Student's perceptions regarding the extent to which schooling has prepared them for university education in the case of University of KwaZulu-Natal

By

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Abstract

This study investigated student's perceptions regarding the extent to which schooling prepared them for university education in the case of the University of KwaZulu-Natal. Preparing learners or pupils to become university students is a process that involves a lot of obstacles. There are differences between public and private schools in terms of preparing learners for university education due to resource accessibility. Twenty first-year students were recruited to be participants of the study, ten from private and ten from public schools. The study further sought to investigate the gap between the two categories of high schools which contribute to the preparedness of students for university education.

The literature illustrates that transition from high school to university comprise of many challenges, the background of students has an effect on their adaptation either they are prepared or not for the new environment. The objectives of the study were to determine what first-year student's perception with regards to factors that contributed to and hinder their preparation for university education.

This study employed a qualitative approach. Purposive sampling was used to select the participants of the study. Data was collected through face-to-face interviews. The findings showed that every student has their own perception about the university culture regardless of the school they went to. Many of the participants said they feel that they were ready for university, but not prepared for it. A few felt that they were prepared besides the challenges of adjusting to the new culture of teaching and learning. The main conclusion of the study is that strong collaborations between high schools and universities are needed irrespective of the location of the school. This is because the majority of the schools from rural areas are not always accommodated or included in programs such as career guidance which is intended to help learners with course selection.

Rural schools lack resources which makes it difficult for teachers to prepared learners for university education. The first step to make sure that students are prepared for university education is that, long-term programs should be implemented to prepare students for university education while they are in high school. It is important that such programs are inclusive, and that all South Africa high schools are included either private or public. South African government working together with the citizens should formulate strategies that help disadvantaged schools to make it easier for learners to adapt to university education.

Declaration

I, the undersigned, Cebisile .Doreen.Zungu do hereby declare that the research, which I hereby submit for the degree of development studies at the University of Kwa Zulu Natal, is my own work and has not been submitted by me for a degree at another university. Further, where secondary material has been used it has been cautiously acknowledged and referenced in accordance with the university requirements. I am aware of the university policy and implications regarding plagiarism.

Sign   Date

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Dedication

I dedicate my dissertation to my family (Zungu family).

Acknowledgements

- First of all I would like to say thank you so much to uNyazilwezulu (the leader of Nazareth Baptist Church under Ebuhleni Home).

- My supervisor, Prof Oliver Mtapuri, thank you for your constructive criticism, your attention and time. You are my role model.

- To Bongeka Sasa, I value your encouragement and support. Thank you so much for believing in me.

- How can I forget to say thank you to my family oGede, oManzini, oNyama kayishi for supporting me all the time.

Abbreviations

EMI   English as Medium of Instruction

HCC   Howard College Campus

HEI's   Higher Education Institutions

KZN   KwaZulu Natal

NATESA   Nazareth Tertiary Students Association

NPC   National Planning Commission

SASCO   South African Students Congress

TCA   Thematic Content Analysis

UKZN   University of KwaZulu Natal

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CHAPTER 1: INTRODUCTION

1.1 Introduction

The transition from high school to university is a change that first-year students need to accept, they need to have effective measures to deal with stress and happiness of the new environment (Ayele, 2011). Microsystem is when children have a strong connection with the environment in which they live, like their families (Gerrish, Keen and Palfreyman, 2018) Mesosystem is where a person microsystem needs to be connected, it cannot function independently, it illustrates that people influence each other (Bronfenbrenner, 1989). Microsystem is the biggest set, where even if a person is adapting to the new environment but still has a great influence on how that particular individual behave (Silver, McQuillan, Harel, Weizman, Thomas, Nesrallah and Chertow, 2016). The adaptation to the new environment does not only include academic ability but also requires great independence, necessitate individual accountable than it was expected during high school levels (Brinkworth, McCann, Mathew and Nordstrom, 2009). In order for the first-year students to adapt easily to the new environment, they need to balance the academic and social activities because some of them are not responsible and as a consequent they do not to finish their degrees on time (Secuban, 2012).

1.2 Background of the study

Few studies have been done on student's perception regarding the extent on which schooling prepares them for university education but no studies have been done on first-year students at the University of KwaZulu Natal (Howard College campus). The transition from high school to university is diffficult for every party involved (Lawrence, 2005; Kremer, 2001; Krause, 2001). The ability of the students to progress and continue with their studies into the future years at the universtiy depends on how they have adapted and adjusted in their first-year (Brigg, Clark, and Hall, 2009). It is clear that the relationship between high school and colleges is weak if there are students that still face difficulties when they enrol at the university (Moss and Bordelon, 2007). Higher Education Institutions (HEI's) management operate differently compared to high school management (Kirst, 2004).

The issue of transition from high school to university is the key problem globally (Krause, Hartley, James and McInnis, 2005). Worldwide researchers argue that there is a huge difference in terms of the pass rate in rural and urban schools in a subject like mathematics. There is a thirteen percent gap in mathematics preparation between private and public schools, in private

schools they are more prepared compared to public schools (Krause *et al*, 2005). There is a gap in terms of quality of writing, communication skills and the ability of students to conduct research that relates to their school work. It is estimated that, there is a thirty-five percent gap that exists between private and public schools on the quality of work of students which include structuring essay or quality of writing (Hart, 2005). Students from South African universities find it very difficult to prosper in their studies (Schreiber, Luescher and Moja, 2016). In South Africa each year matriculated students apply for university admission to further their studies but once enrolled they face different challenges in their attempt to adapt to the new environment due to lack of preparedness or preparation (Beyers and Goossens, 2003).

In South Africa the level of inequality in terms of schooling structure is high. Students from private schools have adequate resources compared to public schools in townships and rural areas (Carnevale and Strohl, 2013). There are other factors that influence the school's ability to prepare individuals such as the community the school is in, the families where the students come from. The shifting from high school to university is such a difficult transition for quite a number of first-year students. The problems that universities come across from first-year students are increasing due to a high number of students being enrolled with different backgrounds; it is generally difficult for universities to make ensure that every student receives sufficient support.

The dropout rate in South African universities is above forty percent partly because of different circumstances that first-year student's face. In addition, there is a low rate of students that are graduating from poor families, and one of those challenges faced by students is related to their inability to adapt to the new environment. Young people of today have more access to university education compared to the past years. Carnevale and Strohl (2013) argue that, South African universities are known to be performing before the expected standards. Additionally, challenges that are encounted during the transition period are related to the increasing number of students coming from different backgrounds (Doring, Bingham and Bramwell, 1997). This research targets first-year students from any faculty at the University of KwaZulu Natal (HCC).

The issue of under-prepared students' expertise with writing at the university to the wide gap between writing expectations and the demands between high school and university (Chokwe, 2011).Writing style from the high school level differ from the one that is used from university level due to escalating of modules or subjects.

The University staff plays a huge role in helping students to cope and adjustment in the new environment however, some of the students continue to face changes on how to interprete and understand culture of new environment (Krause, Hartley, James and McInnis, 2005). Universities have programs that assist first-year students, and the university staff plays a major role in assisting students during their transition period (Rhode and Dowling, 2006). The author further add that the universities are not doing enough as the drop-out rates for first-year students continue to increase because of failing to adapt to the new environment (Rhode and Dowling, 2006). One of the more discernible needs that challenges universities is addressing the level of preparedness of students entering the higher education environment. Students expect to participate in active learning, while at the same time adopting a certain level of agency to successfully pass through higher education

1.3 Research problem

Harfizal and Zait (2011, p.4) argue that a "problem statement is the description of an issue currently existing which needs to be addressed". The transition from high school to university is a hard time to first years in terms of social and academic transformation (Ayeli, 2011). It is difficult for some students to accept change (Brinkworth, McCann, Matthews and Nordstro¨m, 2008). Some individual feel insecure about the new setting (Shertzer and Stone, 1971). Migrating from high school to university, moving away from home and relative, the difficulties of finding new friends, trying to adapt to the new environment, it a big challenge to some of the first year students. Some first-year students drop out because they fail to adapt to the new environment.

The main aim of transition from high school to HEI's is to acquire knowledge that can open many doors for people to labour market industry and also start their own business. Separated from your family moving to the new environment contribute failure to the adaptation of some of the first year students even if they are prepared to further their studies. Failure to social and academic adaptation for first-year students has become a great worry to many South African government and to other South African citizens.

First-year students are confused, feel helpless, see themselves as failures after seeing that things from the university are done differently compare to high school and feel threatened by the new environment (Lindqvist, Weurlander, Wernerson and Thornberg, 2017). Forty percent of American students do not finish their studies, fifty-seven percent of first-year student drop out

because of the new environmental challenges (Tinto, 1996). Financial problems, helplessness, adjustment difficulties, English as the only medium of instruction in universities challenge some students who have difficulties in terms of understanding English and weak commitment (Tinto, 1996). Khamis, Yaakub, Shaari, Zailani and Yusoof (2002) they illustrate that health, social, academic, social and personal problems affect the adjustment of first-year students t. In high school level learners depend on teachers and parents and at the university situation students start to be independent which is sometimes difficulties for some of the students. Globally, black students are still suffering in terms of completing their degrees on time because of their high school education and family financial and social support (Gutman and Schoon, 2018). Many first-year students come across the challenge of finding financial support, which sometimes may contribute to academic failure.

The problem of the study in terms of school preparation, black students in South African school does not get enough preparation for university setting because public schools lack resources for preparing students for university. Black students are underprepared because of apartheid effects (social, economic and political situations) (Bunting and Webb, 2002). Kuh, Kinzie, Schuh, Whitt and Associates, 2005) observe that educational achievement must increase among citizens of the nation because that will help the country to meet macroeconomic goals. Black people have the high rate of dropping out from universities such effects, affects the health of the economy because they will have a high number of unskilled people (Bunting, 2004 and Scott, 2006).

1.4 Study Aim

The aim of this study is to understand students' perceptions regarding the extent to which schooling prepares them for university education in the case of the University of KwaZulu Natal (HCC).

1.5 Study Objectives

1. To understand student's perceptions regarding the extent to which schooling prepares them for university education.

2. To evaluate the experience of students at school level with regards to the factors that hinders them from coping with university education

3. To understand students views on whether the geographic location of schools (rural or urban) influence coping at the university.

4. To make recommendations about the factor that facilitate adjustment and coping at the university.

1.6 Research Questions

1. What are the students' perceptions regarding the extent to which schooling prepares them for university education at the University of KwaZulu Natal?

2. What are the factors at school level that hinders students from coping with university education?

3. Does the geographical location of a school either rural or urban influence how students coping with university education?)

4. What recommendations can be made that facilitate adjustment to and coping at university?

1.7 Underlying Assumptions

1. Students from middle and upper class would say they were prepared for university education while students from lower class would say they were not prepared for university education.

2. Students coming from under-resourced high schools may have responses that may differ from the students attended private schools.

3. Students from private schools may present positive responses than those from semi and rural schools.

4. Students may suggest that the university lecturers should work together with high school teachers during the first year of students as a way of facilitating their adjustments to the new environment or setting.

1.8 Key Concepts Description

1. 8.1*Transition:* The procedure or a time of changing starting with one state or condition then onto the next (Chidzonga, 2014). The transition is not quite the same as change. Change is external and noticeable. A progress is internal and less noticeable, the procedure you experience rationally when you confront a major life change (Mutch, 2005). The transition is a difficult moment for first year's students because they have to change, the way they used to do things (Eddaif, Boriky, Mustapha, Sadik, Hanine, Kasour and Talbi, 2001).

1.8.2 *Adjustment:* There are two types of adjustment needed from first year's students, and thus social and academic adjustment. Social adjustment it refers to networking and connection of first-year students to the new environment (Petersen, Louw and Dumont, 2009). Academic

adjustment refers to the teaching and learning culture of HEI's which differ from the one used in high schools, which they need to adjust to (Ngwenya 2004).

1.8.3 *Readiness:* It is when first-year students are well prepared to start a new life where they are ready to deal with any challenges that they may come across (Conley, 2007). Students may be prepared for university life by high school teachers and family but it becomes a challenge when a particular student is not ready for changes.

1.8.4 *Under-preparedness:* First-year students who are under-prepared, it is when they are not ready for the change due to the failure of dealing with challenges that they come across (Van Dyk and Weideman, 2004).Under-preparedness refers to the lack of necessary skill, like communication, writing and reading skills((Byrd and MacDonald, 2005).

1.8.5*Withdrawal:* It when students drop out or withdraw from university due to different circumstances that they come across (Berger and Lyon, 2005).

1.8.6 *Persistence:* This is when a student is not giving up to their studies even if they come across painful challenges, they try by all means to deal with those challenges rather than withdrawing from university (Tinto, 1993). Persistence with being prepared and ready for university life have a big connection (Berger and Lyon, 2005).

1.8.7 *Retention:* This is where students contain with their studies regardless of any challenges they face or come across until their complete their degrees. (Berger and Lyon, 2005).

1.9 Conclusion

Chapter 1 is an introduction of the study, the background of the study, research problems, aim, study objectives, study questions, underlying assumption and the anticipated value of the study. The following chapter will cover the theoretical framework and literature review of the study.

CHAPTER 2: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Introduction

This chapter discusses the theoretical framework that links to the perception of students regarding the extent to which schooling has prepared them for university education. In addition, from the literature review perspective, the study discusses the impact of being prepared for university education. These theories help elaborate the processes that first-year students undergo when they are adjusting to a tertiary environment for the first time and that is when first year students determined that they were prepared or not for the university education.

2.1.2 Readiness theory

Readiness is linked to preparedness, which is why the theory of readiness is used for this study. This theory guides the study in terms of pulling out the factors that determine readiness and preparation of students for university education. Readiness can be defined as a complete position for HEI's which is characterized as the level of preparation an student needs to finish and succeed at a university level, without remediation in a credit-bearing system at university (Conley, 2007). For students to be ready for their first year, it is interconnected with the skills and knowledge that they have obtained in high school level. Teachers can invest their time preparing students for university, but if those students are not ready for change, there is nothing they can do (van Rooij, 2010).

Time management is a very important structure for students, setting their school timetable as their guidance, it can also contribute to positive outcomes (Covey, 1990). Setting school schedule helps to avoid missing deadline, but some of the students, especially in the first year tend to lack the discipline in managing time. Some students show that they are not prepared for university or college education through failing to balance social and academic life.

When first-year students are ready for university it follow that, they are prepared to manage the challenges they come across, and such students are likely to be successful in managing the transition (Bettinger and Long, 2009). Roderick (2006) explains that although students may pass with very high marks and perform exceptionally well at school, this is not however adequate to prepare them for the university environment. Readiness and preparedness for

university need lots of investment. Previous educational and personal experiences have a higher contribution on how students deal with university challenges (Conley, 2008).

Astin's Theory of student involvement is another theory that further indicate the struggles faced by first-year students at university level. It can be clearly linked that, did the schools prepare students enough for university education. Astin, (1999) states that the more students are connected to the social and academic life of the institution the more it becomes easier for them to achieve institutional goals. The background of students sometimes affects their performance. Public schools, mostly have scarce resources in preparing teachers provide guidance and advice to students about how they can deal with university challenges, but on the other hand, if the student lacks the support of both the family and relatives it becomes difficult for them to easily adapt to the new environment even if they are ready for the new life (Astin, 1999).

The success of students' readiness relies more on what their high school teacher taught them and programs that are implemented in HEI's as a way of boosting first-year students readiness in terms of starting a new life. Students tend to have positive outcomes in their social and academic life if they increase their emotional and physical involvement with the new life (Long, 2013). The core feature that determines readiness for university life, is cognitive (Conley, 2007). Cognitive is a driver of a behaviour because everything a person does is influenced by the mind.

At university other courses provide what is called entrance test just to prove how ready a student is for the university. This is another strategy for selecting students who meet the requirements for university education (Conley, 2007). Sometimes the nature of readiness cannot be measured by test because there are some students who are ready for university life but fail the test due to different circumstances. The element of showing readiness it about developing the students' knowledge (Conley, 2005). First-year students when they reach university life they tend to fail sometimes to use their cognitive skills because they used to depend on their teachers for knowledge during their high school life. Students need to be knowledgeable and have skills such as communication and writing skills which provides them with adequate preparation to manage the university environment and education.

 Astin (1999) illustrates that first-year student's need high-quality programs as a way of developing their readiness for university education. HEI does not provide enough programs to ensure students' readiness for the university, but they are however trying in their capacity. Astin theory of student involvement and learning theories (behaviouristic, Cognitive-

information processing learning and Cognitive-constructivist learning) are somehow interconnected.

The behaviourist theory illustrates that everything lies on students and how they behave. If they make sure that they consult the lecturer for further clarity and build relationships or rapport with students that are ahead of them that can change their behaviour and perception about the university life. Behaviouristic learning theory basically states that student's behavior relies on their previous experience, developing new behavior in order to manage all the struggles is important (Lemmens, 2015).

Academic behaviours can be measured with assessments or questionnaires where students list their methods, tools and strategies in areas such as study skills, time management and self-management (Conley, 2007). Afulo (2005) note that usually student prefers to cram when studying, but the author suggest that, it is important for learners to study to understand as opposed to cramming because when they study to understand they do not easily forget what they have learnt. Al-Khatib et al. (2012) also add that, the university students should have the ability to store the information they have learned just like what a computer does. It is therefore recommended that students should study to understand and not to cram.

Developmentalist have a notion that the learning result or examination, assignments and test marks depend on how the learner or student have adapted to the new environment because if you are do not feel free or you have challenges it is difficult for a student to put every attention to the school work (Piaget,1971). Developmetalist scientists believe that students accept the rules and norms in different stages (Piaget 1971 and Bruner 1974).

Hammond (2011) believes that the relationship between students, teachers and lecturer is build upon the process of organizing or connecting students or learners to each other through the creation of friendly rapport amongst them. Hammond (2011) outlined that students for to easily adapt to the university situation during lecture period, the lecturer should ensure that students learn from each other, through engaging them in the topic of the day, formulating group work for them. Lecturers have the responsibility to prepare or create a sense of community between them and students.

First year students' needs certain skill to easily adapt to the university environment (Lemmens, 2015). Norms, values and beliefs for high school are different from those found at the university level. Conley (2007) notes that students that are unable to adapt to the university environment are likely to isolate themselves and may eventually drop out. Contextual knowledge, skills help

students to work with their peers harmoniously, it could be in pairs, as a group or with students that are from different racial groups and different background. For first-year students to adapt easily they need to accept the new culture of doing things (Bean and Eaton, 2000). Contextual knowledge help first-year students adapt easily to the university environment and that helps each student to have a smooth transition because she or he understands how the new culture needs to be practiced.

As mentioned on the first paragraph that the theory will guide the study in terms of pulling out the factors that are linked to readiness and preparation of students for university education, students sometimes are ready for university education but the lack of resources in high schools has negative effects and that affects their readiness. This study is guided by the readiness theory with a view to finding out how readiness and preparation are related to each other and through this the study is able to reveal the factors that have positive and negative effects on readiness and preparations of students for university education.

Due to the weakness of readiness theory, the theory of adjustments is also used in this study as a way of linking between preparedness and the adjustment of students to the university environment. Readiness only covers the portion of students being ready for change and neglect the adaptation or adjustment process of students in the university environment that is why the theory of adjustment was also being used.

2.1.3 Theory of adjustment (Tinto's, 1993)

Teachers prepare learners for university level, while family members and friends influence their children on how they should react to varsity life. Tinto's theory basically looked at the separation of time for first-year students from their friends, teachers and family members, which determined that students are prepared to be separated from their closest members because that is still part of university preparations. In terms of background students from wealthy and middle class are at an advantage when they enter university because they have the ingenuity or resources necessary for a smooth transition unlike students from lower class. Letseka and Breier (2008) comment that the average graduation rate for white students is more than double that of black students.

The theory of adjustment to first-year students basically looks at how students are adapting socially and academically to the new environment (higher learning institution) (Strahn-Koller, 2012). There are three phases that students undergo where they are migrating from high school to HEI's which is separation, transition and adjustment (Tom, 2015). The above three stages

illustrate that moving away from the family members, friends and relatives to start a new life, it is very difficult and students end-up deciding to drop out from the university because they are failing to cope.

Separation: Separation illustrates the difficulties when first-year students are away from their family members. This is where students have to take responsibilities of their actions; during their high school life (Koller, 2012). Being separated from the old environment is very difficult even to adjust to the new environment is not easy (Tom, 2015). First-year students easily adapt to university education, if only during their first days at university become socially and academically connected, those students are likely to focus on their institutional goals, for instance completing their degrees on time (Schultz, 2008). Tinto, (1993, p.50) maintains that "lack of incorporation is caused by two sources, namely 'incongruence' and 'isolation". Some students isolate themselves because they have no sense of belonging to the new environment sometimes caused by the clash of characteristics. They have to mentally and physically adjust to the new environment and forget about their previous communities which is not easy to do it. If students fail to disassociate themselves from previous communities or culture, those students fail to adapt to the new environment (Felmlee, McMillan, Inara Rodis and Osgood, 2018).

Sometimes it appears as if teachers fail to prepare students but students themselves fail to psychological accept that their behaviour needs to change. Tinto (1993) reveals that before students accept the new values or beliefs of the new community, they question those values so that they gain more information about the values or beliefs.

Durkheim's (1897) cited in Tinto (2003) on his theory outlined that if ones feel uncomfortable with the new environment it is likely for them to take suicidal actions. Tinto's on his theory of adjustment illustrates that social and academic adjustment decreases the level of stress even if students come across unanticipated events, they try by all means to find help to solve those problems or challenge they are faced with. For instance, if faced with financial challenges, students work hard to get high marks and in order to get bursaries or scholarships.

Transition: Migrating from the old environment to the new environment is a difficult journey for many students during their first year. The student who is unable to establish a meaningful relationship with someone on campus, either with academic staff or peers, they isolate themselves (Tinto's 1993). Long (2012) illustrates that in order for the first year students to adapt early to the new environment, they need to move away from the old way of doing things

and embrace the new environment not isolating themselves from other students because failing to change may have a negative affect their academic performance.

 Adjustment: The last stage for Tinto (2013) it the adjustment of students socially and academically. University system of teaching is fundamentally different from high school teaching. In high school learners depend more on the teacher's knowledge, but at university level, students are expected to study further not to only rely on the lecturer's notes. For students to academically adjust, they need to use consultation more and seek clarity if they are not able follow and understand during lecture time (Lemmens, 2015). Lecturers have an influence on students' academic performance, but it also sets the tone for further interactions outside the lecture venue (Tinto, 1993). The discussion that happens in the lecture or tutorial venue is fundamental and if the new students fail to understand what was being taught in the class, they end up having anxiety and stress as they try to catch up with others.

Mesosystem is where individual do not function independently, however are interconnected and impact each other. These interactions have an indirect impact on the individual (Bronfenbrenner, 1994). In high school, the number of students in a class is small compared to the number of students in university lecture venues and that can affect the student's academic performance, for instance, one may find it difficult to concentrate and feel intimidated to ask questions when uncertain about something pertaining to what is being taught. A large number of students can affect interaction with the lecturer and other students.

In terms of adjustment Tinto (1993) states that financial difficulties are among major contributors to difficulties even if high school teachers prepare students for HEI's life, but if financial challenges exist, chances are high that new students may drop out owing to the challenges that are a result of lacking adequate finance. To adjust to the new environment also depends on a support from the family.

Black and white students are not the same, students are determined by their background mostly in terms of their academic performance. Black parents are more financially supporting their children than social support in their college life (Kim and Schneider 2005; Mounts, Valentiner, Anderson, and Boswell, 2006). Black students, from disadvantaged backgrounds, lack membership in social networks that provide members with connections, resources, and information that enhances the transition to college. These structural differences make black students heavily dependent on financial aid to attend college, which adds to the multiple risks of funding.

Most first-year student's stress may affect their adjustment to college because it is not a guarantee that they will receive support with the challenges that they face, sometimes they fail to adapt or adjust to the university setting that also causes negative implication with their lives (Maroney, 2010). Students that decide to be in a denial stage, students who do not want to deal with challenges that they face in a university situation they are likely to drop out from university or involved in illegal activities as a way of trying to forget about the university problems (Tom, 2015). Attending a private or public school does not determine the challenges that students face (Longwell-Grice and Longwell Grice, 2008).

Tinto (1993) reviewed his model by posting five theoretical bases that can affect or increase the adjustment of students to the university. These include economic, organizational, interaction, societal and psychological factors. We cannot run away from the fact that high school teachers do not sometimes prepare students for the new environment due to different circumstances, but sometimes instead of first-year students trying different measures to adapt to the environment, they just blame teachers which somehow contributes to wasting time for adapting to a social and academic life of the university (Vernon, Watson, Moore and Seddon, 2018).

Graduates South Africa work in partnership with schools to help prepare learners to become responsible university students, but that is however not enough due to the lack of the university experience (Tierney, Bailey, Constantine, Finkelstein and Hurd, 2009). The theory is useful for the study because it revealed the hindrances from the university perspective aspects at the university level which hinder the adjustment of students. The theory is appropriate for the study because it revealed the hindrances students are faced with from the university perspective. It pulled out the link of student's adjustment with the kind of preparation they received when they were in high school. Theory of adjustment further reveals that students who attended private school adjust differently from those who attended public schools, and this is due to the availability of resources for one group while the other group lacks the access.

The strength of the theory of adjustment is that, it considers the previous environment (high school) in terms of the effects this has on how the students' adjustment to the university environment. It is easier to get answers or solutions to problems using a more-broader approach as opposed to a narrow approach. Individual's previous environment has a great effect on how they behave, when they are in a new environment (university). Additionally, one of the weaknesses in theory of adjustment is that it looks at the previous environment and link it with

the current environment without considering readiness stage of students for change. Furthermore, even if students receive sufficient preparation for university environment, it takes them time to adjust to the change of environment as they encounter challenges and a lot of difficulties while trying to adjust. The next section of this chapter is the literature review.

2.2 Literature review

The rate of failure of first year students is excessively in South African universities and this clearly indicate a major disconnection within the education system. In addition, this situation is being partly blamed, of the schooling system, whose job is to prepare students adequately for tertiary education, whereas, on the other hand, universities are criticized for their failure to accommodate students who are disadvantaged by their educational backgrounds.

There are general studies that relate to the preparation of students from high schools for university education in South Africa, but there are there is no study that has been undertaken focusing on the KwaZulu Natal particularly in a case of UKZN (Howard College campus). The literature confirms the challenges or difficulties that students face during their first year at the university as they attempt to adapt to the culture and environment. Afulo (2005) claim that African students are faced with a lot of challenges after the university, but not much has been done to resolve the problem.

The transition of students from high school to university is a process that exerts pressure on both the students and the family as well as the teachers and the university (Davis-Kean, 2005). Furthermore, many start a new life at the university unaware of what is expected of them and with limited knowledge of the university environment as it fundamentally differs with that of high school (Moss and Bordelon, 2007). There are numerous programs that have been launched in South Africa as a way of preparing students for university life while they are still in a high school, such as career guidance or course selections. (Phipps, 2000 Changed from 1988 to 2000). Heubien, Ebert, Hutzsch, Isleib, König, Richter and Woisch (2017), also add that some of the first-year students enrolled at the university without the knowledge of what is expected of them, and at the same time they also do not know what to expect as they lack the prior knowledge of the university. Furthermore, the authors explain that, owing to the overwhelming pressure and the lack of support from the family, some of the students drop out. Moreover, De Buck (2009) also acknowledges that a number of students change their degree programs due to lack of guidance.

According to Nelson, Kift, Humphrey and Harper (2006) students from different background are enrolled at the universities yearly with high hopes and anticipations of success and a brighter future, however, their prior knowledge and prepared for the university education depends on the background they come from which to a certain degree determine their success or failure. Most students struggle to adjust to these learning habits and they find themselves drowning in the workload (De Clercq, Galand, Dupont and Frenay, 2013).

The literature review reveals that first-year students have the different expectations for university education, some of their expectation are not realistic and that result in them failing in as far as adapting to the university education (socially and academically) is concerned (Krallman and Holcomb, 1997). According to Mclnnis (2001) most of the students encounter many challenges in their first year at university, but university programs, family and support from friends help them to cope with the new environment which includes the new culture and thus, the beliefs, norms and values of the university.

2.2.1 Adjustment challenges

The student's transition from pre-school to grade one comes with many different challenges, from primary to high school and high school to higher education institutions (van Rooij, 2018). In preparing first-year students for university education, high school teachers should take into consideration the importance of teaching them those strategies of social, academic and emotional adjustment to the university level because these are the pillars of success in the university level (Friedlander, Reid, Stupak and Cribbie, 2007). Academic adjustment is a process whereby students are able to deal with the educational demands (Huynh and Fuligni (2017). Social adjustment is how students are socially connected to the university environment (Graham, 2018). Migration to the new environment for some people contribute to emotional vulnerability (Ruberry, Klein, Kiff, Thompson and Lengua (2018). Furthermore, completing university studies or degrees is an achievement and a milestone that enhances individual development, but it also requires hard work and sacrifice. Moreover, being a university student is similar to walking a difficult journey, but in the end it is a rewarding journey with positive outcomes (Secuban, 2012). Phipps (1998) states that, sometimes, first-year students, fail to balance academic and social life owing to multiple challenges they are faced with.

Arulampalam, Naylor and Smith (2004) argue that despite the fact that the students receive the necessary preparation for university education and are willing to embark on a new journey, the lack of socioeconomic status may affect their adaptation and their previous performance (in

high school) may also play a role. DaDeppo (2009) also state that, lack of support from multiple necessary structures present a challenges while (Fass and Tubman 2002), also suggest that, student academic adjustment depends on how they attend the lectures and tutorials.

2.2.2 School teacher's convictions and work regarding high educational institution preparations.

There are different factors that contribute to first-year students, some of the high school teachers try by all means to prepare students for university, but some do not put enough effort because of various reasons (Van Rooij and Jansen, 2018). It is argued that skills such as time management, learning and focusing abilities play a significant role if possessed by students prior to enrolling at university as they contribute positively when they are at the university level (Jansen and Suhre, 2010). In addition, some of the high school teachers contribute immensely in helping first-year students through investing in them wealthy of crucial knowledge which is necessary for university level (Reid and Moore, 2008; Smith and Zhang, 2008). However, some of the teachers do not put any effort to prepare students for university, in addition, some of the teachers lack the passion for teaching as they are in this profession just to earn a living (Bettinger and Long, 2009).

Students can be prepared for university but sometimes they are not ready to start a new or adulthood life (Conley, 2008). Teachers prepare first-year students for university, but some students are not aware because sometimes teachers, they are indirectly prepared (De Koning, Loyens, Rikers and Van der Molen, 2012). The barriers that affect the way in which high school students are prepared for university level includes lack of resources (Yorke and Longden, 2007).

2.2.3 The culture of teaching and learning

Preparing students during their high school life for the university is very important because that predict their success when they reach the stage of the university, mostly for students coming from (Adelman, 1999). Eighty-three percent (83%) of students fail some of their modules or subjects through lack of reading skill and understanding, interpreting of what they have read (Intersegmental Committee of the Academic Senates, 2002). In South Africa the inequality existing in the Department of Education has negative effects on students especially for those who attended public schools in townships and rural areas (White Paper, 2003). Schools that are in less developed areas, for instance, rural, townships and informal settlements, receive lower quality education compared to private schools or public schools in the urban (Themane and

Thobejane, 2018). Furthermore, lower quality of education is a blockade to the macroeconomics transformation for several countries, thirty to fifty percent (30%) of primary and high school learners lack writing, communication and reading skills (Adedeji and Olaniyan, 2011). School governing bodies are trying, by all means, to apply for funding so that schools can be able to buy resources that can help in developing learner's skill like reading skill (Mestry, 2018).

Levy, Cameron, Hoadley and Naidoo (2018) argue that, governing bodies use school funding for their own hidden agenda. Glover (2017) also claims that, students who have attended rural schools are usually at a disadvantage when they reach university level because universities do not consider the fact that their background did not adequately prepare them as they lacked access appropriate resources, they are expected to perform regardless of that. In South Africa disadvantaged schools do not even have electricity and books, most of the time these schools do not even learn in English. This affects students when they are in colleges, they fail to write and speak proper English because they are not used to the language (Leibowitz, 2017). The lack of resources in underprivileged environments affects first-year students negatively because when they reach the university level they are unable to use computers and to write good academic essays (Coleman, 2018). Some of the teachers are qualified, but they however, lack some required skills which result in them being unable to help prepare students for the university because they lack the knowledge of what is required from them in terms of preparing students for their first at university Ndandani (2001). In addition, teachers play an essential role of providing students with the required leadership and this is important to ensure students do not fail especially in their transition to university level (Chikoko, 2008).

Ayele (2011) point out that, the teaching and learning methods in high and university are substantially different. For instance, in a high school students, are used to page by page studying approach with the guidance of a teacher (Grant, 2014). At the university level lectures, act as facilitators rather than teachers, it is the duty of a student to do more research to get more understanding about the topic of the day (Entwistle, Karagiannopoulou, Ólafsdóttir and Walker, 2015). In addition, students at the university level do not wait to be spoon-feed by the lecturer, instead they play an active role of seeking for information and knowledge rather than waiting for lecturers (Wehlage, Newman, and Secada, 1996). There are tutorials for further understanding of some modules (Holstein, McLaren, Aleven, 2017). Additionally, students that are more active in class regardless of their race, language and attended rural or urban school tend to benefit more than those who are passive (Park, 2003).

According to Spaull (2013), whether students are prepared or not to manage the university education it's something that is not considered by lecturers, they are concerned about students being able to do their work and thus the assignments and the modules and syllabus to be covered. It is the responsibility of the students to ensure that they remember the due dates assignment submission and therefore they do not have to wait for lecturers to reminded them as was the case at high school (Ayele, 2011).

It is believed that, good management of time for students in terms of balancing their social and academic life, positively contribute to their academic achievement (Matlala, 2005). However, Harry, John and Keegan (2013) state that the majority of students fail to manage their time well in terms of balancing social and academic. Additionally, it is suggested that, if students use their time wisely, this contributes positively at the end of though achieving a favourable outcome (Harding, 1974). Harry et al. (2013) further states that if the lecturers are not as organized, the resultant is that student performance is likely to be affected.

Ruberry et al. (2018) emphasize that the university level significantly differs from high school level, due to more demanding workload and it is more demanding and difficult. It is argued that first-year students get disappointed if they get lower marks compared to the marks they used to get in high school, this makes the to think that they are not prepared to manage transition or changes (Krause et al (2005). Students who fail in HEI's are regarded as poor students, the issue of unpreparedness by high school teachers is used as justification for not revealing students living status (Scott, Yeld and Hendry, 2007). Kidwell (2005) states that students in their high school level are not aware of the extent of their knowledge until they are given the opportunity of being independent and that is where they become aware of what they know and what they do not know. When students' are failing during their first year it may be a reflection that they are -not prepared and they are failing to handle some difficulties that they come across (Trotter and Roberts 2006).

Many first-year students become so nervous of the university education due to academic demands or workload (Somer and Dumont, 2011). In high school students are helped by their parents and relatives with their homework, but at university level, things are different because a student can only be assisted by someone who has also reached a higher or tertiary level of who is familiar with the content. University material is beyond the grasp of someone who has less knowledge about university and academic writing style (Wentzel, Russell and Baker, 2016). In university, the family has less effort to put in helping academically (Sledge, 2012).

Molapisa (2009) state that, during their first, students are excited and usually they do not attend classes on daily a basis as required and in doing so they do not realise that the work piles up which include studying, assignments and presentations. Salami (2011) explain that students play a bigger role in learning by studying hard on their own as the role of a lecturer is very limited in assisting them. Furthermore, Somer and Dumont, (2011) also state that the first-year students who fail to handle the workload are likely to receive lower marks. One hundred and seventy thousand American secondary school students achieved the determination that a genuine gap existed between the students learning tendencies and the tendencies that would be anticipated from them at college (McCarthy and Kuh, 2006).

An estimated number of two million students, twenty-five to thirty percent (25 -30 %) move to another university or college in their second year at university because of failing to handle the challenges from their previous university (Raush and Hamilton, 2006). Rausch and Hamilton (2006) point out that students keep on changing HEI's as a result of losing focus during their first year and also due to ill-readiness for university. High school teachers sometimes, give students unrealistic expectation and false hope about university education and at times that has a negative contribution towards first year student's adaptation or adjustment (Brinkworth et al, 2008). Sometimes, teachers, mislead students and when they enrol at the university, they are disappointed with the reality which is different from what their teachers told them to expect (Karabenick and Newman, 2013).

Many of the universities have student movements that are there to represent the student population at all-time like the South African Student Congress (SASCO). The unequal provision of school resources in South Africa is a huge problem (Ryu and Kang, 2013). In addition, Themane and Thobejane (2018) also note that the lack of resources contributes to the low level of performance for teachers towards investing knowledge to learners. Moreover, Venezia and Jaeger (2013) emphasize that lack of resources affects preparation for students for the next grade or for high school or college.

Providing students' access without support is not opportunity. Without support, academic, social, and financial, too many students do not complete their programs of study. It is my view that once an institution admits a student, it becomes obligated to provide, as best it can, the support needed to translate the opportunity access providers to success (Tinto's, 2014). Tinto's (2014) argument is based on a view that the issue of free education, which is still difficult for some countries like South Africa to provide. Moja et al. (2016) suggest that lack of career

guidance from the schools and community of grade twelve learners is related to poverty and inequality. As mention by Tinto's (2014) above, universities should to provide students with financial support and other support, because this support goes a long way in assisting students to improve in the performance.

2.2.4 Homesickness during the first year

Homesick is the stress caused by moving away from home to stay in another place because of different reasons (Thurber and Walton, 2012). Gale and Parker (2014) support that moving away from home to stay in a different place or environment for the first time it is a big challenge for many people. Additionally, first-year students go through a lot of stress, as they try to cope with the new environment at the same time missing their families, some fail to manage the situation (Vereijken, van der Rijst, de Beaufort, van Driel and Dekker, 2018). According to Thurber, (1999) cited in Tom, (2015, p.5) "to its cognitive trademark is a preoccupation with thoughts about home and attachment objects". Some students in order to develop coping skills as they are away from their families, they always keep in touch with their families via social networks, cellphone calls and messages but this does not work for others instead, they become emotionally draining when they think of their families (Thurber et al 2012).

Vereijken et al. (2018) outline that acknowledges that many of the students who miss home a lot may take more time to adjust and this affects them academically and socially. Homesickness among first-year students can create less flexibility which goes together with the increasing levels of mental problems and distraction in school work (Fisher and Hood 1987). When students stay far away from their beloved ones they, sometimes feel lonely, anxiety and become nervous and sometimes they can end up failing to balance their school works with personal activities (Bokhorst, Sumter and Westenberg, 2010).

Lack of social support from family members has negative effects on first year students, some they fail to disconnect themselves from the old environment, and they are faced with the challenges of adapting to the new social life (Elizabeth and Sigal, 2001) cited in Sun, (Hagedorn and Zhang, 2016). The first-year students are faced with a myriad of challenges as they go through a transition process and this is regardless of either they were prepared or not for the challenges found at university education level, in addition to the challenges they encounter are both academically and socially (Vereijken et al, 2018).

In order to cope with the university environment, students need to forget about the previous environment and try to invest in the new environment (Sun et al, 2016). Entering the university

that means the demise of being a child (Medalie, 1981). Medallie (1981) outlined that in order to have positive results from the new environment students' needs to act as if the previous environment did not exist in their lives so that they can be able to adapt or cope.

Grief and emotional distress may go along with the adjustment process. A mental state produced in such a major life transition is homesickness (Sun et al, 2016) Homesickness is sometimes caused by an individual way of doing things, feeling and experiences (Urani, Miller, Johnson and Petzel, 2003). In high school life most of the students are guided by the parents, teachers and friends but at the university level students are expected to manage their own affairs as they are assumed to be adults who are able to do things on their own with limited assistance from parents (Helsen, Vollebergh and Meeus, 2000).

Students that are homesick lose focus on academic and social related issues, which sometimes result in them failing to make friends because most of those who are homesick spend most of their time in their rooms (Vereijken et al, 2018). Additionally, some of the first year students spend time thinking about how they miss being at home, which causes stress and some due to the stress end up getting involved in illegal activities. Moreover, Garnefski and Diekstra (1996) reveal that some of the students go to the lecture venue, after a lecture they go back to their rooms, and they do not make any effort to learn the new environment (Farris, 2010).The primary focus of homesickness is on the former home environment, and the less dominant features include feeling insecure and unhappy in the new environment (Sun et al, 2016). First-year students need strong support from different spheres so that they do not miss home, but instead they should feel at home and be comfortable with the new environment (Demaray and Malecki, 2002).

Students can deal with homesickness by making sure that they keep solid ties with relevant support systems (Thurber and Walton, 2012). Furthermore, students can also return home during the weekends until they become comfortable with the new environment (Zeller and Mosier, 1993). Farris (2010) point out that, not every student can afford to visit their families' very semester. A study conducted by Khademi and Aghdam (2012) found that, there is a connection or relationship between resilience and homesickness.

Race, age and gender are believed to have a high impact on determining homesickness to an individual. Brewin, Furnham and Howes (1989) state that both male and female students experience challenges of adaptation and missing home in the same way in their first year at the university. However, Archer, Ireland, Amos, Broad and Currid (1998) in their research found

that females are more likely to miss home compared to males. Age shows an unclear role in terms of homesickness. Poyrazli and Lopez (2007) state that young student's miss home a lot, but Eurelings- Bontekoe, Vingerhoets, and Fontijn (2000) on their research state that age does not determine how one is affected by homesick, they reported that the level of missing home may be the same either one is young or old.

2.2.5 Linguistic barrier or challenges

English is a global language. English has been encouraged as an international medium of instruction Kirkpatrick and Chau (2010). If more than one dialect or language is utilised, the clash is inescapable Nudelmann (2015) historically English has been the mere one of the cause of conflict among black and white people. There is a strong belief that colonizers imposed on people to overpower them. English as a medium of instruction in numerous African universities and has underlying foundations in colonization (Martinez, 2017). In South African universities, there is a conflict of language because in some high school English is used as a second language, it creates difficulties for those students when they reach the university life (Koch and Burkett, 2005). Some high school, especially in rural areas, teach learners mostly with their own vernacular language, not in English which becomes a challenge to them when they reach the university level (Thamaga-Chitja and Mbatha, 2012).

Language has been a problem or issue on students' academic achievements (Matlala, 2005). The non-English speakers worldwide when they reach the university education, they struggle to properly answer the questions or express themselves in English and they receive negative stereotypes and assumptions from those who speak English (Setati, Adler, Reed and Bapoo, 2002). When non-English speaking students are given a chance to read something in class, they tend to take time struggling as they have difficulties with the English language (Briguglio, 1998). The language barrier causes students not to finish their degrees on time (Dessah, 2003). Martinez (2017) argues that, some of the lecturers are not very good in English and they may have difficulties when trying to express themselves as they explain different concepts of the modules and that may have an effect on the students.

Most of first-year students at South African universities have challenges with English as they try to communicate and share their ideas about different life subjects. Poor English background leads to insufficiency spirits in English (Honikman, 1982). (SASCO, 2015) and (Fowler, 2013) founded something in common with the language barrier and that is the drop out of students during their first year of study. Nel (2005) argue that the situation becomes worse when the

lecturer is not able to express themselves when they are teaching because English is their second language. The study conducted by (SASCO, 2015) and (Fowler, 2003) arrived at the conclusion that language barriers contribute to drop out of students.

The ability to speak both English and Afrikaans is highly regarded as an achievement in South Africa (Baba and Tshotsho, 2013). Although South African education is promoting programs that push factors in terms of using South African language when teaching and learning, but the government is not ready for that because of financial struggles a lot of money is needed in terms of developing teaching materials (Banda, 2004). As a way of preparing learners for the university environment, English should be the medium of instruction from grade R (Baba and Tshotsho, 2003). Universities like Wits Waters Rand use English as a tool of teaching and learning even though it has a higher percentage of Zulu speakers, IsiZulu would not be promoted as a medium of instruction because it is perceived as a language of KwaZulu Natal people (Thomson, 2009). Teaching and learning material like books and journals are written in English for higher education institutions, it poses a challenge to international students if any South African language is used as a medium of instruction in universities (Foley, 2004).

Research shows that student writing poses specific challenges for English Second Language (ESL) teaching and learning contexts across the globe; in particular, in higher education institutions (Lillis and Scott 2007, Lea and Street 1998, Gambell 1991). Most of the schools that are in townships and rural areas uses English as a second language and it negatively affects students when they reach the university level because they are used to being taught in their mother tongue. The First-year students who did not acquire language skills in high school have problems in try to cope with the linguistic demands at university (Baba and Tshotsho, 2003). The University of KwaZulu Natal has introduced IsiZulu as a second learning language, students who did English as a second language have the preference of having their course packs written in IsiZulu but this also disadvantages them because they are required to write their assignments and tests in English (Ndimande-Hlongwa, Balfour, Mkhize and Engelbrecht, 2010). This circumstance puts second dialect students of English in a difficult situation, not just on the grounds that English is not their primary language, in addition, they have a minimal decision to select their mother-tongue as a medium of instruction in universities (Baba and Tshotsho,2004).

Prof Shay (2015) asserts that the reason to drop out might not be only curriculum itself but the structure of the degree. Shay (2015) in her qualitative research that conducted in the Tshwane

University of Technology agrees that other Universities do not give adequate support to students that come from poorly resourced secondary schools that leads to high level of dropouts because students find it difficult to adapt in a complex environment without receiving any assistance from the institutions. One can attest that it is very difficult to adapt to university when one is from a poorly resourced secondary school, where learners were not taught how to use a computer, speaks "broken" English, afraid even to consult lectures, tutors and other students because they find it difficult to articulate in English ((Baba and Tshotsho, 2003).

2.2.6 The history of student's preparation for university education

Before 1994 South Africa was a very unequal country, particularly in terms of the educational system. The black learners suffered unequal distribution of resources and the language of instruction was English and Afrikaans, but teachers were teaching learners using their vernacular languages which was a challenge for students when they transit to university (Miller, 1998). The current South African education seems to benefit the wealthy who are then also in the minority (Mdepa and Thsiwula 2012). During the time of apartheid, ensured that they prepared black students that race, background, political power and social class will always differentiate them from white students (Leibowitz and Bozalek, 2014). In this twenty-first century, although South Africa is enjoying being a country with democracy, the aftermath of the past oppression is still being felt particularly the problems associated with education where the disadvantaged students continue to experience difficulties adjusting to university life because of their poor background (Hanushek and ößmann, 2006).

Parental support, particularly for black students, was found to be an important form of social capital that facilitates the transition from high school to college (Mounts, Valentiner, Anderson and Boswell, 2006). Black first-year students, from disadvantaged backgrounds, lack membership in social networks that provide members with connections, resources, and information that enhances the transition to college (Gillborn and Mirza, 2000). These structural differences make black first students heavily dependent on financial aid to attend college, which adds to the multiple risks that may affect their adjustment to college because; it is not guaranteed that they receive funding (Leibowitz and Bozalek, 2014).

It is argued that the average graduation rate for white students is more than double that of black students Letseka, (2008). Race remains a major determinant of graduation rates in higher education institutions National Planning Commission (NPC), 2011). Furthermore, the completion rate for black students is less than half of the completion rate of white students and

the figures are particularly low where first-generation students are involved; only one in five graduate in the required time (NPC, 2011). In most white households the parents are graduates which motivate their children to continue to pursue academics like their parents. For black households, most of the time the family does not have a good academic history which does not motivate students (Tom, 2015). Parents that have the college education, they have more understanding in terms of university education and life, some of them before their children go to university they ensure that they prepare them (Letseka 2007). The students who better prepare for the university life are able to withstand pressure and manage the challenges better than those who are not well prepared for the new environment by their parent (Wangeri, 2005).

South Africa has been building new education and training system whose goal is to meet democratic society that will contribute equal treatment of students. Policies have been aimed at democratizing the education system, overcoming unfair discrimination, expanding access to education and training opportunities, and improving the quality of education (White Paper, 2013).This system will decrease the level of inequality in the schools of South Africa, learners will have same resources which that would be push factors in terms of preparing students for university education (Gillborn and Mirza, 2000).

The current inequality that exists in education is highly contributed by the apartheid era (Miller, 1998). The transition for those first-year students who have disadvantage background becomes a big challenge to them because of values, identity conflict with a new environment (Krause, 2006). At university one may be overwhelmed by the diversity of cultures and different personalities which may result in difficulties to settle in well. Some potential transitions facing many black students entering university for the first time, such as adaptations from a traditional African to a modern Western culture and from a rural to an urban environment (Sennett Finchilescu, Gibson and Strauss, 2003) .Students' beliefs about knowledge and their conceptions of learning vary significantly and may be very different from the demands of the institution.

2.2.7 Economic reasons or struggle

Over the decade higher education institution, financial support has shifted towards the decrement of supporting first-year students (Fonscht and Dong, 2013). Financial problems add to the factors that affect the level of adaptation or adjustment for the first year students, According to Thomas (2002:427) "HEFCE-funded research in 1997 found that financial challenges have an impact on early withdrawal. In particular, students from the two lowest

socioeconomic groups were more likely to withdraw because of financial difficulties than students from the top two social groups". The lack of financing for first year students is generally referred to as the main problem students are faced with (Africa, 2005; Letseka and Maile, 2008). Furthermore, Kelley (2018) adds that, owing to the lack of financial support, some of the first-year students end up involved in illegal activities as they chose not to drop out by finding other means to survive the challenge (Kelley, 2018).

Indeed, this is a major challenge that is faced by many universities, especially universities in South Africa, the poor student finds it difficult to cope with the financial demands of the university and end up quitting (Hassel and Ridout, 2018). SASCO (2015) also argue that financial challenges are one of the factors that result in students dropping out of universities, hence there is no answer for free quality education. Numerous students from low income families enrolling in HEI's, to level the playing ground and increase their chances of being successful in life and uplift their families and communities (Blanden and Macmillan, 2014).

The lack of financial support remains as one of the factors that affect a student's positive progress of their studies (Demetriou, Meece, Eaker-Rich and Powell, 2017). Part-time employment for students to contribute to student drop out, this is because studying and working, disrupt students from focusing on their studies, and most of the jobs that are available for students are part-time jobs with a low income, in addition, students may also miss their due dates for assignment submissions due to work demands (Thomas, 2002).

Students feel that they are neglected by universities and colleges with regards to the financial problems they are faced with as these institutions seem not to be forthcoming to assist (Richardson, Yeebo, Jansen, Elliott and Roberts, 2018).In addition, some of the students are not aware of financial aid support programs available. This contributes lots of stress for some students by being worried about how they will pay their fees, especially those who are coming from poor families (Richardson et al, 2018). Some of the students due to financial problems end up failing to register at university and postpone to the following year, some are also registered late, while others are not admitted due to the fees they owe the university (Matlala, 2005). The issue of funding for students at universities is one of the problems the government is struggling to fix as they are aware of the challenges faced by students that relates to lack of funding, which includes the inability of students to successfully complete their degree programs (Mngomezulu, Dhunpath and Munro, 2017). Financial problems are among the factors affecting student's performance. Often students are unaware of financial aid programs

and cannot find people to stand as surety for loan applications. This leads to a great deal of anxiety and frustration (Manley, 2018).

Some of the first-year students get registered late due to lack of funding (Chatterji, Kim and McDevitt, 2018). Gilbert (2018) disagrees with the view of Chatterji et al. (2018) as he points out that the "effect of sufficient budgetary help on the student's achievement, the wonder of student achievement should not straightforwardly be connected to financial help alone, but rather requires a more nuanced comprehension of different factors, for example, institutional and social powers that add to student's achievement". Financial stress sometimes contributes to the lower performance of first-year students academically because in high school they use to depend on their teachers and parent for finances, some they fail to deal such situation (Nathane and Smith, 2017).

University education seems to be for those who afford to pay university fees (Farrell and Farrell, 2003). Some students, particularly the employed ones end up dropping out from the university if they perceive that they cannot balance being an employee and a student (Ayele, 2011). Financial difficulties make students adaptation very difficult, insufficient financial resources make students' find it difficult to pay for university, accommodation, meal, book and transport fees (Budlender and Woolard, 2006).

2.2.8 Lack of social support

Social support is as often as possible utilised as part of many socio-mental and socio-instructive research that emphasizes the significance of social relationship among network individuals (Peters, 2010; Awang, 2012). Several studies illustrate that there is a strong connection between easy adjustment and social support from different structures (Pössel, Burton, Cauley, Sawyer, Spence and Sheffield, 2018). Asante (2011) reported that social support plays a significant role in helping first-year students to overcome the challenges they are faced with.

The lack of social support from the family for newly enrolled university students is a setback for students even if the teachers provide them with adequate preparation for university life, support system remain important, otherwise students find it difficult to manage the challenges (Rankin, Paisley, Mulla and Tomeny, 2018. The family support is very important for students and in encouraging student retention. Thomas (2002) argues that families that do not have experience in HEI's are likely to be less supportive to the students, university support also influence the retention of students, as they prevent early withdrawal of students and the this support includes programs that are offered to the students for instance student counselling,

mentoring, teaching computer skills and many other services. The research by Thomas (2002) revealed that social experience, friendship, mutual support and social networks influence the retention of the students and many students and the research further indicated that networking and assistance from friends is important in assisting student to adjust.

Social support promotes easily social adjustment and smooth migration to the new environment (Jindal-Snape, 2010).Past studies suggest that there is a strong association between perceived social support and student well-being (Awang et al 2014). For example, social support from different system decreases the level of stress and unhappiness in first-year students. Support does not mean only financial support, but different types of support that lead to the success of students (Thomas, 2002).

Social support has a close relationship with student's adjustment to the new environment, well-being of students and easily adapting to the new environment (Awang, 2014). Parents play a big role in assisting their children with their academic work. Ayele (2011) although some of the parents are less educated, they however do everthing in their power to help support students in any way they can although not academically. The first-year students are able to perform exceptionally well in their academic work if they are provided with proper support system (Dennis, Phinney, and Chuateco, 2005; Lohfink and Paulsen, 2005).

Students receive support from their siblings, especially those who know the experiences of being a university student (Matlala, 2014). Support from family members encourages and motivate to manage the challenges of adjusting to the new environment (Rankin et al 2018). Adapting to the new environment, making new friends, mainly depended on the support students receive from family members (Kim, Jee, Lee and Lee, 2018).

2.3 Conclusion

This chapter discussed the theoretical framework and literature. It was revealed that most students feel that they are not prepared for the university because their schools, families and friends have not done enough to prepare them for the university. There are also other issues such as social and economic factors that affect them at the university. The universities need to do more to create an environment that is welcoming for first-year students by offering orientation programs that helps students settle in much quicker.

This literature review chapter has explored various factors that affect students' preparedness for university which include English as a barrier in terms of teaching and learning especially for students who went to public schools. The literature review reveals that high school teachers

are passionate about providing students with adequate preparation for university education. However, but due to different circumstances, some high schools fail to appropriately perform that task. Lack of support from home and university has a great effect on student's adjustment but some.

The literature reviewed, presented that sometimes even if first year students are ready and prepared for university, but financial struggling has negative towards their adjustments. One of the authors stated that skills such as time management, learning and focusing abilities when acquired deeply during high school life it contribute positive effects in the university. When students lack basic skills, it is difficult for them sometimes to enjoy the life of being a student. The next chapter looks at the research methodology used in this study.

CHAPTER 3: METHODOLOGY

3.1 Introduction

This chapter consist of the study methodology. This chapter present research methodology, research design, sampling, data collection and how the data was analyzed for the study. The trustworthiness of the study and anticipated problems are also discussed in this chapter.

3. 2 Research methodology

Qualitative research

The research employed a qualitative approach to explore the experience of students at the university level; the processes and difficulties they go through how they make decisions, and how the adjust to cope with the environment. Some of the students drop out in their first-year because of different challenges they are faced with as they fail cope. Merriam (2009) argues that "a qualitative method of research focuses on discovery, insight and understanding from the perspectives of those being studied, and is also interested in how students interpret their experiences, how they construct their worlds, what meaning they attribute to their experiences" (Merriam, 2009,p.14). The research paradigm that was used in this research it was an interpretive paradigm, which places focus on subjective experiences of the participant; it does not reduce rich information to numerical data (Neuman, 2006). Taylor, Bogdan and DeVault, (2015, p.7) also defined a qualitative research methodology as a way researchers approach a problem and seek answers through the use of descriptive data that is obtained from "people's own written or spoken words and observable behaviour".The used of verbal and non-verbal cues in qualitative research for this study, gave the researcher a chance to get all the important information for the study.

Interviews were used to collect rich information from participants. Interpretive, humanistic, holistic, naturalistic and flexible are the main structures of qualitative research (Kielmann, Cataldo and Seeley, 2012). Interpretive paradigm was used for the sole purpose of getting an in-depth insight of students' perception of what they perceived as hindering and/or facilitating them towards the new environment (the environment that differs from the environment of a high school level). All the key features were used when interviewing participants, and was useful because participants were expressing their deep feelings about whether they were prepared or not for university education rather than using a statistical approach which going to limit their expressions. Qualitative approach helped to reach the external and inner world of

participants through the honest perceptions of participants about certain issues (Corbin and Strauss, 2008). Triangulation was used to ensure the validity and reliability of this research.

3.3 Research design

The case study of Howard College Campus, UKZN. A case study is one of the research strategies that is used by qualitative researchers (Garcia and Gluesing, 2013). Garcia and Gluesing, (2013,p.1) "case studies are the preferred strategy when "how" or "why" questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context". In case studies open-ended questions are used as a way of getting more clarity about certain issue unlike quantitative research where most of the time they use close-ended questions. Case studies can be exploratory and descriptive or explanatory. Exploratory case studies are used for giving bits of knowledge into and a comprehension of the issue looked by the researcher. Descriptive case studies are used when the researcher intend to portray certain issues, for the most part, capacities and characteristics.

Case studies have advantages and disadvantages. The advantages of a case study is that it allows researchers to collect information that is relevant and detailed, which is difficult to accomplish using other research design to do it. It allows researchers to collect information in a small number of participants. Case studies can enable experimenters to adjust thoughts and create novel speculations which can be utilized for later testing. As much as case studies make it easier for the researchers to obtain useful information from the participants, they also have disadvantages. The information that is collected from certain participants cannot be generalized to the wider population. Some contextual investigations are not logical. Case studies tend to focus on hearing individual experience about certain issue. This can lead to prejudice in data gathering.

The descriptive research design was used in this study, during the interviews participants were given a chance to explain further or more on their thoughts or experience of being a first-year student who was prepared or not prepared for university education. Open-ended questions were used as a way of getting in-depth information from participants. Both verbal and non-verbal cues were taken into account.

3.4 Are of the study

The study was conducted in Durban which is in KwaZulu Natal, in the South East of the country. Durban is one of the attractive city to many people because of resources it has. It is

also one of the cities that has quite a number of HEI's. The study focus area was Glenwood where University of KwaZulu Natal (HCC) is located. The research was basically focusing on first-year students. The area circled, it where the research was conducted.

Figure 1: Map of Glenwood
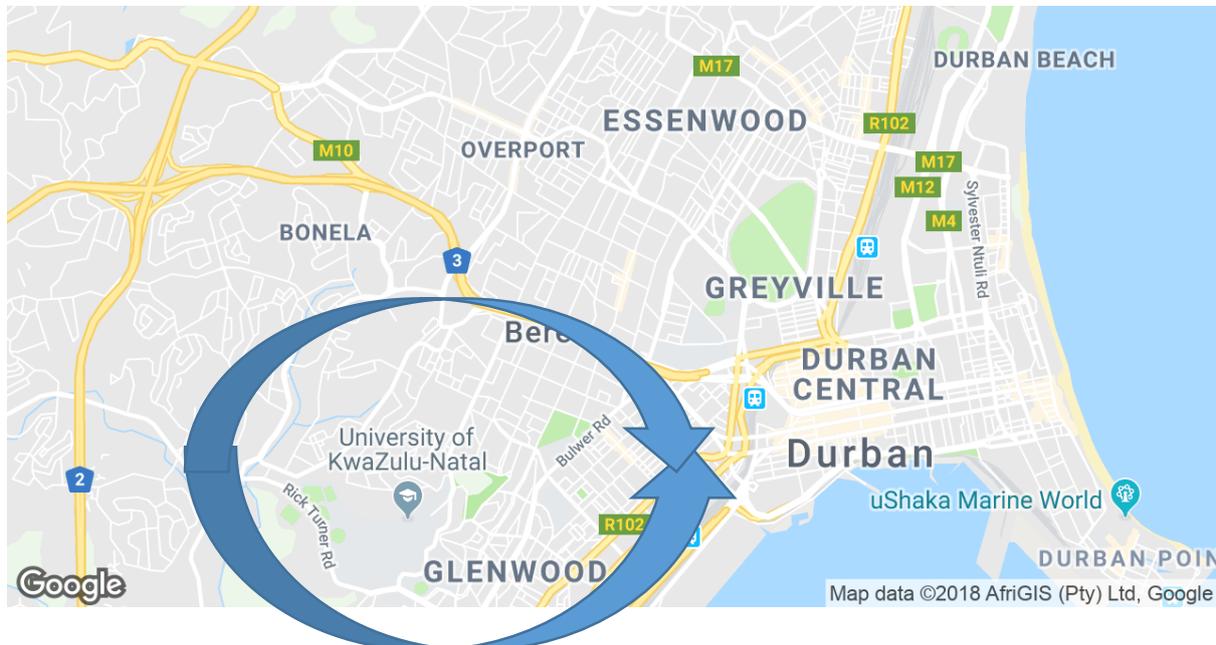
Source: Map data (2018) AfriGIS (Pty) Ltd, Google.

3.5 Sampling

This study utilized a non-probability sampling. In non-probability sampling, the chances of each person or unit being selected for the sample is unknown (Steyn, 2014). In probability sampling, every member of the target population has a known, non-zero probability of being included in the sample. Everyone in the target population has a chance of being selected and his or her chances of being selected are greater than zero (Freedman and Taub, 2006). Therefore the researcher selected purposive sampling which was used for the study with the belief that the chosen participants will address the research question. All chosen participants for this study were open when answering in that way all answers or participants opinions obtained during interviews were useful for the study.

3.5.1 Purposive sampling

According to (Etikan, Musa and Alkassim, (2016.p.3) "purposive sampling technique, also called judgment sampling, is the deliberate choice of a participants who have certain characteristics and qualities that are relevant for the research. In addition, it is a non-random

technique that does not need underlying theories or a set number of participants". During the recruitment period, participants who were chosen to be part of the study are those who meeting the research criteria. Before they were interviewed, the researcher re-checked that each participant really meet the criteria or not. Again, market researchers out and about with clipboards often use this approach: for example, if they are looking to examine the shopping habits of men aged between 20 and 40, they would only approach men, and then ask their age. The study was targeting first year students, they are some of the students who were interested in participating in the study but they were not allowed because they did not meet the criteria of the study, even though they know of the challenges of being a first-year student.

Tom (2015, p.37) "in purposive sampling, the sampling units are selected subjectively by the researcher, who attempts to obtain a sample that appears to be representative of the population". The participants that were part of the study have the experience that can help to answer the research questions. Purposive sampling incorporates the determination of cases that can reveal insight into the object of the research. Subsequently, this inspecting technique was used to get more data from participants.

Purposive sampling instead of generalizing information it basically focuses on collecting rich information, information that will be interpreted or analyzed in an understandable manner. The study consisted of twenty participants, ten participants who went to private school (Model C) and ten from public school (Bantu schools). During the interviews, each participant was given thirty to forty-five minutes to give an account of their experience on how not being prepared for university education affected them and how those who were adequately prepared managed the new environment.

The participants were recruited by putting up a notice to the notice board that is next to Super-bowl LAN, outside EG Malherbe library, Howard College building, MTB building and also TB Davis building. There was a positive response as the first-year students were interested to be part of the study. The researcher received several phone calls and WhatsApp messages from first year students who wanted to participant in the study and the sample size was reached using this approach.

3.6 Data collection techniques

3.6.1 Individual/ semi-structured interviews

The researcher employed face-to-face interviews as a data collection tool. Creswell (2013, p. 4). "Qualitative research is an approach for exploring and understanding individual or groups ascribe to a social or human problem". Qualitative paradigm aims to get depth information about things rather than numerical approach which do not explain the issue deeply. The study had twenty participants, ten females and ten males to ensure gender balancing. The main reason for having, ten females and ten males is because males and females have different experiences in terms of coping in a new environment.

Participants that were interviewed were from different disciplines but most participants are registered under the college of humanities, others from the college of law and commerce. Four participants are doing social work, one Bachelor of Arts, three are doing psychology, three doing a bachelor of social sciences, one doing community development, one doing sociology, one doing geography, one doing economics, one doing housing and five are doing law. Through interviews, nonverbal and verbal cues were taken it to consideration because sometimes non-verbal cues explain everything. Some of the participants explained their experiences in detail and their thoughts about the university education but their non-verbal cues were suggesting something else.

Interviews and non-verbal cues were utilized as information gathering techniques. In-depth interviews provide rich information, and participants are not restricted, they are allowed to explain their experiences and share their thoughts without fear unlike in focus groups where sometimes group members are limited in terms of participation due to different circumstances (Marczyk, 2005). In-depth interviews enables the researcher to obtain rich data because the participants feel free and safe to give more information even confidential information owing to the setting, unlike a focus group where a researcher may receive limited data (Bhana, 2009). During interviews, most of the participants were open in such a way that we even discuss the personal issues. Few of participants approximately fifteen percent were not as open like others but that did not affected the researcher in terms of obtaining rich information.

The ethical issues are appropriate in-depth interviews. For this study, the researcher ensured that participants are aware of every process of the study, for instance, the strengths and weakness of it. The researcher avoided false promises to the participants. Confidentiality was the priority for both researcher and participants, during the interviews favours were avoided.

During the transcribing period, participants remained anonymous (Gibbs, 1997). During transcribing, participants did not mention their names to ensure confidentiality is maintained. Numbering was used in place of the participant names for instance; participant 1 or 2 up until 20.Before the researcher started interviewing the participants, a brief explanation of the study process and purpose was outlined to each participant.

Participants were reminder telephonically (WhatsApp group) about the time the interview will take place. The interview guide was developed using a literature review and theoretical framework of the study.

3.7 Method of data analysis

This study used Thematic Content Analysis (TCA) in terms of analyzing the collected data. TCA give a chance to a researcher to deeply understand data collected from the participants (Braun and Clark, 2006).

Thematic content analysis:

The following steps of thematic content analysis were taken from course workbook written by (Steyn 2014).

3.7.1 Step 1: Familiarizing and immersing yourself in the data

Tom (2015, 30) "the most important part about transcription is that the information needed is retained, from the verbal account, and in a way which is true to the original meaning". Before reaching the analysis of data, the researcher started by transcribing the exact words from participants interviews. The researcher needs to read and re-read the data collected before transcribing and analyzing in order to familiarise with data also to avoid minor mistakes. This was an important part for the researcher in this study. Before the researcher analysed the data she took two days just listen to the recording and reading notes that were taken during each and every interview. After familiarizing period with twenty interviews the researcher came up with themes and subthemes for chapter four as a guidance towards discussing and analyzing the findings.

3.7.2 Step 2: Induce themes

The researcher derives themes, patterns, common denominator, and the differences/contradictions within the data collected. Basically, it is where the researcher organizes material into themes and categories. After familiarizing with data, it became easier for the researcher to know where participant's comments fit in which theme. After data collection, the researcher arranged all the information according to their themes (Braun and

Clark 2006). The research had nine themes that act as guidance in discussing participants finding. During data collection, some participants had similar answers in such instance their answers were summarized into one answer and all were included.

3.7.3 Step 3: Coding the data

The researcher marked off the sections of the data such as phrase, lines, paragraphs, ideas, event as being instance of a particular theme basically what pertains to a theme is coded as being example of that theme e.g. if the theme is for instance "causes of HIV" (CH), every time you come across causes of HIV you mark it as CH either you cut it and paste it together or highlight it on particular colour. When participant's answers were categorized in terms of themes, for instance, all participants who perceived that due to lack of resources their school failed to prepare them, those participants' answers were coded in one category.

3.7.4 Step 4: Elaboration

This involves exploring each cluster/theme in more details. The researcher in terms of themes elaboration, after finishing writing a theme, she rechecked that what written in such theme does correctly correspond with it or not.

3.7.5 Step 5: Interpreting and checking

The researcher interpreted the data against the literature review, theoretical framework and initial underlying assumptions. The researcher looked at similarities and differences between the findings and underlying assumptions, theoretical framework and literature review for further findings discussions.

3.8 Trustworthiness

Strategies for ensuring the trustworthiness of this study will include,

3.8.1 Credibility

Credibility basically means the true information from the participants. Polit and Beck (2012) the trust relationship between the researcher and the participants was built because the researcher was more open to participants as a way of making participants feel comfortable which worked because participants were open to the extent that they even discussed their personal information linking that information with their experience at university. Triangulation is a method for improving credibility, which is the way toward utilizing different sources to make inferences; this includes the utilization of numerous information gathering techniques. Unprepared questions were used to gather more information and clarity. The researcher employed in-depth interviews as a method of gathering the required information for the study.

In addition, to ensure trust with participants and their importance to the study, the researcher will give the participants the information to check that everything written about them is true.

3.8.2 Transferability

This is the degree to which discoveries can be summed up (Houghton, Casey, Shawand Murphy, 2013). The researcher ensured transferability through all the details of data stipulated in the research, time of the data collection, and context of data all of these details are included in the study.

3.8.3 Dependability

The processes of the research are stipulated in the research and the method of data analysis is explained and triangulation used to ensure dependability. This can be guaranteed through utilization of covering information accumulation techniques and revealing in detail how the research was done which incorporates clarifying in detail the exploration plan, usage and analysis. The researcher made use of all the mentioned systems to guarantee trustworthiness.

Conformability the research process was explained to the participants to keep the informed about everything concerning the research. As mentioned trustworthiness and reliability was used in the study just to make sure that the information from participants is interpreted in a correct manner. During the data collection session paraphrasing, was used to get clarity from participants or the researcher. Verification of the answers or information from the participants was used. The verification of answers allowed the researcher not to make some errors or writing the wrong answer during transcribing time.

3.8.4 Shenton (2004), internal validity

a.   Debriefing sessions –Session between the researcher and the supervisor about research updating took place and communication via emails.

b.   Participant's validation-Participants after the completion of the dissertation, they will be asked to check data or information to ensure that the issues discussed during the interviews is similar to what is written down by the researcher.

c.   Examination of previous research findings-The researcher looked at other researchers of the same phenomenon.

3.8.5 Shenton (2004), external validity.

a.   The length of the interview was unmistakably noted.

b.   Methods of data collection were clearly noted, audio or recording was used but with the permission of participants.

3.9 Anticipated Problems/Limitations

Some few participants were not open in terms of expressing their opinions. But the researcher tried did everything to make them feel free to answer questions through developing questions on their answers. Each interview for the study was proposed to take thirty to forty five minutes but in some instance some participants were not open as much as possible to contributed to some interviews for the study and therefore sometime the time taken was less than thirty minutes. In the demographic information one of the participant refused to say his age (Participant 5). The majority of the participants in terms of punctuality, were not good. The researcher engaged participants to make arrangements, about the times they are free for the interviews and reminded them through phone calls or WhatsApp messages.

3.10 Conclusion

Qualitative research method was used in this study to collect acquired information from the participants. The area of the study is Glenwood where UKZN (HCC) is located. HCC consist of different races where by the experiences in terms of adjustment of first year students differs due to the schools they attended and sometimes the race counts on how an individual adjust. Purposive sampling was used to select participants that meet the requirements of the study. Thematic analysis was used to analyze data. Purposive sampling instead of generalizing information it basically focuses on collecting rich information, information that will be interpreted or analyzed in an understandable manner that is why it was also chosen in this study.

The study consist of twenty participants, ten females and ten males. Individual interviews were used to gather information. During interviews verbal and non-verbal views were taken in to account. TCA was used to analyze data and trustworthiness strategies were taken into account. The anticipated problems are outlined in this chapter. Chapter four is the next, it serves to present and analyze collected data.

CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

Chapter three presented the methodology that was used in this study. This chapter discusses the findings and analysing of the collected data. Thematic analysis, which is familiarizing and immersing oneself with the data, induce themes, coding the data, elaboration and interpreting and checking) was used to analyse the findings (Vaismoradi, Turunen and Bondas, 2013). The aim of the study is to understand student's perceptions with regard to the extent to which schooling prepared them for university education. The focus was on first-year students on whether they were prepared for university education. The data was collected from ten males (five who went to private schools and five public schools) and ten females (five who went to private schools and five also who went to public schools). Therefore student's perceptions are analysed into themes and subthemes. Themes and subthemes are as presented below;

4.2 Table 1: Themes and subthemes

Themes	Subthemes
4.2.1 Adjustment to homesickness	
4.2.2 Culture of dependence to independence	
4.2.3 Support from the university	i. Academic support ii. Financial support
4.2.4 Prepared or not for university	
4.2.5 Participation challenges	i. English as a barrier
4.2.6 Workload	
4.2.7 Family support	
4.2.8 Course selections	
4.2.9 Partnership between universities and schools	

4.3 Table 2: Participants Demographics.					
Name	Age	Gender	Home language	Marital status	High school (private or public)
i. Participant 1	18 years old	Female	IsiZulu	Single	Public school (Roseville secondary school)
ii. Participant 2	19 years	Male	IsiXhosa	Single	Public school in Pietermaritzburg
iii. Participant 3	18 years old	Female	SiSwati	Single	Public school
iv. Participant 4	18 years	Male	IsiZulu	Single	Public school
v. Participant 5	21 years	Male	IsiZulu	Single	Public school from Ulundi
vi. Participant 6	20 years	Male	Sepedi	Single	Public school from KwaNdengezi
vii. Participant 7	18 years	Female	IsiZulu	Single	Public school (Mpiyakhe high school)
viii. Participant 8	25 years	Female	IsiZulu	Single	Private school in Pietermaritzburg
ix. Participant 9	19 years	Female	SiSwati	Single	Private school
x. xi. Participant 10	18 years	Female	SiSwati	Single	Public school in Mpumalanga

xii.	Participant 11	20 years	Male	IsiZulu	Not yet married	Private school
xiii.	Participant 12	19 years	Male	IsiXhosa	Single	Private school in Port Shepstone
xiv.	Participant 13	20 years	Male	IsiZulu	I am not married	Public school
xv.	Participant 14	25 years	Male	IsiZulu	Single	Private school at Rams gate called Christian school
xvi.	Participant 15	19 years	Male	English and IsiZulu (Colored)	Single	Private school (Kloop high)
xvii.	Participant 16	22 years	Female	IsiZulu	Single	Private school in Vryheid
xviii.	Participant 17	18 years	Female	IsiZulu	Single	Private school (Durban girls high)
xix.	Participant 18	18 years	Male	IsiZulu	Single	Private school in Pietermaritzburg (Maswazi high)
xx.	Participant 19	18 years	Male	Tshwana	Single	Private school in Rankburg (Rankpark high)
xxi.	Participant 20	18 years	Female	IsiZulu	Single	Public school

The above themes were developed through questioning and answering session that was done in a form of face-to-face interviews. The researcher obtained information from first-year students. When transcribing, the exact words from participants were used, this was done in

order to allow students to bring out their perceptions about whether they were prepared or not to be UKZN students.

4.4 Outlining of themes emerged out of the data collected

The discussions and analysis of data collected is divided into a form of themes and subthemes. Such themes and subthemes came out when the researcher was using TCA to familiarize herself with the data collected. Participant's responses were recorded and afterwards transcribed.

4.4.1 Adjustment to homesickness

Sometimes being away from the family members, relatives and friends causes fretfulness to many first-year students because they hardly have people who support them in order to easily adjust to the new environment, they have to be independence (Hernandes 2006). To be connected to people that are close to you like family members as a first-year student in terms of assistance to adjust has great effects. In response to a question, how does being away from your family members makes you feel?, This question was formulated with a view to detect, how being away from dependence systems affects first-year students to the university environment.

Participants 2, 11, 12, 13, 15, 16, 17 and 20 were of the view that to be exposed to the new environment, with new people with different cultures from yours is very difficult, the above participants revealed that at the beginning it was difficult but from their second semester they are trying to get used to such cultures.

> *Participant 2 said:*

> *At first, it was very difficult. The first month of being on varsity for me was a huge problem because of the environment but now it is better than before (participant 2, male, 19 years old).*

Poyrazli and Lopez (2007,p.416) observes that in their study "about 7% of persons spending time away from home experience intense symptoms of homesickness associated with significant symptoms of anxiety and depression". However, being depressed affects the state of thinking, some first-year students come across the phase where they fail to focus on their academic work because they fail to function freely without their loved ones close to them.

Participant 5 and participant 8 stated that without a basic support system next to you makes it hard to adapt to the environment but sometimes it leads you to be strong in order to complete your studies.

Participant 5 had this to say:

You know, sometimes without your immediate support systems, it is difficult. But knowing that you have to do it, knowing that you have to complete your degree, sometimes then you do not have a choice besides trying by all means, to adjust to that particular place. It is not good being away from my family, especially because I have kids and I have to leave them so that one day I will be something big and I will able to provide them with good education unlike me (Participant 5, male).

First-year students are able to cope with adjustment challenges to the university environment only if they receive sufficient support from their loved ones, not long distance support because that is not enough for them (Salami, 2011). Some students feel threatened by the environment and they believed that to survive in to the environment they should have their families next to them all the time but long distance support is better than nothing.

The response from participant 1 was as follows:

Well, I miss home sometimes, but at least I do have a sister who is here in varsity. The good thing is that she is a returning student. I do not miss home that much even though I miss my parents sometimes, but it helps me to have my big sister around. Being away from my old environment is not a big problem for me but being away from my old friends is not cool. The friends that I had in high school, we went to different universities and I am the only one who came here. I had difficulties in terms of making new friend's because I was used to, some people when I reach the university environment I was supposed to find other friends which was difficult for me. It was a bit hard to make new friends. (Participant 1, female, 18 years old).

For first-year students who are antisocial, it is hard for them to make friends, which contribute to the feeling of isolation (Tinto, 1999). Some of the first-years are nervous to make friends and it could be because they are shy or antisocial, and they also are at risk of missing home (Farris (2010). For participant 1, missing home was not a big issue because she has a family member (a sister who is a returning student) that support her in any difficulties that she comes across as she is doing her first year. It is very helpful to have someone close to you for assistance as a first year.

Another one said:

To be away from home makes me feel free, I have the freedom that I have been waiting for. There are no rules, I do whatever I want to do at any time without any restrictions (participant 3, female, 18 years old).

Participant 4, 6, 7 and 14 admitted that freedom of choice is very important because it gives individuals a chance to be independent because being dependent can be challenging.

For some students being away from home makes them, feel free and in that way some of the students do not need much support from the family members towards their adjustments in the university. Some participants have realised or discovered that they do not need their family members to support their academic and social adjustment to university, instead they are more than happy and free being away from them. In line with this finding is that the transition from high school to university is a process of knowing how things are done in the outer world rather than, being stuck with a single culture (Thurber and Walton, 2012).

Participants 9 and 18 pointed out that they have been attending private boarding schools and for them to be in a university far from their family members does not cause any discomfort because they are used to such circumstances.

First-year students who went to boarding schools, did not find challenges in terms of adjusting to the new environment without the guidance of their families because they have adjusted to the environment of staying without their parents. Students who went to private schools are psychological, emotional and social trained to adjust to any transition without dependence on any system (Hadwen, 2015).

Participant 10 and participant 19 said:

It is a difficult situation because changing a province is like migrating from one country to another where you have to start a new life, a place where you do not know anyone. They have their own culture and way of doing things. To be away from family members is such a discomforting journey to take. There is so much competition of things in KZN. To be away from your province as an individual does not mean you should change who you are and your culture of doing things.

The above two participants outlined the difficulties of a transition from one province to another which create even more challenges because even if they want to go home, they cannot go at any time. They explained that education is the push factor to be in KZN and even if it is hard to adjust but they are doing everything to manage difficulties although they do not know anyone

in KZN. Some of the students continue to be themselves and maintain their culture, even if they have changed to a new environment because they have a strong self-belief (Tom, 2015).

4.4.2 Culture of dependence to independence

The social abilities and behave or actions of first year students are much more influenced by their backgrounds. They fail to depend on their own judgments, they mostly believe on their friends, family and their community member's judgments. If students are independent, they take decisions for themselves and take the responsibilities of their own actions.

Some of the participants 1, 5, 8, 12, 16 pointed out that high school teachers are more supportive in many instances that learners undergo and it is one of the positive things that contributes to good academic performance of learners.

> *One participant said:*
>
> *Sometimes I miss my high school teachers because they understand and care for everyone in terms of academic performance, at university you are at your own. There is too much work and less time. During my first days, I was so confused because even the language used was an issue. The class has a big number of students which was one of the challenges for me. At varsity, you have to do extra reading in order to understand a certain topic well, whereas, in high school teachers, are the ones who were making sure that they do extra reading for us. Sometimes I found it very difficult to go to the lecturer and tell him or her that I did not understand something in class (participant 1, female, 18 years).*

Some students disclose that their teachers and parents were always behind them all the time, which means they did not get a chance to do things on their own without their parents and teachers guidance and when they are at university level they find it difficult to be the drivers of their own lives.

Participant 2 and participant 7 outlined that the culture of teaching in high school and the culture of the university is different, for instance in high school creative writing is used more often than academic writing. In high school learners are being spoon-feed, they are given a limited opportunity to do things on their own.

Participant 7 stated that sometimes teachers were awarding them marks that they do not deserve, sometimes they were just looking at the handwriting if it was neat, and the learner was awarded mark for that which is not done at the university level. Basic things like how to use

computers were not given to any learner instead certain learners were given that kind of opportunity.

To be introduced to the new culture of teaching and learning is difficult for others to easily adjust to it. Even though learners were depending more on teachers, but lack of resources affected them as well. Lack of resources pushes teachers to spoon-feed learners because it is difficult to expect students to be independent in doing their school work while there do not have enough resources like textbooks (Morton, Ramirez, Meece, Demetriou and Panter, 2018).

Other interviewees like participant 11, 13, 15.17,19 and 20 pointed out that in high school, teachers make sure that everyone is treated equal and if there are learners who are not performing well, they invite their parents.

> *Participant 10:*
>
> *In high school, we have full support. They are pushing learners to study hard so that they can get good marks. Here if you fail a module no one cares about you, following year you have to repeat the module. In high school, there was no way you would not submit your school work, teachers for me are push factors, and here no one cares if you miss assignment deadlines. (participant 10, female, 18 years old).*

Other participants have a different perception regarding getting full support from teachers, it is a good thing compared to what participant 2 and 7 thought. Some participants perceive that being spoon-feed every time affects their system of independence. At a university level, students are given a chance to monitor their lives so that they can learn to be independent and to take responsibilities of their own actions. For instance, if a student fails a module he or she should find ways for her or himself to avoid failing another module rather than being told what to do so that you will not fail next time.

Participant 4 and 14:

In high school teachers, go page by page while at the university level, we do some chapter pages for ourselves without the lecturer taking us through those pages. Lecturers sometimes teach a chapter in one day without giving us notes or relevant journals to use for extra readings.

Lecturing is sort of instructing, for the most part in tertiary training levels, taking into account graduate or undergraduate level. It is most generally, a restricted strategy for conveying content where students are adults, unlike when they are in high school. Lecturing does not require the

instructor or lecturer to know his/her students unlike in high school. Teaching is a two-way method of interaction, some of the students thought or think it is not a good way of teaching because they used to be spoon-feed with all the information regarding school work (Long, 2018). University teaches students the culture of being independent through giving them a chance to do things on their own, unlike in high school, so that they can evaluate what they do not know and what they know.

4.4.3 Support from the university

4.4.3.1 Academic support

Regardless of the year that a student is doing at a university, academic support is needed because by themselves cannot manage. Learning in advanced education includes adjusting to better approaches for knowing; better approaches for comprehension, translating and sorting organizing information. Students have to learn new ways of reading and writing, which are different from the approaches used in high school levels. (Shouse, 2018).

Participant 1,16,17 and 20 ,they value programs that are implemented to help first-year students to social and academic adjust to university, but some first-year students lack information about programs that are implemented to help them.

> *Participant 16 said:*
>
> *You know when you are in ignorance, sometimes I know that I am supposed to attend tutorial, but for me, from the beginning, I did not take tutorials as something that can help me but when times went by I started to take them seriously. I think also the problem of me getting lower marks started from not attending classes and tutorials but according to my own thinking is that there is much support from university employees, it is just that as first-year students we lack information about supporting programs. (Participant 16, male, 19 years old).*

Tutorials are implemented to help students especial to those which is difficult for them to participate in class because of the number of students in a lecture venue. At the university level you do as you please, some first-year students decide not to attend tutorials because they perceive it as a waste of time.

> *Another participant said:*
>
> *Nazareth Tertiary Students Association, which is a religious organization for students who are followers of Nazareth religion which is known as Shembe. This organization I*

can say it played a big role in terms of closing the gap of being away from the environment that I knew for a long time. The management of this organization who are returning students, they played a big role in terms of helping us as first-year students who joined this organization with academic support especial with academic writing (participant 2, male, 19 years old).

Organizations are helpful to other students even if it is a religious organization but if it is within the university premises it help. Such organizations are managed by people who were once or still university students. Nazareth Tertiary Students Association (NATESA) do not only provide spiritual support, but it also seems as if, it provides different supports that are needed by first years and returning students. Such organizations are established to make students to adjust easily to the environment and make them feel at home.

Another participant:

I am not sure about other programs, but for me, the mentorship program plays a huge role in my life. Even now if I have a problem I go to my mentor and she is very helpful to me (participant 3, female, 18 years old).

A majority of mentors are postgraduate students, who were once first year students. They know the challenges in terms of academic writings. They know the procedures that should be followed to help first-year students in order to adapt to the new culture of academic and social procedures because the university and high school require different processes for academic and social life.

Participant 4, 5, 11 and 12 they think that high school culture of teaching and learning have high effects or should be blamed for not preparing them enough for university education. Programs that are implemented by the university seems to play a big role.

Participant 4 said:

I believe that I am a fast learner because at the high school level, we were used to a creative style of writing and at the university level it is different. I can say even though I am not a good writer but I am better than others. I use university academic writing place to check on my academic writing and that really helped me a lot (participant 4, male participant 4,).

Writing place is implemented to help students with their academic writings, it seem like a valuable program for the university. Academic writing contributes a burden or stress to first-year students, especial for students who went to public school, located in disadvantaged communities. Academic writing is a challenging exercise and English is a barrier to some of the students that is why they need strong support from all relevant support systems.

Participant 6, 9, 13 and 18 confessed that they consult lecturers for assessment help only, even if they did not understand something in class, they do not consult because they are scared due to their English.

> *Participant 6 said:*

> *I do not have time for consultation. I only consult when it is exam time and when due dates are getting close that help me, tutors and lecturers are very supportive (participant 6, male, 20 years).*

The tutors are very helpful to some students but some perceived it as a waste of time attending tutorials because some of the tutors are not good in explaining some chapters and they further confusion students. What the lecturer teaches contradict with what the tutors teach. One of the participants mentioned that some of the tutors do their job not because they like it, but they just do it to get money.

> *Another participant:*

> *I would say yes and no because, in my mentorship group, we only have one mentor and mentoring more than forty people or students, I do not know, but I feel like when you are a first year student, you need more attention and I doubt that one mentor can give attention to all the students who she or he is mentoring. Again, we have tutorials programs, I think they are very helpful because some of the things that you might not be clear with during the lecture, they help. I feel they are helpful. In the tutorial we are not so many and I feel like that is where as an individual you should ask things that you are struggling to understand unlike in a lecture venue where there is a big number of students and you might be scared to ask because of your English (participant 8, female, 25 years).*

Participant 8 is in between, about her answers regarding the help that she gets from her mentor. The big number of students in a lecture and mentoring venues sometimes discourages other students from attending those programs as this creates a perception that the programs are not

very helpful because facilitators or coordinators sometimes struggle to handle a huge number of students who needs help.

Participant 11 had this to say:

I do not know any program, the only thing that I remember is orientation, beginning of the year, which did not even took us an hour attending it and for me, it was not useful because I was struggling to find lecture venues during my first days. They have to improve such programs, especial for us coming from public schools, we need extra help or assistance (participant 11, female, 20 years).

Some students have a perception that the programs that are implemented to help first-year students are not useful because they do not accommodate everyone. Some of the students only become aware of these programs in the middle of the year. They cannot conclude that programs are helpful or not because they do not know anything about them.

Participant 16 was of the view that:

I am not sure if I can say I had or have a mentor, my mentor was hired by my bursary. Mentors they have their own workload to deal with, they neglect us and we go every step alone, whereas they are being paid but they do not help us. For me, they are not useful. I have friends that have joined such programs but they are still struggling with university life (participant 16, female and 19 years).

Participant 19 has similar thought with participant 16 that mentors are not useful for them, she thought her bursary was paying for her mentor for doing nothing because he was not assisting her with anything. Mentors are students also some doing their masters and PhDs. They have their own school work to focus on, they find it difficult to balance being a student and employee. First-year students end up having a perception that such programs are not helping however, it should not be like that, it is just that people who are hired to do such work have their own school work to deal with and end up not spending enough times with first-year students that they are mentoring.

4.4.3.2 Financial support

Financial support is one of the major systems that mostly have a positive impact on the academic life of many first-year students. Some participants specified that they are funded, but

some are not. Funding can be illustrated that it is a foundational value of students' continuing with their studies (Tom, 2015). If you do not have money to buy food and books it is easier to lose interest of furthering your studies, you cannot study without eating.

Participant 1, participant 7, participant 10, participant 18 they said they have funding and for them is enough.

One participant said:

I have NSFAS and it is enough for me because there is a book and meal allowance also my parent are financially supporting me (participant, female, 18 years).

Getting enough financial support has positive outcomes because you are able to buy school material needed. To have money even if you are stressed by school work it reveals such stress somehow.

Another participant said:

There is no one who is working at home, but I have NSFAS. We are being provided meal and book allowance but for me, the money is not enough (participant 2, male 19 years).

Students have different needs (National Student Financial Aid Scheme) NSFAS is not enough for some of the students. Participant 1, participant 7, participant 10, participant 18 outlined that they have NSFAS and also receive financial support from their families and by that it is clear why participant 2, NSFAS is not enough to meet his needs because it is the only source of financial support he has.

Participant 3, 8 and 13 said funding applications are always rejecting them when applying for financial support and that has negative effects and doubts about continuing with their studies because without money it difficult to move forward.

As mentioned on this subtheme introduction that financial support sometimes contributes to good or better outcomes, some students drop out in their first year not because they are failing to adapt to the new environment but due to lack of financial support.

Participant 4 said:

I do not have financial support from the university instead, I am a part-time employee as a way of trying to financially support myself (participant 4, male, 19 years old).

Being a first-year student and at the same time having a part-time job is a difficult situation, you still need to adapt to the environment and at the same time you are financially struggling and that could have negative effects to some students, it could be socially or academically. Even though it is a good thing to make money, but it is difficult to balance the two (being a student and employee). Some students drop out of university because of the failure to balance these two aspects of life.

Participant 9 and 11 said they have no funding, every time applying for it, their application are rejected, they assume that may be it is because they went to private schools and the assumption, is that their families have enough money to pay for university fees.

Students who went to private schools some of them deserve funding because some of them do not have enough support. Some first-year students went to private school because they had sponsorships not that their parents were affording to pay their fees.

Participant 11, 13, 15, 17 and 19 explained that their parents pay for their university fees that is why they do not have funding.

Some first-year students come from rich families and they do not need funding because their parents are financially supporting them.

Participant 7 and participant 16 they confessed that they have bursaries.First-year students who have bursaries they are safe in terms of financial struggles.

4.4.4 Prepared or not for the university

For the first-year students being prepared or not for education is not determined by the school that they went in but it is determined by the resources that a school has. Sometimes, teachers may be limited to preparing learners to be students because of not having enough resources. Government-owned schools are more likely to lack of resources especially those high schools in disadvantaged communities. Privates school learners when they reach university education, they are less affected by such. The next expect illustrates this view:

> *The participant said:*
>
> *I can say yes or no because sometimes teachers can get fade up of learners for instance they say because you do not want to do your work on time I do not care but this will affect you when you further your studies in college (participant 1, female, 18 years old).*

The behaviour of learners affects the teacher's energy of trying to teach them about life outside high school because sometimes they do not give them the respect that they deserve. Some teachers ignore negative behaviour and try by all means to prepare them even during their spare time. Sometimes even if teachers try to prepare learners to be students, but sometimes it is difficult to take advice for something that you have not experienced. Tinto's theory of adjustment link the adjustment of students with their high school environment. Sometimes students are the one that contribute to themselves for not being prepared for university due to the way they behave.

> *Participant 2 said:*

> *I can say my school did not prepare me enough for university, but on the other side, we cannot blame them for that because it was not their full duty to prepare me for university also my parent or family members they were supposed to play a role in that part of the preparation. The other thing, it is not like every grade twelve leaner want such preparation because others their plans is not to further their studies, but they just want to go straight to the labour market. What I can say is that my school prepared me for every opportunity that I can come across even though it was not enough for me (participant 2, male).*

Participant 2 stated that parents, the community also should take part in preparing learners for university education. It is not like every preparation for transition needs to be done by school teachers only, things like being independent someone can be taught at home rather than waiting for teachers to do it. Parents do not take into account the importance of teaching their children the life of being independent, whenever their children come across difficulties, they always help them (Szlyk, 2018). Such instances affect first year students when they reach university education, they fail to stand for themselves whenever they face difficulties and end up blaming other people for their failure.

Participant's for instance participant 3, 5, 6, 7, 10 and 13, they blame schools, where they are coming from, they said it made them struggle due to lack of resources. One of the participants said:

> *I think the school that I went to, there is a lot of things that needs to be done by government working together with South African citizens to improve the educational life of rural schools. I was struggling in terms of using a computer and academic writing. In my school, we did not have enough books which sometimes, I can say it was*

one of the barriers for our teacher to help us with some academic writings. I just want to thank my mentor and my tutor for sociology module because, they did play a big role in terms of helping me with some academic ways of doing things (Participant 3, female, 18 years).

Equality is a dream that everyone wishes it can be discovered. Educational inequality is a challenge that is affecting the future of students because without enough books or resources you cannot acquire all the information that you need to make the future bright. South Africa is a developing country, but the top structure responsible for the school resources provision from the department of education needs to do something about making sure that every learner gets equality information through the provision of required resources by the schools.

Participant 8, 9, 12 and 14, they went to private schools, but they felt that compared to first-year students who went to public schools they are better than them in terms of preparation for university education. They are not struggling in terms of using computers also academic writing. One of the participants said;

We did have resources for example "silence" what I have noticed is that I come from a private school, I am different from someone who went to a public school, and I had the computer literacy unlike someone coming from public school. In that way, I can say I was prepared because I was able to use a computer, however in a way we study, in a way we write, I was not prepared. The way we write in high school is totally different from how we write here (participant 8, female, 25 years).

Private based schools have superior chances of giving a decent teaching and learning condition than government-funded schools. Regardless of whether a particular private based school is superior to any government funded schools depends on the considerable measure on how well they use better alternatives accessible to them, to prepare learners for university education.

Another participant said;

Yes, I do my work on time, I do not study hard, and I study smart. I do not like pressure, but if I do get pressure I have my own ways of dealing with it (participant 11, male, 20 years).

Some first-year students do not need preparation of their high school teachers for university education, they believe that everything that they do has to be done in a smart manner.

Sometimes even if you are prepared for something, but if you do not do it wisely that may be a waste of your preparation.

Another one said;

My school had enough resources, but it did not prepare me for university education (participant 16, male, 22 years old).

Either private or public school, some students felt that they are not prepared for university education while they had enough resources. It might also be the case that the resources they had were irrelevant for teachers to prepare learners for their transition to university.

Schools have enough resources, but lack of qualified teachers, who can use those resources to prepare students for university education is such a huge problem worldwide (Brownell, Bishop and Sindelar, 2018). High schools in disadvantaged communities lack both resources and qualified teachers (Rosvall, Rönnlund and Johansson, 2018). Tinto's (1993) on his theory of adjustment presented that sometimes first year students are not being prepared for university due to different circumstances which affect their self-esteem because sometimes they perceive themselves as failures. Tinto's (1993) further argues that social and academic adjustment is determined by the school in which one went to. On the other side readiness theory outlined that even if some students are not prepared for university education, but if they are ready for changes, they are able to manage any challenges they come across and overcome.

Other two participants gave their thoughts about their preparation for university education, participant 17 and 18 they said not really, to some extent it did but the culture or way of doing things is different. In high school, we are not being prepared to meet the university standards, for example how to reference when writing an essay.

Sometimes it is unnecessary to blame teachers because most learners when they are in high school especial in grade ten, they know that acknowledging the writing of someone is important ,but the problem is that they do not how to acknowledge someone writing when they are writing their assignments.

Participant 18, 19 and 20 outlined that sometimes as a learner you are not supposed to wait for teachers to tell you what to do, meaning that you should be independent and take responsibility for your own actions.

Participant 18 was of the opinion that:

It did not, things are hectic here, and for me it is the survival of the fittest. In high school, we were used to people telling us what to do and what not to do, but I was making sure that rather than waiting for a teacher to give me some information, I should search for it myself. Here no one cares, you do as you please. It is not that hard to adapt, it just that the environment is different for me (Participant 18, female, 18 years old).

Participant 18 acknowledges that even if you are prepared for transition, but things will not be easier, it is a different environment with different cultures that you were used to in high school.

4.4.5 Participation challenges

In high school, the number of learners is less than the number of students in a lecturer venue. Few difficulties experienced by students in their study are ascribed to participation limitation because of various reasons. English as a Medium of Instruction (EMI) to some students it has negative effects on their academic performance (Briggs, Dearden and Macaro, 2018).

4.4.5.1 English as a barrier

Participant 2 said:

English is such a barrier to me, as South African we should know that English is the Western language. I struggle sometimes to express myself to the lecturer or other student's. Our brothers and sisters died fighting for freedom, but the English still is limiting our freedom (Participant 2, female, 19 years).

This participant still believes that English is a language of oppressors who intend to make African language to be inferior. One can say English as the worldwide language that is used for communication regardless of the class, race or nationality unlike using, for instance, African languages as the language of instruction it will limit people especially international students. Some students perceive English as a powerful language to open many opportunities, but some do not see that way (Rudwick, 2018).

Another participant said:

> *In terms of participating in class, I can say, I do not participate because I am scared that other students would laugh at me because of my broken English (participant 3, female, 18 years).*

Two other students, English is blocking bridge in terms of participating or expressing their thoughts in class.

Participant 10, 3 and 20 support of the above statement that English sometimes is the limitation to expressing feeling for both private and public students.

Participant 4 and participant 7 confessed that their courage or energy to participate is being limited by students who went to private schools because they are scared that they may laugh at their English.

> *One of the participants said:*

> *What I can say with regards to that is, I do not have that courage to participate. At university we share the modules with students who went to private school they are free to talk, whereas to us even if you know the answer, but you cannot say it because you are scared that some students will laugh your broken English. For me it is better to keep the answers to myself, but when the time goes you eventually realize that keeping quiet in class will affect you academically because as an individual you will not get clarity on something that you did not understand. Students from private school they have to understand that we are from public school our English might not be good as theirs (participant 7, female, 18 years).*

Being laughed at by other students because of speaking poor English or the way one pronounce some of the English words reduce one's self-esteem and discourage them to speak in English in the future.

Participant 5 said:

> *You know we have people coming from private school, multiracial school those students had a privilege to know more compare to us coming from public schools. They know English well and it is not an issue for them to say something in class, but for me even if I know the answer I become nervous to say it because I am scared that I will not put a question or comment in good English. Even if I know the answer I will not say anything.*

You know I am a guy, I have an ego so my ego cannot be dismantled (participant 5, male).

Sometimes some first-year male students are more concerned with their ego more than their studies. Being a male is also a challenge because it limits them in terms of participation. People always say that practice makes perfect, there is no one who is perfect at doing something but they practice.

Participant 6 said:

No, I am scared that other students will laugh at me because of my English. Whatever views I have in class I keep it to myself. In the tutorials, I participate, but not much because we are being forced to participate by the tutors, they always say if you do not participate you will lose some marks. Participating in tutorials it not like in a class of five hundred students where you are even scared to go to class when you are late because everyone will look at you. The good thing about tutorials is that most of the time we are less than thirty in a class (participant 6, male, 20 years).

Sometimes the number of people in class limits some people to express their opinions.

Participant 8, 9, 11, 12,14,15,16, 17 and 19 outlined that participating in class is not a problem because it is the place where one should ask questions and comment in order to have more understanding of that chapter or section that is difficult to understand or get more clarity.

Participant 8 said:

Not real because I went to a school where English was used a way of communication. I participate in class if I get a chance to (participant 8, female, 25 years).

The above participant admitted that going to a private school developed her communication skill and also English is not a problem.

Another participant said;

Earlier I mentioned that I am social but to be honest I am shy. I do sometimes come across that nervousness of speaking in class but for me, the matter of not participating in class is not a matter of English it just that I am shy by nature. English to me is just a language like other languages I do not have a problem with it (participant 18, female, 18 years old).

Sometimes personalities are hindering factor for the student's participation rather than English perceived as a barrier.

4.4.6 Workload

Students demonstrated that the burden of university, when compared with secondary school, is too much. With the responsibility of ensuring that everything is on their shoulders in secondary schools, they receive help from different support systems like parents, siblings and friends.

One participant said:

It is very hard for me to academic adjust to the environment, sometimes I get lazy and I do not go to class. This affects me a lot in such a way that during the first semester I got a supplementary examination. The workload for me is too much, we are expected to do much in a short period of time (participant 1, female, 18 years old).

The high school and university cultures in terms of workload are different, first-year students are coming from the culture where they are given much time to do their school work at the same time, they get guidance without seeking it. At the university level, if you do not understand something regarding the assessment as a student it is your duty to seek help unlike in high school.

Participant 2, 3 and 9 expressed that difficulties to adjust to the university environment sometimes is contributed by the workload. Attending every day and to do lots of assessments it a big challenge to them.

Participant 2 said:

As much as I am trying by all means sometimes to adapt to the environment academically, I can mention that the workload affects my adaption because I have to do my assignment at the same time to attend also there are presentations, this life is too much for me (participant 2, male, 19 years).

Less time to do work is such a burden to many students.

Participant 3, 4, 5, 8, 10, 12, 15, 16, 17, 18, 19 and 20 are in support of the below statement.

Participant 3 said:

In high school, we were used to be given an assignments for a month or more, here you get two or more assignment and expected to submit all of them in the same week (Participant 3, female, 18 years).

Moving from a high school environment to university is such a challenge to some students because there is too much demand due to high workload. Some students miss due dates because they are failing to deal with such pressure. To some, it might cause psychological stress like depression. For students to adjust to the new environment, they have to sometimes forget about school work, maybe for a day or two just to relax because the mind needs a break sometime for it to function properly but they cannot take breaks due to too much workload.

Participant 7 said:

The workload also, I am now starting to be an antisocial somebody because the school work stresses me too much and everytime I have I just invest it in my work (Participant 7, female, 18 years old).

Students are starting to be antisocial as a way of having more time for school work because they are trying to avoid a risk of failing their modules, but at the same time, social time helps a lot in terms of body relaxing. Some of the students end up dropping out from the university if they fail because they are putting much pressure on their selves not giving the mind a break. If students work under excessive pressure due to the school work they may end up not getting the chance to do other social activities (Astin, 1999).

Another participant said:

The workload is a stress itself, plus the struggle of referencing it really affects me a lot (participant 11, male, 20 years).

Academic writing is a stressful part on it own for students, such struggle is contributed by academic writing effects like need referencing. In high school learners most of the time copy and paste without acknowledging someone's work. The workload is too much at the same time they have to reference and some are not managing to deal with such difficulties.

Another one said:

The workload is too much at the same time I am struggling to write assessments because my English is not good (participant 13, male, 20 years old).

English is a challenge for some of the students, this result in some of them failing to manage the workload because they are dealing with lots of challenges and, in addition to the challenge of having to learn English which hinders them from finishing school work on time.

Participant 14 said:

I can say that group work helps me to manage such too much workload (participant 14, male, 20 years).

There are different forms of approaches that students use to manage the huge workload. Some of their approaches are working for them because they manage to submit their work on time and have good marks, end of the semester.

4.4.7 Family support

For first-year students support is a foundational value because it helps them to adjust easily to the environment (Juang, Ittel, Hoferichter and Gallarin, 2016). Some students do not have financial problems because their families are able to provide whenever they need the money. NSFAS to some students is an important financial support system because it lessens the financial burden of students who are coming from disadvantaged families.

A Participant said:

I can say I only receive social support only. There is no one who is working at home, but I have NSFAS. We are being provided meal and book allowance but for me, the money is not enough (participant 2, male, 19 years).

NSFAS does help students, but the viewpoint from participant 2 is that it needs to be increased by a certain amount because it does not cover all their needs.

Another participant said:

I do not get financial support from home, I only get money through part-time jobs (Participant 4, male, 18 years).

Working is another option for financial supporting yourself at the university level. Some students drop out of the university because they do not have financial support, for some students they prefer financial support than social support from their families and for others it is another way around.

Participant 5 said:

I do get support every time from home when I need it (participant 5, male).

Some students are lucky because they receive any kind of support from their family members. Support is as often as possible used as a part of many socio-mental and socio-instructive research that emphasize the significance of social relationship among network individuals (Peters, 2010; Awang, 2012). It is not enough for students to receive part of support from one perspective and lack support from another perspective, however, it is important to strike a balance to ensure sustainability. In addition, financial support only from the family is not enough, Jindal-Snape (2010) social support promotes easily social adjustment and smooth migration to the new environment. Social support is one of the push factors of doing well academically because you know that your parents or any family member would ask you about your performance and if you are not doing well, they will be disappointed. Financial support is important but money does not solve everything.

One said:

For them, it mainly financial because they do not ask much about how I am doing in my school work. They only listen to what I tell them, they do not do any follow up. If I have a problem with my modules, I cannot tell my mother because she does not know anything about university education (Participant 6, male, 20 years old).

Sometimes parents are interested in knowing how their children are performing at school but the mere fact that university level material is usually beyond their knowledge, and they are limited to understand the contend. Some first-year students, feel as if their parents do not care about how they are performing not realising that there are many hindering factors in giving social support sometimes.

Another participant said:

I do get support from my family alot, my family always says family support is the foundation of success (participant 8, female, 25 years old).

Support is very important regardless of race, ethnicity, gender and nationality. Participant 9 support the above statement by saying when your parents or family is behind you all the time, for her, it shows that they value education.

Other participants said:

Participant 1, participant 3, participant 7, participant 10, participant 11,participant 12, participant 13, participant 14, participant 15,participant 17, participant 18, participant 18 and participant 20 expressed a viewpoint that their families and extended families support them every time which makes it easier to solve their school problems because they have people that are always behind their backs. By getting needed support that means their families are able to give them food and book allowance and some of them, they pay their university fees. One of these participants stated that;

Participant 12 said:

My parent gives me money whenever I need it. They also social support me (participant 12, male, 19 years old).

You need all relevant people to support you as a university student because you came across lots of difficulties that need multiple ideas or opinions on how to solve it. Biological family is not only the source of support, but extended families also play a big role in terms of contributing to the needed support.

Participant 16 said:

I do find a better support from my mother, but I do not get academic support from home because no one is familiar at home with teaching and learning culture of the university. My mother always says if you have a problem stay indoors and pray about it, God will give an answer to that particular challenge. She does not understand that sometimes praying alone does not fix things (participant 16, female, 22 years).

Sometimes social support is difficult for those parents to provide especial those who did not go to school, but some of them check on their children to find out how they are doing academically even if they do not understand anything about the university. Sometimes parents perceived that financial support is the only important support for their students.

4.4.8 Course selections

Through pressure and lack of information students choose courses that are not in their interest, the majority of them realize that during their first year (Brown, Varley and Pal, 2009). Brown et al (2009,p.322) maintains that "students pursuing different types of academic courses with different imagined resultant career path search in markedly different ways and have a range of varying priorities. However, it is clear that the course is the single most important reason given for choosing a university and this research has proven that information search needs, evaluation

of alternative criteria and purchase decision behaviour varies from subject area to subject area". In terms of decision making for first-year students is also highly influenced by the location of the university and university fees (Briggs, 2006).

One student said:

I am doing a Bachelor of Arts which involves drama but next year, I want to do community development studies which it is something that I like. At first when I was in high school, I wanted to be an accountant, but because of my marks, I could not apply for it (participant 1, female, 18 years old).

Through the confusion and lack of information during the first year of study, it is highly possible for students to do courses that they do not like. Sometimes through grade performance, it hinders students to do courses that they like, sometimes such habit affects students when they are in a labour market because they did something that they did not like. Choosing a wrong course during university life, has negative effects on the labour market as well.

Not every first-year students choose the wrong course, but there are students who have accessed the relevant information during their high school life about the courses that they want to do like participant 2, participant 11, participant 13 and participant 17.

Participant 2 said:

I am studying psychology and I am happy with it (participant 2, male, 19 years old).

Having enough information about the course that you want to do as the first year is very important regardless of the school that you went in (private or public schools).

Another participant revealed that:

I am doing social work. The reason why I ended up doing social work, it is because I did not apply for bursaries for the course that I wanted to do and I was accepted for such course from the university that is far from home. It was difficult for me to accept such an offer because no one was going to financially support me, at home there is no one who is working (participant 4, male, 18 years old).

It is very difficult not to have someone as a first-year student who can financially support you because bursaries, scholarships and NSFAS are not always guaranteed. Financial struggles affect course selection.

Another one said:

My problem is very huge on that one. When I applied I wanted to do accounting, something that I was used to in high school, if not accounting it was teaching because during my gap year I was given a chance to teach. I was a substitute teacher before coming to varsity. When I was applying my mother influenced my application, she said after my accounting and teaching I should put social work. I would say I knew a little which course I wanted to do, but due to the influence, I ended up doing social work (participant 5, male).

Respect is a foundation value (Egan, 2013), meaning some children believe that everything told by their parent is good, but at the same time, it very important for children to explain in a respectful manner to the parents why they want to do a particular course rather than doing a course knowing very well that is not what you like. As I mentioned above that doing something that you do not like can affect you as an individual in a labour market.

Participant 7 said:

I am doing community development. All I can say, I did community development because my bursary wanted me to do it. If I can say I do not like community development, but because I need financial support I am doing it. I wanted to do something with health, but because of financial struggles, I ended up doing community development (participant 7, female, 18 years old).

In terms of decision making for first-year students it is also highly influenced by the location of the university and university fees (Briggs, 2006). Sometimes not having enough money to cover university fees end up contributing to taking a course that you do not like due to funding that you receive, sometimes if you are a dedicated individual you end up being interested or realize that you did not make a mistake of doing that course.

Another participant said:

I am doing law, I did not get information about the degree that I am doing, but what I can say is that the course that I am doing is an open degree. It is not very hard for one to understand what is expected. I have come to realize that it is not my favourite degree because it does not touch much on the social aspect of life as going along to my interest. It is more about professionalism and privatization, it is more about developing yourself, it not putting more on what I like because I am a social person. It is not more, about

the social well-being of the community, it is more based on individualism and law enforcement (participant 14, male, 25 years old).

Sometimes course, like teaching, social work and nursing are among the open degrees whereby even if as a student, you did not receive information from school, but they can even get it in different ways because it is likely for the majority of people to talk or know about it. Some courses are advertised as something, but when you get to know more information you realize that this is not a journey that you want to take.

Participant 15 and 16 revealed that sometimes you apply for something, but due to different circumstances, you end up doing another course..

Participant 16 said:

You know, initially, I applied for something else at varsity and then they called me that the course has been discontinued and then they put me in BSS, so that is why I am doing it right now. I did not have any information about it. During the first semester I registered for certain modules and along the way, I realized that I do not like such modules and for second semesters when registration was open I deregistered other modules and I applied for ones that I like and that link to what I am doing. As much as I did not apply for it, but for me it is a good course which I think it will bring lots of employment opportunities (participant 16.female, 22 years old).

Sometimes programs and people that are hired to help first-year students with anything they need are doing a good job, but such jobs need people who know what they are doing rather than doing it just to get income. Sometimes, students do modules that are irrelevant to courses they are doing because they have been misled by someone who lack the knowledge required to advise students.

Some schools have enough resources or more connected to relevant departments or offices that can help their learners in terms of making sure that they are choosing good courses that will open doors for them when they completed their degrees. Having career guidance is such an important thing because students get time to ask anything that they want to know about regarding the courses they are willing to apply for. Some schools that lack information and not exposed to such programs which contribute sometime difficulties to their leaners when they reach the university education, such statement is supported by participant 18 and participant 20.

Participant 20 said:

I am doing LLB, Well, I did have information about it. They used to be career guidance at school so I did have an idea what I was getting myself in to. Even applying for university, COA's were delivered to my school and they were three teachers who were responsible for helping us to choose the careers or course that we want to do at varsity. Somehow I guess it was limited but it did help. I was not attracted by the name of the course I had some information about it (participant 18, female, 18 years old).

It is very important for students to get all information they need on time but, this is not only the school's responsibility, families and communities should play a big role.

Another participant had this to say:

I did economics and other commerce subjects in high school. I always wanted to be an economist and I saw people like Dambisa who motivated me much to do it (participant 19, male, 18 years old).

Sometimes it helps students to select the best course through being motivated or having a role model, even if one does not get information about the course from the school, families and communities other role models can help students get the relevant information they need.

4.4.9 Partnership between universities and schools

Programs are helpful to first-year students because through such programs it becomes easier for them to adapt to the university environment. All programs have essential objectives of increasing first-year student's grades or performance, determination and graduation by incorporating students into the university network both academically and socially (Upcraft and Gardner, 2013). There has been lots of research and they all proved that programs that are implemented for first-year students are helpful, but to only those who are dedicated to get help (Pascarella and Terenzini 2005; Goodman and Pascarella 2006).

One participant said:

I am not sure, but students should take full responsibility for their own action. University and high school can create long-term programs, but it would not help students if they are not interested or if they do not take action for their responsibilities (participant 1, female, 18 years).

Basically long term programs are needed to be implemented to help students while they are in high school, but sometimes learners do not see the importance of participating in those programs as they do not know what to expect at university level. These programs are helpful to some learners, but not everyone has intentions to continue to HEI's when they complete high school, some are interested in looking for jobs after matric.

Another participant said:

Long term programs that will assist in terms of career choices are needed because there is quite a number of other first-year students who are doing courses that they do not like due to lack of information about such course. Our government is trying to assist public schools with resources, but the mere fact is that every school cannot receive such assistance because South Africa is still a developing country that is economically struggling. For me business people should highly assist in terms of making sure that every leaners during high schools life acquired required skill by providing those school with resources (Participant 2, male, 19 years).

Some first-year students of 2018 acknowledges the importance of collaboration between the university and high schools as a way of developing or increasing the number of students completing their degrees. South Africa is currently faced with economic challenges and as a result this makes it difficult to implement such programs despite the fact that they are helpful to South African citizens.

Participant 3 said:

For me, long term programs should be implemented in schools that are located in disadvantaged communities because most of the time those schools lack information about programs that are implemented in terms of helping learners academically (participant 3, female, 18 years).

Disadvantage schools are more affected by lack of resources which has negative effects on students when they reach the university education. Students from disadvantaged families struggle a lot due to their history of limited access to resources compared to students from private schools. When some of the students reach the university, they are not aware of the programs that are implemented at the university level.

Another participant revealed that:

For me that will be a win, win program because none of the programs will be necessary for first-year students when they reach the university life because they will be aware of what is going on. My teachers used to say if you pass well bursaries will follow you, I did well, but I did not get any bursary and I ended up doing something that I do not like. If people like mentors were there for us, I am sure they were going to push or help me to apply for bursaries rather than waiting for bursaries to follow me (participant 4, male, 18 years).

Apart from the economic benefits, these programs make things easier for the universities because the challenges faced by first-year students do not only affect them as students, but they also have a negative impact on the university. When students fail to write their essays, they get lower marks and that is a cause of concern to lecturers or tutor because their aim is to get the best out of the students, and poor performance of students can have a negative effect on the reputation of the university.

Such proposals implications can be both negative and positive. Karamoko, Casey and Griffin (2017) state that lack of financial support for university students is huge a problem. South Africa is failing to provide free education for students due to economic difficulties and such programs will need a lot of money that the government do not currently have, and the implication is that the existing problem of inequality in the educational sector remains unresolved. The funding or free education is of great importance to the students from disadvantaged families as it significantly benefiting these communities that do not have sufficient resources to help themselves. HEI's will benefit a lot because they will have less job to do for first year school.

Another participant stated that programs will be beneficial to everyone:

You know, whoever can do this, I am proposing that if you have registered at the university level you have to go back to your school and explain to high school learners what is taking place at the university level. This thing may be can be done every month as a way of helping. Explain everything about the exposure of the university life. This thing will help learners that are in grade twelve, the school teachers and also the university level because they will have lesser work to do when those students reach the university education (participant 5, male).

It is a good idea for students to serve the schools they come from by sharing important information about their university experience with high school learners, however, not every student has the interest to do so and others are in universities that are far from their homes. Although this is a good suggestion, but not all the schools are willing to buy-in to the idea. There are other alternative ways that can be considered where first year students can visit high schools to share their experiences which can then be used to help prepare high school learners.

> *Participant 6 said:*

> *Last semester I think it was March, I saw a group of high school children around campus and when I asked why they are here, they say it was a campus open day. What I noticed is that schools around this place were invited and we from rural areas were never invited to any university. If schools in rural areas are invited to be exposed to such programs that could be helpful. Secondly, they used to have career exposure, they tell us about the career, not about the challenges that we might come across at the university level. There is a gap that needs to be closed there. There are programs, like future leaders and youth in action programs that try to bridge the gap but still, none of them has closed that gap between university and high school environment (participant 6, male, 20 years).*

Participant 6 is of a view that, every school should benefit to such programs of visiting universities regardless of the location of the school. Participant 7, 14 and 20 support the notion that every student or learner deserves to be treated equally regardless of the location of the school.

> *Another participant said:*

> *I think they can introduce the referencing skills program may be where they can teach grade twelve learners on how to reference. It is something that is a taboo when you come to the university, you like what is this because in high school learners are not aware of referencing. Also, computer skills programs especial for public schools because most of the things in varsity are done online (participant 8, female, 25 years).*

Academic writing is a huge challenge for first-year students even returning students. It is essential to starting teaching referencing style programs to help students understand it at an early stage. In addition, this is an important program as it benefit not only high schools, but the universities will benefit as well because it will becomes easier for them to teach students who

have prior knowledge of academic writing skills. The participant suggested that this kind of a program should be implemented, especially in public schools as they are usually left behind in development programs. The problem of academic referencing affects students from both public and private, schools however, the problem seems to be more prevalent in learners from public schools. Participant 9 is in support of the above notion, but she adds that what makes public schools struggle a lot in terms of referencing is because of the language that is used for teaching and learning. Public schools mix English and their home language when teaching and somehow that affect the students in terms of adapting to the academic style that is used at the university level.

Participant 10, 11, 13 and 15 revealed that the inability to use computers and expressing themselves in English is a huge challenge and they suggest that it is of paramount importance to have programs in place that are implemented to help resolve these problems at the high school level with a view to alleviate stress and challenges face by first-year students.

Participant 10 said:

I think the computer literacy program is needed in rural area schools. English proficiency course so that it can improve the English communication skill of learners coming from rural area schools. It is a shame that I came to university without knowing how to use a computer even to open it. For me, this can be recommended to the department of education and it can be very helpful (participant 10, female, 18 years).

The above participant illustrated the importance of referencing programs in high schools and the importance of computer literacy program and English proficiency course, as she thinks it is the foundation value of success at the university level. Universities use EMI, which contributes to the struggle to some students, such programs can be good because it can return the confidence of participating in a class to some students.

Another participant said:

That can be hard to implement because we cannot run away from the fact that South Africa is an unequal country. Universities and high schools can work together, but not every students or learner will benefit from it (participant 12, male, 19 years).

South Africa is a developing and unequal country which is also economically struggling and it is difficult for such programs to be implemented. Before steps are taken to put in place those

programs, government should work together with the citizens of the country to find ways of eliminating the inequality problem so that students can benefit from such programs.

Participant 17, 19 and 20 suggested that programs that need to be implemented should give learners exposure to the social and academic life of universities. One of the participants said;

> *I think it would be wise if universities and high schools collaborate and come out with programs whereby grade twelve leaners would come to the university to have classes where they will be taught about referencing or academic style of writing, computer classes and English classes. I think those are areas that are much difficult, especially from students coming from rural area schools. Some of them do not even have computers in their schools. Referencing part could be for everyone (both private and public school students) (participant 17, female, 18 years).*

Participant 17 suggested in his viewpoint that grade twelve learners should visit the university and get exposure to lecture venues, given the opportunity for some assessment to help them gain prior knowledge about university environment and how to adjust to it. It will be easier for them to socially and academically adjust to the university environment when they return to study at the university.

> *Participant 1 said:*
>
> *Career guidance for me is the best. You find out that lots of students are changing their course because they did not acquire adequate information about the courses that they have chosen. It will be a good thing for universities to work together with high schools to prepare learners to be students (participant 18, female, 18 years).*

Career guidance for grade twelve learners is very important, there is career guidance, but it is a short-term program, participant 18 proposed that it should be a long-term program. The short term career guidance seems to have negative challenges to some of the high schools because not every high school is being exposed to such program and those who are exposed, learners do not get enough time to ask questions.

4.4.10 Conclusion

This chapter has presented and analysed the perceptions and experiences of participants of the study who are first-year students at university. Data was collected through face-to-face interviews. Through the data collected, it reveals that the majority of first-year students either

from private and public schools are of an opinion that they were not prepared enough for university education in their schools. Some participants further stated that such ill-preparation affect them socially and academically at a university level. This chapter, also presented the strategies that first-year students used to deal with challenges that they come across. The following chapter is chapter five, and it discusses the findings and recommendations.

CHAPTER 5: FINDINGS DISCUSSIONS AND RECOMMENDATIONS

5.1 Introduction

The aim of the study was to explore students' perceptions regarding the extent to which schooling has prepared them for university education in the case of University of KwaZulu Natal (HCC). The overall focus of this study was to find out how high school have prepared students for university and if not what contributed to their ill-preparedness. As the last chapter of the study it briefly recaps all other chapters by providing the summarizing of each chapter and further discusses the findings and recommendations.

5.2 Summary of chapters

This dissertation is divided into five chapters, including this chapter. The first chapter is basically the introduction of the thesis where it outline, study area, problem statement, objective, questions and assumption of the study. Chapter two focused on the theory and literature of the study, it clarified in details the transition phenomenon and the results on how different authors think about preparing learners to be students, and also the limitations on that.

The third chapter presented the methodology that was used for the study. This chapter provided the process of how participants were recruited and the strategic tool that was used in obtaining the findings that are written in chapter four. The ethical procedures for the study were explained in this chapter. For chapter four thematic data analysis was taken into considerations when analysing findings. The last chapter which is chapter five will present the findings, discussions, recommendations and the limitations of the study.

5.3 Findings and discussions of the finding according to themes and subthemes developed in chapter four

5.3.1. Adjustment to homesickness

On the theme of homesickness, the study investigated the effects of being away from home to the university environment as a first-year student towards social and academic adjustments. Homesickness popup when individuals are separated from people and the community in which they have been attached to. Making the connection to the new environment for individuals who are home-seekers is very difficult (Crawford and Bryant, 2018). Through the collected information's or findings it shows that some students are academically not performing well because they are failing to adopt the culture of being independent. First-year student's deal

with more stress, they sometimes fail to cope because they miss their families (Vereijken, van der Rijst, de Beaufort, van Driel and Dekker (2018). Some reveal that when they were in high school, teachers and their families were helping them all the time with their school work and at the university level they do not have anyone to voluntary assisting.

Due to such difficult some students had to start joining university programs that are in place to help them overcome challenges they encounter, and try to deal with the loneliness that makes them to miss home. When first-year students are ready for the university they are adequately prepared to overcome the challenge that they are likely to be faced with and that helps them to settle in well in the new environment (Bettinger and Long, 2009). Readiness theory outline that if individuals are ready to take up challenges or embark on a difficult journey, their readiness, prepared them to overcome any difficulties they encounter, and this is in line with the findings from participants who stated that even if it they are faced with challenges that includes missing home, but they are not going to give up on their studies.

5.3.2 Culture of dependence to independence

Dependence to independence is one of the phenomena that is the major obstacle to the adaptation of first-year students at the university level. Some participants stated that there are used to the culture of being independent because they went to boarding schools and some used to depend on their families and teachers for more assistance. From the findings of the research, a number of participants revealed that they are struggling to function without their support system (families) next to them. First-year students in their first days in college, needs a lot of attention from people close to them and that helps their adaptation to independence as they need support system not to be left alone in such journey (Lovitts, 2008)

The transition from high school to university contribute to changes in the previous relationships that one had (Rankin, Paisley, Mulla and Tomeny, 2018). For some students to be independent becomes a great opportunity, but which also comes with many challenges. The reason behind the shifting structure of dependence to independence for first-year students is because the social and academic life at university differs from the high school one. The independence journey for first-year students gives them the notion that they are growing towards adulthood life.

5.3.3 Support from the university

5.3.3.1 Academic support

The finding of the study shows that the university has programs and organizations that are implemented to help students but not only the first year with their school work. University programs are there to collaborate with students and university employees to make the institution a functional system that value students and employee (Landeen, Matthew-Maich, Marshall, Hagerman, Bolan, Parzen, and Zhang, 2017). Through findings, some students stated that programs are useful but not every first-year students have access to these programs due to the university's lack of communication to inform them about these programs.

A program like tutorials where students are assisted with what the lecturer was teaching in the lecture theatre, some of the students explained during interviews that English is a challenge for them because they cannot express themselves or comment in English during a lecture or tutorial due to their poor English. The first objective of the study is to understand student's perceptions regarding the extent to which the high school prepared them for university education. Some of the problems include the inability of students to speak English fluently, which is a result of the schools they attended and sometimes because teachers did not use English when they taught them instead they use vernacular languages.

One of the participants stated that sometime she is lazy and scared to go to the lecturer to seek clarity because sometimes lecturers do not give students adequate attention. The relationship between students and university staff can facilitate the positive adjustment to first year students, if the academic staffs are accessible and approachable, students can benefit by seeking help if they have difficulties with academic issues (Yazedjian, Purswell, Sevin and Toews, 2007). When the relationship is very smooth students can even share their personal stories with their lectures.

5.3.3.2 Financial support

Finance and employment are one of the factors that influence student retention, According to (Ozga and Sukhnandan (1997) cited in Thomas (2002, p.427) "HEFCE-funded research in 1997 found that financial hardship exercised some impact on early withdrawal. In particular, students from the two lowest socioeconomic groups were more likely to withdraw because of financial difficulties than students from the top two social groups". On the findings of the study that was obtained through verbal and non –verbal cues is that first-year students show that

financial supporting is fundamental in contributing towards their success because without money it is difficult to successfully accomplish studies.

First-year student's neediness and the absence of adequate financing have reliably been referred to as key purposes behind the student's scholarly disappointment and progress, difficulties (Africa, 2005; Letseka and Maile, 2008). Some of the findings are in support of the above three authors' notion, for instance ,some of the participants of this study pointed out that they are likely to drop out of university, due to financial challenges. Financial struggling is the problem faced by many HEI's in South Africa, it is not only UKZN affected by it. From the findings, it was revealed that students from disadvantaged communities or poor families are likely to experience financial struggles compare to students from urban areas or rich families.

Some of the first-year students that experience financial problems get part-time employment, but however the income is low (Thomas, 2002). In addition, the low income jobs they get are also demanding, the students can miss the deadlines for submission of their assignments due to pressure of work. Financial support is a huge challenge for first-year students, being new in an environment and at the same time face financial problems result in student struggling to adjust.

5.3.4 Prepared or not for the university

Constructing on the findings of the study regarding this theme shows that some first-year students are not adequately prepared due to different circumstances. One of the objectives of the study is to ascertain students' perceptions about the factors that existed at the level of the school that might hinder and facilitated coping at the university. With regard to the objective, some participants stated that lack of resources in their school contributed to the challenges that they are facing at the university level, for instance not being able to use a computer.

When people migrate to the new environment, it is likely possible to come across obstacles, for instance, the culture or way of doing things differs (Lee, 1966). The findings revealed that the changes in social and academic cultures in their life or change of environment makes them feel alone and it brings confusion and lose the sense of belonging. In the educational sector, there has been a huge gap in terms of accessing resources between black and white students. This has been existing during apartheid era, but it seems that apartheid legacy still exists in this sector. Political parties are doing their best in terms of changing the situation. Such inequality leads to strike and destroying of infrastructure by students because they do not get what they want which is equality (Sedile). Inequality in educational sector affects every student, regardless of race (Parker, Gulson and Gale, 2017). During high school, the lack of resources

did not significantly affect the students, but at university level students realize that the lack of resources has a negative impact on them as it become difficult to adjust.

Objective four is about understanding students view on how being prepared or not for university education has to do with the geographical location of the school. Students coming from private schools were better than those from public schools even though they were also not prepared enough, but majority of them during interviews reveal that they are able to use a computer and English is not a barrier to them. The location of a school was found to have an effect on how students are either prepared or not prepared for university education, because township and urban schools get a chance to visit the nearest universities to familiarize themselves with the environment.

5.3.5 Participation challenges

5.3.5.1 English as a barrier

Through study findings, it shows that English limits some first-year participation, during lectures or tutorials because of the inability to express themselves in English. First-year students use different coping strategies to deal with this challenge because English is perceived as a language of opening many doors for success. Jensen and Thøgersen, (2011,p.173) "there is a growing public concern in Africa that poor standards of English, among teachers and pupils, are leading to an unsatisfactory quality of educational performance". In high school when teachers realize that learners are failing to understand when teaching, they switch to vernacular languages when teaching so that learners can understand. Many students in this study revealed that English is a challenge for them because at high school teachers were not using English when teaching, and when they reached university level, English is the only medium of instruction and if they do not understand the lecturer they have a duty to seek help to comprehend discussion in the class.

The second objective is to ascertain students' perceptions about the factors that existed at the level of the school that might hinder and facilitated coping at university. In terms of English as a barrier, especial for students who went to public schools through the findings, it was found that lack of resources like books has negative effects on students. English is not only about speaking it, but the availability of books can help in terms of developing students writing and reading skills.

5.3.6 Workload

The perception of some participants is that the workload is too much for them compared to high school work. As the culture of teaching and learning is different definitely the workload changes too, workload does bring stress but at the same time, it helps in terms of changing the way of thinking to be broadly about things (Meehan and Howells, 2018). One said that they are required to use a short period of time for many assessments which formulate stress to some students, some end up putting more attention on their social life as way of relaxing their minds and on the other side that can negatively affect their academic life. Moving from a high school environment to university is such a challenge to some students because there is too much demand for many things. Some students miss due dates because they fail to handle the pressure.

5.3.7 Family support

On the research findings regarding the support for students from their families, most of them receive financial support rather than other kinds of support like social. Some participants reveal that it is difficult to adjust to the environment because they do not get the kind of support they are expecting from their families. Social support promotes easily social adjustment and smooth migration to the new environment (Jindal-Snape, 2010). Support does not mean only financial support, but different types of supports that ensures students succeed or have positive outcomes (Thomas, 2002). Some participants pointed out that financial support alone is not enough for them because money cannot spiritually or socially support them.

Some participants agreed with what Rankin, Paisley, Mulla and Tomeny (2018) about social support, they clarify that lack of social support from family members even if high school teachers have prepared or unprepared students for university education, but if they do not receive any support from relevant support system it difficult for them to survive because the university environment is very difficult to be easily managed. Some of the participants explained that that they have bursaries, sponsorships and NSFAS but food and book allowance for other students is not enough but others acknowledged that it is better than nothing. Financial stress sometimes contributes to lower the performance of first-year students academically because in high school they used to depend on their teachers and at high school students did not need a lot of financial support because they were staying with families and relatives (Nathane and Smith, 2017).

5.3.8 Course selections

In this study, many of the participants pointed out that the courses they are doing mostly are not what they intended to do, but due to different circumstances, they ended up doing them. One of the participant stated that he is doing social work not that he likes it but because his mother pressurized him to do it. According to the findings, public school students were more likely to be affected by selecting wrong courses because they lacked information or assistance when they were applying for furthering their studies. First-year students come to realize during their first semester that what they are doing, it is not what they want to do (Sethia, Melwani, Melwani, Priya, Gupta and Khan, 2018). The findings revealed that some of the participants are willing to change their degree next year because they doing courses they do not like. Some courses are presented or advertised in a way that attracted some first-year students and they had enough information about them, but when they had more insight about the courses, they realize that it is not what they want.

5.3.9 Partnership between universities and schools

Universities and high schools do work together to help students with their course selection, but not every high school are accommodated in such programs, for instance, career guidance some school do not get a chance to attend such program. This result in learners choosing wrong courses. According to the findings of the study, some participants recommended referencing programs and computer programs, especially for public schools located in disadvantaged communities. Different students coming from different background enrolled at university institutions with hopes to have a bright future, but some are prepared for university education and others are not due to their background (Nelson, Kift, Humphrey and Harper (2006). Regardless of the school, which students are coming from, they all need to be exposed to certain programs during their high school life as a way of preparing them before reaching the university education.

The fourth objective of the study is basically on recommendations about factors that facilitate and hinder adjustment at university. The findings on this objective outlined that there should be a strong relation or collaboration between universities and high schools to put in place programs that helps prepare students for university while they are still in high school.

Participants recommended that programs that are implemented between these two institutions are short-term and do not accommodate every high school which they are perceived as useless.

5.3.10 Conclusion from the Findings

The study assessed student's perceptions regarding the extent to which schooling has prepared them for university education in the case of University of KwaZulu-Natal. The findings of the study, suggested that it is highly possible for first-year students to face different challenges on their first year even if their schools prepared them for university due to different norms or culture of doing things. The inequality of delivering resources especial to public schools contributes difficulties or challenges for high school teachers to prepare learners for university education. Students admit that even though it is difficult to be a first-year student, but university try by all means to help them at the same time teaching them the culture of being independent. Through their support system they are not accommodating every first-year students which has the negative effect to the value of their programs. In addition, the finding further indicate that lack of support from family members, sometimes has an effect on the academic and social adaptation. Some participants reveal that English is the huge challenge at university, especially participating in the lecturer theatres even with lecturer consultations for clarity.

5.4 Realization of Objectives

Objective 1: To understand student's perceptions regarding the extent to which schooling has prepared them for university education.

During data collection participants (first-year students) the majority of them clearly stated that they were not prepared for university and some pointed out that they were prepared but not adequately prepared. Some of the students pointed that they were not prepared for university, and others stated that university programs played a big role in assisting them with adaptation to the environment. Some of the students were not aware of such programs and others were attending and they perceived these programs as important and useful to their lives. The findings of the study showed that students who attended private school were better prepared than those who attended to public. The study found that schooling did not adequately prepare students for university education due to lack of resource. The findings revealed that students in high school are more depending on obtaining information on teachers whereas at the university they should independent.

Objective 2: To ascertain students' perceptions about the factors that existed at the level of the school that might hinder and facilitated coping at the university.

Firstly, private schools are not owned by government, meaning that resources are bought by the school management and in public schools, the government is responsible for providing resources. In public schools through the collected data, it showed that due to lack of resources

their teachers were unable to prepare them for university level, for instance, not having computer or computer lab it was impossible for teachers, to help them with computer basic skills. For students who attended private schools, all of them stated that they did not have any challenges regarding the use of a computer and with English as a medium of instruction but they only pointed out minor things that challenged them, for instance, academic writing (structuring the essay) and also the referencing part.

The use of mixing of languages when teaching during high school life, some participants when they were still in high school, they did not see a problem of using two or more languages when teaching but now they realize the negative effect of that. The style of writing that is used in high school differs from that used at the university level and that is a challenge to many first-year students. This objective was realized in that some students are ready for the change, but due to the hindering factors in their preparation by their schools for university education that affected their adjustment. This objective gathered information on factors that existed from high schools that help students to adapt to the university environment.

Objective 3: To understand students views about whether geographic location of schools (rural or urban) influence coping at university.

This objective was aimed at finding the influence of the location of schools and coping with the university challenges. The location has a big influence because a student from a rural area compared to a student coming from an urban area between the two there is a big difference and in terms of the information accessing it differ. Some of the schools located in rural areas, have slim opportunities for their students to attend programs that can help in their adaptation to the university level, the other reason for this could be because they are far from places where programs are hosted. School in townships and urban areas besides attending programs like career guidance even get the opportunity to visit certain universities just to observe their process of operation. This objective was realized in that location of the school might have some influence in terms of student's adjustment.

Objective 4: To make recommendations that facilitate adjustment to and coping at university.

In terms of theme nine South African government and it citizens, in order to make sure that learners are prepared enough for university education regardless of the school, the collaboration between high schools and universities should take place and implementations of long term programs that will assist learners. Preparation of learners for university education it not only

for school to do it, but communities should also play a role in that. The umbrella of all the challenges that are faced by first-year students it inequality, students from rural areas their schools do not have enough resources and not also included in some programs that help matric learners. Regardless of economic challenged faced by the country, more money should be invested in the department of education as a way of helping learners get all the resources that they need for university preparation.

5.5 Recommendations

Education is a very important pillar for every country. Inequality in South Africa affects the educational sector through the unequal distribution of resources especially in public schools. The inequalities that exist in the education department is always shifted to the government whereas on the other side government alone cannot handle this problem without the support of citizens.

The first finding reveals that eighty percent of first-year students are socially and academically not adapting easily to university because they miss the people that they used to spend most of the time with, which is their families, friends and community members. Twenty percent of the participants do not miss their families, they perceive migrating to the university environment as an opportunity for them to be independent.

It can be concluded that adjustment for some first-year students is not based on being prepared or not for university education, but it is more to do with their homesickness which result in adjustment difficulties. In the findings of the study, first year students are encouraged to be in touch with their family members through calling or sending them messages, connect with them through social networks and visit them maybe after two weeks until they completely adapt to the environment. Networking with other students and university employees can have the positive help reduce the stress of not coping with the university environment and manage staying without close to family members.

Number of first-year students to be dependent is a huge problem, in high school, they used to depend more on teachers in terms of accessing information. In such instances, it shows that teachers by spoon-feeding students has negative effects when they reach the university education. Teachers working together with parents should make sure that they give students a chances of doing their school work on their own without spoon-feeding them, enable them to learn the culture of independence on their early age.

The findings of academic support from the university, can be concluded that the university has programs that are established to help students in their adjustment process but findings revealed that students are not using such programs and some are not aware of them. Through obtained information, it can be concluded that university is not doing much to make sure that such programs are useful to students and that everyone attends. University management should ensure that they follow up with the attendance register that students participate in all important programs and there should be measures of monitoring attendance because students can sign and not attend.

For financial support, sixty percent of participants outlined that they are financially struggling. Most of the first year students who are financially struggling are those coming from poor families. It should be a university duty or responsibility to provide the necessary financial support. There should be a way to help students who have financial problems for example getting them allowance such as, meal allowance every month to ensure that they perform well in their academics.

Preparations of students for university education is mostly determined by the resources that a school has. The findings of the study concluded that students who attended private schools are better than students from public schools in terms of preparation for university education by their schools and also in terms of academic and social adjustment. It a government responsibility to make sure that public schools have enough resources but the government cannot work alone in terms of meeting such goal, business people should invest or provide those poor schools with required resources.

Based on the research findings on participation challenges, English seems to be a basic hindering concern to students from public schools, the majority of them find it difficult to express their view and comments and questions from the lecture venue because they are scared to speak due to their broken English. Students who went to public schools are the ones that have more difficulties in terms of participation. At high school, teachers should ensure that when teaching they only use English because it is a medium of instructing or instruction and allow learners to practice it too. Using the second language when teaching affects students when they reach university education because some are not used to English. Even if learners find it difficult to understand English, teachers should not stop using it as a medium of instruction by that learners can practice and end up mastering it.

All the participants for this study were complaining about the workload. They stated that they have too much school work in a short period of time. First-year students are still finding difficult to adapt to the change in terms of workload. The recommendations, time management is the best thing in order to meet due dates. Consulting lecturers, tutors and mentors for more understanding regarding assessments, for more understanding of assessments it is a student responsibility to do extra or more research.

Family support, findings outlined that first-year students do not get enough support from their families but they get financial support more than other supports. It can be concluded that families or parents consider financial support to be more important than any other form of support. As a recommendation, money cannot provide everything neither can it replace the care and love of parents to student, it is the duty of parents to show support to their children. In linking this finding with the theme for homesickness, some students miss being around their parents or families because they do not get love when they are far from them. Parents should check their children regularly because the transition is not an easy thing if someone does not get the support, it gets more difficult to adjust to the environment.

Course selection, findings revealed that students from public schools chose wrong courses because they were not having much information or someone assisting them. It can be concluded that lack of information has negative effects on student's course selection. Department of education should implement long-term programs that will assist students in terms of choosing what they want to do when they reach university education. It should be student's duty to also search or gather information about the courses that they want to do.

On partnership between university and high schools findings, every participant supports the notion of partnership as a way of also decreasing the dropout rate of first-year students due to the failure of adaptation. In conclusion, there are programs whereby universities are working with schools but it seems as if they are not enough, also some school are excluded to participate in such programs. The partnership between HEI's and high school can be a good thing which can contribute to easily adaptation of students to the university environment due to information that will be obtained in programs that will be implemented in such partnership. In terms of the partnership, long-term programs can have positive effects on students rather than short-term programs.

Students from private schools have access to the resources that are necessary to their study, they are safe in that regard, but the findings indicated that they need programs such as

referencing not only private but also public school. Programs that are in place to help first-year students should accommodate every first-year students so that they do not carry social and academic burdens on their own. At the university level, the computer literacy program should be implemented so that those students who are struggling with using a computer can obtain basic computer skills.

It is recommended that first-year students, early in their first semester they should attend an academic writing program where they will be taught how to reference and structuring of an academic essay. With regard to the mentorship program, there should be ways where the university will ensure that every first-year student have a mentor because through findings some participants stated that they knew about the mentorship program in their second semester

5.6 Conclusion

This chapter discussed the findings, realizations of objectives and recommendations of the study. It is extremely difficult for some first-year students to adapt or adjust to the university environment especially to those students who were not prepared for such transition. The findings reveal that the changes in learning and teaching culture affected some students negatively because they are failing to adapt to the new norms and beliefs of doing things. During interviews, some participants concluded that strong collaboration between high schools and universities is needed. Programs for grade twelve learners should be put in place to prepare student for university education. In order to minimize the under preparedness of students, South African citizens should work with the government in formulating strategies that can help in students preparation.

From chapter one to chapter five, there was a link because the whole research was based on answering the research questions that are in chapter one. Regarding the use of a theoretical framework, theory for readiness and Tinto's theory of adjustment were used in this study, the two theories correctly fit on the topic of the study. Such theories pointed out that high schools for instances can prepare students for university education but it depends that a student is ready for change or not. In the literature review various author argued on showing their different research findings on the phenomenon under study.

In chapter three methodology, the qualitative approach which was adopted in this study was comprehensively discussed. The study used purposive sampling where only participants that meeting the criteria of the study were recruited. In terms of recruitment of participants, there were post around UKZN (HCC) building explaining the aim of the study, likely many first

years were interested in being part of this study. Thematic data analysis helped the researcher in terms of familiarizing herself with information collected before writing discussions of findings. Chapter four conferred findings of the study and the last chapter discussed findings, and the realization of objectives and recommendation.

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Appendices

Consent form for IsiZulu

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

ISICELO SOKUGUNYAZWA UKWENZA UCWANINGO

LOKUSEBENZISANA NABANTU

ULWAZI NGEMVUMO

OKUZOSEBENZA NGEZIGABA

Bacwaningi: Kuyisidingo ukuthi konke kwenziwe ngobuchule noma ngokucophelela ngokomthetho,ukuthi konke okwenziwayo kube ulwazi olucacileyo ngokolimu olwaziwayo, futhi kungabi bikho ulwazi olubalulekile oluzokweqiwa kulokhu okungenzanzi. Ulwazi oluhunyushiwe luzodingeka emva kokuthi ulwazi lokuqala selugunyaziwe.

Ngezizathu ezithile ulwazi lungamukelwa ngokukhuluma kudingeke ukuthi kube nobufakazi noma ngezizathu ezithile Ulwazi ngemvumo yomuntu ngayedwa lunqatshwe noma lususwe ikomide(HSSREC).

Ulwazi oluqukethwe ngokuzibophezela ukuba yingxenye yocwaningo

Usuku: <u>23 Ntulikazi 2018</u>

Isibingelelo: Ngiyakubingelela lunga lomphakathi

Igama lami ngingu Cebisile.Doreen wakwa Zungu ngisuka kwisikole sezentuthuko.inombolo yami yocingo ithi-0787139436 ikheli lami le-imeyili lith 212526899@stu.ukzn.ac.za

Uyamenywa ukuba ube ingxenye noma ukusebenzisana nathi kucwaningo mayelana nokuthi imfundo ethethuthu iyabalungiselela yini abafundi ngokwenzeka emfundweni ephakeme noma chabo.

Lesisifundo asinabo ubungozi futhi akukho lapho ozozizwa ungenakho ukukhululeka. Siyethemba lolucwaningo luzosisiza ukwazi kangcono ngabantu baseThekwini ukuthi benza njani uma befuna ukukhombisa amalungelo abo. Okunye okumele ukwazi ngalolucwaningo akukho muhlomulo ngokusebenzisana nathi ngalesisifundo

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Uma kukhona izinkinga obhekana nazo noma kukhona imibuzo ungaxhumana nomcwaningi kwi-nombolo yocingo ethi 0787139436,ikheli lami le-imeyili lith 212526899@stu.ukzn.ac.za ningaxhumana futhi nekomide elimele ubulungiswa lase UKZN Humanities & Social Sciences kulemininingwane elandelayo

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Ukusebenzisana nathi kulesisifundo awuphoqelekile, unalo ilungelo lokushintsha umqondo noma ngasiphi isikhathi uhoxe. Ngasesayidini lethu njengoba senza lolucwaningo asinawo umuhlombulo esizowunikezela kuwe kodwa singakunika uma sesiqedile ukwenza ucwaningo iphepha ukuze ulifunde noma ubeke umbono ngalo.

Umcwaningi akukho lapho ezothatha khona igama lakho futhi konke ozobe usitshela khona akukho lapho oyokubona khona ukuthi uwena. Konke ozokutshela umcwaningi kuzogcinwa kahle kukhiyelwe ekhabetheni. Esizobe sikugcine kwicomputha nakho kuvikelekile ngoba kuba nenombolo yemfihlo uma uyivula. Emuva kweminyaka emihlanu siyokushabalalisa lolulwazi osinike lona.

ISIVUMELWANO

Mina---------------------ngazisiwe ngakho konke Lolucwaningo lubhekane nabafundi abenza unyaka wabo wokuqala kuphela.Kuzosetshenziswa iguluphu ukuthola imininingwana kubafundi ngalolucwaningo. Igama lami ngiku Cebisile.Doreen.Zungu ,owenza izifundo yomnyango wezokuthuhukiswa ,eNyuvesi yaKwaZulu Natal ,esikhungweni sophiko lwase Howard College ,eNingizimu Africa. Mengabe unemibuzo ungashayela izinombole ezinge zansi noma uthumele imeyili.Makhala ekhukhwini: 0787139436.EImeyili:212526899@stu.ukzn.ac.za or okazungu05@gmail.com

Nginikeziwe ithuba lokuthi ngiphendule imibuzo bayelana nalolucwaningo noma isifundo futhi ngiphendule ngendlela engineliseka ngayo

Mina ngiyamemezela ukuthi ukuba kwami ingxenye yalolucwaningo angiphoqiwe futhi ngingayeka noma nini ngaphandle kokuphazamisa lesisifundo.

Uma ngabe ngiba nemibuzo noma yini ephathelene nalolucwaningo ngingaxhumana nomcwaningi kuzinombolo zomakhalekhukhwini ne-emeyili okunga phezulu.

Uma ngabe ngiba nemibuzo noma ngifuna ukwazi kabanzi ngamalungelo ami ngokusebenzisana nani kulolucwaningo noma okumayelana nalolucwaningo noma ngabacwaningi ngingaxhumana nonobhalo wesikhungo esibhekelene nobulungiswa bokwenza ucwaningo

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Okwengeziwe ngemvumo okudingekayo

Ngiyanikezela ngmvumo ukuthi

Ukusebenzisa isiqophamazwi / ingxoxo yedlanzana labantu /YEBO/

_____   _____

Sayina ukuzibophezela   **Usuku**

_____   _____

Kusayina ufakazi uma ekhona   **Usuku**

_____   _____

Kusayina ochazayo uma ekhona   **Usuku**

Consent form for English

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

APPLICATION FOR ETHICS APPROVAL
For research with human participants

INFORMED CONSENT RESOURCE TEMPLATE

Note to researchers: Notwithstanding the need for scientific and legal accuracy, every effort should be made to produce a consent document that is as linguistically clear and simple as possible, without omitting important details as outlined below. Certified translated versions will be required once the original version is approved.

There are specific circumstances where witnessed verbal consent might be acceptable, and circumstances where individual informed consent may be waived by HSSREC.

Information Sheet and Consent to Participate in Research

Date: 23 July 2018
Greeting: Ladies and gentlemen's I greet you all.

My name is Cebisile.Doreen.Zungu, I am a Development Studies Masters candidate studying at the University of KwaZulu-Natal, Howard College campus, South Africa. My email address is 212526899@stu.ukzn.ac.za and my contact number 0787139436.

You are being invited to consider participating in a study that involves research on students perception about being prepared and not prepared by high school teachers for university

education .The aim and purpose of this research is to understand students' perceptions regarding the extent to which schooling has prepared them for university education in the case of University of KwaZulu Natal.The study is expected to enroll twenty participant, ten females and ten males, they will be four groups each group will have five members. The group session will take place in tutorial venues in Howard College campus. Each session will take 30 minutes to 45 minutes. It will involve the following procedures, each group member will be given a chance to say something, they will be activities where participants will be expected to write and sometimes they will present their work for the group but if someone is not comfortable with that, they will not be forced to do so. The duration of your participation if you choose to enroll and remain in the study is expected to be four session each group with five participants. As a researcher my aim will be to give my full attention during the group session, permission will be asked from participants to record during sessions on tape to ensure everything said during the group participation is taken, the way participants meant it. After the group session the audio-recording will transcribed word by word. During transcribing time participants names will not be mention (pseudo names will be used).

The study will not involve any risks and/or discomforts. The study will provide no direct benefits to participants. The study will not provide any direct benefits to participants. Participants who seem to have problem such as psychological will be referred to University of Kwa-Zulu Natal Student Support Services. Participants will be treated equally regardless of their age, race and gender.

The study will not involve any risk, if it happens that during the group session a participant becomes sick, that particular participant will be referred to the university clinic.

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Your participation in this research is voluntary. Mentioning participants in a research without their permission is wrong, for this research during data collection participants names will not be written down as a way of protecting their identity. Instead of writing a participant name during transcribing and analysis data period A, B or C (pseudo names) will be used).Job title, age and gender will also be used to help to identify participants. The more piece of information presented together, it become easier to identify someone. The session will be tape-recorded, but no one will be identified by name on the tape. The information recorded is confidential and no one else except my supervisor and I will have access to the tapes. The tapes will be destroyed when the study is completed .There will be not direct benefits to you but this research will help you in terms of how to deal with transition stress (moving from the old environment to the new environment).

Participants will be not refused if they want to withdraw from the group. If one of the group member disclose information that will be discussed during session that participants will undergo disciplinary process. What will be discussed during session should remain between group members.If the participant wants to withdraw from the group, no one will refuse his or her withdrawal. Participant contract will be terminated if he or she ill-treats other participants or the researcher.

During the first meeting or session group members will formulate rules of the group and confidentiality will be part of those rules, if participants did not raise it as part of the rules the research will discuss with the participants the importance of including confidentiality. Before each session begins group members will be reminded about the group rules.

Securing stored data helps at preventing unauthorized people from using or accessing the information. Records of a research will be stored and protected in a paper or digital form in a protected place or location on campus as a way of avoiding unauthorized people to use it.

Specific care ought to be taken to protect data on computers and other portable devices. Paper records identifying research participants including consent forms and data files will be kept in

a secure location with access restricted to key study personnel. Supervisor and the researcher will be the only people who have access to the storage place. Digital records like electronic devices, the file of the research will have a protected password with secure back-up. Audio and videos will be stored in a secure manner until the information is transcribed and erased it if it necessary.

CONSENT

I …………………………have been informed about the study entitled study students perceptions regarding the extent to which schooling has prepared them for university education in the case of University of KwaZulu Natal by Cebisile.Doreen.Zungu who doing her masters in development studies at University of KwaZulu Natal (Howard Coolege campus) ,for more information you can contact the researcher on 0787139436 ,e-mail 212526899@stu.ukzn.ac.za or okazungu05@gmail.com.

I understand the purpose and procedures of the study which of the study is to understanding students regarding the extent on which schooling has prepared them for university education. The study is expected to enroll twenty participant, ten females and ten males, they will be four groups each group will have five members. The group session will take place in tutorial venues in Howard College campus. Each session will take 30 minutes to 45 minutes. It will involve the following procedures, each group member will be given a chance to say something, they will be activities where participants will be expected to write and sometimes they will present their work for the group but if someone is not comfortable with that, they will not be forced to do so.

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at 0787139436,e-mail 212526899@stu.ukzn.ac.za or okazungu05@gmail.com

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact: 0787139436,e-mail 212526899@stu.ukzn.ac.za or okazungu05@gmail.com or my supervisor Professor Oliver Mtapuri who is located at the School of Built Environment & Development Studies, Howard College campus of the University of KwaZulu Natal.Email address mtapurio@ukzn.ac.za and telephone no 031 260 1031.

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Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / focus group discussion YES / NO

_____   _____
Signature of Participant   **Date**

_____   _____
Signature of Witness   **Date**
(Where applicable)

_____   _____

Signature of Translator   **Date**

(Where applicable)

For more information you can contact me:

Cell: 0787139436

Email:212526899@stu.ukzn.ac.za or okazungu05@gmail.com

My supervisor is Professor Oliver Mtapuri who is located at the School of Built Environment & Development Studies, Howard College campus of the University of KwaZulu Natal.Email address mtapurio@ukzn.ac.za and telephone no 031 260 1031.

Also for more information or clarity about the research you may also contact Prem Mohun from University of KwaZulu-Natal, Research office: Ethics.Telephone:0312604557 and e-mail address mohunp@ukzn.ac.za

Interview guide in English

The research will introduce herself to the interviewee before the interview start. Introduction is one of the tools that are used to build rapport between the researcher and the participant or participants. The researcher will introduce the topic to the participants and briefly explain the importance of the research. The questions are constructed using readiness theory and Tinto's and Astin's theory.

Demographic information

    a. Name

    b. Age

    c. Gender

    d. Home language

    e. Marital status

Separation

1. How does being away from family members makes you feel?
2. How does being away from high school and your community friends makes you feel?
3. How does norms, belief or culture of the university differ from high school and community ones?
4. What is the different between high school and university work?

Transition

1. What are difficulties that you have faced that contributed to hardness in terms of coping to the new environment?
2. What are strategies that you used to cope with difficult situations?

3. Have you ever felt like you took a wrong path for applying to further your studies in higher education institutions?

4. Do you still have relationship with people from you previous community (high school)?

Adjustment

1. How high school and university workload differ?
2. Are mentors, tutors and lecturers supportive?
3. Do university first year programs help you in terms of adapting to university life?
4. What do you do if school work is stressing you?
5. Do you have new friends during the time you have been here?
6. If yes, are your friends supportive?
7. How do you deal with financial struggles?
8. Would you like to add anything regarding the research topic**?**

Interview guide in IsiZulu

Inkulumo mpikiswana

Ngaphambi kokuthi kuqala umhlangango phakathi kuka-mcwangi nabacwaningwa umuntu ngayedwa uzozi chaza kuthu ungubani wakwabani, usuka kuphi nendawo nokuthi uwenza ziphi izifundo kuselikhungo sase University of Kwa-Zulu Natal ophikweni lase Howard. Imibuzo ezobuzwa isuselwa kumbono we'readiness theory ne'Astin's theory .

Ulwazi kabanzi ngomncwaningwa

   a. Igama
   b. Iminyaka
   c. Ubulili
   d. Ulimi lwasekhaya
   e. Ushadile noma awushadile

Ukuhlukana

   1. Ukuhlukana nabantu base khaya lapho okhulele khona kukwenza uzizwe unjani?
   2. Ukuhlukana nabangani bakho ofunde nabo emazingeni aphezulu nabangani basemphakathi okhulele kuwona kukwenza uzizwe unjani?
   3. Usikompilo lwase Nyuvesi luhluke kanjani nolwase mazingeni athethuthu?
   4. Uhluke kanjani umsebenzi wesikole isisindo sawo owase Nyuvesi nowase mazingeni athethuthu?

Ukunguquka

1. Iziphi izinto obhakane nazo noma osabhekane nazo eziletha ubunzima empilweni yakho kulendawo entsha okuyi Nyuvesi osuhlala kuyona?

2. Iziphi zindlela ozisebenzisile okulwisana nobunzima lokhu obhekene nakho noma osuke wabhekana nakho?

3. Wake wazizwa engathi lendlela oyithathile yokuthi uzofunda esikhungweni semfundo emphakeme (Nyuvesi) nje ngento okwaku ngafanele uyenze?

4. Usanabo ubudlelwano nothishela bakho base sikhungweni semfundo ethethuthu nabantu base mphakathini osuka kuwona?

Ukujwayela

1. Sihluke kanjani isikhungo sezemfundo emphakemi nesikhungo sezemfundo ethethuthu?

2. Abeluleki ,umsizi kathishela nothishela base Nyuvesi bayaneseka yini ngakho konke?

3. Izinhlelo ezimiswe isikhungo zinisiza kanjani kuthi nijwayele impilo yase Nyuvesi?

4. Iziphi izinto ozenzayo mengabe uhlangabezana nomzuzu okulethela ukukhathazeka komqondo?

5. Usunabo yini abangani abathole khona lana eNyuvesi?

6. Mengabe uvuma ,bakuseka kanjani ebunzimeni obhekana nakho?

7. Ulwisana kanjano nezimo zobunzima zokuthi ungabi nayo imali?

8. Kukhona ongathanda okukusho, esingazange sikhulume ngakho?