**4.2 PHASE 1: QUANTITATIVE**

This phase begins by presenting and commenting on the socio-demographic characteristics of the respondents, followed by the descriptive analysis and comparisons between the different respondents from the three institutions participating in the research. Lastly, the section will interpret and discuss the factor analysis results.

**4.2.1 Socio-demographic characteristics**

The main objective in soliciting these socio-demographic characteristics was to determine the most general or common characteristics and thus discern a possible relationship between these characteristics and their learning and social expectations when entering a HEI for the first time. Only the most salient demographic characteristics are discussed here. Other characteristics are included in Annexure L for ease of reference. Socio-demographic information was collected only once to understand the respondent’s background.

Of the total 120 first-year HM students, 55% students from the public HEI completed the first questionnaire, whereas 45% students from the two private HEIs did so. In the case of the second questionnaire, 47% of the students participated from the public HEI and 53% from the two private HEIs. The third questionnaire was answered by 57% of students from the public HEI and 43% from the two private HEIs as seen below in Table 4.2.

**Table 4.2 Total number of respondents from public & private HEIs for questionnaires one, two and three**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Questionnaire 1** | | **Questionnaire 2** | | **Questionnaire 3** | |
| **Categories** | Frequencies | Percentage | Frequencies | Percentage | Frequencies | Percentage |
| **Public** | 66 | 55% | 44 | 47% | 61 | 57% |
| **Private no. 1** | 30 | 25% | 29 | 31% | 24 | 22% |
| **Private no. 2** | 24 | 20% | 21 | 22% | 22 | 21% |
| **Total** | 120 | 100% | 94 | 100% | 107 | 100% |

The results in the Table 4.3 below indicated that most of the respondents were female (68%), indicating that the number of first-year female students studying HM is more than double the number of male students.

**Table 4.3 Gender of respondents**

|  |  |  |
| --- | --- | --- |
| **Categories** | **Frequencies** | **Percentages** |
| **Female** | 82 | 68% |
| **Male** | 38 | 32% |
| **Total** | 120 | 100% |

The results in the Table 4.4 below show that over half of the study sample (55%) were between the ages of 19 and 21 years old, followed by the youngest group aged between 16 and 18 (31%).

**Table 4.4 Age of respondents**

|  |  |  |
| --- | --- | --- |
| **Categories** | **Frequencies** | **Percentages** |
| **16-18 years** | 37 | 31% |
| **19-21 years** | 66 | 55% |
| **22-25 years** | 13 | 11% |
| **26-30 years** | 4 | 3% |
| **Total** | 120 | 100% |

Table 4.5 below indicate that most of the respondents in this study were South African citizens (93.3%) from 8 different provinces and the rest from 5 international countries from the Southern African Developing Community (SADC) as well as Europe countries. The majority were from Western Cape (59.7%), followed by the Eastern Cape (17.6%), Gauteng (10%) and Kwa-Zulu Natal (2.5%). Only one respondent each indicated that their place of origin was the Northern Cape (0.8%), Limpopo (0.8%), North West (0.8%,) and the Free State (0.8%). Out of the 7% of international students, 5% were from neighbouring countries such as Botswana (1%), Zimbabwe (2%), and Namibia (2%). The remainder of the respondents were non-SA citizens from Germany (1%) and Portugal (1%). In line with the ethics protocol of allowing a respondent to omit some of the question which they are not willing to answer, one student did not answer the citizenship question, this would explain why there is only a total of 119 students instead of 120 students.

**Table 4.5 Citizenship and place of origin of respondents**

|  |  |  |
| --- | --- | --- |
| **Categories** | **Frequencies** | **Percentages** |
| **Yes** | 111 | 93% |
| **Western Cape** | 71 | 59.7% |
| **Eastern Cape** | 21 | 17.6% |
| **Gauteng** | 12 | 10% |
| **Kwa-Zulu Natal** | 3 | 2.5% |
| **Free state** | 1 | 0.8% |
| **Limpopo** | 1 | 0.8% |
| **Northern Cape** | 1 | 0.8% |
| **North West** | 1 | 0.8% |
| **No** | 7 | 7% |
| **Namibia** | 2 | 2% |
| **Zimbabwe** | 2 | 2% |
| **Botswana** | 1 | 1% |
| **Germany** | 1 | 1% |
| **Portugal** | 1 | 1% |
| **Complete Total** | 119 | 100% |

The majority of the respondents shown in Table 4.6 below were of white ethnicity (46.6%), followed by Africans (35%), Coloureds (16.7%) and Indians (1.7%).

**Table 4.6 Ethnicity of respondents**

|  |  |  |
| --- | --- | --- |
| **Categories** | **Frequencies** | **Percentages** |
| **White** | 56 | 46.6% |
| **African** | 42 | 35% |
| **Coloured** | 20 | 16.7% |
| **Indian** | 2 | 1.7% |
| **Total** | 120 | 100% |

The following section will be divided into two, namely:

* Section A – Interpretation of the Likert-scale questions and closed-ended questions results for three questionnaires at all three HEIs. (Likert-scale analysis showing percentages – please see Annexure L for further reference.)
* Section B – Factor analysis (Reliability) of all three questionnaires.

**4.2.2 Descriptive analysis results of all three HEIs combined**

**4.2.2.1 Questionnaire one**

The results indicated that the respondents from both the public and private HEIs in the Western Cape region tended to have an established set of expectations when they started their first-year HM studies. This was clearly displayed by a high mean score (3.03) indicating they expected the workload to be the same as that of high school, and also expected to be orientated before classes started (3.50), even though they did not attend orientation as they felt it was not relevant to them (3.73). The respondents expected not only to have designated study areas (3.30) but also to have access to the internet and a library (3.77). Their expectations of their first-year lecturers were particularly salient. They expected prompt feedback from the lecturers on their drafts and submitted work (3.63) and needed to know how well they were doing in order to feel motivated to work harder (3.70), which was one of the ways that lecturers could show that they were concerned about the student’s classwork and general well-being (3.29). The respondents expected the lecturers to teach them study skills (3.04), remind them of upcoming tests and assignments (3.12), and provide them with all the study material that they required (3.00), while also being readily available after class hours (3.28) for anything the students still needed from them (Table 4.7).

The respondents expected to interact with a diverse group of students from different backgrounds (3.48), even though they did not prefer to be in a class with a large number of students (2.16). They did not expect to participate in extra-mural activities, such as taking part in a sport, choir, etc. (2.67), but did anticipate having a group of close friends on campus (3.23). They expected to balance their learning, social and personal life (3.58), while attending all lectures (3.68), and passing all assignments and tests (3.37). They liked the idea of group work during and outside of class time (3.17), as they did not prefer working independently rather than in a group (2.32). This would explain why they expected their family to support them and their studies (3.75) and make sure their fees were paid on time (3.29). They did not expect to be able to combine studying with paid work to help pay for their studies and student life (2.81) (Table 4.7).

**Table 4.7 Questionnaire one: Likert scale questions**

| **Questionnaire 1** | **Both Institutions** | | |
| --- | --- | --- | --- |
| **Mean** | **Std. Dev** | **N** |
| **Learning Expectations** |  |  |  |
| **Support & Learning tools** |  |  |  |
| I expect lecturers to teach me study skills. | **3.04** | .807 | 119 |
| I expect lecturers to provide all the study materials I require for my studies. | **3.00** | .844 | 119 |
| I expect to have designated study areas on campus | **3.30** | .683 | 119 |
| I expect to have access to the internet and the library. | **3.77** | .421 | 119 |
| I expect to be reminded by lecturers of all upcoming tests and assignments. | **3.12** | .764 | 118 |
| I expect the lecturers to be concerned about my classwork as well as my own well-being. | **3.29** | .653 | 119 |
| **Orientation & Feedback** |  |  |  |
| I expect to be orientated before the classes start. | **3.50** | .595 | 119 |
| I did not attend orientation because it was not relevant to me (suggestion). | **3.73** | .533 | 116 |
| I expect prompt feedback on my drafts and submitted work. | **3.63** | .503 | 120 |
| I need to know how well I’m doing in order to feel motivated to work harder. | **3.70** | .559 | 118 |
| I expect to interact with a diverse group of students from different backgrounds. | **3.48** | .624 | 117 |
| **Family Support & Attendance** |  |  |  |
| I expect my family to support me and my studies. | **3.75** | .508 | 119 |
| I expect to attend all lectures. | **3.68** | .534 | 120 |
| **Workload & First-term expectations** |  |  |  |
| I expect the workload at the institution to be the same as in high school. | **3.03** | .722 | 118 |
| **Work independently & Group work** |  |  |  |
| I expect to participate in group work during and outside of class time. | **3.17** | .705 | 119 |
| I prefer to work independently rather than in a group. | **2.32** | .876 | 118 |
| **Assessments** |  |  |  |
| I expect to pass all my assignments and tests. | **3.73** | .501 | 120 |
| **General** |  |  |  |
| I prefer to be in a class with a large number of students. | **2.16** | .716 | 118 |
| I expect to have extra-mural activities, such as: taking part in a sport, choir, etc | **2.67** | .817 | 118 |
| I expect to balance my learning, social and personal life. | **3.58** | .604 | 119 |
| I expect to be able to combine studying with paid work to help pay for my studies and student life. | **2.81** | .961 | 120 |
| I expect to pay my fees on time. | **3.29** | .715 | 119 |
| I expect to have readily available access to my lecturers after class hours. | **3.28** | .680 | 120 |
|  |  |  |  |
| **Social Expectations** |  |  |  |
| I expect to have a group of close friends on campus. | **3.23** | .764 | 120 |

The results indicated that the respondents from both private and public institutions intended to spend an average of 2.79 hours a day studying after class and an average of 16.20 hours per week studying after class. They also indicated in their first questionnaire, before any classes started, that they expected feedback from their lecturer within an overage of 4.53 days (Table 4.8).

**Table 4.8: Closed-ended questions**

| **Questionnaire 1** | **Both Institutions** | | |
| --- | --- | --- | --- |
| **Mean** | **Std. Dev** | **N** |
| How many hours per day do you intend to spend on studying after class time | **2.79** | 0.110 | 119 |
| How many hours per week do you intend to spend on studying after class time | **16.20** | 0.610 | 119 |
| I expect my lecturer to give me feedback within | **4.53** | 0.280 | 120 |

**4.2.2.2 Questionnaire two**

The results from questionnaire two indicated that the experience of respondents from both the public and private HEIs changed some of their expectations, while others stayed more-or-less the same after the first term (3 months) of their first-year HM studies. The respondents indicated that orientation did not necessarily help them to better understand the institution (2.61), but that they had met and spoken to some of their lecturers during orientation (3.07). The respondents saw that they were able to combine studying with paid work to help pay for their studies and student life (3.30), but at the same time felt financial pressure when it came to paying for their own studies (3.57) (Table 4.9).

The expectations of their first-year lecturers were still prominent in these responses, especially when it came to feedback. The respondents did receive prompt feedback from the lecturers on their drafts and submitted work (3.18), as well as other results throughout the first term (3.12) and indicated that knowing their results throughout the first term gave them the motivation to work harder (3.32). They definitely had access to the internet and library during the first term (3.05), but not to as much dedicated student study space on campus as they had expected (2.73). The size of the class (number of students) did not make any difference to their studies (1.68). The respondents had adjusted several expectations regarding their lecturers: while students indeed had ready access to lecturers after class hours (3.23), the lecturers did not provide them with all the materials they needed for their studies (2.45). This made the respondents feel that the lecturers did not show much concern for their classwork and wellbeing (2.62). The respondents claimed that the lecturers taught them study skills (3.30), but unfortunately did not remind them of all upcoming tests and assignments (2.71), even though they had so far passed all their assignments and tests (3.09) (Table 4.9).

The respondents did in fact interact with a diverse group of students from different backgrounds (3.48) as they anticipated in their response to the first questionnaire, even though they did not have mural activities, such as sport or singing in a choir (2.65). The respondents were not able to balance their learning, social and personal life (2.85), as they struggled to have a group of close friends on campus (1.78) and did not feel comfortable and settled after the first term, even though they attended all the lectures in the first term (3.14). One opinion that stood out was how strongly the respondents felt against group work. They did not want to participate in group work during or outside of class time (2.60), and emphatically agreed that they worked better independently than in a group (3.25). The participants did not agree that the workload at the institution was the same as in high school (2.23) and that the work was not as difficult as they thought it would be (2.12), nor did they enjoy much support from their family regarding their studies (2.99). The respondents found that the first term was what they expected it to be (3.40), and yet they did not know what the lecturers expected of them academically (2.08) and felt that they had not done as well as expected in their assignments and tests (2.69) (Table 4.9).

**Table 4.9: Questionnaire two: Likert-scale questions**

| **Questionnaire 2** | **Both Institutions** | | |
| --- | --- | --- | --- |
| **Mean** | **Std. Dev** | **N** |
| **Learning Expectations** |  |  |  |
| **Support & Learning tools** |  |  |  |
| Lecturers taught me study skills. | **3.30** | .685 | 94 |
| The lecturers provided all the study materials for my studies. | **2.45** | .825 | 94 |
| There are dedicated students study areas on campus. | **2.73** | .906 | 94 |
| I had access to the internet and library during the first term. | **3.05** | .781 | 94 |
| Lecturers reminded us of all upcoming tests and assignments. | **2.71** | .713 | 94 |
| **Orientation & Feedback** |  |  |  |
| Orientation helped me to better understand the institution. | **2.61** | 1.104 | 93 |
| I met and spoken to some of my lecturers during orientation. | **3.07** | .737 | 94 |
| I received prompt feedback on my drafts and submitted work. | **3.18** | .803 | 94 |
| The lecturers provided me with my results throughout the first term. | **3.12** | .720 | 93 |
| Knowing my results throughout the first term gave me the motivation to work harder. | **3.32** | .819 | 94 |
| I interacted with a diverse group of students from different backgrounds. | **3.48** | .600 | 94 |
| **Family Support & Attendance** |  |  |  |
| My family supported me and my studies. | **2.99** | .853 | 93 |
| I attended all the lectures for the first term. | **3.14** | .697 | 94 |
| **Workload & First-term expectations** |  |  |  |
| The workload at the institution is the same as in high school. | **2.23** | 1.072 | 94 |
| After the first term, I know what lecturers expect from me and my studies. | **2.08** | .820 | 91 |
| The first term is how I expected it to be. | **3.40** | .678 | 93 |
| The work is not as difficult as I thought it would be. | **2.12** | .976 | 93 |
| I feel more comfortable and settled in after the first term. | **2.89** | .832 | 89 |
| **Work independently & Group work** |  |  |  |
| I participated in group work during and outside of class time. | **2.60** | .752 | 94 |
| I work better independently than in a group. | **3.25** | .637 | 93 |
| **Assessments** |  |  |  |
| So far, I have passed all my assignments and tests. | **3.09** | .698 | 94 |
| I have done as well as I expected in my assignments and tests. | **2.69** | .855 | 94 |
| **General** |  |  |  |
| The size of the class (number of students) made a difference in my studies. | **1.68** | .848 | 94 |
| I have extra-mural activities, such as: taking part in a sport, choir, etc | **2.65** | .951 | 93 |
| I was able to balance my learning, social and personal life. | **2.85** | .803 | 94 |
| I was able to combine studying with paid work to help pay for my studies and student life. | **3.30** | .840 | 94 |
| I felt financial pressure when it came to paying for my studies. | **3.57** | .713 | 93 |
| The lecturer had concern for my classwork and my own well-being. | **2.62** | .818 | 94 |
| I had readily available access to my lecturers after class hours. | **3.23** | .754 | 94 |
| I had readily available access to my lecturers after class hours. | 3.23 | .754 | 94 |
| **Social Expectations** |  |  |  |
| I have a group of close friends on campus. | **1.78** | .857 | 94 |

After attending class in the first term, the respondents’ hour-per-day after-class study estimation increased slightly to 3.03 hours, while their weekly study hours decreased slightly to 14.76 hours. The first-year students also indicated that they received feedback from their lecturers within 5.78 days, which shows that they received feedback after a period a day longer than expected (Table 4.10).

**Table 4.10: Closed-ended questions**

| **Questionnaire 2** | **Both Institutions** | | |
| --- | --- | --- | --- |
| **Mean** | **Std. Dev** | **N** |
| How many hours per day did you spend studying outside of class time | **3.03** | 0.120 | 94 |
| How many hours per week did you spend studying after class time | **14.76** | 0.680 | 93 |
| My lecturers gave me feedback within | **5.78** | 0.340 | 91 |

**4.2.2.3 Questionnaire three**

The answers to the third questionnaire indicated that the further experience of the respondents from both the public and private HEIs changed little about their expectations. The respondents indicated again after six months of first-year study that orientation did not necessarily help them to better understand the institution (2.92), but this time they were not so sure about having met and spoken to some of their lecturers during orientation (2.08). They realised more strongly that they were able to combine studying with paid work to help pay for their studies and student life (3.37), but unfortunately still felt financial pressure when it came to paying for their studies (3.50) (Table 4.11).

Students’ expectations about feedback from their lecturers were always there and the responses were the same throughout the first six months. They still received prompt feedback on their drafts and submitted work (3.16) and other results throughout the second term (3.01), and reiterated that knowing their results throughout the second term motivated them to work harder (3.06). The respondents indicated that they had less access to the internet and the library during the second term (2.95), though the perceived paucity of dedicated student study areas on campus remained the same (2.84). It was interesting to note that even after six months the respondents still had the same perception that the size of the class (number of students) would not make a difference to their studies (1.55). Some of the expectations that the respondents held for the lecturers did change during the first six months: the lecturers did not provide all the necessary study materials for their studies (2.77), and although they had ready access to the lecturers after class hours (3.24), they still felt that the lecturers did not show as much concern for their classwork and well-being (2.71) as they hoped for (Table 4.11).

The respondents reported after the first six months of their first year of studies that the lecturers taught them study skills (3.33) but did not remind them of all upcoming tests and assignments (2.72). They still claimed to have passed all their assignments and tests (3.06). They had in fact interacted with a diverse group of students from different backgrounds (3.19) as they expected, and they had started in the second term to engage more in extra-mural activities, such as participating in a sport, to name a few (3.02). Even though they had attended all the lectures in the first and second terms (3.08), they still struggled to feel comfortable and settled (2.92) or have a group of close friends on campus (1.75). they were still battling to balance their learning with their social and personal life (2.83). One attitude carried over from the second questionnaire to the third is how the respondents felt about group work. Although they were a little less confident that they worked better independently than in a group (2.91), they still preferred working independently to participating in group work during and outside of class time (2.55). The respondents did not agree that the workload at the institution was the same as in high school (1.81) and that the work was not as difficult as they thought it would be (2.09), again, with little support from their family (2.97) over the first six months. The respondents found that the second term was exactly what they expected it to be (3.36) even though they didn’t know what the lecturers expected from them and their studies (2.08) and felt that they had not done as well as expected in their assignments and tests (2.81) (Table 4.11).

**Table 4.11 Questionnaire three: Likert-scale questions**

| **Questionnaire 3** | **Both Institutions** | | |
| --- | --- | --- | --- |
| **Mean** | **Std. Dev** | **N** |
| **Learning Expectations** |  |  |  |
| **Support & Learning tools** |  |  |  |
| Lecturers taught me study skills. | **3.33** | .626 | 107 |
| The lecturers provided all the study materials for my studies. | **2.77** | .886 | 107 |
| There are dedicated students study areas on campus. | **2.84** | .927 | 106 |
| I had access to the internet and library during the second term. | **2.95** | .863 | 104 |
| Lecturers reminded us of all upcoming tests and assignments. | **2.72** | .886 | 107 |
| **Orientation & Feedback** |  |  |  |
| Orientation helped me to better understand the institution. | **2.54** | 1.071 | 106 |
| I met and spoken to some of my lecturers during orientation. | **2.75** | .837 | 106 |
| I received prompt feedback on my drafts and submitted work. | **3.16** | .863 | 106 |
| The lecturers provided me with my results throughout the second term. | **3.01** | .841 | 107 |
| Knowing my results throughout the first term gave me the motivation to work harder. | **3.06** | .860 | 106 |
| I interacted with a diverse group of students from different backgrounds. | **3.19** | .738 | 104 |
| **Family Support & Attendance** |  |  |  |
| My family supported me and my studies. | **2.97** | .882 | 105 |
| I attended all the lectures for the second term. | **3.08** | .840 | 105 |
| **Workload & First-term expectations** |  |  |  |
| The workload at the institution is the same as in high school. | **1.81** | 1.006 | 106 |
| After the second trimester, I know what lecturers expect from me and my studies. | **2.08** | .805 | 105 |
| The second trimester is how I expected it to be. | **3.36** | .648 | 107 |
| The work is not as difficult as I thought it would be. | **2.09** | .873 | 106 |
| I feel more comfortable and settled in after the first term. | **2.92** | .878 | 104 |
| **Work independently & Group work** |  |  |  |
| I participated in group work during and outside of class time. | **2.55** | .863 | 106 |
| I work better independently than in a group. | **2.91** | .775 | 106 |
| **Assessments** |  |  |  |
| So far, I have passed all my assignments and tests. | **3.06** | .754 | 106 |
| I have done as well as I expected in my assignments and tests. | **2.81** | .921 | 105 |
| **General** |  |  |  |
| The size of the class (number of students) made a difference in my studies. | **1.55** | .758 | 106 |
| I have extra-mural activities, such as: taking part in a sport, choir, etc | **3.02** | .682 | 104 |
| I was able to balance my learning, social and personal life. | **2.83** | .807 | 107 |
| I was able to combine studying with paid work to help pay for my studies and student life. | **3.37** | .772 | 106 |
| I felt financial pressure when it came to paying for my studies. | **3.50** | .711 | 104 |
| The lecturer had concern for my classwork and my own well-being. | **2.71** | .850 | 106 |
| I had readily available access to my lecturers after class hours. | **3.24** | .737 | 106 |
| I had readily available access to my lecturers after class hours. |  |  |  |
| **Social Expectations** |  |  |  |
| I have a group of close friends on campus. | **1.75** | .961 | 105 |

After the 2nd semester, 6 months into their first year the students said that they spend on average 2.75 hours per day studying after class and 14.04 hours per week studying after class. They noted that they received feedback from their lecturers within 7.95 days, just over a week (Table 4.12).

**Table 4.12 Closed-ended questions (Section B)**

| **Questionnaire 3** | **Both Institutions** | | |
| --- | --- | --- | --- |
| **Mean** | **Std. Dev** | **N** |
| How many hours per day did you spend studying outside of class time | **2.75** | 0.130 | 106 |
| How many hours per week did you spend studying after class time | **14.04** | 0.630 | 107 |
| My lecturers gave me feedback within | **7.95** | 0.380 | 107 |

**4.2.3 Factor analysis results of all three HEIs combined**

This section first examines the reliability scores of the questionnaires to assess the reliability and internal consistency of the measuring instrument across the three groups of respondents. Factor analysis was used to analyse the first 24 Likert-scale questions about first-year HM students’ learning and social expectations, using principal components analysis and Promax with Kaiser Normalisation rotation method. The Kaiser-Meyer-Olkin measure of sampling adequacy was 0.602, close to the suggested minimum value of 0.6, and Bartlette’s test of sphericity was significant (p < .001).

**4.2.3.1 Factor analysis results - Questionnaire one**

The responses gathered from the sample of 120 students first used the scree plot and Eigenvalues > 1 to determine the underlying components. For the first questionnaire results, the analysis yielded three factors explaining 54.29% of total variance. Cronbach alpha values are described as excellent (0.93–0.94), strong (0.91–0.93), reliable (0.84–0.90), robust (0.81), fairly high (0.76–0.95), high (0.73–0.95), good (0.71–0.91), relatively high (0.70– 0.77), slightly low (0.68), reasonable (0.67–0.87), adequate (0.64–0.85), moderate (0.61– 0.65), satisfactory (0.58–0.97), acceptable (0.45–0.98), sufficient (0.45–0.96) and low (0.11). (Taber, 2018: 1278). Only two factors had low Cronbach alpha values, which were nevertheless > than .5 and acceptable to use. Factor 3 was removed from factor analysis and t-test because of the low Cronbach alpha and factor 3 loaded on more than one factor. The factors identified are presented in Table 4.13 and will now be explained.

*Factor 1* was labelled ‘Support and learning tools’ and scored a reasonable Cronbach’s alpha value (Taber, 2018: 1278). It was identified by the following item measures, namely: I expect lecturers to teach me study skills, I expect to be reminded by lecturers of all upcoming tests and assignments and I expect lecturers to provide all the study materials I require for my studies. This factor explained 24.39% of the variance.

*Factor 2* was labelled ‘Orientation and feedback’ and drew an acceptable Cronbach’s alpha value (Taber, 2018:1278). It was identified by the following item measures, namely: I expect to be orientated before the classes start, I expect prompt feedback on my drafts and submitted work, and I need to know how well I’m doing in order to feel motivated to work harder. The variance explained by this factor was 16.52% of the total variance.

**Table 4.13 Questionnaire one factors**

|  |  |  |
| --- | --- | --- |
| **Factor 1** | **Cronbach’s Alpha** | **Comment** |
| Support & learning tools | 0.676 | Reasonable (Taber,2018:1278) |
| **Factor 2** | **Cronbach’s Alpha** | **Comment** |
| Orientation & feedback | 0.568 | Acceptable (Taber, 2018:1278) |

**4.2.3.2 Factor analysis results - Questionnaire two**

The responses gathered from the sample of 94 students first used the scree plot and Eigenvalues > 1 to determine the underlying components. For the second questionnaire, the analysis yielded four factors explaining a total of 65.47% of total variance. Cronbach’s alpha values are described as excellent (0.93–0.94), strong (0.91–0.93), reliable (0.84–0.90), robust (0.81), fairly high (0.76–0.95), high (0.73–0.95), good (0.71–0.91), relatively high (0.70– 0.77), slightly low (0.68), reasonable (0.67–0.87), adequate (0.64–0.85), moderate (0.61– 0.65), satisfactory (0.58–0.97), acceptable (0.45–0.98), sufficient (0.45–0.96) and low (0.11) (Taber, 2018: 1278). Only three factors had between relatively high and low Cronbach’s alpha values, though > than .5 and acceptable to use. Factor 3 was removed from factor analysis and t-test because of the low Cronbach alpha and factor three loaded on more than one factor. The factors identified are shown in Table 4.14 and explained below.

*Factor 1*, labelled ‘Student support and learning tools’, had a relatively high Cronbach’s alpha factor (Taber, 2018:1278), identified by the following item measures, namely: there are dedicated students’ study areas on campus, lecturers taught me study skills, lecturers provided all the study materials for my studies, and lecturers reminded us of all upcoming tests and assignments. This factor explained 24.92% of the total variance.

*Factor 2* was labelled ‘Feedback’ and scored a reasonable Cronbach’s alpha (Taber, 2018:1278), which was identified by the following item measures: I received prompt feedback on my drafts and submitted work, the lecturers provided me with my results throughout the first term. The variance explained by the factor was 16.90% of the total.

*Factor 4* was labelled ‘Family support & attendance’ and drew a sufficient Cronbach’s alpha value (Taber, 2018:1278), which was identified by the following item measures: my family supported me and my studies, I attended all the lectures for the first term. This factor explained 11.43% of the variance.

**Table 4.14 Questionnaire two factors**

|  |  |  |
| --- | --- | --- |
| **Factor 1** | **Cronbach’s Alpha** | **Comment** |
| Student support and learning tools | 0.731 | Relatively high (Taber, 2018: 1278) |
| **Factor 2** | **Cronbach’s Alpha** | **Comment** |
| Feedback | 0.673 | Reasonable (Taber, 2018: 1278) |
| **Factor 4** | **Cronbach’s Alpha** | **Comment** |
| Family support & attendance | 0.527 | Sufficient (Taber, 2018: 1278) |

**4.2.3.3 Factor analysis results - Questionnaire three**

The responses gathered from the sample of 107 students first used the scree plot and Eigenvalues > 1 to determine the underlying components. For the third questionnaire, the analysis yielded four factors explaining a total of 62.24%. Cronbach alpha values are described as excellent (0.93–0.94), strong (0.91–0.93), reliable (0.84–0.90), robust (0.81), fairly high (0.76–0.95), high (0.73–0.95), good (0.71–0.91), relatively high (0.70– 0.77), slightly low (0.68), reasonable (0.67–0.87), adequate (0.64–0.85), moderate (0.61– 0.65), satisfactory (0.58–0.97), acceptable (0.45–0.98), sufficient (0.45–0.96) and low (0.11) (Taber, 2018: 1278). All four factors had between relatively high and low Cronbach alpha values, yet > .5 and therefore acceptable to use. The factors identified are presented in Table 4.15 and explained below.

*Factor 1* was labelled ‘Feedback’ and scored a relatively high Cronbach’s alpha value (Taber, 2018: 1278). It was identified by the following item measures: The lecturers provided me with my results throughout the second term, I received prompt feedback on my drafts and submitted work, knowing my results throughout the first term gave me the motivation to work harder. This factor explained 23.18% of the variance.

*Factor 2* was labelled ‘Workload and first-term expectations’ and had a moderate Cronbach’s alpha value (Taber, 2018: 1278). It was identified by the following item measures, namely: The workload at the institution is not the same as in high school, I feel more comfortable and settled in after the second term, after the second term I know what lecturers expect from me and my studies. The variance explained by the factor was 17.17% of the total.

*Factor 3* was labelled ‘Study skills and group work’ with an acceptable Cronbach’s alpha value (Taber, 2018: 1278), and was identified by the following item measures, namely: I participated in group work during and outside of class time, lecturers taught me study skills. This factor explained 11.45% of the variance.

*Factor 4* was labelled ‘Assessments and workload/difficulty’ and had an acceptable Cronbach’s alpha value (Taber, 2018: 1278). It was identified by the following item measures, namely: So far, I have passed all my assignments and tests, the work is not as difficult as I thought it would be. The variance explained for the factor was 10.45% of the variance.

**Table 4.15 Questionnaire three factors**

|  |  |  |
| --- | --- | --- |
| **Factor 1** | **Cronbach’s Alpha** | **Comment** |
| Feedback | 0.734 | Relatively high (Taber, 2018:1278) |
| **Factor 2** | **Cronbach’s Alpha** | **Comment** |
| Workload and first-term expectations | 0.629 | Moderate (Taber, 2018: 1278) |
| **Factor 3** | **Cronbach’s Alpha** | **Comment** |
| Study skills and group work | 0.578 | Acceptable (Taber, 2018: 1278) |
| **Factor 4** | **Cronbach’s Alpha** | **Comment** |
| Assessments & workload/difficulty | 0.485 | Acceptable (Taber, 2018: 1278) |

**4.2.4 T-Test and Independent sample test results for public versus private HEIs**

The quantitative data was also analysed using a T-test, where comparisons were made according to the means in order to detect any significant statistical difference between public and private HEIs (Table 4.16). There is a significant difference between the means of public and private institutions as seen in the following factors:

* Questionnaire 1 - Factor 1: Private (Mean 3.16) between Agree and Strongly agree

: Public (Mean 2.97) between Agree and Disagree

* Questionnaire 2 - Factor 1: Private (Mean 2.65) between Agree and Disagree

: Public (Mean 3.10) between Agree and Strongly agree

* Questionnaire 3 - Factor 1: Private (Mean 3.19) between Agree and Strongly agree

: Public (Mean 2.78) between Agree and Disagree

**Table 4.16 Factor analysis for public versus private (T-test)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Public and Private Group Statistics | | | | |
|  | **Institute Type** | **N** | **Mean** | **Std. Deviation** |
| Factor1\_Q1  **Support & learning tools** | Private | 54 | 3.16\* | .596 |
| Public | 66 | 2.97 | .655 |
| Factor2\_Q1  **Feedback** | Private | 54 | 3.52 | .437 |
| Public | 66 | 3.68 | .363 |
| Factor1\_Q2  **Support & learning tools** | Private | 52 | 2.65 | .661 |
| Public | 42 | 3.10\* | .557 |
| Factor2\_Q2  **Feedback** | Private | 52 | 3.15 | .573 |
| Public | 42 | 3.17 | .631 |
| Factor4\_Q2  **Family support & attendance** | Private | 52 | 3.51 | .581 |
| Public | 42 | 3.37 | .690 |
| Factor1\_Q3  **Feedback** | Private | 46 | 3.19\* | .590 |
| Public | 61 | 2.78 | .605 |
| Factor2\_Q3  **Workload and first-term expectations** | Private | 46 | 3.27 | .453 |
| Public | 61 | 3.28 | .609 |
| Factor3\_Q3  **Study skills and group work** | Private | 46 | 2.80 | .654 |
| Public | 60 | 2.96 | .744 |
| Factor4\_Q3  **Assessments & workload/difficulty** | Private | 46 | 2.68 | .748 |
| Public | 60 | 2.79 | .666 |

\* Indicates the Means is significantly different from the other institutions’ Means.

Significant p-values levels and analyses of variances are marked by asterisks in Table 4.17. They indicate a significant difference between public and private institutions in respect of the following factors:

* Questionnaire 1: Factor 2 (t-value = 2.116, two-sided p-value < 0.05)

I expect to be orientated before the classes start, I expect prompt feedback on my drafts and submitted work, I need to know how well I’m doing to feel motivated to work harder.

* Questionnaire 2: Factor 1 (t-value = 3.497, two-sided p-value < 0.001)

There are dedicated student study areas on campus, lecturers taught me study skills, lecturers provided all the study materials for my studies and lecturers reminded us of all upcoming tests and assignments.

* Questionnaire 3: Factor 1 (t-value = 3.558, two-sided p-value < 0.001)

The lecturers provided me with my results throughout the first term, I received prompt feedback on my drafts and submitted work, knowing my results throughout the first term gave me the motivation to work harder.

**Table 4.17 Factor Analysis – Independent sample test**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Independent Samples Test | | | | | | | |
|  | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | |
| **F** | **p-value.** | **t-value** | **df** | **Significance** | |
| **One-Sided p** | **Two-Sided p** |
| Factor1\_Q1  **Support & learning tools** | Equal variances assumed | .000 | .986 | 1.675 | 118 | .048 | .097 |
| Equal variances not assumed |  |  | 1.691 | 116.613 | .047 | .094 |
| Factor2\_Q1  **Feedback** | Equal variances assumed | 4.149 | .044\* | -2.116 | 118 | .018 | .036 |
| Equal variances not assumed\* |  |  | -2.077 | 102.964 | .020 | .040\* |
| Factor1\_Q2  **Support & learning tools** | Equal variances assumed\* | .664 | .417\* | -3.497 | 92 | <.001 | <.001\* |
| Equal variances not assumed |  |  | -3.562 | 91.819 | <.001 | <.001 |
| Factor2\_Q2  **Feedback** | Equal variances assumed | 1.259 | .265 | -.103 | 92 | .459 | .918 |
| Equal variances not assumed |  |  | -.102 | 83.908 | .460 | .919 |
| Factor4\_Q2  **Family support & attendance** | Equal variances assumed | 3.814 | .054 | 1.072 | 92 | .143 | .287 |
| Equal variances not assumed |  |  | 1.052 | 80.278 | .148 | .296 |
| Factor1\_Q3  **Feedback** | Equal variances assumed\* | .040 | .842\* | 3.558 | 105 | <.001 | <.001\* |
| Equal variances not assumed |  |  | 3.571 | 98.337 | <.001 | <.001 |
| Factor2\_Q3  **Workload and first-term expectations** | Equal variances assumed | 1.545 | .217 | -.099 | 105 | .461 | .921 |
| Equal variances not assumed |  |  | -.103 | 104.989 | .459 | .918 |
| Factor3\_Q3  **Study skills and group work** | Equal variances assumed | .001 | .974 | -1.112 | 104 | .134 | .269 |
| Equal variances not assumed |  |  | -1.132 | 102.007 | .130 | .260 |
| Factor4\_Q3  **Assessments & workload/difficulty** | Equal variances assumed | 1.452 | .231 | -.776 | 104 | .220 | .439 |
| Equal variances not assumed |  |  | -.764 | 90.726 | .223 | .447 |

**4.2.5 Comparisons between public and private institution students’ expectations**

The below Table 4.18 shows similarities and differences between public and private HEIs when it comes to the student’s expectations factors identified within questionnaire one, two and three.

**Table 4.18: Similarities and differences between public and private HEI students’ expectations factors**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Factors & Questionnaires** | **Institutions** | | **Similarities** | **Differences** |
| **Private Means** | **Public Means** |
| **Factor1\_Q1**  **Support & learning tools** | 3.16 | 2.97 | NONE | The private institutions’ students agreed to the following expectations:   * lecturers to teach them study skills. * to be reminded of upcoming tests and assignments. * lecturers will provide all study materials they require for their studies. * whereas the students from the public institution did not fully agree with those statements, some of them even disagreed. |
| **Factor2\_Q1**  **Feedback** | 3.52 | 3.68 | Students from both private and public HEIs agreed to strongly agreed with the following expectations:   * to be orientated before classes start * prompt feedback on drafts and submitted work * know how well they are doing to feel motivated to work harder | NONE |
| **Factor1\_Q2**  **Support & learning tools** | 2.65 | 3.10 | NONE | Students from the public institution agreed to the following expectations (after 1st term):   * there were dedicated study areas on campus * lecturer taught study skills * lecturer provided all study materials for my studies * lecturers reminded us of all coming test sand assignments   – whereas the students from the private institutions did not fully agree that this is what they experienced after their first term in HEI. Some of them agreed and some of them disagreed with these statements. |
| **Factor2\_Q2**  **Feedback** | 3.15 | 3.17 | Both the public and private HEIs’ students agreed with the following expectations (after 1st term):   * received prompt feedback on drafts and submitted work * lecturers provided my results throughout the first term | NONE |
| **Factor4\_Q2**  **Family support & attendance** | 3.51 | 3.37 | Students from both private and public HEIs agreed to strongly agreed with the following expectations (after 1st term):   * family supported me and my studies * attended all the lectures for the first term | NONE |
| **Factor1\_Q3**  **Feedback** | 3.19 | 2.78 | NONE | The private institutions’ students agreed to the following expectations (after 2nd term):   * lecturers’ provided results throughout the second term * received prompt feedback on draft and submitted work * knowing my results throughout the second term gave me motivation to work harder   – whereas the students from the public institution did not fully agree that this is what they experienced after their second term in HEI. Some of them agreed and some of them disagreed with the statements mentioned. |
| **Factor2\_Q3**  **Workload and first-term expectations** | 3.27 | 3.28 | Both the public and private HEIs students agreed with the following expectations (after 1st term):   * the workload at the institution is not the same as in high school * I feel more comfortable and settled in after the second term | NONE |
| **Factor3\_Q3**  **Study skills and group work** | 2.80 | 2.96 | Students from both private and public HEIs disagreed to almost agreed with the following expectations (after 2nd term):   * participated in group work during and outside class time * lecturers taught me study skills | NONE |
| **Factor4\_Q3**  **Assessments & workload/difficulty** | 2.68 | 2.79 | Both the public and private HEI students disagreed to almost agreed with the following expectations (after 2nd term):   * passed all my assignments and tests * work is not as difficult as I thought it would be | NONE |

Note: Strongly agree = 4, Agree = 3, Disagree = 2, Strongly disagree = 1