&tabid=191&mid=484>
- Department of Education. (2001). *National plan for higher education*. Pretoria, South Africa: Department of Education.

- Department of Education. (2005). *Education Statistics in South Africa at a Glance in 2004*. Pretoria, South Africa: Author.
- Department of Higher Education and Training, (2017). *Annual Report 2016/17*. Pretoria, South Africa: Author.
- DHET. (2010). *Report of the Ministerial Committee on the Review of the National Student Financial Aid Scheme*. Pretoria, South Africa: Author.
- Dhunpath, R., & Vithal R. (Eds). (2012). *Alternative access to higher education: unprepared students or unprepared institutions*. Cape Town: Pearson Education South Africa.
- Diseth, A. 2010. A mediation analysis of achievement motives, goals, learning strategies and academic achievement. *British Journal of Educational Psychology*, 80(4), 671–687.
- Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college*. Theory research and practice (2nd Ed). San Francisco: Jossey Bass.
- Firfirey, N., Carolissen, R. (2010). ‘I keep myself clean . . . at least when you see me, you don’t know I am poor’: Student experiences of poverty in South African higher education. *South African Journal of Higher Education*, 24(6), 987–1002.
- Fraser, W., Killen, R. (2003). Factors influencing academic success or failure of first year and senior university students: do education students and lecturers perceive things differently? *South African journal of education*, 23(4), 254-260.
- Garraway, J., 2009. *Success Stories in Foundation/Extended Programmes*, CPUT publication. [www.cput.ac.za/blogs/ecp/files/2015/02/Final] [Accessed online November 2014]
- Gephart, R. (1999). [Paradigms and Research Methods](http://4.aom.pace.edu/rmd/1999_RMD_Forum_Paradigms_and_Research_Methods.htm). Research Methods Forum, 4.aom.pace.edu/rmd/1999_RMD_Forum_Paradigms_and_Research_Methods. htm.
- Hartshorne, K. B (1992). *Crisis and Challenge: Black Education 1910-1990*. Cape Town: New York: Oxford University Press.
- Glesne, C. (Eds). (1999). *Becoming qualitative researchers: An introduction* (2nd Ed.). New York: Longman.
- Harvey, L., Drew, S., & Smith, M. (2006). *The first-year experience: a review of literature for the higher education academy*. Sheffield, United Kingdom: The Higher Education Academy.

- Heugh, J. (2000). The case against bilingual and multilingual education in South Africa. *Praesa*, 6, 1-22.
- HESA (2011). Presentation to the portfolio committee on Higher Education, [presentation slides], 08 February 2011 Retrieved from <http://slideplayer.com/slide/6859167/>
- HESA (2014). South African higher education in the 20th year of democracy: context, achievements and key challenges. Higher Education South Africa, Pretoria.
- Jaffer, F. & Garraway, J. (2016). Understanding gaps between student and staff perceptions of university study in South Africa: a case study. *Journal of student affairs in Africa*, 4(1), 65-76.
- Jama, M. P., Mapesela, M. L. E., & Beylefeld, A. A. (2008). Theoretical perspectives on factors affecting the academic performance of students. *South African Journal of Higher Education*, 22(5), 992-1005.
- Jansen, E. P. W. A., & van der Meer, J. (2012). Ready for university? A cross-national study of students' perceived preparedness for university. *Australian Educational Researcher*, 39, 1–16.
- Jansen, J. (2003). Mergers in South African higher education: theorising change in transitional contexts. Retrieved 7 March 2018 from [http://repository.up.ac.za/xmlui/bitstream/handle/2263/118/Jansen\(2003\)a.pdf?sequence=3](http://repository.up.ac.za/xmlui/bitstream/handle/2263/118/Jansen(2003)a.pdf?sequence=3)
- Jones, B., Coetzee, G., Bailey, T. & Wickham, S. (2008). Factors that Facilitate Success for Disadvantaged Higher Education Students. An investigation into the approaches used by REAP, NSFAS and selected higher education institutions. Pretoria: Rural Education Access Programme.
- Julius, C. (2017). *Nursing students' perceptions of an extended undergraduate curriculum programme within a higher education institution in the Western Cape Province (unpublished master's thesis)*. University of Stellenbosch, South Africa.
- Kallaway, P. (Ed). (2002). *The history of education under apartheid 1948-1994: the doors of learning and culture shall be opened*. Cape Town: Pearson Education South Africa.
- Kift, S. (2015). A decade of Transition Pedagogy: A quantum leap in conceptualising the first year experience. *HERDSA Review of Higher Education*, 2, 51-86.

- King, M. (2016, March 4). From school to University: students face critical challenges. *Mail & Guardian*. Retrieved from <https://mg.co.za/article/2016-03-02-from-school-to-university-pupils-face-critical-challenges>
- Koch, E., Foxcroft, C., & Watson, A. (2001). A developmental focus to student access at the University of Port Elizabeth: process and preliminary insights in placement assessment. *Journal of Higher Education*, 15, 126–131.
- Korstjens, I. & Moser, A. (2018). Series: practical guidance to qualitative research. part 4: trustworthiness and publishing. *European Journal of General Practice*, 24(1), 1381–4788.
- Leach, L., & Zepke, N. (2011). Engaging students in learning: A review of a conceptual organiser. *Higher Education Research & Development*, 30(2), 193–204.
- Lewin, T., & Mawoyo, M. (2014). *Student access and success: issues and interventions in south african universities*. Cape Town: Inyathelo publishers.
- Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Beverly Hills: Sage.
- Loyne, E. & Coyle, A. (Eds). (2007). *Analyzing qualitative data in psychology*. London: Sage publications.
- Machika, P. (2012). Redefining access for success in Engineering extended programmes. *South African Journal of Higher Education*, 26(5), 987–1000.
- Mansura, J. (2016). *Bridging/ access open day*. Retrieved 20 January 2017, from University of KwaZulu- Natal: <https://ukznextendedlearning.com/2016/01/05/bridgingaccess-open-day/>
- Maphosa, C., Sikhwari, T. D., Ndebele, C. & Masehela, M. (2014). Interrogating Factors Affecting Students' Epistemological Access in a South African University. *Anthropologist*, 17(2), 409–420.
- Maree, K. (Ed). (2007). *First Steps In Research*. Pretoria, Sout Africa: Van Schaik Publishers.
- Maxwell, J., A. (2007). *Qualitative research design: An interactive approach*. California: Sage.
- McFadyen, J., & Rankin, J. (2016). The Role of Gatekeepers in Research: Learning from Reflexivity and Reflection. *GSFT Journal of Nursing and Health Care*, 4(1), 82–88.

- Moagi-Jama, M. P. (2009). *Designing an academic support and development programme to combat attrition among non-traditional medical undergraduates (Doctoral thesis)*, University of Bloemfontein, South Africa.
- Mouton, N., Louw, G. P. & Strydom, G. L. (2012). Restructuring and mergers of the South African post-apartheid tertiary system (1994-2011): A critical analysis. Article submitted to the *International Business and Economic Research Journal*.
- Mpofu, B. (2012). *The Contours of disadvantaged and academic progress: analysis of perceptions of students from disadvantaged schools at the University of KwaZulu Natal* (unpublished doctoral thesis), University Of KwaZulu-Natal, South Africa.
- Murray, M. (2014). Factors affecting graduation and student dropout rates at the University of KwaZulu-Natal. *South African Journal of Science*, 110(11/12), 1-6.
- Nala, N. (2010). *The impact of the extended curriculum and students experiences of the programme at the university of kwaZulu-Natal Pietermaritzburg* (unpublished master's thesis). University of KwaZulu-Natal, Pietermaritzburg, South Africa.
- Nicolson, G. (2018). Budget 2018: Higher education gets R57bn in Budget slated as anti poor. Retrieved from https://www.dailymaverick.co.za/article/2018-02-22-budget-2018-higher-education-gets-r57bn-in-budget-slated-as-anti-poor/#.wo_wadAalqC
- Nyar, A. (2016). The first year experience, student transitions and institutional transformation. *Journal of Student Affairs in Africa* 4(1) 77-87.
- Olsen, M. E., & Lodwick, D. G., & Dunlop, R. E. (1992). *Viewing the World Ecologically*. Boulder, CO: Westview Press.
- Parmegiani, A. (2008). Language ownership in multilingual settings: exploring attitudes among students entering the University of KwaZulu-Natal through access program. *Stellenbosch papers in linguistics*, 38, 107-124.
- Pascarella, E & Terenzini, P. (2005). *How college affects students: A third decade of research*. San Francisco: Wiley Publication.
- Paterson, M. (2016). *Differentiation dialogue: Indicators for development*. Centre for Higher Education Training. Cape Town, South Africa.
- Patton, M. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: 3rd Sage publications.

- Peters, W. (2015). Making life easier in the first year [DUT news and publications]. Retrieved from <http://www.dut.ac.za/making-life-easier-in-the-first-year/>
- Potgieter, M., Davidowitz, B., & Mathabatha, S. S. (2008). Preparedness for tertiary chemistry: Issues of placement and performance of academic development programmes. *South African Journal of Higher Education*, 22(4), 861-876.
- PWC. (2017). *Reflections: 2016*. Retrieved from: <https://www.pwc.co.za/en/publications/reflections.html>
- Sagenmuller, I. (2018). Main factors that affect student retention in higher education [web blog post]. *U-Planner*. Retrieved from <https://www.u-planner.com/blog/main-factors-that-affect-student-retention-in-higher-education>
- Scott, I., Yeld, N., & Hendry, J. (2007). A case for improving teaching and learning in South African higher education. *Higher Education Monitor No. 6*. Pretoria: Council on Higher Education.
- Soudien, C. (2010). Transformation in higher education: A briefing paper. Retrieved from <http://www.dhet.gov.za/summit/Docs/2010Docs/Transformation%20in%20higher%20education-%20A%20briefing%20paper%20by%20Crain%20Soudien.pdf>
- Spady, W. G. 1970. Dropouts from higher education; an interdisciplinary review and synthesis. *Interchange* 1:64–85.
- Statistics South Africa (2016). *Community survey statistical release* (rel no. P0301). Pretoria, South Africa: StatsSA.
- Statistics South Africa (2017). *Poverty on the rise in South Africa*. Pretoria, South Africa: StatsSA.
- Taylor, S. J., & Bogdan, R. (1998). Introduction to qualitative research methods: a guidebook and resource. New York: Wiley.
- Teferra, D., & Altbachl, G. (2004). African higher education: challenges for the 21st century. *Higher Education*, 47(1), 21-47.
- Terre Blanche, M., & Kelly, K. (1999). Interpretive methods. In M. TerreBlanche & K. Durrheim (Eds.), *Research in practice: Applied methods for the social sciences* (123 146). Cape Town, SA: University of Cape Town Press

- Terre Blanche, M., Durrheim, K., & Painter, D. (Eds). (2006). *Research in practice: Applied methods for the social sciences*. Cape Town: University of Cape Town Press
- Thomas L (2002) *Building social capital to improve student success*. BERA Conference, University of Exeter: England.
- Tinto, V. 1975. Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research* 45 (1): 89–125.
- University of KwaZulu-Natal. (n.d.). *Bridging and access courses*. Retrieved March 19, 2015, from <http://ukznextendedlearning.co.za/courses/list-of-courses/bridging-access.html>
- Van Broekhuizen, H. (2016). *Graduate unemployment, Higher Education access and success and teacher production in South Africa* (doctoral thesis), University of Stellenbosch, South Africa.
- Van der Meer, J (2011). Maori and pasifika students' academic engagement: what can institutions learn from AUSSE data. In Radloff, A. (Ed). *Student engagement in New Zealand universities* (pp. 1-10). Melbourne, Austria. Australian council of educational research.
- Van Zyl, A. (2017). The First Year Experience in Higher Education in South Africa: A Good Practices Guide. Retrieved from https://www.google.co.za/url?sa=t&source=web&rct=j&url=http://www.sanerc.co.z/FYEGoodPracticesGuide2.pdf&ved=2ahUKEwjKOoPxtdvcAhXQxqQKHZHqAV_QFjAAegQIARAB&usg=AOvVaw2xfMq4WcXJ7EG1N6beMhR8
- Voigt, L., & Hundrieser, J. (2008). *Student Success, Retention, and Graduation: Definitions, Theories, Practices, Patterns, and Trends*. Noel-Levitz Retention codifications. November, 1-22.
- Wagner, C., Kawulich, B. & Garner, M. (Eds). (2012). *Doing Social Research: A Global Context*. London, England: McGraw-Hill Higher Education.
- Waters, J. (2017). Phenomenological Research Guidelines. Retrieved March 2017 from <http://www.capilanou.ca/psychology/student-resources/research-guidelines/Phenomenological-Research-Guidelines/>
- Wilson-Strydom, M. (2011). University access for social justice: A capabilities perspective. *South African Journal of Education*, 31, 407-418.

Appendix 1: Informed Consent form for Interviews



Dear Participant

In this interview I will ask you to answer some interview questions by narrating your experience whilst doing the access program. I would like to find out about what you perceive or view as factors (whether in the program or not) that you believe helped you or contributed to your success/graduation.

The interview will take about 45-60 minutes.

Once we have held the interviews, I will record the information, and it will remain confidential between us. In addition I will ensure anonymity to you this means that your names and details will be changed and a code number will be used instead, so that your name is not used and not linked to the statements that you make. Only my supervisor and I will have knowledge or access to your true details.

I will ask you questions about your lived experience in doing the access program. In this way, I hope to find out the factors that you believe have made you to succeed in university.

The information collected in the research process may be used to write research articles, and to present at conferences so that other people may learn from the experience or results of our research. Furthermore the completion of this research project will ensure the completion of my Masters degree (provided other school requirements are met).

If you participate in the interview, your views will help us to have a different perspective about the livelihood of disadvantaged students who do the access program.

If you agree to participate, but then at a later time you feel that you would like to withdraw from the interview, or not participate any more, that is fine. You can say so and we will stop the interview.

If you have any questions, then please let us know. You can talk to me directly, or you can contact my supervisor Nicholus Munro at MunroN@ukzn.ac.za

I..... (Full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

.....
Signature of Participant

.....
Date

Appendix 2: INFORMATION SHEET ABOUT THE RESEARCH PROJECT

Dear participant

This sheet is intended to provide you with all the information you will need regarding the study. It also explains the role you are expected to play during the interview process.

The Study

I am conducting research on the qualitative accounts of successful Humanities access students from the University of KwaZulu-Natal Pietermaritzburg campus. This is part of my Master's degree course work requirement. I would like to explore how students who come from educationally disadvantaged backgrounds succeed in a higher educational institution, more especially when they have been through the access program. In addition I would love to know more about their academic experiences and what they think attributed to their success.

The Interview Process and Recording

The interview will take 45- 60 minutes. In the interview you will be asked questions about yourself, your secondary education and your experiences in doing the access program. There are no wrong or right answers because the study wants to know your knowledge and true life stories. The interviews will be recorded by a tape recorder so that the researchers can accurately capture what it is that the participants are saying.

Confidentiality and the use Information

Once we have held the interviews, we will take the information, and make certain that the data is confidential. Each person who participates will be given a code number, so that his or her name is not used in the study, pseudonyms names may be used. This means that no one will be able to know who said what in the interviews. If the project gets good recognition then it may be used in other studies, however the chances for that are very minor at this level.

Storage of Information

The information will be kept for future research purposes. It will be stored in the universities library thesis section.

If you have any questions, then please let me know. You can talk to me directly, or you can call my supervisor- Nicholus Munro at: MunroN@ukzn.ac.za

Appendix 3

Interview schedule

Introduction:

Hello (Name of participant) as mentioned earlier on my name is Nokwethemba Mbatha, you can call me Nokwe if you want. I just want to ask you some questions about your academic history more especially at UKZN. Some questions may be personal and I just want to re-assure you that you are more than able to voice out your concerns if you feel at all uncomfortable by any question asked. Furthermore, I'd like to remind you that your responses will be kept confidential.

Questions

1. Could you please describe to me the school you attended whilst in high school? That is, (the facilities, resources, learning environment)
2. Would you please tell me about your experience in doing the access program?
3. UKZN is quite a different environment compared to the school you went too, could you please tell me how it was like to adapt and familiarise yourself with the new place?
4. What was most challenging for you in your studies?
5. How did you manage to overcome those challenges?
6. What were your strong points or achievements?
7. How did you attain these?
8. Would you say that doing the access program was beneficial for you? Please support your response.

APPENDIX 4

10 March 2014

Prof D. Wassenaar,

Academic leader

School of Applied Human Sciences

Dear Prof Wassenaar

I am registered for Masters in counselling Psychology in the School of Applied Human Sciences (University of KwaZulu-Natal). The title for the study within this degree is Access to Success: qualitative accounts of successful Humanities access students from the University of KwaZulu-Natal Pietermaritzburg campus.

The main aims for this study are:

- Explore the accounts of students who have done the Humanities access program in UKZN.
- Explore specific or certain identifiable characteristics in the access program/s that influence the success of these students.
- Explore whether the students feel that the access program did help them to integrate well in the new environment and obtain the necessary skills they required for success in their academics.
- Determine what the students presumed their 'higher learning experience' would have been like had they not done the access program.

In the event that any of the research participants become emotionally distressed as a result of participating in my study, please would you consider approving referral of these participants to the Child and Family Centre for counselling?

Sincerely

Nokwethemba Mbatha

APPENDIX 5



27 March 2014

Ms Nokwethemba Mbatha
School of Applied Human Science
College of Humanities
Pietermaritzburg Campus
UKZN
Email: 209514867@stu.ukzn.ac.za

Dear Ms Mbatha

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Access to Success: qualitative accounts of successful access/foundation program students from the University of KwaZulu-Natal Pietermaritzburg campus".

It is noted that you will be constituting your sample by interviewing students on the Pietermaritzburg campus.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

MR MC BALOYI
REGISTRAR

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2205 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za

Website: www.ukzn.ac.za



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix 6



20 March 2014

To whom it may concern

This letter serves to provide the assurance that should any interviewee require psychological assistance as a result of any distress arising from the approved research process for the study 'Access to success: Qualitative accounts of successful access/foundation programme students from the University of KwaZulu-Natal Pietermaritzburg Campus', it will be provided by psychologists and intern psychologists at the UKZN Child and Family Centre.

Yours sincerely

Professor D.R. Wassenaar
Academic Leader
Discipline of Psychology
School of Applied Human Sciences

School of Applied Human
Sciences: Psychology
P/Bag X01 Scottsville
PIETERMARITZBURG, 3209
South Africa
Phone: +27 33 2605853
Fax: +27 33 2605809



Founding Campuses:

-  Edgewood
-  Howard College
-  Medical School
-  Pietermaritzburg
-  Westville

Appendix 7



05 June 2014

Ms. Molwathamba Mbatha (209514867)
School of Applied Human Sciences - Psychology
Pietermaritzburg Campus

Protocol reference number: HSS/0375/014M

Project title: Access to success: Qualitative accounts of successful access/foundation programme students from the University of KwaZulu-Natal

Dear Ms Mbatha,

Full Approval – Expedited Application

In response to your application dated 23 April 2014, the Humanities & Social Sciences Research Ethics Committee has considered the above-mentioned application and the protocol have been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Mr Nicholas Munro
Cc Academic Liaison- Research: Professor D Wassenaar
Cc School Administrator: Mr Sbonelo Duma

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Gavin Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 2487/5800/4667 Facsimile: +27 (0) 31 260 4808 Email: sdmbapo@ukzn.ac.za / steynson@ukzn.ac.za / mohun@ukzn.ac.za

Website: www.ukzn.ac.za



100 YEARS OF ACADEMIC EXCELLENCE

Pietermaritzburg Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix 8

Final thesis

ORIGINALITY REPORT

8%

SIMILARITY INDEX

7%

INTERNET SOURCES

1%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1

Submitted to University of KwaZulu-Natal

Student Paper

1%

2

uir.unisa.ac.za

Internet Source

1%

3

Submitted to Coventry University

Student Paper

1%

4

146.230.128.141

Internet Source

1%

5

scholar.sun.ac.za

Internet Source

<1%

6

www.journals.ac.za

Internet Source

<1%

7

researchspace.ukzn.ac.za

Internet Source

<1%

8

www.coursehero.com

Internet Source

<1%

9

etd.uwc.ac.za

Internet Source

<1%

10	open.uct.ac.za Internet Source	<1 %
11	che.ac.za Internet Source	<1 %
12	files.eric.ed.gov Internet Source	<1 %
13	etd.uovs.ac.za Internet Source	<1 %
14	scholar.ufs.ac.za:8080 Internet Source	<1 %
15	my.unisa.ac.za Internet Source	<1 %
16	scholar.uwindsor.ca Internet Source	<1 %
17	ccms.ukzn.ac.za Internet Source	<1 %
18	www.saaa.org.za Internet Source	<1 %
19	ir.dut.ac.za Internet Source	<1 %
20	eprints.keele.ac.uk Internet Source	<1 %
21	lexi.com Internet Source	<1 %