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Malinga, Phindile Susan Anele

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Psychology
School of Human & Community Development
University of the Witwatersrand

Transition From Secondary to Tertiary Education Pre and Post Covid-19: Preparedness and Challenges

Phindile Malinga

2371685

Supervisor: Enid Schutte

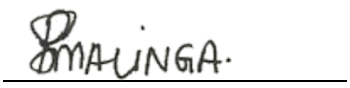
A research project submitted in partial fulfilment of the requirements for the degree ofMaster of Arts in Social and Psychological Research by Coursework and Research Report in the Department of Psychology, Faculty of Humanities, at the University of the Witwatersrand, Johannesburg, October 2024

Declaration

Declaration

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Abstract

This research study aimed to explore the diversity of issues that might impact a student's transition to higher education, given the changing educational landscape pre- and post-COVID-19. During this transition period, students face varying challenges that can cause stress. However, not all students find this period overwhelming, some approach this new chapter in their lives with excitement and confidence in their preparedness for university. In the context of South Africa's diverse and unequal education system, students face a range of challenges in transitioning to higher education. While some students may struggle due to a lack of resources and support, others, including those from well-resourced backgrounds, may encounter difficulties in adapting to the demands of independent learning and academic pressure. This study explores these varied challenges, acknowledging that preparedness can be influenced by a multitude of factors beyond socio-economic status.

The advent of COVID-19 in 2020 introduced new challenges for students transitioning to university, making preparedness even more crucial. This study employed a mixed-method approach with a sample size of 110 students, of which 73% were first-year and 27% were second-year students—an independent samples T-test was used to identify significant differences between these two cohorts. The results showed no significant difference between them. Open-ended questions revealed themes related to factors that prepare learners for university, academic and psychosocial challenges, and the positive and negative experiences of online learning.

Keywords*:* transition, preparedness, academic adjustment, psychosocial adjustment, institutional adjustment, social adjustment, online learning, mixed methodology, qualitative method, quantitative method, SACQ scale

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CHAPTER ONE: INTRODUCTION

Introduction and Background

Individuals encounter numerous pivotal transitions throughout their lives, such as changing schools, career shifts, or relocating geographically. During such transitions, people often venture into unfamiliar territories as highlighted by Wangeri et al. (2012). In this research, the transition is defined, echoing Thuo (2017), as "a period of adjustment, development, and change requiring adaptation by the student" (p.45). For students moving from secondary to tertiary education, this change manifests in various ways, impacting different aspects of their lives. While some navigate these changes with ease, others find them challenging as noted by Thomson (2020).

Higher education today is globally recognized as increasingly complex compared to the past (Cole, 2017). It plays a crucial role in the economic development of a country, as it equips students with the advanced skills necessary for high productivity in the workplace (Kaliisa & Picard, 2017). As Cole (2017) highlights, "As knowledge becomes more important, so does higher education" (p.539). Thus, every capable and skilled young individual must have the opportunity to pursue a university education to acquire these advanced skills.

In South Africa, the diverse student population faces various challenges upon entering university. They arrive with different skill sets and coping mechanisms, complicating issues of preparedness (Hobden & Hobden, 2015). Additionally, the COVID-19 pandemic introduced significant changes across health, economic, and educational sectors (Naji et al., 2020). Common challenges for tertiary students in their first year include uncertainty, lack of family support, financial issues, and poor time management, as noted by Brubacher and Silinda (2019). Wilson-Strydom (2015) posits that a student's preparedness for higher

education is a crucial factor for successful university adjustment. However, Lombard (2018) expresses concerns that some schools need more resources for students for a successful transition to university.

Despite traditional preparations, the emergence of COVID-19 in early 2020 added unprecedented challenges, notably in the feasibility of e-learning due to the inequalities among South African students (Mpungose, 2020). Moreover, as Mbodila (2020) points out, some first-year students are "digital strangers" with limited computer skills. The lockdown shifted classes online, depriving students of access to university campuses and facilities. Without campus access, students had to create conducive learning environments at home, often balancing academic responsibilities with family duties. These challenges potentially exacerbate the difficulties in transitioning to university. This study explores the diverse issues that might differentially impact students' transition to higher education in the changing landscape pre- and post-COVID-19.

Problem Statement & Rationale

First-year students often face numerous transformational changes as they try to adapt to the new university environment. Thuo (2017) highlights that these challenges, characterized by complexity and frustration, impact both students and their families. As Chidzonga (2014) explains, students commonly struggle with time management, lack motivation, and may lack clear academic goals (York, 2002). Further complicating their adjustment are financial difficulties, pressure as the first in their family to attend university, and challenges with the teaching language (Sommer, 2013). Those who graduated from under-resourced public schools may also suffer from inadequate preparation due to insufficient resources or unqualified teachers.

The Covid-19 pandemic brought unprecedented disruptions for students who matriculated in 2019. As Ali (2020) and Khalid et al. (2020) observed, the pandemic led to the abrupt suspension of traditional learning methods, transitioning to new online learning methodologies to prevent viral spread. Pather and Booi's (2020) survey noted that students without home internet connectivity had to rely on public facilities like libraries, internet cafes, and churches. Those lacking suitable devices resorted to smartphones to access lectures and submit assessments.

Students who graduated during the pandemic faced similar challenges but under drastically different circumstances. These challenges required a new set of coping strategies. The complexity of these factors indicates that many first-year students may be underprepared for university. Lombard (2018) emphasizes that a student's preparation level significantly impacts their academic success, as inadequate preparation often leads to prolonged qualification timelines or dropping out altogether (Monnapula-Mapesela, 2015).

Monnapula-Mapesela (2015) further notes that the nation's political history influences the contextual nature of student preparedness. Inequities between privileged and underprivileged communities deeply affect the quality of education and the student’s readiness for higher education. For example, according to Mohamed (2020), in 2018, 18,019 public schools lacked libraries, while 16,897 lacked internet access—both crucial resources for preparing students for university. While some South African universities offer online registration without direct guidance (Mbodila, 2002), others provide access to curriculum counsellors. Unfortunately, these services often remain underutilized due to a lack of awareness, motivation, or information overload. There are still unanswered questions about students' transition to university from global, national, and local perspectives as highlighted by Cole (2017). This research seeks to uncover factors that contribute to the preparation of

this specific cohort of students for the transition to university. Through this study, more insights may be gained to promote a smoother transition.

Research Questions and Hypothesis

1. Does student preparedness have a relationship with students' academic adjustment?

Null hypothesis (H0): There is no significant relationship between students' level of preparedness and their academic adjustment from secondary education to tertiary education.

Alternative hypothesis (H1): There is a significant relationship between students' level of preparedness and their academic adjustment from secondary education to tertiary education.

2. Does student preparedness predict students' psychosocial adjustment?

Null hypothesis (H0): There is no significant relationship between students' level of preparedness and their Personal-emotional adjustment from secondary education to tertiary education.

Alternative hypothesis (H1): There is a significant relationship between students' level of preparedness and their Personal-emotional adjustment from secondary education to tertiary education.

3. Is there a statistically significant difference between the adjustment of first-year students who matriculated prior COVID-19 pandemic and the first-year students who matriculated post-COVID?

H0: There is no statistically significant difference in university adjustment between first-year students who matriculated post-Covid-19 compared to those who matriculated pre-COVID.

H1: There is a statistically significant difference in university adjustment between first-year students who matriculated post-Covid-19 compared to those who adjusted pre-COVID.

CHAPTER TWO: LITERATURE REVIEW

Theoretical Framework: Self-determination theory

In this study, the self-determination theory (SDT) developed by Edward Deci and Richard Ryan provides a framework to understand how students can flourish in different situations due to intrinsic and extrinsic motivation. (Hu and Zhang 2017) explain that SDT is a comprehensive theory of human personality and motivation that examines how individuals interact with and rely on their social environment. Intrinsic and extrinsic motivation have a major impact on how students respond to challenges.

SDT assumes that all students possess internal motivation, curiosity, and psychological needs, motivating them to engage positively in their educational journey, regardless of age, gender, socioeconomic status, or cultural background (Reeve, 2012). Basic psychological needs—autonomy, competence, and relatedness—are pivotal in shaping students' motivation and adaptability for university.

The early foundations of the theory were by Deci's early research on intrinsic motivation, conducted in the 1970s, showed how rewards might occasionally erode people's natural interest in tasks. The distinction between extrinsic motivation—doing something for benefits from outside sources—and intrinsic motivation—doing something for its own sake—was made possible by these results (Deci, 1971).

Furthermore, in the early 1980s, Deci and Ryan officially developed the theory in 1980s: and formally presented SDT as a theory that posits three basic psychological demands as the basis for motivation: the drive to feel in charge of one's own behaviour is known as autonomy. Competence: The need to believe that one is capable and effective. Relatedness: the need to relate to and take care of other people.

SDT has been further refined through empirical study throughout the 2000s, proving its practical significance and cross-cultural application. Research has demonstrated that encouraging relatedness, competence, and autonomy in a variety of contexts can improve psychological health and motivation (Ryan & Deci, 2017).

Autonomy.

Autonomy refers to an individual's need to control their actions and environment (Katz & Assor, 2007). In this context, autonomy involves empowering students to manage their lives and make decisions based on personal preferences. Creating a sense of autonomy allows students to take ownership of their learning journey, providing them with opportunities to shape their educational experiences. This sense of self-determination is tested when students leave familiar environments and move away from their parents and high school teachers (Wangeri et al., 2012). As noted by Daniels (2017), students supported by autonomy-affirming people tend to adjust confidently to university because they are encouraged and trusted to take responsibility for their academic progress. For some students, particularly those from high socio-economic backgrounds who may have been more sheltered or 'molly-coddled,' this transition can be especially challenging as they face the demands of independent decision-making and self-regulation for the first time.

Competence:

Competence refers to a student's drive to succeed socially, take control of their environment, and demonstrate their strengths (Razieh & Narges, 2010). The intellectual demands of a heavier workload, faster pace, and more challenging coursework at university can overwhelm new students, undermining their sense of competence as strategies that worked well in high school may no longer be effective. Lecturers and teachers can play a pivotal role in helping students rebuild their confidence by introducing them to alternative learning strategies. For first-generation students whose parents may not have experience with

higher education, the support provided by academic staff becomes even more crucial, as they lack the guidance available at home.

Relatedness:

Relatedness involves feeling connected to others, reflecting students' perception of being cared for and caring for others. This sense of belonging among peers, family, or community fosters mutual respect and support (Razieh & Narges, 2010). Students with a stronger sense of connection with peers, lecturers, and family tend to transition more smoothly into university life. Additionally, a welcoming and inclusive university environment, actively cultivated by Teaching and Learning officers, plays a critical role in fostering a sense of belonging and connectedness among students. This sense of community may be more easily nurtured in student residences, where closer living quarters naturally encourage interaction and support (Motsabi et al., 2020). Social support remains vital for first-year students, especially for those navigating university as the first in their family to attend.

Exploring Student Transition and Preparedness

Transition to University.

Transitioning from secondary to tertiary education, particularly in South Africa, is a multi-faceted process with various challenges, as highlighted by Chidzonga (2014). Students face the daunting task of adapting to new academic demands, managing heavier workloads, and establishing new social networks, which can lead to feelings of isolation (McMillan, 2013).

Moreover, Sevinç and Gizir (2014) stress that this transition marks a significant life event for students, characterized by substantial stress as they grapple with unfamiliar

academic and social pressures. It necessitates the creation of new support systems, increased independence, and taking charge of their personal and professional trajectories. Additionally, for some students, particularly in the South African context, this transition may coincide with experiences of ancestral possessions and callings, adding another layer of complexity to their university journey.

The socio-economic inequalities in South Africa further compound these challenges, affecting students from diverse backgrounds differently. Many students encounter difficulties related to these disparities, as noted by McGhie (2017). Buchanan et al. (2015) also point out that students from rural regions may feel socially alienated upon entering university, perceiving their cultural practices to be at odds with the broader campus culture.

Given the complexity of the transition, ongoing research such as that conducted by Van Wyk et al. (2020) is crucial for understanding the barriers and finding effective strategies to facilitate a smoother transition into tertiary education. Many first-year students experience social and academic struggles, underscoring the importance of preparatory strategies. According to Jansen and Van der Meer (2012), students who feel well-prepared academically tend to have fewer transitional issues. Furthermore, Cele (2018) asserts that promoting smoother transitions can help students maintain positive academic experiences and reduce the likelihood of eventual dropouts.

Preparedness for University.

Preparedness refers to possessing the necessary skills, knowledge, and behaviors for completing tertiary education within the required timeframe (Conley, 2007). Quinn and Hemmings (2022) suggest that students who feel adequately prepared exhibit more motivation than those who feel underprepared, significantly influencing their ability to adapt to university life (Van Wyk et al., 2020).

Lombard (2018) identifies that under-preparedness often leads to struggles with independent study and understanding the university environment. The primary cause is poor schooling, exacerbated by adverse family and socioeconomic conditions. Mungal and Cloete (2016) note a stark difference between the teacher-centered high school system and the student-centered university system, creating additional challenges. Universities are not always equipped to compensate for these disparities (Nel et al., 2009). However, Skene et al. (2006) argue that academic staff must also adapt their approaches to accommodate students' diverse needs.

Jean-Francois (2019) recommends that higher education institutions adopt a more supportive and student-centered approach to promote social and academic inclusion rather than condemning students if they do not meet standards. Wilson et al. (2021) emphasizes that consistent support during the first year is essential for students' adjustment to an independent learning environment.

Sustainable Development Goal

In research studies, the term "SDGs" refers to a framework used to match research endeavours with the 17 global goals that the United Nations delineated in 2015 (United Nations, 2015). These goals address pressing social, economic, and environmental challenges to achieve a sustainable future by 2030. Research can concentrate on developing solutions that are significant, useful, and internationally relevant by incorporating the SDGs (Sachs et al., 2019).

This study aligns with SDG 4 because it addresses critical aspects such as:

Preparedness for university: Highlighting gaps in educational readiness and the quality of secondary education in preparing students for higher education.

Impact of COVID-19 on higher education: Exploring how the pandemic disrupted learning processes and preparedness.

Challenges in transition from secondary education to tertiary education: Identifying systemic barriers that hinder access to quality higher education, which could help inform strategies to reduce inequalities in education access and outcomes,

Academic Delivery/Academic Adjustment Challenge

Selection of the Study Programme.

Van Rooij et al. (2018) argue that one of the most important factors influencing the dropout rate is dissatisfaction with the degree program. Students who find fulfilment in their chosen degree programs are more likely to overcome academic challenges. If they are satisfied with their degree program, they find it easier to adapt to university life. Conversely, students who are unsure whether their chosen degree program matches their interests are often faced with the question of whether they should continue their studies, which can make their academic adjustment more difficult. The decision to pursue a graduate degree is a significant milestone in an individual's academic career that is often accompanied by a range of emotions and uncertainties (Clinciu & Cazan, 2014). These uncertainties can lead to doubts about one's ability to navigate the university environment, highlighting the importance of choosing the right degree program and maintaining student satisfaction (Coe-Nesbitt et al., 2021).

Sommer (2013) points out that factors such as a student's background, schooling, experiences in the environment, and financial status significantly influence career choices and the choice of educational institution. Lombard (2018) supports this view and adds that personal preferences, available information, and parent's education level also influence career decisions. The lack of comprehensive information about career options often leads students to choose majors that appeal to their parents or seem prestigious, such as medicine or

engineering. These careers may attract applicants who are not qualified or lack the necessary skills (Young et al., 2019).

English as the Medium of Instruction.

The use of English as the primary language for teaching. Language proficiency describes a person's ability to effectively use a language in both spoken and written forms (Cele, 2018). English proficiency, the language used for instruction in most South African universities, is crucial for clear communication. Hurst (2016) acknowledges that the prevalence of English in South African higher education is a consequence of apartheid and colonialism, establishing it as the common language among the diverse student body. Additionally, Dunstan and Jaeger (2016) argue that English is essential for student interactions on campus. Ramcharan (2009) stresses that proficiency in English is vital for academic success, career advancement, and functioning in a multilingual society.

However, Ngcobo (2014) highlights that using English as the primary language for instruction can pose a significant challenge for many African students in completing their higher education. Mcmillan (2013) supports this assertion, stating that English can lead to a sense of exclusion during the transition to university. Mestry and Khumalo's research (2017) indicates that language barriers can result in feelings of exclusion and marginalization among students, particularly for those whose first language is not the language of instruction at their university. These language differences have created a division between "insiders" and "outsiders," often leading to student alienation. Ramcharan (2009) argues that language proficiency is crucial for academic achievement and that language barriers can hinder students' participation in extracurricular activities, restricting their overall university experience and opportunities for personal and professional growth (Banda & Kaniki, 2019). The South African education system faces significant challenges in addressing academic

inequalities experienced by students from linguistically diverse backgrounds (Thamaga-Chitja & Mbatha, 2012). The inability of many students to fully comprehend course content due to language limitations can result in poor academic performance, higher dropout rates, and lower graduation rates (Thamaga-Chitja & Mbatha, 2012). This issue has broad implications for students' social integration and general well-being and exacerbates socioeconomic disparities in access to higher education. The academic literacy skills of linguistically marginalized students, often from low socioeconomic backgrounds, are a critical factor in their academic success (Millin & Millin, 2019).

Research indicates that targeted support programs addressing these inequities can effectively improve the academic writing skills of these students. One study found that a specifically designed academic literacy intervention successfully enhanced the academic writing skills of first-generation undergraduate students in South Africa (Sebolai & Dzansi, 2015). Another study assessing the impact of an academic literacy program at a South African University of Technology demonstrated that participating students experienced significant improvements in their academic literacy levels (Sebolai & Dzansi, 2015).

Time Management.

Time management involves understanding the most effective way to allocate time to various tasks, identifying the activities that need to be done, and determining the best timing for these activities (Alyami et al., 2021). Nasrullah (2015) asserts that students who excel at university tend to be excellent time managers, emphasizing the importance of setting goals and priorities. Lombard (2018) argues that a successful academic career requires strong study skills, effective time management, and satisfaction with one's chosen degree.

Mukwevho (2018) notes that despite the existence of university time management policies, students often struggle to manage their time and frequently state that they do not

have enough time to complete their assignments. However, this problem often stems from students' inability to manage their time between social activities and academic commitments. The difference between lecture times at school and university makes this balance even more difficult. Mukwevho (2018) also argues that social media platforms such as WhatsApp, Facebook and YouTube are significant distractions that take up students' time and prevent them from completing assignments on time. Balduf (2009) affirms that inadequate study skills, such as poor time management and lack of planning, negatively affect students' transition processes and academic adjustment. In addition, students may find it difficult to prioritize their work, meet deadlines, and maintain a healthy work-life balance if they lack sufficient time management skills (Barkhuizen & Rothmann, 2016). Because of this, students may feel more anxious and less motivated, which would affect their success and retention rate in their studies (Manik et al., 2018).

Additionally, students who struggle with time management may find it more difficult to participate in deep learning activities like reflection and critical thinking, which are crucial for success in the classroom (Engelbrecht & Harding, 2017). The dearth of tools and support systems for students to help them acquire efficient time management techniques exacerbates this problem (Akintunde & Oyewole, 2017). Without effective time management techniques, students could find it difficult to complete assignments on time, get ready for tests, and maintain a positive work-life balance. This could hurt their academic performance and general well-being (Engelbrecht & Harding, 2017).

However, it is important to note that social media can also assist students with their academics. Studies have found that students can interact and work together with peers, teachers, and professionals outside of their immediate surroundings thanks to social media. Students can create study groups, exchange materials, and discuss assignments in real time using platforms

like Microsoft Teams, Facebook, and WhatsApp, which improves collaboration and group problem-solving (Sobaih et al., 2016).

Academic discussions, essays, and video lessons are just a few of the educational resources that can be found on social media sites. Students can gain a deeper grasp of academic subjects by using websites like YouTube and LinkedIn Learning, which provide both free and paid access to instructional information (Greenhow & Lewin, 2016).

Academic Pressure.

Academic overload, as defined by Kamel (2018), is when students feel overwhelmed by their academic responsibilities. The workload often increases significantly for first-year students transitioning from high school to university. Bitzer and Troskie-De Bruin (2004) indicate that most university programs require students to spend about 18 hours per week outside of class on academic work, compared to less than six hours in high school. According to Van Breda (2017), the steep rise in workload makes it challenging for many students to adapt to new academic demands.

The high proportion of disadvantaged students at South African universities makes academic adjustment even more difficult as many of them struggle to manage their workload. Petersen et al (2006) state that disadvantaged students are not adequately prepared for the demands of university due to the quality of their high school education. The inability to manage this workload often leads to negative academic adjustment and poor performance. According to a study by Manik et al (2018), many South African students struggle with academic overload as they have to manage a multitude of classes, assignments, and extracurricular activities at the same time. This overload can make it difficult for students to concentrate, which can lead to poor academic performance and procrastination (Masuku, 2017). Furthermore, the high attrition and dropout rates among South African university

students may be a result of academic pressure to perform in the face of excessive workloads (Botha & Ackermann, 2016). Academic overload not only impairs students' cognitive functioning and ability to concentrate but also reduces their ability to engage in meaningful learning activities. Inadequate management of academic commitments can also make it difficult for students to interact with their classmates, participate in extracurricular activities, and acquire important skills for their future careers.

The issue of academic overload among South African university students has become a growing concern in recent years. Research has emphasized its significant negative impact on students' academic performance, mental health, and overall well-being. According to a study by Botha & Ackermann in 2016, the pressure to excel academically in the face of excessive workloads can result in higher rates of attrition and dropout among South African university students. This is particularly worrisome considering the importance of higher education in South Africa for social mobility and economic development.

The academic environment has become increasingly demanding, with students juggling numerous responsibilities and facing high expectations, often leading to a state of academic overload. This excessive workload not only affects academic performance but also has far-reaching consequences for students' cognitive functions, ability to focus, and participation in extracurricular activities (How to Prepare for the Stresses of College, 2023). Academic stress significantly contributes to academic burnout, resulting in emotional exhaustion, depersonalization, and a sense of little progress (Lin & Yang, 2021). Furthermore, the impact of academic overload extends beyond academic performance, as it can impair students' cognitive functions, such as memory, attention, and problem-solving abilities. This, in turn, can hinder their ability to effectively engage in their studies and extracurricular activities, which are crucial for the development of essential life skills and

future career prospects (Bi bo & Chen, 2023). Additionally, the detrimental effects of academic overload can lead to physical and mental health issues, such as sleep deprivation, anxiety, and depression, further exacerbating the challenges faced by students (Liu & Ping, 2021).

Institutional Adjustment

Contact Learning.

Traditionally, contact learning has been the predominant teaching method in schools and universities worldwide. Khalid et al. (2020) highlight a key advantage of contact learning: students and teachers feel connected through face-to-face interaction. In addition, this approach involves clearly defined classrooms in which lecturers impart their knowledge directly to students. Learners engage with materials and people in real-time and receive prompt feedback (Black & Wiliam, 2006; Waghid, 2018). A study by Swinton and Anderson (2018) showed that students who participated in contact learning sessions generally performed better on tests and exams than those who only participated online.

The education system in South Africa has long been shaped by the country's complex history, with a strong emphasis on face-to-face learning dating back to colonial times (Chomunorwa et al., 2023). However, disruptive events such as the student protests and the COVID-19 pandemic have highlighted the need for alternative approaches, particularly virtual learning, to ensure continued access to education.

In South Africa's current socio-economic climate, some students are struggling to meet the travel costs associated with contact learning. Apathy and lack of motivation can also lead to low attendance when students fail to hand in assignments, ignore invitations to contact sessions, or procrastinate preparing for final exams. Consequently, unmotivated students may

not benefit from contact learning, regardless of the number of sessions conducted (Spencer et al., 2005).

Online Learning.

Dhawan (2020) defines online learning as synchronous or asynchronous educational experiences using internet-connected devices. It allows students to learn at any time and place, with benefits for both students and lecturers. Khalid et al. (2020) noted that many universities are adopting online programs due to these advantages. Herold (2017) also highlighted that online learning particularly benefits independent students, as they can manage their own pace and schedules, playing a more active role in their education. Since COVID-19, many institutions have adopted a blended learning approach, combining online and traditional in-person instruction to leverage the benefits of both. This flexibility allows students to learn at any time and place while also maintaining the advantages of direct interaction between students and lecturers.

Despite these benefits, Mhlanga and Moloi (2020) observed that online learning offers fewer advantages for dependent learners, as a lack of motivation and poor time management can impede their progress. Faloye (2019) identified that first-year students particularly struggle to cope with the pressures of technological change. The COVID-19 pandemic accelerated a shift to online learning, with institutions striving to maintain the academic year through remote education. Many educational institutions were compelled to make an immediate switch to remote learning at the start of the pandemic to stop the virus's spread and protect staff, instructors, and students (UNESCO, 2020).

Ensuring the safety of students and staff while preserving the calibre and efficacy of in-person instruction was one of the main issues that universities had to deal with during the COVID-19 pandemic. Universities adopted several health and safety measures, such as

required mask use, physical separation, frequent hand washing, and improved cleaning procedures, to address this issue (UNESCO, 2020).

Despite pledges to provide students with laptops and affordable data, logistical challenges delayed these initiatives (Landa et al., 2021). In rural areas, students often had to travel to urban centers to access a network signal for assignments and exams due to load shedding and other infrastructure challenges (Pather & Booi, 2020). Even with backup power in universities, students studying from home face persistent issues with electricity and connectivity (Thompson, 2019). While some institutions were well-prepared for the shift to online learning, having already incorporated digital technologies into their teaching as part of the Fourth Industrial Revolution, others struggled to adapt (Adu et al., 2022). The lack of widespread internet access and digital infrastructure, particularly in rural areas, impeded the ability of many students to participate in virtual learning (Zyl & Johnson, 2020).

As Mhlanga and Moloi (2020) suggested, online instructors must create a supportive virtual environment to compensate for the lack of physical presence. During the initial state of emergency, student residences were closed, which further exacerbated the challenges for many students who lacked a stable learning environment at home. As the situation improved, institutions had to implement social distancing measures, allowing students to return to residences on a priority basis, often based on individual assessments of their academic needs and home circumstances. While remote learning enabled continuity in education, these additional factors—along with ongoing issues related to digital access, equity, and engagement—particularly affected students from underserved communities (Hodges et al., 2020).

Learning Environment.

Thomson (2020) defines a conducive learning environment as one that minimizes distractions and allows students to engage actively. In such an environment, students can focus on their studies without interruptions, which is crucial for their academic success (Matlala, 2005). For instance, lecture halls, study halls, and libraries on university campuses are designed to create an atmosphere conducive to learning, where the structure of the space supports focused attention and the maintenance of a train of thought during lectures.

However, achieving such an environment can be challenging for many students due to socioeconomic disparities and cultural adjustments. Students transitioning from rural to urban settings often encounter difficulties in adapting to a new academic environment where they are surrounded by diverse races, cultures, and backgrounds (Mohd et al., 2014). This transition can be daunting, and students may gravitate toward those who share their ethnicity or culture, which can both aid and hinder their adjustment process.

Moreover, for many disadvantaged students, the home environment poses significant challenges. Overcrowded living conditions, coupled with responsibilities such as household chores, create distractions that are difficult to avoid. These students often lack a quiet place to study or the necessary technology for coursework, making it challenging to maintain the level of focus required for academic success (Thomson, 2020). The blurring of boundaries between home and school life further exacerbates these issues, leading to exhaustion and burnout (Son et al., 2020).

The COVID-19 pandemic forced educational institutions to adopt remote learning strategies, which brought both opportunities and challenges. For students with access to digital equipment, reliable internet connectivity, and comfortable learning spaces at home, remote learning offers the flexibility to learn at their own pace and engage with interactive multimedia materials (Hodges et al., 2020). However, for students who lacked these

resources, remote learning presented significant difficulties. Those from underprivileged communities, low-income households, or rural areas often struggled with limited access to technology and stable internet, which hindered their ability to participate fully in virtual classes and complete assignments. The forced shift to online education highlighted the deep disparities between students, where the same changes that benefited some students made learning nearly impossible for others.

The effectiveness of these learning environments, whether traditional or remote, also depends heavily on student motivation. Self-motivated learners are more likely to adapt successfully to remote learning and overcome the challenges posed by less-than-ideal study environments. In contrast, unmotivated learners may struggle significantly, particularly when external factors, such as overcrowded living conditions or limited access to technology, exacerbate their difficulties. The COVID-19 pandemic has thus underscored the need for institutions to consider the diverse needs of students and to implement strategies that support both the self-motivated and those who require additional encouragement and resources.

Institutional Support.

Support from university staff is crucial for first-year students transitioning to university. Cole (2017) found that this support significantly contributes to students' academic success and resilience. Positive interaction between staff and students fosters academic and social integration, with lecturers playing a pivotal role (Hassel & Ridout, 2018). Institutions often provide orientation, mental health services, and financial aid to ease students' transition. However, despite these efforts, some students struggle to adjust and ultimately don't return after their first year (Cole, 2017). Universities also have student clubs and societies which provide extracurricular activities that students can participate in. This fosters a sense of belonging and community and plays a major role in the student’s adjustment to university (Wilcox et al., 2019).

The rapid shift to online learning during the pandemic caught both students and lecturers unprepared (Mpungose, 2020). To assist students during the COVID-19 pandemic, universities had to quickly shift to providing instruction online classes. Universities closed their campuses and stopped in-person classes to slow the virus's spread and swiftly adopted virtual teaching platforms and remote learning technologies to keep the educational process going. To support this change, online course materials, live-streamed lectures, and virtual tutorials were developed, enabling students to do their coursework at their convenience and safely (Hodges et al., 2020). To further assist students in adapting to online learning environments and fix any issues they encounter, universities additionally provide materials and technical support (Hodges et al., 2020).

During the pandemic universities also supported their students with any mental health issues they experienced. The shift to distance learning and social isolation regulations harmed students' mental health, which increased stress, anxiety, and feelings of loneliness (Son et al., 2020). In response, academic institutions expanded the range of resources and services available for mental health. These consist of self-care classes, virtual counselling sessions, and online support groups, all of which were designed to help students cope with the psychological impacts of the epidemic (Son et al., 2020). Digital and social media channels to disseminate information regarding mental health issues and guidance on self-care methodologies were provided by the universities (Son et al., 2020). Institutions play a vital role in students' adjustment to university, by providing different programmes which students can participate in or consult with for assistance, and it is because it knows of the important role that it plays, they were very quick to respond to ways in which students could be assisted during Covid-19.

Culture Shock.

A complex phenomenon, cultural shock, involves social, cognitive, and emotional adaptations to a foreign culture. Usually, there are numerous stages to it. The first "honeymoon phase" is characterized by curiosity and enthusiasm about the new environment. But this phase is frequently brief, giving rise to the "frustration phase," which is marked by uncertainty and worry as students deal with linguistic and cultural challenges (Smith & Khawaja, 2014).

During the time of frustration, students could feel isolated, homesick, and powerless. Social problems and academic expectations might intensify these feelings. Misunderstandings, perceived differences in values, and a lack of familiarity with the local customs can lead to heightened stress, feelings of isolation, and physical manifestations such as headaches, fatigue, and sleep disturbances (Akarowhe, 2018). In some cases, these challenges may even contribute to the development of depression or other mental health issues (Aryani et al., 2021).

First-year students often assume that the university operates like a high school, leading to a shock when encountering the faster pace of learning and diverse cultural environment. Students who are unaccustomed to university norms can feel overwhelmed by the emphasis on independent learning (Lombard, 2018). They may also hold unrealistic expectations about contact time, class sizes, and workload, which can exacerbate their unpreparedness (Lekena et al., 2018). As noted by Murtagh (2010), the shift from highly controlled school environments to the independence of the university is often the most significant challenge for students (Hassel & Ridout, 2018). Students from rural areas often face a jarring transition to university and have difficulty adjusting (Lombard, 2018). On a social level, cultural shock might make it more difficult for students to build the kind of deep

connections with lecturers and peers that are essential for both academic success and personal support.

During the COVID-19 pandemic, the first main challenge was the shift in modes of learning, which was a cultural shock to many students (Czerniewicz et al., 2020). This cultural shock further enhanced the inequities in South Africa. Students from disadvantaged backgrounds struggled with the internet, electricity, resources, and a conducive studying environment (Mhlanga & Moloi, 2020). Furthermore, university clubs and societies were disrupted, which are vital for networking and building relationships with the students (Archer-Kuhn et al., 2020).

Social Adjustment

Financial Aid.

Tertiary education is a critical steppingstone for one's future, providing opportunities to expand knowledge, discover passions, and acquire essential skills for a chosen career. However, its costs can be prohibitive, particularly for families already facing financial constraints. Financial assistance is crucial for disadvantaged students, and in South Africa, financial hardship remains a pervasive issue, deeply rooted in unemployment, poverty, and inequality despite post-1994 reforms (Ajani, 2020). Affordability remains a critical issue in South African higher education (Langa et al., 2016).

Students who excel can apply for scholarships and bursaries from universities and private organizations based on their financial needs, leadership potential, and academic achievement. These scholarships may pay for textbooks and other extras like housing in addition to full or partial tuition. The Old Mutual Education Trust Scholarship, the Mandela Rhodes Scholarship, and the Allan Grey Orbis Foundation Fellowship are a few examples of

these kinds of awards. These initiatives seek to identify and assist gifted people by giving them the financial means to achieve academic success and make a positive impact on society. However, not all students qualify and are selected for bursaries or scholarships, and they apply for NSFAS.

The National Student Financial Aid Scheme (NSFAS), established in 1996, was designed to assist students with higher education loans to be repaid upon employment if they earned over R80,000 annually. The National Student Financial Aid Scheme (NSFAS) has long been a cornerstone of South Africa's efforts to ensure equitable access to higher education for all deserving students. As the primary provider of financial aid to eligible students across the country, NSFAS plays a crucial role in addressing socioeconomic disparities and promoting educational opportunities. Despite former President Jacob Zuma's 2017 declaration of "fully subsidized free higher education," NSFAS faced budget constraints in 2021, preventing support for new students. The scheme also reported over 440,000 "ghost students," exacerbating funding challenges (NSFAS, 2021).

In 2021, NSFAS announced reforms aimed at streamlining its application process and ensuring timely disbursement of funds to eligible students (NSFAS, 2021). These reforms come in response to longstanding concerns about delays in funding disbursement, which have often left students financially strained and unable to cover essential expenses such as tuition fees, accommodation, and textbooks. Furthermore, NSFAS has been making headlines due to ongoing discussions about the sustainability of its funding model. In 2020, the South African government announced plans to explore alternative funding mechanisms for NSFAS, including the possibility of introducing a new income-contingent loan scheme (Khumalo, 2020). These discussions reflect broader debates about the future of higher education funding

in South Africa and the need to ensure the long-term viability of financial assistance programs like NSFAS.

Uncertainties for students and their families were increased by worries about the NSFAS funding model's durability and possible modifications. For instance, discussions concerning the potential introduction of income-contingent loans have spurred concerns about the effects on students' future debt loads and access to higher education (Khumalo, 2020). Furthermore, any changes to NSFAS financing may negatively impact students' capacity to finish their degrees and pursue further education. NSFAS has been battling problems with the management of its money and the confirmation of students' eligibility in addition to these difficulties. The integrity of the aid programme and its ability to successfully meet the needs of students have come under scrutiny considering reports of fraud and mismanagement within NSFAS (Mail & Guardian, 2020).

These kinds of disclosures highlight how crucial transparency and accountability are to the management of financial aid initiatives. Concerns have also been expressed over the NSFAS funding's sustainability and the availability of sufficient funds to accommodate the rising demand for financial help. The COVID-19 pandemic made already severe financial difficulties worse, adding to the burden on NSFAS resources and raising the number of low-income students in need of assistance (TimesLIVE, 2020). Also, The COVID-19 pandemic and subsequent lockdown disrupted the academic year, severely affecting students from disadvantaged backgrounds who struggled with e-learning due to South Africa's digital divide (Van Deursen & van Dijk, 2019; Warschauer, 2002). Financial instability due to widespread job losses (Manyane, 2020) and growing dependence on aid for essentials (BBC News, 2020) further strained students reliant on bursaries.

Increased government financing for NSFAS and measures to guarantee the efficient and fair provision of financial aid to individuals in need have been demanded in response to these pressures (TimesLIVE, 2020). The public's confidence in NSFAS has been damaged by these accusations, and questions have been raised concerning the financial aid system's integrity (News24, 2019). Responses have included demands for increased monitoring, accountability systems, and changes to improve openness in NSFAS management (News24, 2019).

Family.

Family support plays a significant role in a student's academic success. In her study, Mxhasi (2016) found that parental interest and involvement positively impact student performance. Support from family and friends can alleviate the stress and anxiety of university life (Yubero et al., 2018). Daniels (2017) emphasized parents' crucial role in preparing students for university. Those with family members who attended university can draw on their insights, unlike first-generation students who rely on family beliefs and support (Mcmillan, 2013). Despite limited experience, these families often take extraordinary measures to ensure student success, like securing loans (Van Breda, 2017).

Nkuna (2008) found that first-year students greatly value parental presence. While first-generation students strive for independence, their families' involvement is essential for academic adjustment and success. According to (Shiddiq et al., 2020) family support plays a crucial role in the academic and personal success of university students, particularly for first-generation students or those who are experiencing their first extended time away from home. Frequent interaction with family members, whether through phone calls, video chats, or in-person visits, helps students feel connected and grounded, which can improve their overall well-being and ability to adapt to university life (Nsibande, 2017).

Research has shown that familial support is essential in helping students overcome the challenges they face in their academic, social, and personal lives. Families provide emotional stability, encouragement, and direction, which are crucial for students as they navigate the transition to college (Sánchez et al., 2006).

Studies indicate that adolescents who perceive higher levels of parental support, encouragement, and involvement typically perform better academically and exhibit higher levels of motivation and self-worth (Mestry & Khumalo, 2017). On the other hand, students from households with little financial means or social support could have more difficulty adjusting to university life and finding academic chances and resources. Families can also have an impact on students' career decisions, morals, and academic goals by offering guidance and counsel. Academic choices and aspirations of adolescents are frequently influenced by parental expectations, educational performance, and professional pathways (Bhana & Bachoo, 2015).

Furthermore, family support systems can offer students insightful advice and mentorship as they consider different career choices, choose their courses of study, and make plans for their post-university life. During the COVID-19 pandemic, students were faced with a lot of uncertainties academically and emotionally. Parents and family support in providing reassurance was crucial in assisting them cope with stress (Alqahtani & Rajkhan, 2020). They also provided emotional support since the students were isolated and were not interacting with their peers. The encouragement, understanding, and empathy provided by families helped alleviate feelings of loneliness and anxiety, which were heightened during lockdowns and social distancing measures (Grubic et al., 2020). In households where financial resources were scarce, families often made sacrifices to ensure students had the tools needed to

continue their education, further emphasizing the importance of family as a support system during this time (Mseleku, 2020).

Peers.

Peer relationships are integral to academic achievement. Students who fail to establish them miss valuable learning opportunities (Matlala, 2005). Social networks can ease the transition to university and predict early withdrawal and adjustment challenges (Gerdes & Mallinckrodt, 1994). Meaningful peer connections enhance students' adaptation and reduce isolation, whether through campus activities or study groups (Stoklosa, 2015). Strong peer relationships foster a sense of belonging and improve university life (Lombard, 2018).

Classroom interactions positively influence academic success and personal growth. Students gain motivation from each other and pursue common goals (Sacerdote, 2011). Peer support helps manage academic pressures, and collaborative discussions encourage knowledge sharing (Matlala, 2005). Goodman et al. (2015) highlighted how social skills like confidence and self-identity can flourish through interactions and academic success often correlates with these skills (Malecki & Elliot, 2002).

Peer interactions in collaborative learning environments can also improve students' academic achievement. Students who participate in peer-led study sessions or group projects have better comprehension and recall of course material, according to research by Springer, Stanne, and Donovan (2021). Through a variety of viewpoints and approaches to problem-solving, these encounters enhance the educational process and promote deeper understanding.

Peer support is essential during university years, which are sometimes stressful and difficult to adjust to. Peers provide an essential network of support that might lessen these burdens. A study by Ehret, Hummer, and LaBrie (2021) found a substantial correlation between peer support and better mental health outcomes for college students. Friends can

help people feel less alone and anxious because they offer empathy, company, and helpful counsel. Peer relationships also influence students' self-esteem and sense of belonging. Being part of a supportive peer group can enhance self-worth and confidence, contributing to a more positive university experience. Conversely, negative peer interactions, such as bullying or social exclusion, can detrimentally impact mental health and academic performance. A longitudinal study by Rueger, Malecki, and Demaray (2020) highlighted those students who experienced peer victimization reported higher levels of depression and anxiety, which adversely affected their academic engagement. University is a pivotal time for identity formation, and peers play a crucial role in this process. Through social interactions, students explore different aspects of their identities and values. Peer groups introduce individuals to new ideas, cultures, and lifestyles, broadening their perspectives and encouraging personal growth.

Peers, however, can also have a detrimental impact, especially when it comes to dangerous behavior. Increased participation in risky sexual practices, drug use, and alcohol intake can be attributed to peer pressure. Neighbors et al. (2022) found that students' perceptions of their classmates' drinking norms had a substantial impact on their drinking behaviors. This emphasizes how crucial it is to promote strong role models and healthy peer connections in the academic environment.

Research indicates that peer interactions had a major impact on mental health outcomes and that having strong social links throughout the pandemic helped to reduce symptoms of anxiety and sadness (Arslan et al., 2021).

Friends also played a crucial role in helping people adopt healthy behaviors like mask-wearing and physical distancing by providing knowledge and support. Studies reveal that people's compliance with safety protocols and coping strategies throughout the pandemic

was influenced by their peers (Saladino et al., 2020). In situations where in-person interactions were prohibited, social media and virtual platforms also became vital resources for preserving peer relationships. This allowed friends to stay in touch even when they were geographically apart (Ellis et al., 2020).

First-Generation Students.

South Africa's higher education sector has expanded significantly, particularly among African students (CHE, 2016). Many of these students are the first in their families to attend university, often coming from disadvantaged backgrounds historically excluded from higher education (Cele, 2018). They frequently face socioeconomic challenges, hailing from rural, low-income communities with inadequate resources. Moving away from familiar environments for university marks a critical transition toward growth and independence (Cele, 2018).

Non-English-speaking backgrounds can leave first-generation students underprepared, impacting their performance compared to second-generation peers (Engle et al., 2006; Warburton et al., 2001). This lack of preparedness heightens their risk of failure or dropout, but their determination to improve their family circumstances motivates them to succeed.

First-generation university students may arrive at the institution at different stages of academic readiness, which can have an impact on their confidence and performance. Compared to their classmates from higher-income households, a large number of these pupils attend underfunded high schools and hence receive less rigorous academic preparation. According to research by Stephens et al. (2015), first-generation students typically report feeling less confident in their abilities and underprepared academically, which might affect their engagement and persistence in their studies.

For first-generation students, navigating the social and cultural terrain of university life can be especially difficult. They frequently feel as though they don't fit in the academic setting and suffer from imposter syndrome and feelings of loneliness. According to Stephens et al. (2012), there can be further stress and feelings of alienation as a result of the cultural mismatch between the independent norms of universities and the interdependent values typical of first-generation students' families. Universities have put in place several assistance mechanisms to help first-generation students after realizing this gap such as counselling, tutoring, and mentoring.

Through the promotion of a sense of belonging and community, peer mentoring programmes and first-generation student organizations have been beneficial in reducing these challenges. Interacting with classmates who have comparable experiences and obstacles offers emotional support and facilitates first-generation students' smoother transition to university life. According to a 2017 study published in the Journal of College Student Development, students who were a part of these groups expressed greater levels of connection and happiness with their university.

Psychosocial Factors/Personal-Emotional.

Personal and emotional adjustment involves the psychological and physical distress experienced when entering university (Sommer, 2013). The transition is stressful and can significantly affect student well-being (Nkuna, 2008). Financial challenges, poor relationships, and family problems can exacerbate these stressors, affecting learning (Bataineh, 2013; Kuban & Steele, 2011). Psychological factors are essential in motivating students and improving academic performance (Kortukova et al., 2020).

The pandemic brought unprecedented uncertainty, deeply affecting students. COVID-19's physical and psychological impacts were severe, leading to anxiety, stress, and

depression (Cortés-Álvarez et al., 2020). Mental health challenges, if unaddressed, could have long-term consequences on students' health and education. The COVID-19 pandemic has had a major impact on South African university students' mental health. Anxiety, despair, and stress levels surged because of the sudden switch to online schooling, social isolation, and future uncertainty. According to a study by Dube (2021), during the pandemic, university students' rates of anxiety and sadness significantly increased. The study found that pressure to adjust to new learning modalities, financial strain, and a lack of in-person engagement were all significant contributing factors.

Moreover, the pandemic intensified pre-existing mental health issues. According to a survey conducted by the South African Depression and Anxiety Group (SADAG) in 2020, 65% of university students reported heightened levels of stress and anxiety due to the pandemic, with many experiencing severe loneliness and a sense of hopelessness. The mental health services provided by universities were often overwhelmed, unable to meet the increased demand for support and counselling (SADAG, 2020).

Factors that promote/contribute to students' preparedness.

Career Guidance.

High-quality career guidance is essential in preparing students for the transition to university. Information about South African universities, their application processes, various courses, and available financial aid should be accessible to high school students before they apply for tertiary education (Scutter et al., 2011).

In the absence of high school counsellors, Life Orientation (LO) teachers can provide support. LO is a school subject focused on holistic development, career guidance, health education, physical education, and other vital topics. It helps students acquire skills and knowledge for success in life, including choosing the right career path. By providing essential

career information or directing students to resources, LO teachers can guide students to make informed decisions about their future university courses and help them transition smoothly (Lombard, 2018).

However, the Covid-19 pandemic disrupted this support system significantly. Schools were forced to close for longer periods than usual, leading to a loss of essential services like career guidance and counselling, which left many students to make uninformed choices (Rochelle-Côté & Hango, 2016).

High School Teachers.

According to Hudley et al. (2009), advice from high school teachers and counsellors significantly influences students' social and academic adjustment to university. Teachers play a crucial role in equipping students with skills to cope with the demands of tertiary education. Students require support from their families and teachers to make a smooth transition to university.

Teachers are not equal in their dedication and ability. Some are highly effective and motivate students to excel, while others may have lower training standards or inefficiencies. Regardless, teachers' competence and enthusiasm significantly impact student preparedness (Lombard, 2018). Students who receive guidance and encouragement from their teachers in high school often see them as role models, inspiring them to pursue their goals (Breda, 2018).

Studies show that pupils who receive instruction from trained and experienced teachers achieve better academically. Van der Berg et al. (2020) found a significant relationship between South African school student performance and teacher qualifications. Higher qualified and more experienced teachers are better able to run classes efficiently, give students individualized attention, and deliver high-quality instruction.

Ensuring that educators receive ongoing professional development is crucial to upholding strong teaching standards. However, according to a Jansen and Christie (2021) study, there is an unequal distribution of professional development opportunities, with teachers in township and urban schools having less access to training than those in rural and former Model C schools. This disparity makes the difference in educational outcomes even worse since teachers in underfunded schools frequently don't have the most up-to-date pedagogical knowledge and abilities.

The Type of Schools.

The term "public school" in South Africa refers to government-owned, controlled, and funded schools. While some public schools can generate additional funding and maintain their facilities, others remain dependent on government support. In contrast, private schools are only partially subsidized by the government (Cele, 2018).

South African schools are categorized into five quintiles based on community income, unemployment rates, and neighborhood literacy levels (Hall & Giese, 2009). Quintile 1 is the lowest and quintile 5 is the highest. Lower quintiles indicate higher poverty levels and result in more substantial government funding. Schools in quintiles 1-3 receive most government funding and are no-fee schools, whereas quintiles 4-5 are fee-paying schools (Mestry & Ndhlovu, 2014).

Quintile 1 and 2 schools, often located in rural areas, serve the poorest communities and lack essential resources like libraries and laboratories (Zikhali & Bokana, 2012). Higher quintile schools typically offer better facilities and resources. However, rural schools are not homogenous. Their diversity generalizes challenges, and many lack necessities like water, power, and computers (Cele, 2018).

Compared to many township and rural schools, former Model C schools, which are usually better supported and resourced, provide a higher quality education. According to a 2013 study by Spaull, pupils from schools with enough resources often score higher on national standardized tests and are more likely to fulfil admissions requirements for universities. These schools typically feature smaller class sizes, better facilities, and more qualified teachers, all of which help to create an environment that is better for learning.

On the other hand, inadequate facilities, increased class sizes, and underqualified teachers are common problems in township and rural schools. According to a Department of Basic Education report from 2019, pupils in these schools deal with several difficulties, including limited access to learning resources and textbooks, subpar facilities, and teachers who lack sufficient training.

Due to the gap in academic preparation caused by these inequities, it is more difficult for students from underprivileged schools to compete in higher education. According to research by Soudien et al. (2021), pupils from private and former Model C schools performed better academically and had greater rates of university retention than their counterparts from township and rural schools. Because they were better prepared, the former group frequently had stronger coping strategies for dealing with the demands of college life, like time management and independent study.

In addition, learners from well-resourced institutions benefit from the social capital they have accrued, which includes relationships with alumni and improved support networks. On the other hand, students from under-resourced schools could find it difficult to adjust to university life, leading to greater dropout rates because of inadequate academic preparation and a lack of resources (Letseka & Maile, 2021). These differences were exacerbated by the pandemic's transition to online education. While students from underprivileged schools often

battled with inadequate gadgets, restricted internet connectivity, and a lack of supervision, students from well-funded schools were more likely to have access to high-quality digital learning platforms and help from teachers (Di Pietro et al., 2020). This unequal access to education affected not just their academic preparedness but also their self-assurance and capacity to handle the rigors of university-level schoolwork.

CHAPTER 3: METHODOLOGY

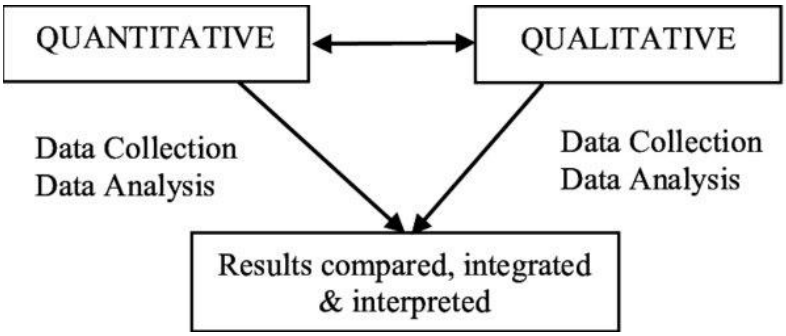
This chapter will discuss and explain the methodology employed in this study to answer the research questions. Firstly, the researcher will state the research questions and hypothesis, discuss the research design and the identified variables, and provide operational definitions. Secondly, the sampling procedure is discussed, and the methods applied to collect data for this study. Thirdly, the measures employed, and the statistical and qualitative analysis used is discussed. Finally, the chapter will end with the ethical considerations for the study being discussed.

The research design used in this study is non-experimental as the independent variable is not manipulated, and there is no control group. The type of non-experimental research used is correlational research which compares the statistical relationship between two variables; hence it was deemed fit for this study.

Further, this study will use a mixed-methods approach as a data-gathering paradigm. According to Ivankova (2002, p43), the "mixed-method approach" is a procedure for collecting, analyzing and "mixing" both quantitative and qualitative data at some stage of the research process within a single study, to understand a research problem more completely". The mixed-methods design is not new; however, what forms a mixed-method study along with the questions and discussions about mixed methods is still relatively new compared to other research designs (Brodie, 2019).

Figure 3.2

A Visual Diagram of the Mixed-Methods Concurrent Triangulation Strategy



Note. Reproduced from Creswell et al., 2003.

The rationale for using the mixed method for this study is because of the rich information obtained by using both qualitative and quantitative methods. When researchers use these methods simultaneously, they complement one another and give the researcher the freedom to do a complete analysis (Ivankova, 2002). In the opinion of Onwuegbuzie & Teddlie (2003), using mixed methods enables the researcher to probe deeper into the dataset to understand the data meaning.

Quantitative Design.

The quantitative design explains a phenomenon through numerical analysis from the data collected. Researchers often use this design when testing a theory by examining a relationship between independent and dependent variables.

For this study, this design was adopted because the researcher wanted to examine if there is a relationship between students' preparedness for university and the students' academic psychological adjustment. Also, to examine if there is a statistical difference between the first group, pre covid and second groups post covid. Furthermore, this method was advantageous because it could increase the generalizability of the study (Faloye, 2019). Another advantage of this design is that it is flexible as the researcher can choose which

variable they want to investigate and which measurement they would want to implement (Ivankova, 2002).

However, the findings from the quantitative design do not provide the causations. The designs determine if there is a relationship between two variables but do not explain what caused the relationship (Daniels, 2017). Therefore, open-ended questions were adopted as part of the survey to understand the causations better.

Qualitative Design.

According to Nkuna (2008), qualitative designs are descriptive and naturalistic methods that often accentuate lived experiences. This design aims to understand the participants' experiences subjectively. By using this method in this study, the researcher was able to study the participant's experiences from their perspectives. As mentioned above, open-ended questions were included as part of the survey. The purpose of these questions was to better understand the students' experiences and obtain richer data as they were offered the opportunity to elaborate more about their lived experiences.

Variables

Preparedness. Assess the student's ability to take notes, write academic English, work in groups, and know the basics of a computer.

Academic adjustment. "Success in coping with various academic demands of university, such as their academic performance, seeking academic support when needed, and their motivation and confidence to do well" (Stoklosa, 2015, p.42).

Social Adjustment. "Refers to students developing a satisfying relationship with others in university and involvement in social activities" (Stoklosa, 2015, p.42)

Personal-emotional adjustment. “Assesses students' internal, psychological state and level of distress experienced during adjustment to college, and may include depression, anxiety, substances, and self-esteem" (Stoklosa, 2015, p.42)

Institutional Adjustment. "Assesses the level of institutional attachment to the institution as well as the commitment to personal academic and institutional goals, such as feeling connected and sharing views aligning with the institution's mission" (Stoklosa, 2015, p.42)

Sampling Procedure and Sampling Size

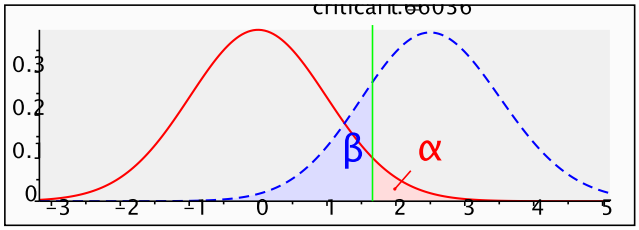
The target population for this study was first-year students (matriculated post the advent Covid-19) and second-year students (matriculated pre-Covid-19) registered with the University of Witwatersrand in the psychology department. A non-probability convenience sampling was implemented. The participants were selected based on access, availability, and willingness to respond. The non-probability convenience sampling is deemed appropriate because the survey was quickly administered, not expensive, and was safe to use during the Covid-19 pandemic. Permission to administer the survey to the students was obtained from the registrar of the University of the Witwatersrand.

A power analysis G* power 3.1 was performed to determine the sample size required to perform an independent sample t-test, as mentioned as one of the aims. The analysis was one-tailed.

Wilcoxon Signed-Rank test with an effect size of 0.5 (medium), an alpha level of =0.05, and power of 1-B =0.8(80%) required a total of 106 participants, which in the group having 53 participants each for the first and second years respectively.

Figure 3.2

Post-hoc power calculation of acquired sample for independent t-tests.



Participants

One hundred and ten participants in total completed the survey for this research report. All the participants gave complete responses and left no blanks. Relative to gender, the realized sample identified themselves as 89.1% female, 10% male and 0.9% they, majority of the participants identified as African, followed by Whites, Indians, Coloureds and Asians. The dominant home language was English, followed by Isizulu and IsiXhosa. The least spoken language was Sesotho, isiSwati and Sepulana. Furthermore, 80% of the participants were in the first year and 82% of the participants for this study were not the first generation at home to attend university.

Procedure

After the ethical clearance for the study was approved by the University of the Witwatersrand Human Ethics Research Committee (Protocol number MASPR/21/02) and the university registrar granted permission to administer the survey to first- and second-year students in the psychology department at the University of the Witwatersrand. The survey was completed online by 110 (10%) out of 1085 students invited to participate.

Initial contact with potential participants was facilitated through an email disseminated via the students' wits emails by the registrar's office. The email stipulated that the participant needed to be in the first year or second year in the psychology department. It was clearly stated that participation was voluntary, and the students could choose to discontinue the study at any point up to the final submission of the questionnaire.

A link to the Google form where the questionnaire could be accessed was provided. On accessing the link and in order to proceed with the questionnaire participants were required to give informed consent. The survey comprised three sections and required approximately 30-35 minutes to complete. The use of a survey gave participants the freedom to complete the survey independently and anonymously.

On completing data collection, the next step was to check, clean and code the Statistics Package for the Social Sciences, version 27 (IBM SPSS V27). After that, the researcher conducted statistical analyses to address the study's research questions.

Measuring Instruments.

STUDENT ADAPTATION TO COLLEGE QUESTIONNAIRE (SACQ), (1989): Student Adaptation to College Questionnaire (SACQ) was designed to assess students' adjustment to university was employed in this study. SACQ is a 67-item questionnaire which can be administered to individuals or groups.

The theorical rationale behind the SACQ construction is that student's adjustment to university is a multidimensional process that requires students to develop coping strategies to manage the demands of university (Barker & Siryk, 1989).

The SACQ consists of four subscales of: *Academic Adjustment; Social Adjustment; Personal-Emotional Adjustment and Institutional Adjustment* which is also referred to as *Attachment*. The scores are rated on a 9-point Likert scale ranging from (1) *Applies very closely to me* to (9) *Doesn't apply to me at all* (Barker & Siryk, 1989).

According to, Baker and Siryk (1989) reported alpha coefficients for the full scale ranging from .92 to.95, for the Academic adjustment subscale from .81 to .90, for the social adjustment subscale from .83 to .91, for the Personal-Emotional subscale from .77 to .86 and for the Attachment subscale from .92 to .95.

Interpretation of the Scale.

The four subscales of the SACQ can be interpreted differently based on their content and data received from several studies.

Academic Adjustment

These subscales measure the student's success in coping with the academic demands of university. The scale items can be classified into four item clusters, the first one being motivation, application, performance, and academic environment.

Motivation: looks at the student's motivation and attitudes towards their academic goals, the items included in this cluster is 5, 19 ,23 ,32, 50 and 58.

Application: evaluates how well the student is implementing their motivation into the actual academic effort, the items included in this cluster are 3, 17, 29 and 44.

Performance Looks at the student's academic performance. The items included are, 6, 10, 13, 21, 25, 27, 39, 41 and 52.

Academic Environment focus on the student's satisfaction with their academic environment and what it offers, items included in this cluster are 36, 43, 54, 62 and 66 (Barker & Siryk, 1989).

Social Adjustment`: This subscale measures the student's success in coping with the interpersonal-societal demands experienced at university, for instance developing relationships with other and participating in social activities.

General measures the success in social activities and functioning in general, items included in this cluster 1, 8, 9, 18, 37, 46 and 65.

Other people look at the involvement and the students' relationships with other people on campus, items included in this cluster are 4, 14, 33, 42, 48, 56 and 63.

Nostalgia Measures social relocation and being away from home and family, items included in this cluster are 22, 51, and 57.

Social Environment looks at the student's satisfaction with the social aspects of the university environment, items in this cluster include 16, 26 and 30 (Barker & Siryk, 1989).

Personal-Emotional Adjustment: Assesses the students' internal psychological state and level of stress that students experienced during adjustment to university.

Psychological measures the psychological well-being of the students, items included in this cluster are 2, 7, 12, 20, 31, 38, 45, 49 and 64.

Physical focus on the physical well-being of the students, items included in the cluster are 11, 24, 28, 35, 40 and 45 (Barker & Siryk, 1989).

Institutional Adjustment: Assesses the level of institutional attachment to the institution as well as commitment to personal academic and institutional goals.

General measures the students' satisfaction with their chosen degree, items included in this cluster are 15, 60 and 61.

This College assesses the students' satisfaction with the university that they are enrolled in, items included in this cluster are 16,34,47 and 59 (Barker & Siryk, 1989).

Data Analysis

Quantitative Data Analysis.

Quantitative data analysis was carried out with IBM SPSS V27 for windows. Qualitative data were analysed using thematic analysis as specified by Braun and Clark (2019) and quotes were included to wholly capture the identified themes (Kawulich & Holland, 2012). Before the statistical analysis of the results, data was checked by the researcher and no missing data was found. Thereafter, descriptive statistics for background demographics such as gender, race, locality, and other variables of interest inclusive of aspects of the test data such as central tendency and range are summarized and present in chapter four.

Inferential statistical analysis was the next step. Inferential statistics are defined as methods utilized to infer or generalize regarding the population from which the sample was drawn.

Thematic Analysis.

Thematic analysis was chosen for analyzing data from the open-ended questions because it allows identifying, analyzing, and reporting patterns or themes emerging from narrative stories (Braun & Clarke, 2006). This approach is known to provide flexibility in exploring diverse aspects of participants' experiences and insights, enabling a deeper understanding of the underlying themes and commonalities across the responses. Furthermore, it facilitates the interpretation of qualitative data by organizing it into meaningful categories, helping to reveal patterns that may inform research objectives and support meaningful conclusions.

Step one: Familiarizing Yourself with Your Data. The first step requires the researcher to first familiarize themselves with the data through transcribing, reading, re-reading, and noting down initial ideas (Braun & Clarke, 2006). For this study, the researcher

did not transcribe -any recording but went through each participants' response and the researcher then made comprehensive notes, jotting down the important information to best answer the research question.

Step Two: Generating Initial Codes. Once the researcher was done with familiarizing themself with the data and generated ideas about what is in the data, what they find interesting and could help answer the research question. The next step was to move on to the production of initial codes from the data and highlighted the codes which stood out.

Step Three: Searching for Themes. Thereafter, once the researcher was done with generating codes, the next step was to primarily identify themes (Braun & Clarke, 2006). In this phase the researcher was "Searching for themes, collating codes into potential themes, gathering all data relevant to each potential theme" (Braun & Clarke, 2006, p. 87). This phase was used as the draft of theme development and code placement.

The following themes emerged: Family as a supportive structure, YouTube, Orientation, Academic pressure, time management, wrong field of study, isolation, procrastination, feeling homesick, anxiety, safety, flexibility.

Step Four: Reviewing Theme. In this stage the researcher reviewed and modified the themes that they identified in the previous phase. Some the themes were renamed, and other themes became subthemes. The researcher used the following questions as guidelines:

- Do the themes make sense?
- Does the data support the themes?
- Am I trying to fit too much into a theme?
- If themes overlap, are they really separate themes?
- Are there themes within themes (subthemes)?
- Are there other themes within the data? (Maguire & Delahunt, 2017).

Step Five: Defining and Naming Theme. It is pertinent that each of the identified themes are refined, defined, and named (Braun & Clarke, 2006).

Assumption Checks

Spearman's rank correlation coefficient

Assumption One. The variables of this study are preparedness (independent variable), and academic and personal-emotional adjustment (independent variable) were measured on an ordinal Likert scale. Thus, this assumption was met.

Assumption Two. The two variables tested represent paired observations.

Assumption Three. There was a monotonic relationship between the two variables tested. A monotonic relationship exists when either the variables increase in value together, or as one variable value increases, the other variable value decreases.

A Mann-Whitney U Test

Assumption One. The dependent variable (the SACQ full scale) was measured at the ordinal Likert Scale.

Assumption Two. The independent variable which was year level consists of two categorical, independent groups which are first year students and second year students.

Assumption Three. Independence of observations was present, for instance there were different participants in each group.

Assumption Four. The two variables tested are not normally distributed. A Mann-Whitney U test can be used when your two variables are not normally distributed.

The researcher used Spearman correlations to determine whether preparedness predicts academic adjustment and psychosocial adjustment.

Furthermore, the two different groups (first- and second-year students) adjustment to university was compared using a nonparametric Man Winney test for data with unequal variances was used.

The independent samples t-test was initially proposed be used to examine if there is a significant difference between adjustment between the different cohorts. However, because the data violated some of the assumptions and therefore the Man Winney test was deemed appropriate.

Ethics

Ethically, the researcher needs to ensure that the research will be beneficial to society. By proving benefits, the researcher needs to ensure that the participants are not at any risk and are not to be treated as mere means to an end. The participants must be willing to participate voluntarily in the conducted study, and should not feel coerced, threatened, or bribed to participate in the study (Kapano, 2014). The participants had the right to withdraw at any time when they felt they needed to. The permission to conduct this study was obtained from the Human Research Ethics Committee (Non-Medical) and from the University of the Witwatersrand registrar who sent notification to the students providing the specific link to the study. A consent form was included before the participant can open and begin the survey. The consent document gave the participants two options ‘Yes, I consent’ and ‘No, I do not consent’.

By completing the online questionnaires, informed consent was obtained. Furthermore, first year students got incentives in the form of 1% towards their marks for participating in the study and the academic advantage is that students are exposed to the

breadth of research that might be conducted in the psychological domain and how this is conducted.

Although the researcher cannot ensure the participant's anonymity because the first-year students will provide their student numbers. Confidentiality was maintained by ensuring that any information which may be used to identify a participant is excluded in final write up and that only the researcher and supervisor will have access to the data. The information received is stored in a safe place which is secured by a password protected and site encryption. It will be stored for a period of five years and will be destroyed thereafter.

CHAPTER FOUR: RESULTS

The following section will present the results obtained from the statistical and thematic analysis. Firstly, the reliability analyses for the scale and the descriptive statistics are presented. Secondly, the Spearman correlation coefficient test was performed to see a correlation between preparedness, academic adjustment, and personal-emotional adjustment. Thirdly, a Mann-Whitney U test was conducted to determine any significant differences between the two cohort groups. Lastly, the thematic analysis took place to obtain a deeper understanding of participants' experiences concerning the academic challenges, personal-emotional challenges, factors that promote preparedness and the students' experience with online learning. The discussion chapter will provide further elaboration and interpretation of all the results.

Reliability of Analysis of the Instruments

Reliability analysis was conducted to assess the internal consistency of the Preparedness Scale, Academic Adjustment Scale, Personal-emotional Scale, Social Scale, and Institutional Adjustment Scale. The demographic and qualitative data obtained in this study were not subjected to a reliability analysis as this data was not obtained using a scale. However, open-ended questions were developed explicitly for this study.

According to Field (2013), Cronbach's alpha measures internal consistency or extent. The Cronbach's alpha ranges from 0 to 1, which determines definite internal consistency. Scales are considered reliable and good if the Cronbach alpha is .7 and above; those that fall between .6 to .7 are also accepted. However, below .5 is unacceptable and regarded as poor (Makgotla, 2019).

Academic Adjustment Subscale.

This subscale of the SACQ showed unacceptable reliability of .49. This is attributed to the two items in the scale that had very low corrected item-total correlation; “I consider getting a

university degree vital to me” had a corrected item-total correlation of (-.13) "I am attending classes regularly", which had a corrected item-total correlation (-.20). The two items were removed, and the subscale had an alpha coefficient of .66, which was more acceptable than the first one.

Personal Emotional Adjustment Subscale.

The 15-item subscale had an acceptable and good reliability of .99. These findings are considered acceptable, and all questions have been valid in answering the research questions. All items had acceptable corrected item-total correlations.

Social Adjustment Subscale.

The 11-item subscale shows an overall reliability coefficient of .63, which is moderated and accepted. According to Hair et al. (2006) an alpha coefficient of above .6 is acceptable if the measure is preliminary and if there are very few items in the scale.

Institutional Adjustment Subscale.

This subscale SACQ had a good and acceptable of .79.

Demographic Information

The participants' demographic information is reported in this section, which includes examined variables such as race, gender, locality, language, funding, and study level.

The results obtained from the data showed that 98 (89.1 %) of the respondents were females, 11 (10%) were males and 1 (0.9%) identified as "they". There was an overrepresentation of females as expected from a sample of undergraduate psychology students. The undergraduate psychology classes are often predominantly female. Secondly, 83 (75.5%) of the respondents were from the urban area, and 27 (24.5%) of them were from the rural area. English as a home language had the highest percentage of (40% of the participants), followed by IsiZulu which was (17.3% of the respondents). The other official languages in South Africa comprise the rest of the respondents, excluding one student who mentioned that their home language is Sepulana.

Of the 110 respondents, 53% indicated that they matriculated in 2020, 42% matriculated in 2019, 3% in 2018 and 1% in 2018, 2016 and 1973. Furthermore, (82) 74% of the participants indicated that they were not the first generation to attend higher education and (27) 25% indicated that they were the first members of their family to go to university, whilst 1% mentioned that they were not sure.

In all, 43,6 % of the respondents indicated that their parents are funding their fees. In comparison, 40% indicated that they received funding from NSFAS, and 11.8% of the respondents indicated that they have no funding and are still seeking sponsorship. Lastly, 80 (73%) of the respondents were in their first year, and 30 (27%) were in their second year. Please see table 1 below:

Table 1

Descriptive statistics (Pre- and Post-Covid19)

		Pre-covid19	**Post-covid19**
	n	%	%
Gender	Female	76.7	93.8
	Male	20	6.3
	Other	3.3	0
Language	Afrikaans	3.3	2.5
	English	50	36.7
	IsiZulu	16.7	17.7
	IsiXhosa	6.7	10.1
	Sesotho	3.3	6.3
	Setswana	6.7	2.5
	Sepedi	3.3	8.9
	IsiNdebele	0	3.8
	Xitsonga	6.7	6.3
	Tshivenda	3.3	2.5
	SiSwati	0	2.5
	Sepulana	1	0
Residence	Urban	80	73.3
	Rural	20	26.3
Finance	Parents	50	42.5
	NSFAS	36.7	41.3
	Bursary	10	1.3
	Student-Loan	3.3	1.3
	No Funding	0	
First in Family	Yes	26.7	23.8
	No	73.3	75
	Maybe		

Notes. n= 110

Descriptive Statistics

Preparedness

Descriptive statistics for preparedness revealed an overall mean score of (*M*=40.26; *SD*=4.8). This indicates a positive perception amongst the students about their preparedness for secondary to tertiary education. Item 8 ("I was able to submit assignments online or as an attachment") had the highest value of (*M*=4.90; *SD*=3.3), indicating that the students were able to submit an assignment digitally as an attachment which applies to teaching and

learning platform as well as e-mail. Furthermore, item 5 ("In high school, we experienced online classes") on the scale had the lowest mean value of (M=2.29; SD=1.6), which shows that at least 22% of the students experienced online learning in high school.

Table 2

Raw statistics for Preparedness (Pre- and Post-Covid19 cohorts)

	Pre-Covid 19 (n=30)		Post-Covid19 (n=80)	
Scales	***M***	***SD***	***M***	***SD***
Preparedness	41	5	39	50
Academics Adjustment	116	23	107	26
Social Adjustment	103	17	102	20
P/Emotional Adjustment	68	16	66	18
Institutional Adjustment	78	19	76	26
Full Scale	369	74	350	70

Notes. n=30 (pre-covid19) and n=80 (post-covid19)

The results presented in Table 2 show the raw mean scores for preparedness, Academic, Social, Personal-Emotional, Institutional, and overall Adjustment. However, according to Baker and Siryk (1989), raw scores are often difficult to interpret since raw scores provide little information about how individuals compare with other students therefore the scores were converted to T-Scores.

Table 3

T-scores for the SACQ scales (Pre- and Post Covid19 cohorts)

	Pre-Covid19 (n=30)		**Post-Covid19 (n=80)**	
Scales	**M**	**SD**	**M**	**SD**
Preparedness	48	5	50	10
Academic Adjustment	52	9	49	10
Social Adjustment	52	9	49	10
P/Emotional Adjustment	51	9	50	10
Institutional Adjustment	51	9	49	10
Full Scale	198	28	206	27

Notes. *n*=30 (pre-covid19) and *n*=80 (post-covid19)

Table 3 shows the T-scores for the SACQ scales. High T-scores show good adjustment, whilst low T-scores are consistent with poor adjustment. T-scores with a mean of 50 are regarded as average, T-scores of 30 to 40 are low and T-scores of 60-70 are regarded as high. The results obtained from the data show that both cohorts scored average on all the adjustment scales. The analysis of raw scores and T Scores reveals distinct trends in preparedness and adjustment among participants before and after the COVID-19 pandemic. The mean preparedness score dropped significantly from Pre-Covid (M = 41, SD = 5) to Post-Covid (M = 39, SD = 10). Academic adjustment scores also declined slightly from Pre-Covid (M = 116, SD = 23) to Post-Covid (M = 107, SD = 26), accompanied by a minor increase in variability. Social adjustment saw a slight decrease in mean score from Pre-Covid (M = 103, SD = 17) to Post-Covid (M = 102, SD = 20), with a small rise in standard deviation, suggesting more variability. Similarly, psychological/emotional adjustment scores experienced a marginal drop from pre-COVID (M = 68, SD = 16) to post-COVID (M = 66, SD = 18), with a slight increase in variability. Institutional adjustment scores showed a small decrease from Pre-Covid (M =

78, SD = 19) to Post-Covid (M = 76, SD = 26), along with increased variability among participants.

T Score analysis presents a nuanced picture. The T Score for preparedness increased from Pre-Covid (M = 48) to Post-Covid (M = 50). Academic adjustment T Scores dropped slightly from pre-COVID (M = 52) to post-COVID (M = 49). Social adjustment T Scores also declined from pre-COVID (M = 52) to post-COVID (M = 49), indicating a decrease in social adjustment relative to the norm. The T Score for psychological/emotional adjustment decreased from (M = 51) to (M=50) post covid. Institutional adjustment T Scores decreased slightly from pre-COVID (M = 51) to post-COVID (M = 49).

Overall, the raw scores indicate a general trend of decreased preparedness and adjustment levels post-Covid, with greater variability among participants.

Inferential Statistics: Spearman's Rank Correlation Coefficient

A Spearman's rank-order correlation was run to determine the relationship between students' preparedness and academic adjustment at university. The Spearman's rank order did not reveal a statistically significant correlation between whether there is a correlation between students' preparedness and academic adjustment (*rs* (8) =. -111, *p* = .250).

This finding indicates that there is no meaningful association between students' levels of preparedness and their academic adjustment. Contrary to expectations, the hypothesis that higher preparedness would correlate with better academic adjustment was not supported. Therefore, given the results of Spearman's rank-order correlation analysis (rs (8) = .017, p = .864), we do not reject the null hypothesis. The p-value is significantly higher than the lawful threshold of 0.05, indicating that there is no statistically significant correlation between

students' preparedness and academic adjustment. Additional insights might be obtained from the qualitative results.

Correlations Total Preparedness and Total Academic Adjustment

		Preparedness Total	Total Academic Score
Preparedness Total	Correlation Coefficient	1.000	-.111
	Sig. (2-tailed)	.	.250
	N	110	110
Total Academic Score	Correlation Coefficient	-.111	1.000
	Sig. (2-tailed)	.250	.
	N	110	110

Personal-emotional Adjustment

The researcher also conducted a Spearman's rank-order correlation to determine the relationship between students' preparedness and their Personal-emotional adjustment at university. There was a negative correlation between students' preparedness and personal-emotional adjustment, and there was no statistical significance (*rs* (8) =. -158, *p* = .099).

Correlations Total Preparedness and Total Personal Adjustment

		Total Personal	Total Preparedness
Total Personal-Emotional Scale	Correlation Coefficient	1.000	-.158
	Sig. (2-tailed)	.	.099
	N	110	110
Total Preparedness	Correlation Coefficient	-.158	1.000
	Sig. (2-tailed)	.099	.
	N	110	110

Mann-Whitney U

Mann-Whitney U tests examined group differences the students' adjustment to university during the different years. From this data, it can be concluded that the first-year students' adjustment to university was statistically significantly higher than the second-year students ($U = 932$, $p = .072$).

Qualitative Data Analysis

Theme 1: Academic challenges experienced by the students.

Question 3 of the study investigated the participants' academic challenges experienced by the students. The responses are reported below:

Subtheme: Academic Pressure. Academic pressure has been the most recurrent theme with many participants. Thirty participants in the study mentioned that they were experiencing academic challenges. Other contributory factors such as medium of instruction, exam pressure, and academic writing have been identified to cause immense pressure and stress on the students. *"The major problem would be the unexpected workload. We knew the varsity workload was bad, but I did not expect it to be this bad". "The workload is very different from high school and can be too much."*

The above experiences indicate that the participants may find themselves under immense pressure due to the increase in their academic workload.

Subtheme: Time Management. The ability to manage time well is a challenge for most university students. Many participants (42.4%) noted this theme. Moving away from home, away from their parents and high school teachers to a new environment where they are now expected to create their schedules and organize their study time from personal and social activities is challenging**.** Participants below describe the challenges of time management here *"Academically, there is a lot of work that needs to be done in a short space of time." Struggling to manage time well."*

Subtheme: Wrong study Field. Another major obstacle that the participants mentioned was that they were not studying a course they liked or interested them. The student must choose the course they want to study without being influenced or pressured by family

members or peers. Below are responses from two participants in the study who mentioned how they feel about the course they chose: "*Firstly, I did not have career guidance at high school due to covid 19, so I do not like the course I am doing. I have been struggling to pass all my modules which makes me feel like I do not deserve to be at Wits. It's hard finding people to help when you do not have resources like books. "I do not think I chose the right course for me. I guess I could not afford to take another gap year...*

The above responses relate to General Institutional adjustment.

Theme 2: Psychosocial challenges experienced by the students.

Subtheme: Feeling homesick and lonely. Twelve participants mentioned that they often feel homesick and lonely. Feeling homesick and lonely was listed as one of the challenges that the students faced with which had a ripple effect on them and negatively affected their academic performance. The statements from the participants show evidence of that: *"Loneliness would be the only psychosocial challenge that comes to mind." Being away from home is a big problem, and the workload is too much." "The challenges I faced were being far away from my family even though I am used to them being around me, especially the exam."*

Subtheme: Difficulties in building relationships and socializing. Social relations were found to be as important as other factors such as financial, academic, and psychological factors and factors related to university lifestyle (Yoon & Hur, 2021). Students who lack social relations often feel lonely and lack a sense of belonging. The statements below from the participants reflect social adjustment-other people and they show this: *"Meeting new friends has been tough because we aren't on campus." "Early in my first year I went through a breakup, and it affected my learning and focus." "Making friends has been difficult, especially being online. It feels harder to connect to others."*

Subtheme: Feeling stressed and anxious. Results from the current study show that the participants have experienced a certain level of stress and anxiety at some point during their time at university. The participants below expressed feeling overwhelmed due to significant changes and challenges, highlighting a gap in their psychological, social, and emotional adjustment. They struggled with the different approaches and processes encountered, indicating difficulty adapting to their new environment. *"Trying to understand the workload in pressured time. Trying not to have a mental breakdown every day because of how difficult the course is." "I had mental breakdowns several times.' "I faced moderate depression. I had to go therapy and talk about my issues and why I am facing depression. The transitioning was easy but then I felt alone, And I had friends, and they left me."*

Subtheme: Cultural shock. Another frequent theme which came up was how different university is compared to high school. The participants indicated that their arrival at university was a reality check and a slight culture shock**.** Often students assume that the university environment operates the same way as high school. However, that is not always the case. Their daily routines change, and the pace of teaching and learning moves at a rapid pace as mentioned here: *"University has a lot of work. It requires you to put effort into all the courses that you do. I sometimes fall behind and it gets hard to catch up. "I faced challenges adjusting to how things are done academically in varsity, compared to high school. It was difficult for me to keep up with lots of lectures, assignments, tutorials, and tests all at once. So far, I have faced no social challenges and have made plenty of friends."*

Theme 3: Factors that help prepare students for university.

Subtheme: High school teachers as role models. A frequent theme was the significant role high school teachers have in assisting students in preparing for university. The students expressed that their teachers supported them when they were still in high school.

This is evident in the descriptions made by participants here: *"The encouragement from my matric teachers." "Extra classes. Academic classes with teachers and tutors after school* helped *me." "7th period at school, Saturday classes and online learning. They provided an extra platform for me to learn. I got to learn more and practice more of my schoolwork."*

What has been narrated above is the influence high school teachers had on their students. The teachers offered the students extra assistance such as tutoring and having extra classes during the week and on Saturdays.

Subtheme: Family. Families, particularly parents, influence how students adjust and adapt to a new environment, specifically universities. The participants in this study indicated that the presence of the parents is a beneficial aspect, as they not only provide motivation but also provide a sense of security. Many students noted that their families have been very supportive on their university journey: *"Talking to the family."*

Subtheme: YouTube Video's. YouTube is very popular amongst university students; they use it to research, complete assignments, or watch videos on the platform if they need more explanation or clarification about their course content. Seven participants in this study expressed that YouTube had a role in helping them prepare for university: *"Watching university-related YouTube videos." "I watched a lot of YouTubers that were already in university." "YouTube and other studying websites."*

Subtheme: Orientation. Orientation programmes offered at universities also significantly impacted students' preparedness. Orientation programmes are designed to provide students with the necessary support that they will need to adjust and navigate around in university. In this study, 56% of participants expressed that attending and taking part in

orientation assisted them greatly in adjusting to university. They felt that orientation week equipped them with information about the university and provided essential guidance on adjusting and being successful at the university. This is evident in the statement here: *"It was brilliant, well organized, and very informative. Made me feel safe knowing that it is a second home". "Orientation was helpful and insightful."*

The students' experience with online learning

Negative Experiences

Subtheme: Network connection and data affordability. Various students were concerned about network connection and the mobile data needed to attend classes. Due to classes being online, students are in different areas, and in some areas, the network connection is an issue as mentioned here: *"Negative, tend to fall behind with my schoolwork and connectivity issues tend to be a bar." "The negative experiences are experiencing internet connection problems.*"

Subtheme: Procrastination. Online learning requires a lot of motivation, time, and good time management skills. Students who lack time management skills find themselves procrastinating and often feel too lazy to complete a given task.

Subtheme: Increased mental health issues. Many of the participants in the study mentioned how they are not coping mentally because of online learning. *"There's nothing positive it's draining emotionally and mentally I'm always tired and never have the energy to complete work unless it's the last minute. "Trying to understand the workload in pressured time. Trying not to have a mental breakdown every day because of how difficult the course is."*

Positive Experiences

Subtheme: Classes are recorded.

It's been going well. The lecturers upload everything and are easy to contact if we need help. The live classes are great for discussions.

Subtheme: Flexibility and ability to work at your own pace. Flexibility and the ability to work at your own pace were noted as the advantages of online learning. The students can work at their own pace and listen to the recorded lectures on their own time. *"I love it. It makes me feel like no matter where I am, I am still able and capable of furthering my education. Ulwazi is brilliant and it is exciting." "I love online learning. It allows me to be very flexible with my time. Although I worry about how I will cope coming back to campus"*

Subtheme: Safety. The main reason for the shift from contact learning to online was because of safety. Students and lecturers are safer at home than at university. Social distancing is maintained well when students attend classes online. *I* "*like the fact that I can mostly work at my own pace and in a safe environment".*

CHAPTER FIVE: DISCUSSION AND CONCLUSION

Students Preparedness

Successful transition and adjustment to university are significant issues in South Africa and worldwide. Lombard (2018) suggests that students' lack of preparedness for university is the root of this issue. Being offered a place at university to study and pursue one's dream opens many opportunities for students; hence, a successful transition and adjustment to university is vital. Overcoming any challenges experienced during the transition period brings about holistic development, which will be helpful when students transition to the world of work in the future (Daniels, 2017). Students prepared for university are more likely to transition and adjust well to the new environment. This research report confirms that many factors contribute to the student's preparation. The participants in this study mentioned some factors that they viewed as helpful in preparing for university. Furthermore, the preparedness descriptive analysis showed that the participants had a positive perception of their level of preparedness for university. Although almost half of the participants (56%) in the study did not experience online learning, they still felt that they were prepared for university. Only 28% of the participants mentioned that no one or nothing assisted them in preparing for university or equipped them with the needed skills to transition and adjust to university. Nevertheless, they were confident that they were prepared for university. The following themes emerged from the students' responses: high school teachers, family members, YouTube videos, and orientation. These themes gave more insight into the results from the database. The themes are discussed below:

High School Teachers as Role Models.

This was a frequent theme that came up from the data, (33%) including both cohort pre- and post-Covid students indicating the significant role played by high school teachers in assisting the students prepare for university. The participants mentioned that teachers also provide emotional support and, in some cases, motivate them to do well and to apply to university to further their studies. Teachers also take the role of being mentors and always go the extra mile in assisting their learners. Some of the second-year students revealed that their high school teachers are still their mentors, and they still go when they need advice about something. Some of the participants revealed that some of their high school teachers sacrificed their time by organizing extra classes after school and during weekends and having exam camps for their final exams. These results are in line with Chidzonga's (2014) study which showed that secondary educators have a strong influence on their students' lives, they help the students prepare for the transition to higher education by teaching them students' basic skills, providing emotional support, and motivation that they will need to cope at university. Teachers are viewed as role models to the students because they often assist the students by equipping the learners with a firm foundation and the necessary skills needed to adjust and cope with university stressors (Setlalentoa, 2013). The impact that teachers had on these students' lives should not go unnoticed, the teachers laid a good foundation for these students to assist their transition and adjust process to university.

Family.

Families, particularly parents, significantly influence how students adjust and adapt to the new environment, specifically universities. 48% of the participants in the study reported that their parents are paying their school fees. Students who were the first generation to attend university also mentioned that their parents are supportive, but they may lack the university

experience. However, they can offer the students motivation and encouragement. This theme is consistent with literature, which suggests that first-generation students are successful at university because their families have provided them with support throughout university (Daniels, 2017).

At least 74 % of the participants in the study mentioned that they were not the first generation of children to attend university with 19 first-year students and 8 second-year students who mentioned that. Family support is another factor that significantly impacts student preparedness for university because parents can offer guidance and advice to students on what to expect at university and what university life looks like. Additionally, all the first-year students mentioned their family as the main supportive structure, whether it was parents, single mother or siblings.

It is also important to note that some students, particularly second year, did not mention their families as being part of their support structure. Some families are not aware of the challenges and stress that students experience at university, and they cannot offer the students the necessary support they need. It could be argued that this is not that they do not care for them, but that they are just unaware of the challenges students face at university. It could be that these parents themselves are uneducated, and they have less knowledge about education.

Furthermore, Daniels (2017) states that students who attend poor schools with overcrowded classes, inadequate infrastructure and educators who lack motivation are likely to be underprepared for university. Parents can try to close that gap by being more involved in their children's academics and providing them with all their support. However, a small percentage of the students revealed that they did not have close relationships with their parents and lived with their aunts or grandparents.

YouTube Videos

About 40% of the participants including both pre and post Covid cohort noted that YouTube is very popular among university students. The students use it to research, complete assignments or watch videos on the platform if they need more explanation or clarification about their course content. YouTube was beneficial in providing them with the relevant information that they needed for university. Studies have shown that the YouTube platform is used by many students and is the second most used platform by university students (Almobarraz, 2018).

The participants revealed how they went on YouTube on their phones, searched for institutions, and various informative videos available for them to watch and get more insight. These results show consistency with the empirical studies, which confirm that YouTube offers various services such as uploading, downloading, watching, and sharing among individuals. The videos on YouTube are always available. YouTube also offers the opportunity to repeat, stop, or complete at any other time. YouTube videos encourage group work activities through sharing videos which add fun and meaning to the learning environment. Thus, YouTube helps to keep the material in long-term memory (Ebied et al., 2016). Furthermore, this platform has also been helpful for the students if they need more information about their modules. Youtube also played a crucial role during lockdown because social distancing rules were applied, and students had to come up with new ways to get information and study.

Orientation.

The participants felt that orientation week equipped them with information about the university and provided essential guidance on adjusting and being successful at the university. Orientation was noted as vital, especially by second-year students who got to experience the orientation week physically. The students revealed how they got to interact

with other students and make new friends, this was confirmed by most second-year students. Information on where to get assistance for various issues was noted as very useful. For instance, when classes shifted to online learning, many students experienced anxiety, and they consulted with CCDU, which was introduced to them during orientation. The orientation programme has been shown to positively impact online student retention and success (Stone et.al, 2016). This is consistent with the literature that orientation programmes assist new university students in addressing their expectations and boosting their preparedness (Abdous, 2019). However, most (56%) first-year students also mentioned this, but others mentioned that the orientation programme had lost touch because it is now online. Some students reported that they could not join the programme because of network problems or late registration.

Results Relating to the Hypothesis

1. ***Does student preparedness have a relationship with students' academic adjustment?***

As discussed in the literature, the influence of student preparedness for academic adjustment is highly evident. However, the present research revealed some contradictory findings. The Spearman analysis correlation did not reveal a statistically significant correlation between students' preparedness and academic adjustment. This specific study could argue that student preparedness is not linked to student adjustment at university. Students mentioned various factors as challenges that they experienced that might impact their adjustment. Many of the participants (88.5%) mentioned that they experienced academic challenges such as workload, time management problems, and lack of academic motivation, and 5% mentioned selecting the wrong course to study. Similarly, students feeling stressed about academic demands and requirements and daily life routines constantly worrying about academic tasks and fear of failing academically lead to being less adjusted towards

university. It is important to note that students felt that they were ready for university but were not aware of the challenges of online learning.

Furthermore, the descriptive analysis for the preparedness scale revealed that the students felt that they were well prepared for university. The descriptive analysis for the academic adjustment revealed the opposite. The mean score for the academic adjustment scale was lower than the variable midpoint implying that participants reported moderately low levels of academic adjustment. The students were well prepared, but various challenges affected their academic challenges.

The students' responses to the open-ended questions showed that they experienced some challenges that negatively impacted their academic adjustment. The emergent themes offered further insight into these results; the participants mentioned the factors discussed below as academic challenges they experienced.

Academic Pressure.

Academic pressure or academic workload was the most recurrent theme with many participants. The teaching and learning pace at university has changed and lectures move at a rapid pace as compared to high school teachers. Other contributory factors such as the medium of instruction, exam pressure, and academic writing can cause immense pressure and stress on the students. Academic pressure was not only mentioned by first-year students but also second year students. This shows that this is a common challenge experienced by many students at university and can harm the academic performance of the student. There were about 18 participants from rural areas and whom English was not their home language who mentioned that writing and understanding assignments was a challenge for them.

It is clear from the responses that the students were having some challenges coping with the tasks at university such as tests, assignments, and exams. This theme is consistent

with the literature, (Daniels, 2017) which suggests a challenge experienced by most university students is that they are often not prepared for the increased academic workload at university. Upon entering university, the students have their ways of doing things, only to find that their ways are not adaptive. This does not only apply to academic works, but it also applies to social ways of doing things (Nkuna, 2008).

Time Management.

Several participants (42.2%) noted this theme both when asked about their academic challenges and their experience with online learning challenges. Time management was also another challenge experienced by first- and second-year students. The ability to manage time well is a challenge for most university students. Moving away from home, away from their parents and high school teachers to a new environment where they are now expected to create their schedules and organize their study time from personal and social activities.

Furthermore, the participants mentioned that managing their time has become more challenging because of the shift to online learning. The students who reside at home and not in private accommodation or university residence mentioned how difficult it can be to do all house responsibilities and schoolwork. Consequently, they often experience anxiety and stress because they often feel pressured to submit and meet their deadlines. According to Jones et al., 2008; Kelly, 2002, many university students have poor time management skills because they fail to prioritize their tasks and plan their day accordingly.

Wrong Study Field.

Another major obstacle that the participants mentioned specifically first year students was that they were not studying a course they liked or interested them. The student must choose the course they want to study without being influenced or pressured by family members or peers. Also because of the disruption caused by lock down, this particular group

was not able to get proper guidance and assistance when choosing their course. Students need to select a course they are interested in and will enjoy engaging with it (Briones & Bueno, 2019). The consequences of studying a course that one does not like or pursuing a career that one is not interested in may include poor academic performance, and feeling bored and unhappy, which may lead to stress and dropping out. The perception that being unhappy and not satisfied with the course of study is consistent with existing literature which suggests that in many situations where the students are not involved in the decision-making of their qualification; the students find the course challenging and eventually drop out of university (Chidzonga, 2014).

2. Does student preparedness predict students' psychosocial adjustment?

The results obtained from the Spearman analysis revealed no significant association between the students' preparedness and their personal-emotional adjustment. In this present study, the student's level of preparedness does not influence their adjustment to university. Although the students had a positive perception of their preparedness, other alternative psychosocial factors might be more predominant in students and influence their adjustment. Furthermore, the descriptive analysis for the personal adjustment revealed that the students were slightly at levels of personal adjustment. The mean score for the personal adjustment scale was lower than the variable midpoint implying that participants reported slightly low levels of academic adjustment. The students were well prepared, but various challenges affected their personal-emotional adjustment.

Home Sick and Lack of Social Relations.

41% of the participants mentioned feeling homesick and lonely as a challenge that they experienced. It can be argued that the students feel homesick because they have moved away from their loved ones and relocated somewhere close to the university. About 31 first-

year students were residing either at the university residence or private accommodation close to university and 14 of second-year students were staying at university residence or private accommodation. Also, due to the shift to online learning and the need for social distancing and isolation, students hardly interact with each other, attend classes alone in their rooms and often feel disconnected from others and lonely. 50% of the participants mentioned that they were staying at home with their family, 49 of them being in the first year and 16 of them being in the second year. Furthermore, they mentioned the difficulties in making friends and starting study groups. Online learning has caused a sense of disconnection, and it has not been easy to interact and build relationships with others. The SACQ subscale -Social Adjustment states that students who have social support from peers and faculty staff and are fulfilled with their course and the university they are in; are less likely to feel homesick and lonely. As a result, they can meet the demands of university and perform well academically (Petersen et al., 2014).

This is consistent with the literature, which states that social relations are as important as other factors, such as financial, academic, and psychological factors and factors related to university lifestyle (Yoon & Hur, 2021). Students who lack social relations often feel lonely and lack a sense of belonging. The statements from the participants and the comments made by the participants corroborate the findings of the statements above.

Feeling Stressed and Anxiety.

Comments mention a sense of anxiety originating from orientation week caused by concerns over the anxiety align with Wangari et al.'s statement (2012) that most new students harbor feelings of anxiety towards their pending university life. Results from the current study show that most (90%) of the participants have experienced a certain level of stress and anxiety during their time at university. The students' common factors that caused stress and anxiety were relocation, the increased workload, time management, building relationships,

homesickness, and loneliness. The academic challenges that students mentioned above caused them feelings of anxiety and stress. The students were constantly worrying about their academic performance and social relationships and reported being afraid of failing, which negatively influenced their overall well-being at university.

Online learning also brought with it additional stress and anxiety. The students mentioned how having network issues would affect their submissions or attending classes causing anxiety and stress. Furthermore, being at home and dealing with issues that one might not have been part of if they were on campus rather than at home. Stress experienced by university students has been researched. Factors identified as stressors are lack of finance, poor relationships with peers and lecturers, and problems at home and with family (Bataineh, 2013).

Furthermore, the transition to university is also one of the stressors that students experience, which has a significant impact on the student's well-being (Nkuna, 2008). This study shows that stress is common among university students as they are constantly worrying about tests, exams, or any other stressor triggers.

H3: Is there a statistically significant difference between the adjustment of first-year students who matriculated prior Covid-19 pandemic and the first-year students who matriculated post-Covid?

Contrary to expectations, the adjustment to university did not statistically significantly differ between the two different cohorts. If the p-value is greater than the significance level, the decision is to reject the null hypothesis. There is not enough evidence to conclude that the adjustment difference between the two groups medians is statistically significant. Perhaps there was no significant difference between the groups because there were more first-year students as compared to second-year students so there was no equal balance.

Students' Experience with Online Learning

Network Connection and Data Affordability.

Many of the participants were commonly concerned about network connectivity. The students commonly mentioned two main issues. The issues of unstable network, load-shedding and data cost. Some of the students reported that they resided in areas where the network connection was not stable. They often experienced challenges joining classes and actively participating in lectures. The students mentioned that they were staying at home with their families. Due to the lockdown, some participants had to move from university and go back home for their safety. These findings are aligned with previous literature, which suggests that many students struggle with internet access, especially those with unstable home situations (Blankstein et al., 2020). The other challenges were loading shedding, which most of the participants mentioned. Loadshedding is a significant issue in South Africa, and it is very distracting. The students reported that the power could sometimes go off while in class, doing assignments, or being busy with an exam. The challenge with loaf shedding is that when the power is out, the network also goes off, which distracts the student's ability to work. Finally, the other main challenge students experienced during lockdown was data costs for students. The universities partnered with various network providers to supply zero-rate data. However, some participants mentioned that the data was not enough and that some websites were restricted. Landa et al., 2021 found that, due to data costs and the fixed amount of data provided by their institutions, other challenges experienced by students were downloading certain types of of course material, such as lectures posted in PowerPoint format with voice-overs and embedded videos.

Feeling Isolated.

The prominent condemnation of online learning is the lack of physical interaction between lecturers and students and among students themselves (Malik & Rana, 2020). Thirty participants mentioned that they were staying in private accommodation alone. The increased time spent alone led to overthinking and unhappiness among the students in the study. Some of the participants in the study further mentioned that the lockdown denied them access to socializing and making new friends. The participants revealed that they were constantly longing for interactions with others and online learning took away that, and as a result, many students often feel isolated. It is important to note that this theme is coming up again for the second time. The students mention it as a challenge they experienced during the transition and now a challenge caused by online learning. These findings align with research literature that suggest some first-year students feel that the loss of social experiences meant the loss of the much anticipated 'first-year experience' (Laher et al., 2021). Feelings of loneliness can lead to feeling depressed and sad, which affects the student's mental health.

Procrastination.

Online learning requires a lot of motivation, time, and good time management skills. Students who lack time management skills find themselves procrastinating and often feel too lazy to complete a given task. The participants in this study mentioned how procrastination is one of their challenges and how it often leads to them not having enough time to do their work and submit their assignments. Furthermore, balancing home responsibilities and schoolwork was a challenge and being busy with house chores often led to procrastination. The participants still needed to do their house chores, and some mentioned that they were left with the responsibility of looking after their siblings when their parents were at work. The increased workload, poor planning for the day, and the different responsibilities at home can lead to distractions and an inability to concentrate on the students. (Laher et al., 2021).

According to Makgahlela et al., 2021), despite the Department of Higher Education and Training (DHET) pledging to support students and promising to ensure that "no student is left behind", the challenges of self-study and self-supervision on the internet remained a struggle for many students who had no alternative but to return to their villages upon institutional closures. This shows that some students find online learning challenging simply because their home environment is not as accommodating to their academic needs as university residents would. Returning to campus might improve their learning. Online learning demands that students be independent and manage their time effectively, and many students in this study mentioned this as a challenge to them.

Increased Mental Health Issues.

Feeling isolated and lonely can lead to one feeling depressed. Online learning requires students to work alone, and that can sometimes cause a lot of anxiety and panic most of the time. Many of the participants in the study mentioned either feeling stressed, feared, depressed, or anxious. Many factors cause these feelings, such as exam stress, lack of interaction with peers and fear of current events. Some participants even mentioned that they often feel depressed and are currently seeing a psychologist or have seen one. The participants mentioned that social problems from home, such as alcoholic parents, parents going through a divorce, and taking care of a sick family member, caused an emotional toll, causing depression and stress.

The experience of anxiety, depression, fear and worthlessness are some of the reported mental health impacts of the pandemic on the student population in study conducted by Fura and Negash (2020). Similarly, a study by Tasso et al. in 2021 reported that, with the pandemic, students were adversely affected by a sudden disruption in their daily routines,

experienced isolation and anxiety, and were worried that those close to them would contract the virus.

Positive Experiences

Classes are Recorded.

One of the positive aspects of online learning which was mentioned by the participants is that classes are recorded, and the students have access to the recording whenever they need them. 20 of the participants mentioned that recorded classes are helpful. Various reasons were mentioned by the students such as the ability to listen to recorded classes when they could not attend because of load-shedding or if they had issues with the network. Furthermore, this would be helpful if the student had other personal matters, they had to attend and could not attend classes. This is very good, especially for those students who often struggle with internet connection or if a student misses a class due to some certain reasons. The students mentioned how they would rewind or listen to the recording as much as they wanted to until they were satisfied.

Flexibility and Ability to Work at Your Own Pace.

Studies show that the benefit of online learning is that it allows flexibility. Students in the study reported that they appreciate the flexibility that online learning allows them. The students can attend classes while they are at their place of comfort, and they mentioned that they can work at their own pace without feeling pressured. In addition, they created timetables for themselves and deadlines which they knew they could meet and that were working perfectly for them. As mentioned, (Malik & Rana, 2020) asynchronous allows students to work at their own pace, the online educational platforms allow students to learn at their own pace, allowing them more flexibility in their schedules.

Theoretical Contributions and Recommendations

The findings in this study will contribute to the student's transition and adjustment to university literature in the following ways. Firstly, the study revealed the factors which helped the students prepare for the transition from high school to university. A vast majority of the students in the study were well prepared for the transitions to university, and they mentioned that their family members, peers, career advisors, orientation week and the internet (YouTube videos) played a significant role in their preparation for university. Secondly, the students had a few financial problems. They were funded by either their parents, NSFAS or bursaries. This indicates that NSFAS has improved significantly in assisting students who are in need financially compared to in the past. Financial support is one of the obstacles that students are less worried about when they are transitioning to university or at university. Thirdly, despite the negative impact of Covid-19 and the trauma it has caused, some students have had positive experience with online learning. Some students mentioned that they enjoy online learning because it allows flexibility and that classes are recorded. Due to the negative experiences that COVID-19 has caused, most of the literature focuses on the negative online learning experiences and excludes the positive aspects of online learning. This research report highlighted gaps in educational preparedness and how different high schools prepare learners for tertiary education.

Practical Contribution: This study's findings will significantly assist the researcher in her work. As a bursary administration manager whose responsibility is to provide mentoring and support to students. The challenges mentioned by the students in the study that hinder students' success will be of great help when coming up with interventions to implement that assist students' transition, adapt, and cope with the demands of university. Furthermore, findings will also assist when preparing for the first-year workshops developed

to help prepare the students for university. The study also highlighted the gaps in educational readiness and the quality of secondary education in preparing students for higher education and also providing the impact of COVID-19 on higher education in South Africa.

Limitations and Future Research Suggestions

This study employed the non-probability study method of recruiting participants because the survey was administered quickly, was not costly, and was safe to use during the COVID-19 pandemic. However, there was an overrepresentation of females, first-year students, and students from urban areas compared to rural areas, and there were more English home language speakers. Therefore, there was not an equal representation of the general population.

One hundred and ten students completed the survey that was sent out. However, some students did not accept the invitation to participate in the study. This sample did not represent broader Psychology students as we would have had diversity in gender, home language, and study level. This small sample size may have implications for the generalizability of the study's findings and the statistical power of the techniques used (Field, 2013). Generalisability is the ability to make accurate inferences from a study's findings to the population. However, this requires that the sample should be representative of the larger population and should be relatively large (Polit & Beck, 2010).

Student Adaptation to College Questionnaire (Baker & Siryk, 1989). The manual for the measurement was not available online, and the researcher had to order it from Alaska Avenue Torrance in the USA and wait for its arrival.

Time was also one of the constraints the researcher experienced. Being full-time employed and doing a master's degree part-time was a challenge for the researcher. Creating a balance between the two was not easy and was a big challenge for the researcher.

Recommendations

Mentoring and Support

Mentorship is when someone who has been on the same journey as the student guides the student who is about to embark on the same journey. Mentorship programs are regarded as the most successful because they help develop the 'whole child' socially and academically (Da Costa, Klak & Schinke, 2000, p.14). Hence, providing mentorship for first-year students is essential. Students can be grouped with students at a higher level (second or third-year students) who are doing the same course and who can provide them with guidance. Furthermore, the government has also introduced Teachers' Assistants at schools. The educator assistants should be unemployed graduates who can be used as mentors for the learners at school. As mentors, they can share their university experiences to guide the learners. This will benefit the learners at school, but it will also bridge the gap between unemployment among graduates.

Career Guidance

Communication with the intended university and students from that institution before entrance is beneficial to the pupils in shaping their desires to attend university. Pupils who visit universities may be assisted in high school to decide whether to attend university.

Pre-entry programs to help pupils prepare for university, such as open days or visits to high schools. These programs might be aimed at senior high school students in the hopes of assisting them in deciding whether to attend university and may also aid students in their preparation for university life. The university can hire someone, a graduate student, who

visits schools in the location and rural areas and offers career guidance. Once again, this strategy will also assist in bridging the gap between unemployment and graduates.

Conclusion

This research looked at student preparedness and adjustment to university. The programs in place assisted the students' transition and gathered information from students who were transitioning and those who had already completed the process. The students' first impressions of the university, any relevant pre-admission activities, experiences with university initial and extended induction programs, their experiences with teaching and learning at university, and their levels of engagement with their peers, tutors, courses, and experience with online learning were all explored.

According to the findings in the study, some students believed that going to university was a natural part of life. In contrast, others required a lot of support and knowledge before considering applying. The students were prepared for university. However, the COVID-19 pandemic has caused havoc on education worldwide, impacting students and teachers in pre-primary through secondary schools, technical and vocational education, and training (TVET) institutions, universities, adult learning centers, and skills development centers. The challenges brought by COVID-19 caused some difficulties for the participants in the study's adjustment.

There has been little, or no research done in the South African context to address university students' (the digital divide) concerns that hinder them from accessing e-learning from home. According to this research, E-learning at home in a South African university context is almost impossible until the digital gap is crossed. Therefore, these issues must be addressed because education is now online, and in the future, blended education will be the new way for universities.

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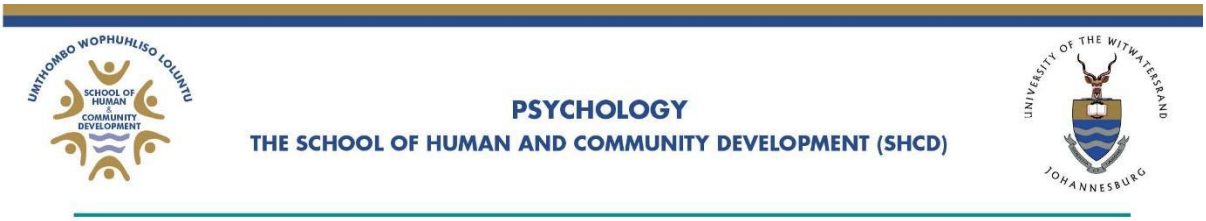
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APPENDICES

Appendix A: Participant Information Letter



Participation Information Letter

Dear student

My name is Phindile Malinga, and I would like to invite you to take part in my master's research study on students' transition to university (preparedness and challenges).

For this research study, I will be collecting data from first- and second-year students at the Department of Psychology of the University of Witwatersrand. The aim of this study is to:

1. To explore the broader psychosocial and academic challenges that students experience when they transition to university

2. To investigate factors that promote or hinder student's preparedness for the transition to university

3. To compare the adjustment to online learning at university between 2020 first-year students (who registered for face-to-face learning and suddenly forced to e-learning) and 2021 first-year students who matriculated to online learning

I would like to invite you to take part in responding to an online questionnaire on the Google Form via this link that is available on (link to the site).

This activity will take around 30-45 minutes. The information received will be stored in a safe place which will be secured by a password protected and site encryption. Only the researcher and supervisor will have access to it. It will be stored for five years and will be destroyed thereafter.

If you are in your first year, please put in your student number so you can obtain the 1% course credit. Your student number will not be disclosed in the final write-up and anyone reading the research report will not be able to identify with you.

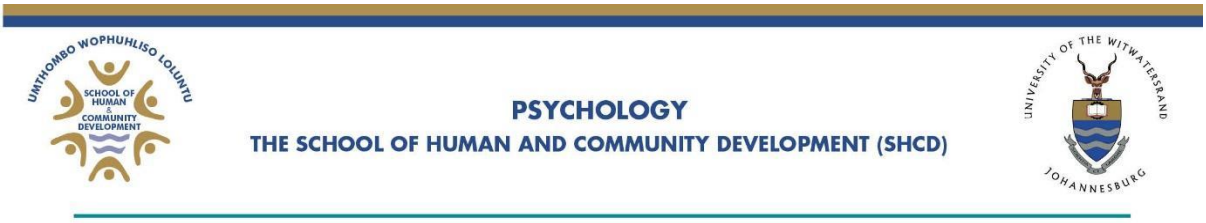
By clicking "yes, I consent" on the consent form and completing the survey participation in the research is voluntary . You can withdraw at any time you want to.

If you have any questions during or afterwards about this research, do not hesitate to contact me at the details listed below. This study will be written up as a research report which will be available online through the university library website. If you wish to receive a summary of this report, I will be happy to send it to you (optional). If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), by telephone at +27(0) 11 717 1408, email hrecnon-medical@wits.ac.

My contact details.

Phindilemalinga9501@gmail.com

APPENDIX B



Consent Form for Participation in the Study

Title of Project: Transition from Secondary to Tertiary Education Pre and Post COVID-19 -19: Preparedness and Challenges

1. I have read and understand the participation Information Sheet.

2. I understand that my participation is voluntary, and I am free to withdraw at any time without giving any reason.

3. I confirm that I have had the opportunity to consider the information, ask questions and have these answered satisfactorily.

4. I understand that as a first-year student, by giving my student number the information given below can be traced back to my identity, but the information will remain strictly confidential, will not be included in the final write-up up and will be stored in a password-protected computer file.

7. I am 18 years older.

By clicking "I consent" below, you consent to participate in this research project.

- (●) Yes, I consent.
- ( ) No, I do not consent.

APPENDIX C



FORM A - Request to conduct Research at the University of the Witwatersrand, Johannesburg

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This form must be completed by registered Honours/Master by Research/ PhD students and staff at Wits wishing to conduct research by using Wits student/staff data. Please email form to **Ashleigh.Davids1@wits.ac.za**

First Name	**Surname:**
Phindile Susan Anele	Malinga

Staff/Student number:

2371685

Degree currently registered for:	**School:**
Masters in social and Psychological Research	School of Human and Community Development

Research title: Transition from Secondary to Tertiary Education Pre and Post Covid-19: Preparedness and Challenges

Has ethics clearance been obtained from the University Ethics Committee/School Ethics Committee?

✓ **YES**	**NO**

(If yes please include a copy of the ethics clearance and protocol number below)

Protocol number:

MASPR/21/02

If ethics clearance has not been obtained, please note that you will not be able to conduct your research until the required permission has been granted.

Has your Head of Department/Supervisor granted permission for the research to be conducted?

✓ **YES**	**NO**

(If yes please include a copy of the letter of approval)

What is the expected duration of your research?

One Year

Who will research be conducted on? (Please tick the appropriate box):

Students	✓
Others (please specify)	

If the research will be conducted on student data, please specify year of study /Faculty or degree data will be required for:

First Year Students	✓
Second Year Students	✓
Third Year Students	
Final Year Students	
Postgraduate Students	
Faculty	
Degree	✓

How will the research be conducted?

E-Mail	
Interviews (please attach a copy of the interview questions)	
Other data collection (please specify lists or statistics)	✓ Google forms -Online Questionnaire
Focus Groups	

Student signature: ……PSA Malinga……
Date……04/06/2021……

APPENDIX D

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

FORM B - REQUEST TO CONDUCT RESEARCH AT THE UNIVERSITY - QUESTIONNNAIRE

This form must be completed if you wish to conduct research by using a questionnaire. The questionnaire will be e-mailed by the University to Wits staff/students. Please email form to Ashleigh.davids1@wits.ac.za

First Name	**Surname:**
Phindile Susan Anele	Malinga

Staff/Student number:

2371685

Degree currently registered for:	**University (If not a student at Wits):**
Master's in social and Psychological Research	

Research title: Transition from Secondary to Tertiary Education Pre and Post Covid-19: Preparedness and Challenges

Has ethics clearance been obtained from Wits/ your University Ethics Committee?

✓ **YES**	**NO**

(If yes please include a copy of the ethics clearance and protocol number below)

Protocol number:

MASPR/21/02

Please note that if ethics clearance has not been obtained you will not be able to conduct your research until the required permission has been granted.

Please provide the link for your questionnaire and/or attach a copy (the link will be emailed to students in order for them to complete the questionnaire):

……
……..

Please provide us with a brief message that will accompany your questionnaire. This message will be e-mailed to students requesting them to complete the questionnaire:

Good day,

My name is Phindile Malinga, and I am a master's student at the University of the Witwatersrand. I am researching the Transition from Secondary to Tertiary Education Pre and Post Covid-19: Preparedness and Challenges.

I would like to invite you to take part in the study. If you agree to participate, you will be asked to complete an online questionnaire. The questionnaire should take approximately 20-25 minutes to complete. By completing the questionnaire, you are giving consent for your answers to be used as part of this research.

The questionnaire is anonymous, and none of your personal identifying information will be included in the final Research Report.

Many thanks for your time and interest,

Please indicate to whom this questionnaire needs to be sent. (Please tick the appropriate box)

Students	✓
Others (please specify)	

If the research will be conducted on students, please specify the year of study and if they need to be registered for a specific degree or within a particular Faculty:

First Year Students	✓
Second Year Students	✓
Third Year Students	
Fourth Year/Professional Degree Students	
Final Year Students	
Postgraduate Students	
Faculty	
Degree	✓

Student signature: PSA Malinga……

Date04/06/2021……

APPENDIX E

Student Adjustment to College Questionnaire (SACQ)*

The 67 statements on this form describe college experiences. Read each one and decide how well it applies to you at the present time (within the past few days). For each statement, select the asterisk at the point in the continuum that best represents how closely the statement applies to you. Select only one asterisk for each statement.

1. I feel that I fit in well as part of the college environment.
2. I have been feeling tense or nervous lately.
3. I have been keeping up to date on my academic work.
4. I am meeting as many people and making as many friends as I would like at college.
5. I know why I'm in college and what I want out of it.
6. I am finding academic work at college difficult.
7. Lately, I have been feeling blue and moody a lot.
8. I am very involved with social activities in college.
9. I am adjusting well to college.
10. I have not been functioning well during examinations.
11. I have felt tired much of the time lately.
12. Being on my own, taking responsibility for myself, has not been easy.
13. I am satisfied with the level at which I am performing academically.
14. I have had informal, personal contacts with college professors.
15. I am pleased now about my decision to go to college.
16. I am pleased now about my decision to attend this college in particular.
17. I'm not working as hard as I should at my course work.
18. I have several close social ties at college.
19. My academic goals and purposes are well defined.
20. I haven't been able to control my emotions very well lately.
21. I'm not really smart enough for academic work I am expected to be doing now.
22. Lonesomeness for home is a source is of difficulty for me now.
23. Getting a college degree is very important for me.
24. My appetite has been good lately.
25. I haven't been very efficient in the use of study time lately.

26. I enjoy living in a college dormitory. (Please omit if you do not live in a dormitory; any university housing should be regarded as a dormitory.)

27. I enjoy writing papers for courses.

28. I have been having a lot of headaches lately.

29. I really haven't had much motivation for studying lately.

30. I am satisfied with the extracurricular activities available at college.

31. I've given a lot of thought lately to whether I should ask for help form the

32. Lately, I have been having doubts regarding the value of a college education.

33. I am getting along very well with my roommates(s) at college. (Please omit if you do not have a roommate.)

34. I wish I were at another college or university.

35. I've put on (or lost) too much weight recently.

36. I am satisfied with the number and variety of courses available at college.

37. I feel that I have enough social skills to get along well in the college setting.

38. I have been getting angry too easily lately.

39. Recently I have had trouble concentrating when I try to study.

40. I haven't been sleeping very well.

41. I'm not doing well enough academically for the amount of work I put in.

42. I am having difficulty feeling at ease with other people at college.

43. I am satisfied with the quality or the caliber of courses available at college.

44. I am attending classes regularly.

45. Sometimes my thinking gets muddled up too easily.

46. I am satisfied with the extent to which I am participating in social activities at college.

47. I expect to stay at this college for a bachelor's degree.

48. I haven't been mixing too well with the opposite sex lately.

49. I worry a lot about my college expenses.

50. I am enjoying my academic work at college.

51. I have been feeling lonely a lot at college lately.

52. I am having a lot of trouble getting started on homework assignments.

53. I feel I have good control over my life situation at college.

54. I am satisfied with my program of courses for this semester/quarter.

55. I have been feeling in good health lately.

56. I feel I am very different from other students at college in ways that I don’t.t like.

57. On balance, I would rather be home than here.

58. Most of the things I am interested in are not related to any of my course work at college.

59. Lately I have been giving a lot of thought to transferring to another college.

60. Lately I have been giving a lot thought to dropping out of college altogether and for good.

61. I find myself giving considerable thought to taking time off from college and finishing later.

62. I am very satisfied with the professors I have now in my courses.

63. I have some good friends or acquaintances at college with whom I can talk about any problems I may have.

64. I am experiencing a lot of difficulty coping with the stresses imposed upon me in college.

65. I am quite satisfied with my social life at college.

66. I’m quite satisfied with my academic situation at college

67. I feel confident that I will be able to deal in a satisfactory manner with future challenges here at college.

APPENDIX F

Scale: Preparedness

Case Processing Summary

		N	%
Cases	Valid	110	100.0
	Excluded [a]	0	.0
	Total	110	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.684	.792	10

Item Statistics

	Mean	Std. Deviation	N
I can summarize, paraphrase, and synthesize information from textbooks and other sources	4.03	.862	110
I can take notes effectively during lectures	3.26	.925	110
I can take notes effectively while watching supplemental, audio or audio-visual materials	3.55	1.154	110

I can participate in a group discussion with my peers	3.54	1.163	110
In high school we experienced online classes	2.29	1.688	110
I can type on a computer	4.72	.577	110
I can conduct research on the internet	4.45	.820	110
I can submit assignments online or as an attachment	4.90	.330	110
I can communicate via email	4.84	.440	110
I can use online course programs such as Blackboard, Moodle or ulwazi	4.68	.649	110

Inter-Item Correlation Matrix

	I can summarize, paraphrase, and synthesize information from textbooks and other sources	I can take notes effectively during lectures	I can take notes effectively while watching supplemental, audio or audio-visual materials	I can participate in a group discussion with my peers
I can summarize, paraphrase, and synthesize information from textbooks and other sources	1.000	.497	.474	.361
I can take notes effectively during lectures	.497	1.000	.429	.166
I can take notes effectively while watching	.474	.429	1.000	.296

supplemental, audio or audio-visual materials				
I can participate in a group discussion with my peers	.361	.166	.296	1.000
In high school we experienced online classes	-.176	-.044	-.027	.009
I can type on a computer	.237	.261	.251	.132
I can conduct research on the internet	.372	.385	.361	.252
I can submit assignments online or as an attachment	.235	.237	.363	.141
I can communicate via email	.303	.265	.343	.245
I can use online course programs such as Blackboard, Moodle or ulwazi	.344	.233	.287	.265

Inter-Item Correlation Matrix

	In high school we experienced online classes	I can type on a computer	I can conduct research on the internet	I can submit assignments online or as an attachment
I can summarize, paraphrase, and synthesize information from textbooks and other sources	-.176	.237	.372	.235
I can take notes effectively during lectures	-.044	.261	.385	.237
I can take notes effectively while watching supplemental, audio or audio-visual materials	-.027	.251	.361	.363

I can participate in a group discussion with my peers	.009	.132	.252	.141
In high school we experienced online classes	1.000	.170	.208	.135
I can type on a computer	.170	1.000	.584	.477
I can conduct research on the internet	.208	.584	1.000	.339
I can submit assignments online or as an attachment	.135	.477	.339	1.000
I can communicate via email	.003	.395	.361	.581
I can use online course programs such as Blackboard, Moodle or ulwazi	.102	.347	.309	.407

Inter-Item Correlation Matrix

	I can communicate via email	I can use online course programs such as Blackboard, Moodle or ulwazi
I can summarize, paraphrase, and synthesize information from textbooks and other sources	.303	.344
I can take notes effectively during lectures	.265	.233
I can take notes effectively while watching supplemental, audio or audio-visual materials	.343	.287

I can participate in a group discussion with my peers	.245	.265
In high school we experienced online classes	.003	.102
I can type on a computer	.395	.347
I can conduct research on the internet	.361	.309
I can submit assignments online or as an attachment	.581	.407
I can communicate via email	1.000	.524
I can use online course programs such as Blackboard, Moodle or ulwazi	.524	1.000

Inter-Item Covariance Matrix

	I can summarize, paraphrase, and synthesize information from textbooks and other sources	I can take notes effectively during lectures	I can take notes effectively while watching supplemental, audio or audio-visual materials	I can participate in a group discussion with my peers
I can summarize, paraphrase, and synthesize information from textbooks and other sources	.742	.396	.471	.361
I can take notes effectively during lectures	.396	.856	.458	.178
I can take notes effectively while watching	.471	.458	1.332	.397

supplemental, audio or audio-visual materials				
I can participate in a group discussion with my peers	.361	.178	.397	1.352
In high school we experienced online classes	-.256	-.068	-.053	.017
I can type on a computer	.118	.139	.167	.088
I can conduct research on the internet	.263	.292	.342	.240
I can submit assignments online or as an attachment	.067	.072	.139	.054
I can communicate via email	.115	.108	.174	.125
I can use online course programs such as Blackboard, Moodle or ulwazi	.192	.140	.215	.200

Inter-Item Covariance Matrix

	In high school we experienced online classes	I can type on a computer	I can conduct research on the internet	I can submit assignments online or as an attachment
I can summarize, paraphrase, and synthesize information from textbooks and other sources	-.256	.118	.263	.067
I can take notes effectively during lectures	-.068	.139	.292	.072
I can take notes effectively while watching supplemental, audio or audio-visual materials	-.053	.167	.342	.139

I can participate in a group discussion with my peers	.017	.088	.240	.054
In high school we experienced online classes	2.850	.165	.289	.075
I can type on a computer	.165	.333	.276	.091
I can conduct research on the internet	.289	.276	.672	.092
I can submit assignments online or as an attachment	.075	.091	.092	.109
I can communicate via email	.002	.100	.130	.084
I can use online course programs such as Blackboard, Moodle or ulwazi	.112	.130	.164	.087

Inter-Item Covariance Matrix

	I can communicate via email	I can use online course programs such as Blackboard, Moodle or ulwazi
I can summarize, paraphrase, and synthesize information from textbooks and other sources	.115	.192
I can take notes effectively during lectures	.108	.140
I can take notes effectively while watching supplemental, audio or audio-visual materials	.174	.215

I can participate in a group discussion with my peers	.125	.200
In high school we experienced online classes	.002	.112
I can type on a computer	.100	.130
I can conduct research on the internet	.130	.164
I can submit assignments online or as an attachment	.084	.087
I can communicate via email	.193	.149
I can use online course programs such as Blackboard, Moodle or ulwazi	.149	.421

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Item Means	4.026	2.291	4.900	2.609	2.139	.730
Item Variances	.886	.109	2.850	2.741	26.108	.661
Inter-Item Covariances	.158	-.256	.471	.727	-1.842	.019
Inter-Item Correlations	.276	-.176	.584	.760	-3.321	.026

Summary Item Statistics

	N of Items
Item Means	10
Item Variances	10

Inter-Item Covariances	10
Inter-Item Correlations	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
I can summarize, paraphrase, and synthesize information from textbooks and other sources	36.24	18.861	.462	.441
I can take notes effectively during lectures	37.00	18.771	.428	.331
I can take notes effectively while watching supplemental, audio or audio-visual materials	36.71	17.107	.484	.352
I can participate in a group discussion with my peers	36.73	18.384	.333	.189
In high school we experienced online classes	37.97	19.641	.038	.155
I can type on a computer	35.55	20.177	.492	.441
I can conduct research on the internet	35.81	18.211	.597	.468
I can submit assignments online or as an attachment	35.36	21.426	.498	.446
I can communicate via email	35.43	20.889	.492	.471
I can use online course programs such as	35.58	19.860	.480	.352

Blackboard, Moodle or ulwazi				

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
I can summarize, paraphrase, and synthesize information from textbooks and other sources	.641
I can take notes effectively during lectures	.645
I can take notes effectively while watching supplemental, audio or audio-visual materials	.630
I can participate in a group discussion with my peers	.665
In high school we experienced online classes	.781
I can type on a computer	.649
I can conduct research on the internet	.619
I can submit assignments online or as an attachment	.665
I can communicate via email	.658
I can use online course programs such as Blackboard, Moodle or ulwazi	.647

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
40.26	23.058	4.802	10

Frequencies

Notes

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Statistics

		Total Academic	Total Preparedness
N	Valid	110	110
	Missing	0	0
Mean		109.43	40.26
Std. Error of Mean		2.472	.458
Median		108.00	41.00
Mode		97[a]	40[a]
Std. Deviation		25.925	4.802
Variance		672.100	23.058
Skewness		.170	-.764
Std. Error of Skewness		.230	.230
Kurtosis		-.418	.428
Std. Error of Kurtosis		.457	.457
Range		120	24
Minimum		51	26
Maximum		171	50
Sum		12037	4429

a. Multiple modes exist. The smallest value is shown

Frequency Table

Total Academic

	N	%
51	1	0.9%
56	1	0.9%
64	1	0.9%
66	1	0.9%
67	1	0.9%
69	1	0.9%
70	1	0.9%
71	1	0.9%
72	2	1.8%
73	1	0.9%
75	1	0.9%
79	1	0.9%
80	1	0.9%
81	1	0.9%
82	1	0.9%
83	1	0.9%
84	2	1.8%
85	1	0.9%
86	2	1.8%
88	1	0.9%
89	2	1.8%
90	2	1.8%
92	2	1.8%
93	2	1.8%
94	2	1.8%
95	1	0.9%

96	1	0.9%
97	4	3.6%
98	2	1.8%
100	3	2.7%
101	2	1.8%
102	1	0.9%
103	1	0.9%
104	1	0.9%
105	1	0.9%
106	1	0.9%
107	2	1.8%
108	4	3.6%
109	2	1.8%
111	2	1.8%
112	2	1.8%
113	1	0.9%
114	2	1.8%
115	1	0.9%
117	2	1.8%
118	2	1.8%
119	4	3.6%
121	1	0.9%
123	1	0.9%
125	4	3.6%
127	1	0.9%
129	2	1.8%
130	1	0.9%
131	1	0.9%

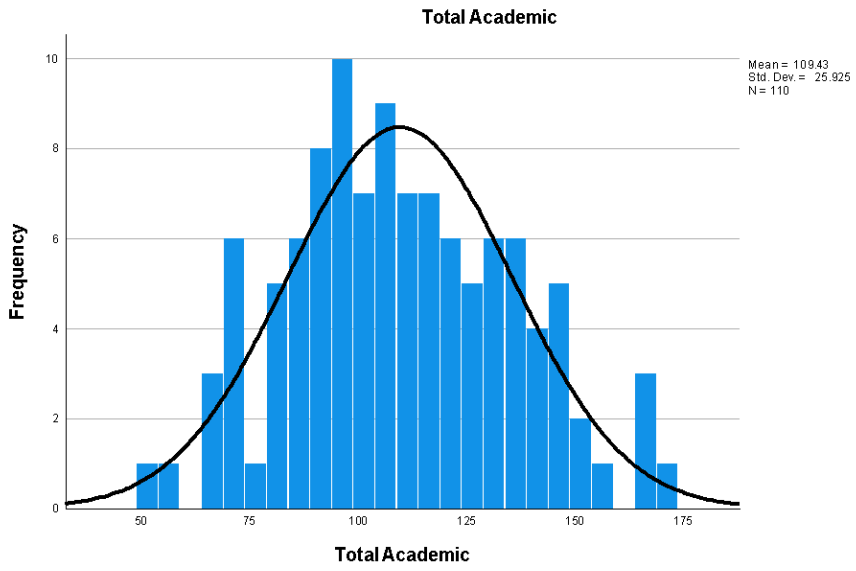
132	1	0.9%
133	1	0.9%
135	3	2.7%
136	2	1.8%
137	1	0.9%
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141	1	0.9%
142	1	0.9%
145	3	2.7%
148	2	1.8%
150	1	0.9%
153	1	0.9%
154	1	0.9%
164	1	0.9%
166	1	0.9%
167	1	0.9%
171	1	0.9%

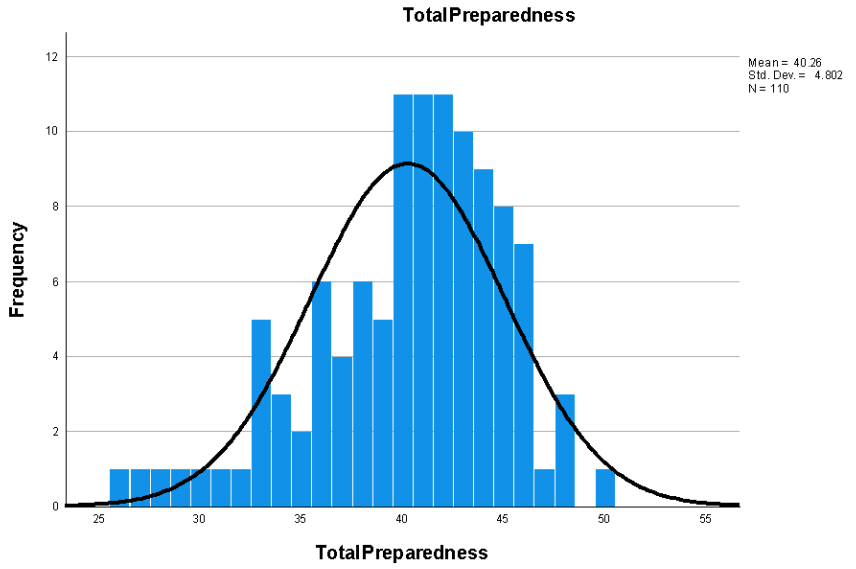
Total Preparedness

	N	%
26	1	0.9%
27	1	0.9%
28	1	0.9%
29	1	0.9%
30	1	0.9%
31	1	0.9%
32	1	0.9%

33	5	4.5%
34	3	2.7%
35	2	1.8%
36	6	5.5%
37	4	3.6%
38	6	5.5%
39	5	4.5%
40	11	10.0%
41	11	10.0%
42	11	10.0%
43	10	9.1%
44	9	8.2%
45	8	7.3%
46	7	6.4%
47	1	0.9%
48	3	2.7%
50	1	0.9%

Histogram


Total Academic
Mean = 109.43
Std. Dev. = 25.925
N = 110
Frequency
Total Academic


TotalPreparedness
Mean = 40.26
Std. Dev. = 4.802
N = 110
Frequency
TotalPreparedness

Explore

Notes

Output Created		26-MAY-2022 02:53:28
Comments		
Input	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		EXAMINE VARIABLES=TotalAcademic TotalPreparedness /PLOT BOXPLOT STEMLEAF HISTOGRAM /COMPARE GROUPS /STATISTICS DESCRIPTIVES EXTREME /CINTERVAL 95 /MISSING LISTWISE /NOTOTAL.
Resources	Processor Time	00:00:00,61
	Elapsed Time	00:00:00,48

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Total Academic	110	100.0%	0	0.0%	110	100.0%
Total Preparedness	110	100.0%	0	0.0%	110	100.0%

Descriptives

			Statistic	Std. Error
Total Academic	Mean		109.43	2.472
	95% Confidence Interval for Mean	Lower Bound	104.53	
		Upper Bound	114.33	
	5% Trimmed Mean		109.09	
	Median		108.00	
	Variance		672.100	
	Std. Deviation		25.925	
	Minimum		51	
	Maximum		171	
	Range		120	
	Interquartile Range		38	
	Skewness		.170	.230
	Kurtosis		-.418	.457
Total Preparedness	Mean		40.26	.458
	95% Confidence Interval for Mean	Lower Bound	39.36	
		Upper Bound	41.17	
	5% Trimmed Mean		40.50	

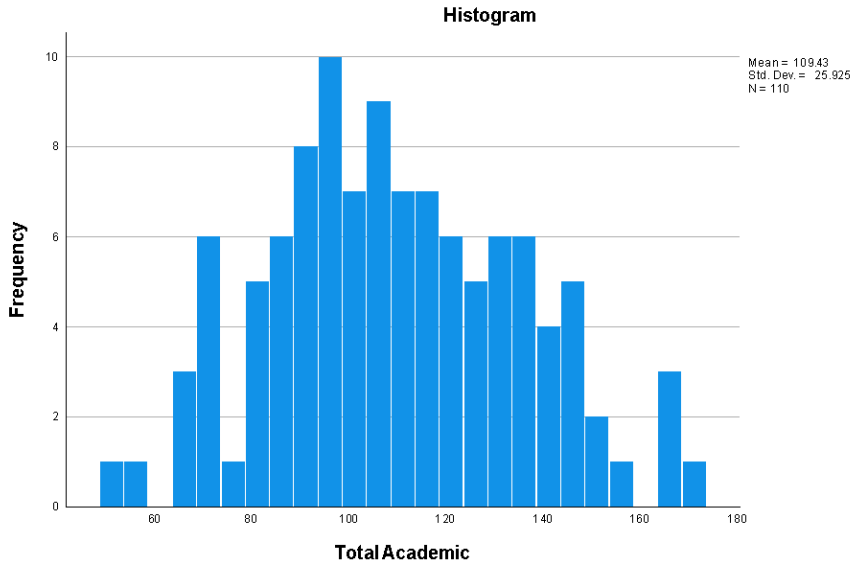
	Median	41.00	
	Variance	23.058	
	Std. Deviation	4.802	
	Minimum	26	
	Maximum	50	
	Range	24	
	Interquartile Range	6	
	Skewness	-.764	.230
	Kurtosis	.428	.457

Extreme Values

			Case Number	Value
Total Academic	Highest	1	39	171
		2	6	167
		3	56	166
		4	101	164
		5	5	154
	Lowest	1	31	51
		2	14	56
		3	80	64
		4	82	66
		5	97	67
Total Preparedness	Highest	1	82	50
		2	62	48
		3	70	48
		4	91	48
		5	90	47
	Lowest	1	75	26

	2	102	27
	3	4	28
	4	86	29
	5	67	30

Total Academic

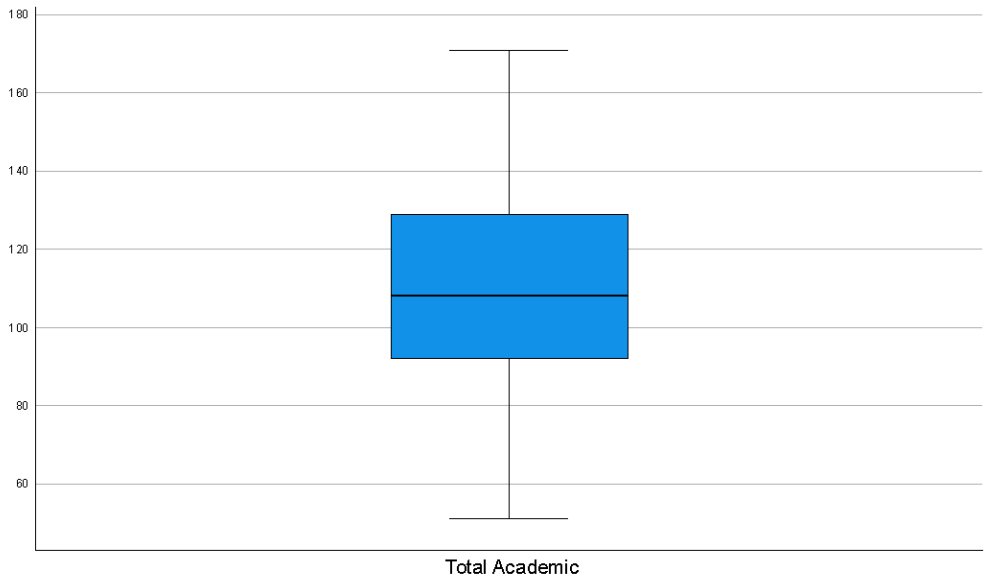


Total Academic Stem-and-Leaf Plot

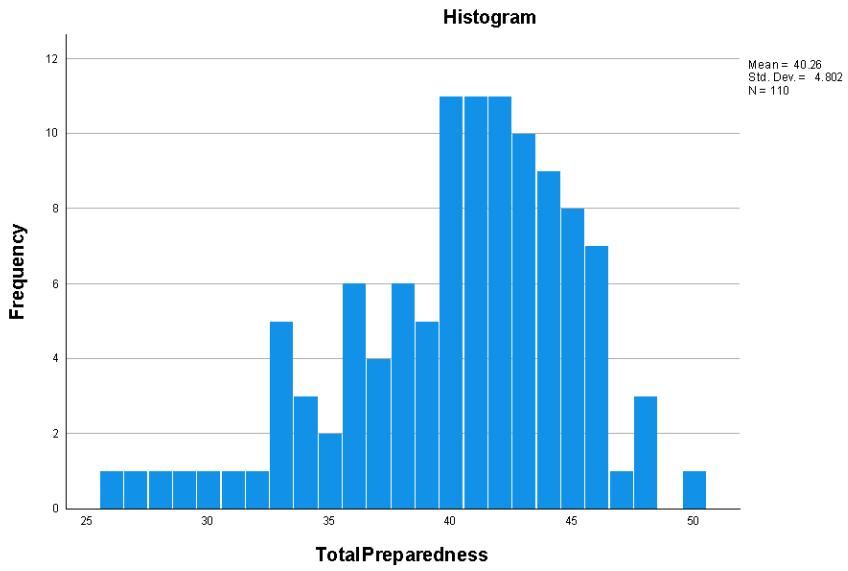
Frequency	Stem & Leaf
2,00	5. 16
4,00	6. 4679
7,00	7. 0122359
12,00	8. 012344566899
16,00	9. 0022334456777788
18,00	10. 000112345677888899
16,00	11. 1122344577889999
9,00	12. 135555799
10,00	13. 0123555667

9,00	14. 001255588
3,00	15. 034
3,00	16. 467
1,00	17. 1

Stem width: 10
Each leaf: 1 case(s)



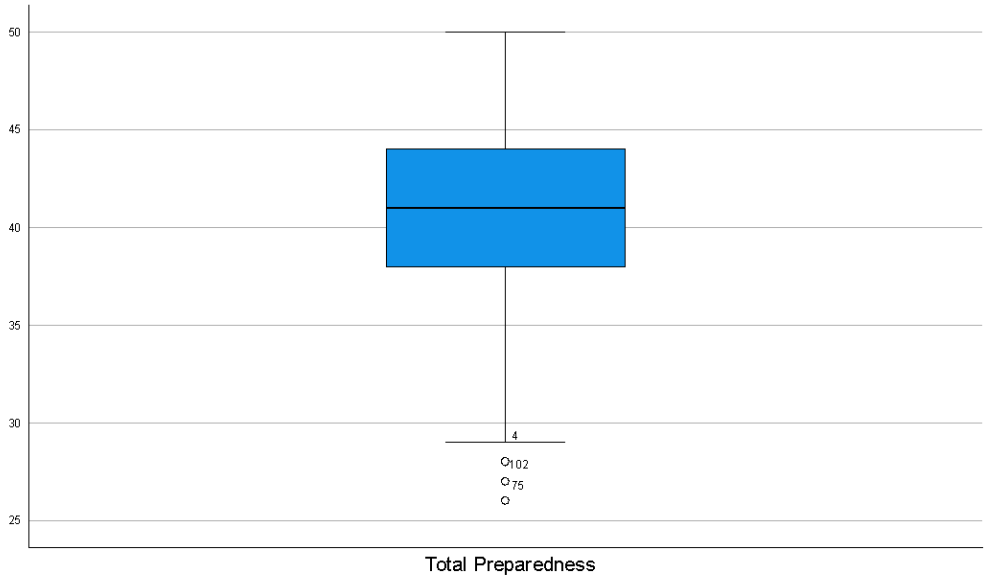
Total Preparedness



Total Preparedness Stem-and-Leaf Plot

Frequency	Stem & Leaf
3,00	Extremes (=<28)
1,00	2. 9
2,00	3. 01
6,00	3. 233333
5,00	3. 44455
10,00	3. 6666667777
11,00	3. 88888899999
22,00	4. 0000000000011111111111
21,00	4. 222222222233333333333
17,00	4. 44444444455555555
8,00	4. 66666667
3,00	4. 888
1,00	5. 0

Stem width: 10
Each leaf: 1 case(s)

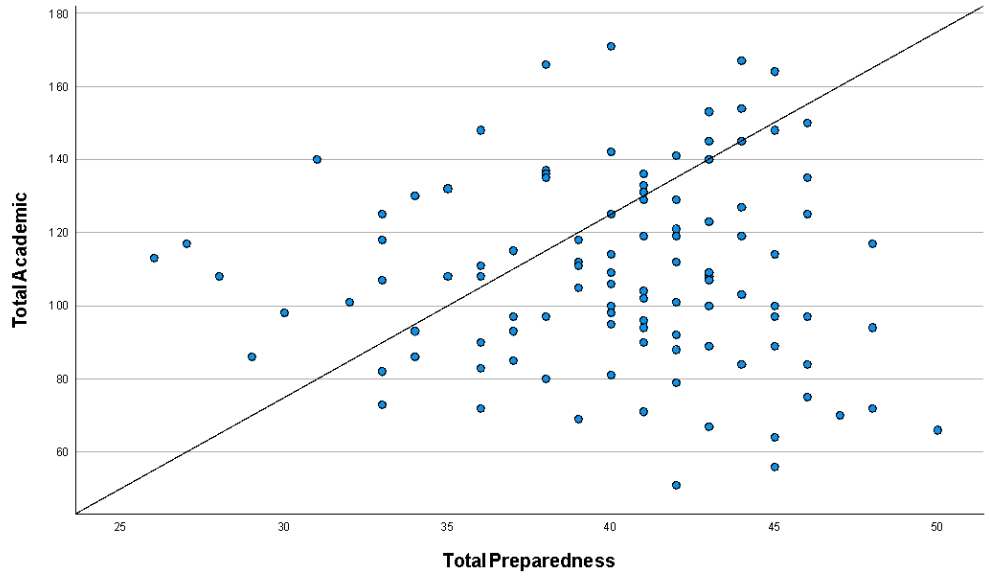


Graph

Notes

Output Created		26-MAY-2022 03:00:02
Comments		
Input	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Syntax		GRAPH /SCATTERPLOT(BIVAR)=TotalPreparedness WITH TotalAcademic /MISSING=LISTWISE.

Resources	Processor Time	00:00:00,20
	Elapsed Time	00:00:00,16



Correlations

Notes

Output Created		26-MAY-2022 03:10:57
Comments		
Input	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110

Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=TotalAcademic TotalPreparedness /PRINT=TWOTAIL NOSIG FULL /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,01

Correlations

		Total Academic	Total Preparedness
Total Academic	Pearson Correlation	1	.009
	Sig. (2-tailed)		.927
	N	110	110
Total Preparedness	Pearson Correlation	.009	1
	Sig. (2-tailed)	.927	
	N	110	110

Nonparametric Correlations

Notes

Output Created		26-MAY-2022 03:12:59
Comments		
Input	Active Dataset	DataSet3
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		NONPAR CORR /VARIABLES=TotalAcademic TotalPreparedness /PRINT=SPEARMAN TWOTAIL NOSIG FULL /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00
	Number of Cases Allowed	629145 cases[a]

a. Based on availability of workspace memory

Correlations

			Total Academic	Total Preparedness
Spearman's rho	Total Academic	Correlation Coefficient	1.000	.017
		Sig. (2-tailed)	.	.864

		N	110	110
	Total Preparedness	Correlation Coefficient	.017	1.000
		Sig. (2-tailed)	.864	.
		N	110	110

Frequencies

Notes

Output Created		26-MAY-2022 03:34:15
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Motivation Application Performance Enivoroment /STATISTICS=STDDEV RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE SUM SKEWNESS SESKEW KURTOSIS SEKURT

		/ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,01

[DataSet4]

Statistics

		Motivation	Application	Performance	Enivoroment
N	Valid	110	110	110	110
	Missing	0	0	0	0
Mean		33.63	19.64	46.13	10.04
Median		33.00	19.50	47.00	10.00
Mode		21	17	49	10
Std. Deviation		10.786	6.480	10.341	4.137
Skewness		.205	.145	-.141	.016
Std. Error of Skewness		.230	.230	.230	.230
Kurtosis		-1.081	-.530	-.607	-.619
Std. Error of Kurtosis		.457	.457	.457	.457
Range		43	29	44	16
Minimum		11	6	24	2
Maximum		54	35	68	18
Sum		3699	2160	5074	1104

Frequency Table

Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11	1	.9	.9	.9
	17	3	2.7	2.7	3.6
	18	1	.9	.9	4.5
	19	2	1.8	1.8	6.4
	20	2	1.8	1.8	8.2
	21	7	6.4	6.4	14.5
	22	4	3.6	3.6	18.2
	23	3	2.7	2.7	20.9
	24	5	4.5	4.5	25.5
	25	6	5.5	5.5	30.9
	26	3	2.7	2.7	33.6
	27	3	2.7	2.7	36.4
	28	3	2.7	2.7	39.1
	29	4	3.6	3.6	42.7
	30	5	4.5	4.5	47.3
	32	2	1.8	1.8	49.1
	33	3	2.7	2.7	51.8
	34	3	2.7	2.7	54.5
	35	4	3.6	3.6	58.2
	37	4	3.6	3.6	61.8
	38	4	3.6	3.6	65.5
	39	4	3.6	3.6	69.1
	40	2	1.8	1.8	70.9
	42	2	1.8	1.8	72.7
	43	4	3.6	3.6	76.4
	44	1	.9	.9	77.3

	45	4	3.6	3.6	80.9
	46	4	3.6	3.6	84.5
	47	4	3.6	3.6	88.2
	48	2	1.8	1.8	90.0
	49	2	1.8	1.8	91.8
	50	2	1.8	1.8	93.6
	51	1	.9	.9	94.5
	52	2	1.8	1.8	96.4
	54	4	3.6	3.6	100.0
	Total	110	100.0	100.0	

Application

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	1	.9	.9	.9
	8	2	1.8	1.8	2.7
	9	4	3.6	3.6	6.4
	10	2	1.8	1.8	8.2
	11	4	3.6	3.6	11.8
	12	5	4.5	4.5	16.4
	13	2	1.8	1.8	18.2
	14	5	4.5	4.5	22.7
	15	5	4.5	4.5	27.3
	16	7	6.4	6.4	33.6
	17	8	7.3	7.3	40.9
	18	5	4.5	4.5	45.5
	19	5	4.5	4.5	50.0
	20	7	6.4	6.4	56.4

	21	2	1.8	1.8	58.2
	22	7	6.4	6.4	64.5
	23	6	5.5	5.5	70.0
	24	7	6.4	6.4	76.4
	25	7	6.4	6.4	82.7
	26	3	2.7	2.7	85.5
	27	2	1.8	1.8	87.3
	28	6	5.5	5.5	92.7
	29	1	.9	.9	93.6
	30	1	.9	.9	94.5
	31	1	.9	.9	95.5
	32	2	1.8	1.8	97.3
	34	2	1.8	1.8	99.1
	35	1	.9	.9	100.0
	Total	110	100.0	100.0	

Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	1	.9	.9	.9
	25	1	.9	.9	1.8
	26	1	.9	.9	2.7
	27	2	1.8	1.8	4.5
	29	4	3.6	3.6	8.2
	30	1	.9	.9	9.1
	31	1	.9	.9	10.0
	32	3	2.7	2.7	12.7
	33	3	2.7	2.7	15.5

	34	1	.9	.9	16.4
	35	2	1.8	1.8	18.2
	36	1	.9	.9	19.1
	37	2	1.8	1.8	20.9
	38	2	1.8	1.8	22.7
	39	2	1.8	1.8	24.5
	40	4	3.6	3.6	28.2
	41	5	4.5	4.5	32.7
	42	3	2.7	2.7	35.5
	43	4	3.6	3.6	39.1
	44	4	3.6	3.6	42.7
	45	2	1.8	1.8	44.5
	46	3	2.7	2.7	47.3
	47	6	5.5	5.5	52.7
	48	3	2.7	2.7	55.5
	49	8	7.3	7.3	62.7
	50	2	1.8	1.8	64.5
	51	4	3.6	3.6	68.2
	52	4	3.6	3.6	71.8
	53	4	3.6	3.6	75.5
	54	3	2.7	2.7	78.2
	55	3	2.7	2.7	80.9
	56	4	3.6	3.6	84.5
	57	2	1.8	1.8	86.4
	58	1	.9	.9	87.3
	59	4	3.6	3.6	90.9
	61	2	1.8	1.8	92.7
	62	1	.9	.9	93.6

	63	2	1.8	1.8	95.5
	64	1	.9	.9	96.4
	65	3	2.7	2.7	99.1
	68	1	.9	.9	100.0
	Total	110	100.0	100.0	

Enivorоment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	5	4.5	4.5	4.5
	3	2	1.8	1.8	6.4
	4	4	3.6	3.6	10.0
	5	5	4.5	4.5	14.5
	6	7	6.4	6.4	20.9
	7	8	7.3	7.3	28.2
	8	8	7.3	7.3	35.5
	9	9	8.2	8.2	43.6
	10	13	11.8	11.8	55.5
	11	12	10.9	10.9	66.4
	12	6	5.5	5.5	71.8
	13	7	6.4	6.4	78.2
	14	6	5.5	5.5	83.6
	15	5	4.5	4.5	88.2
	16	6	5.5	5.5	93.6
	17	2	1.8	1.8	95.5
	18	5	4.5	4.5	100.0
	Total	110	100.0	100.0	

Explore

Notes

Output Created		26-MAY-2022 03:36:30
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values for dependent variables are treated as missing.
	Cases Used	Statistics are based on cases with no missing values for any dependent variable or factor used.
Syntax		EXAMINE VARIABLES=Motivation Application Performance Enivorоment /PLOT BOXPLOT STEMLEAF HISTOGRAM NPPLOT /COMPARE GROUPS /STATISTICS DESCRIPTIVES /CINTERVAL 95 /MISSING LISTWISE /NOTOTAL.
Resources	Processor Time	00:00:02,59

Elapsed Time	00:00:01,72

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Motivation	110	100.0%	0	0.0%	110	100.0%
Application	110	100.0%	0	0.0%	110	100.0%
Performance	110	100.0%	0	0.0%	110	100.0%
Enivoromen t	110	100.0%	0	0.0%	110	100.0%

Descriptives

			Statistic	Std. Error
Motivation	Mean		33.63	1.028
	95% Confidence Interval for Mean	Lower Bound	31.59	
		Upper Bound	35.67	
	5% Trimmed Mean		33.49	
	Median		33.00	
	Variance		116.328	
	Std. Deviation		10.786	
	Minimum		11	
	Maximum		54	
	Range		43	
	Interquartile Range		19	
	Skewness		.205	.230
	Kurtosis		-1.081	.457

Application	Mean		19.64	.618
	95% Confidence Interval for Mean	Lower Bound	18.41	
		Upper Bound	20.86	
	5% Trimmed Mean		19.53	
	Median		19.50	
	Variance		41.995	
	Std. Deviation		6.480	
	Minimum		6	
	Maximum		35	
	Range		29	
	Interquartile Range		9	
	Skewness		.145	.230
	Kurtosis		-.530	.457
Performance	Mean		46.13	.986
	95% Confidence Interval for Mean	Lower Bound	44.17	
		Upper Bound	48.08	
	5% Trimmed Mean		46.18	
	Median		47.00	
	Variance		106.938	
	Std. Deviation		10.341	
	Minimum		24	
	Maximum		68	
	Range		44	
	Interquartile Range		14	
	Skewness		-.141	.230

	Kurtosis		-.607	.457
Enivoromen t	Mean		10.04	.394
	95% Confidence Interval for Mean	Lower Bound	9.25	
		Upper Bound	10.82	
	5% Trimmed Mean		10.04	
	Median		10.00	
	Variance		17.118	
	Std. Deviation		4.137	
	Minimum		2	
	Maximum		18	
	Range		16	
	Interquartile Range		6	
	Skewness		.016	.230
	Kurtosis		-.619	.457

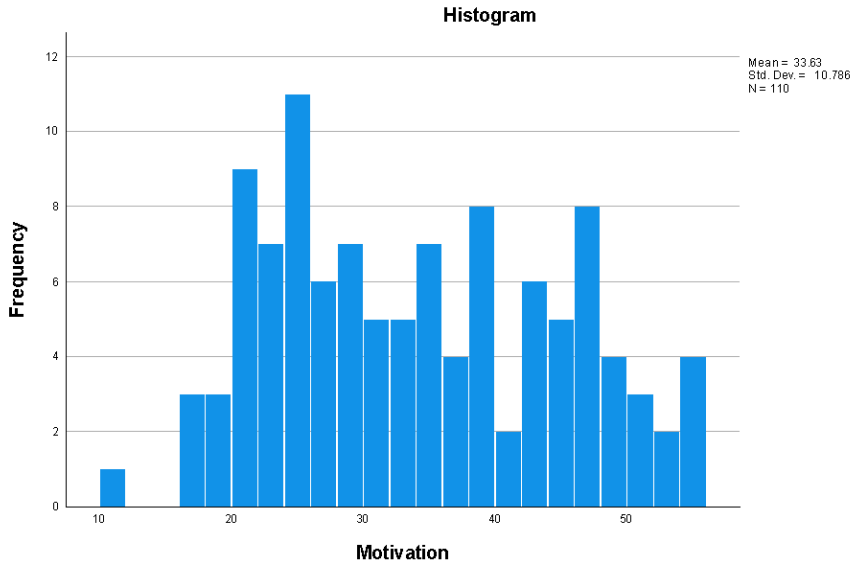
Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation	.104	110	.005	.957	110	.001
Application	.067	110	.200*	.986	110	.324
Performance	.061	110	.200*	.984	110	.231
Enivoromen t	.072	110	.200*	.978	110	.065

*. This is a lower bound of true significance.

a. Lilliefors Significance Correction

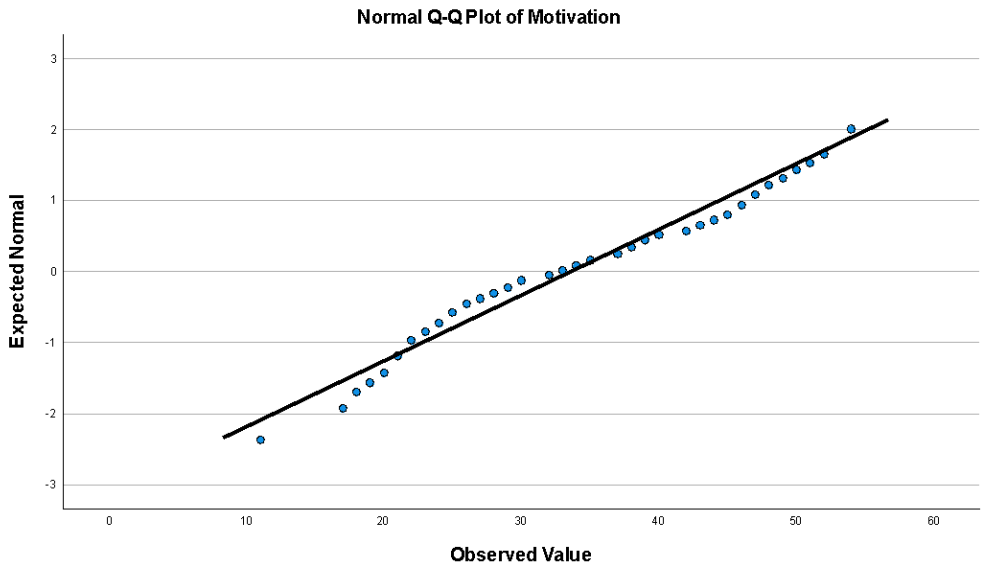
Motivation

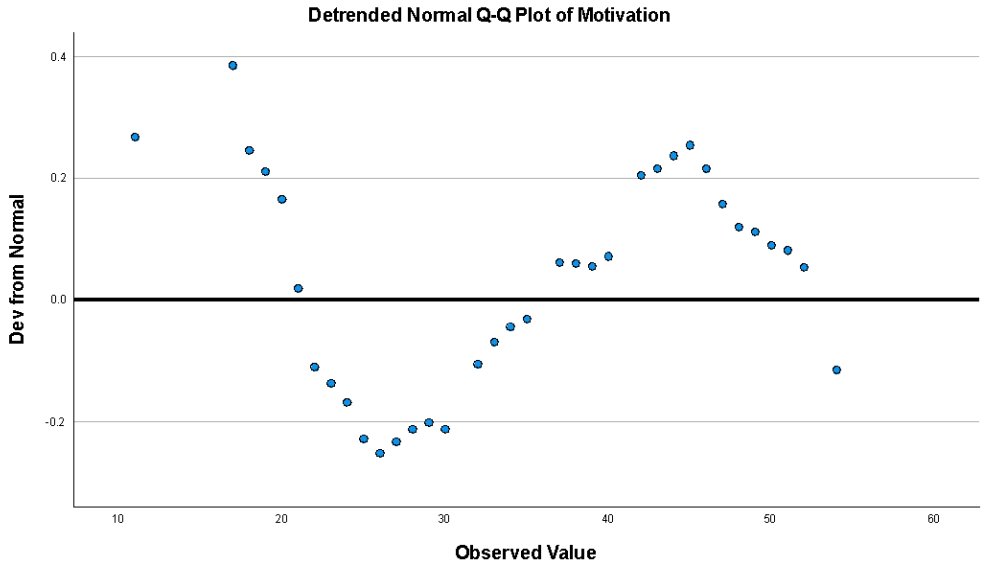


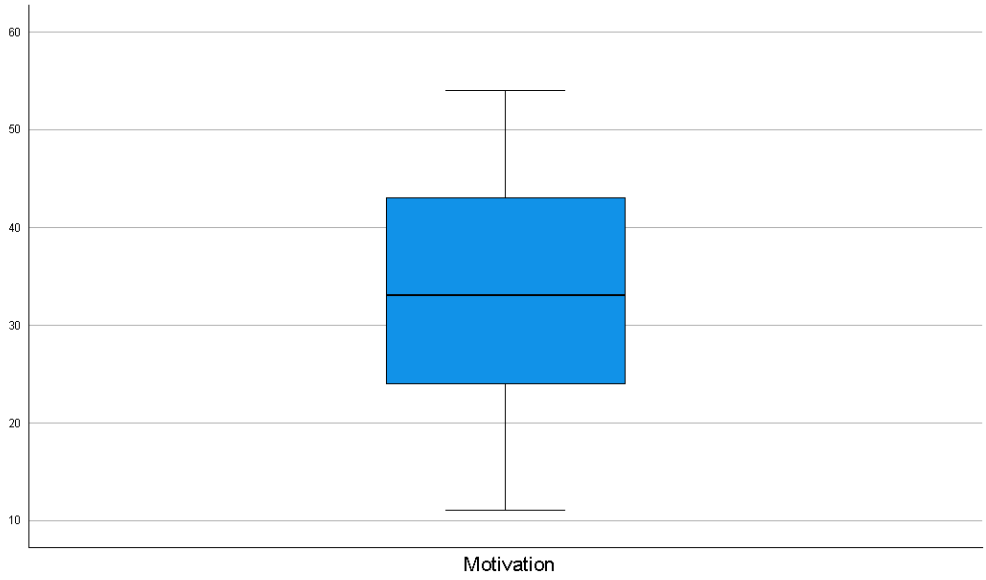
Motivation Stem-and-Leaf Plot

Frequency	Stem & Leaf
1,00	1. 1
6,00	1. 777899
21,00	2. 001111111222233344444
19,00	2. 5555556667778889999
13,00	3. 0000022333444
16,00	3. 5555777788889999
9,00	4. 002233334
16,00	4. 5555666677778899
9,00	5. 001224444

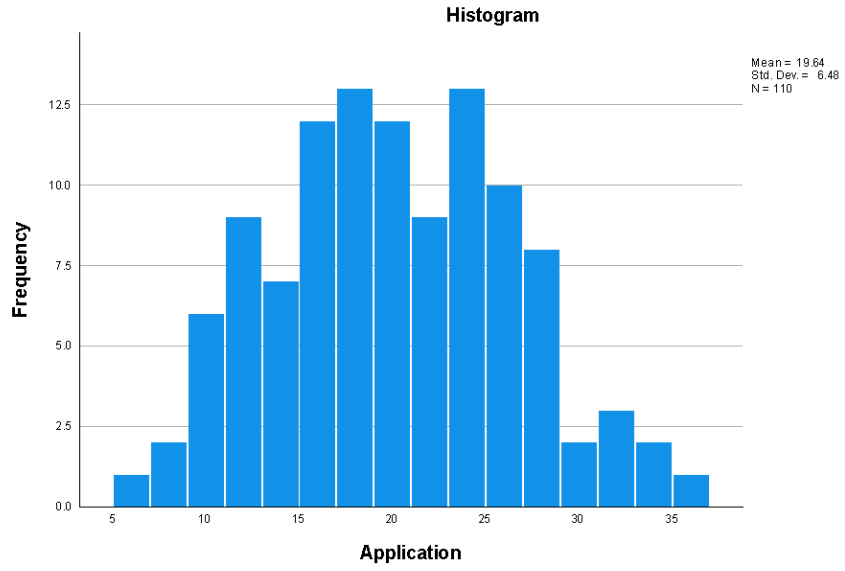
Stem width: 10
Each leaf: 1 case(s)


Normal Q-Q Plot of Motivation
Expected Normal
Observed Value
3
2
1
0
-1
-2
-3
0
10
20
30
40
50
60


Detrended Normal Q-Q Plot of Motivation
Dev from Normal
Observed Value
0.4
0.2
0.0
-0.2
10
20
30
40
50
60



Application

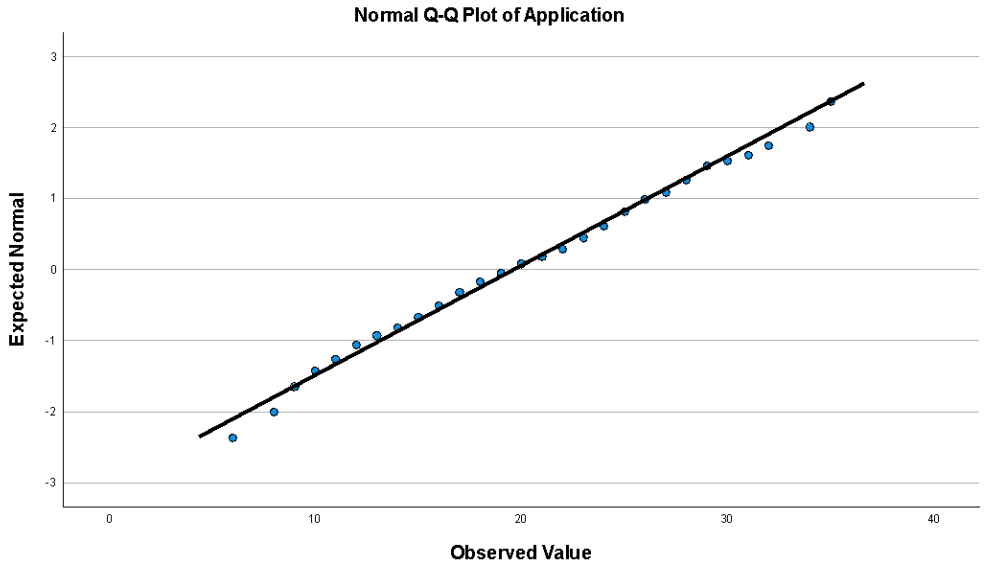


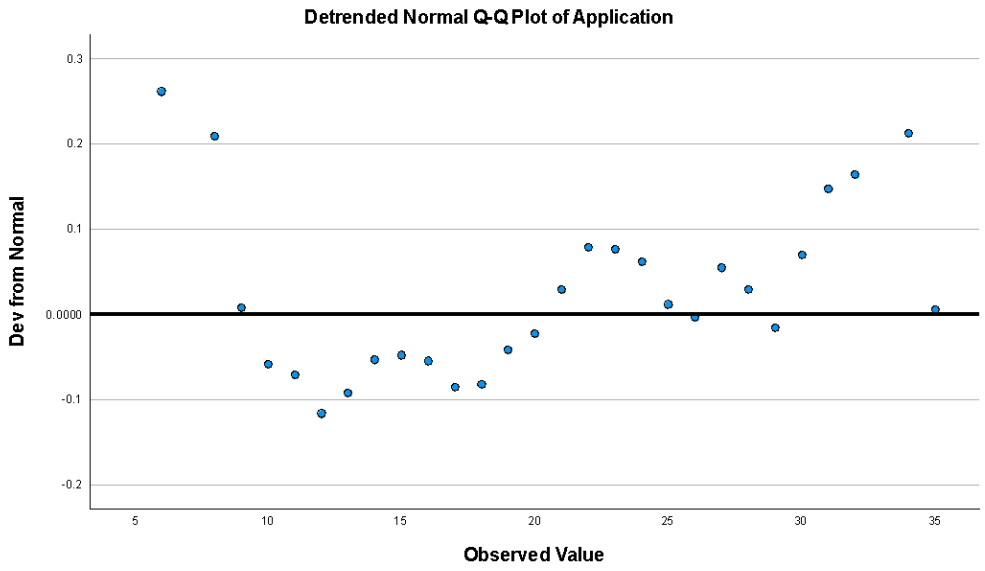
Application Stem-and-Leaf Plot

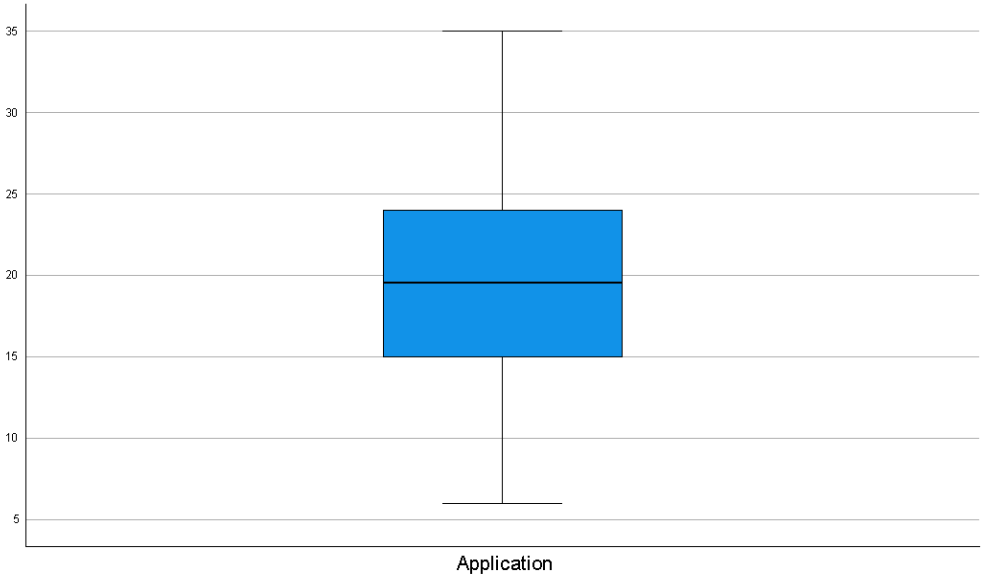
Frequency Stem & Leaf

,00	0.
1,00	0. 6
6,00	0. 889999
6,00	1. 001111
7,00	1. 2222233
10,00	1. 4444455555
15,00	1. 666666677777777
10,00	1. 8888899999
9,00	2. 000000011
13,00	2. 2222222333333
14,00	2. 44444445555555
5,00	2. 66677
7,00	2. 8888889
2,00	3. 01
2,00	3. 22
3,00	3. 445

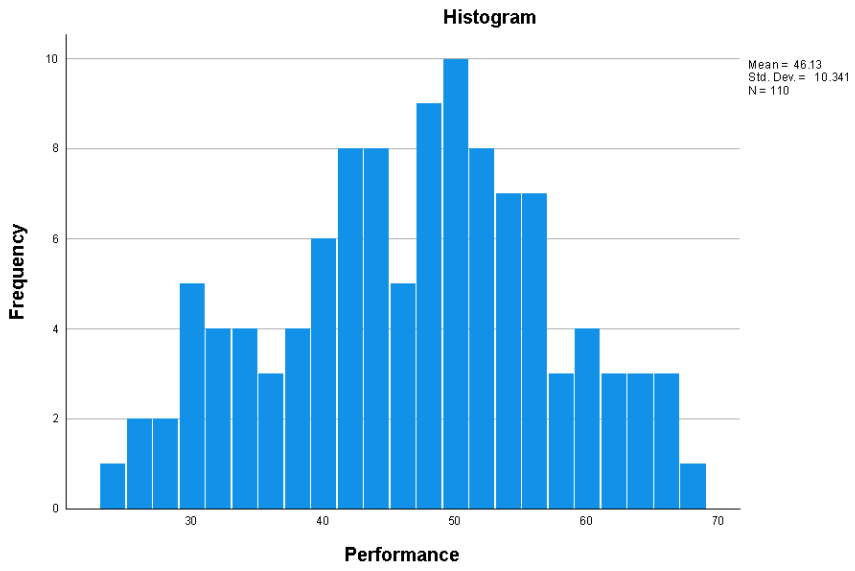
Stem width: 10
Each leaf: 1 case(s)







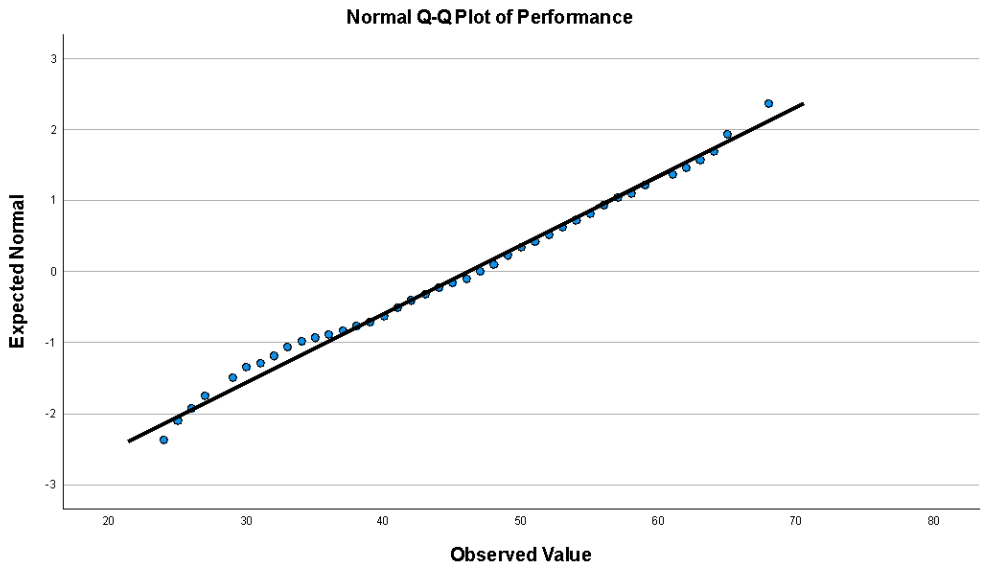
Performance

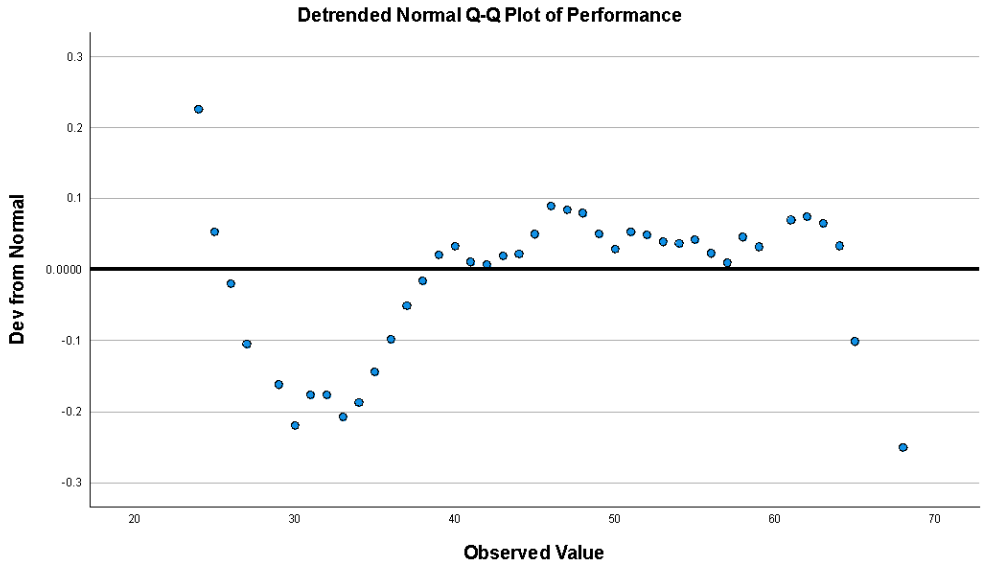


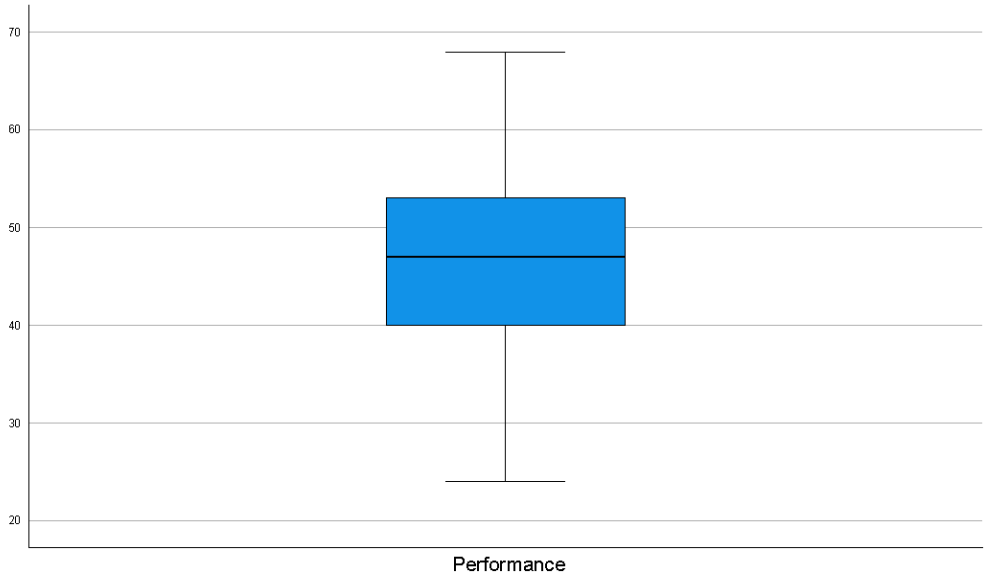
Performance Stem-and-Leaf Plot

Frequency	Stem & Leaf
1,00	2. 4
8,00	2. 56779999
9,00	3. 012223334
9,00	3. 556778899
20,00	4. 00001111122233334444
22,00	4. 5566677777788899999999
17,00	5. 00111122223333444
14,00	5. 55566667789999
6,00	6. 112334
4,00	6. 5558

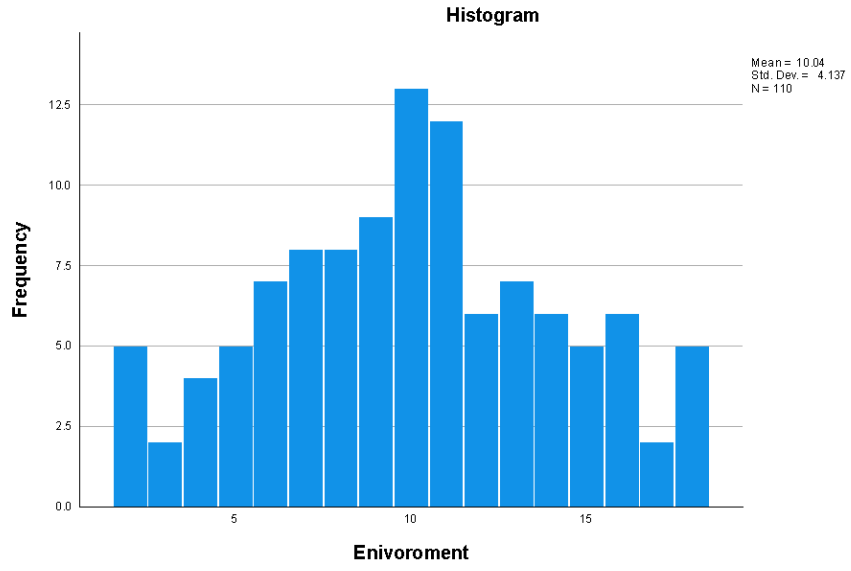
Stem width: 10
Each leaf: 1 case(s)


Normal Q-Q Plot of Performance
Expected Normal
3
2
1
0
-1
-2
-3
20
30
40
50
60
70
80
Observed Value


Detrended Normal Q-Q Plot of Performance
Dev from Normal
0.3
0.2
0.1
0.0000
-0.1
-0.2
-0.3
20
30
40
50
60
70
Observed Value



Enivorement

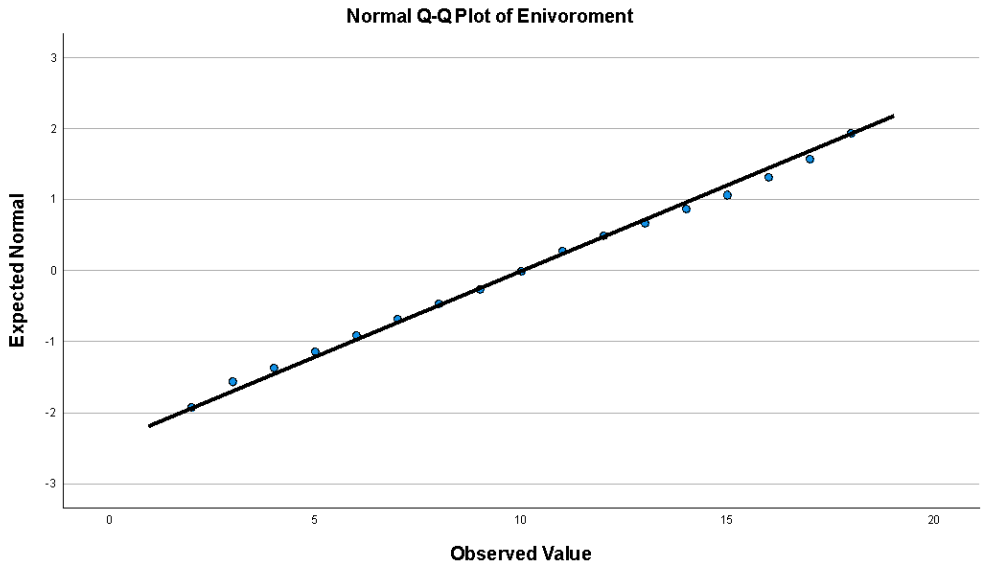


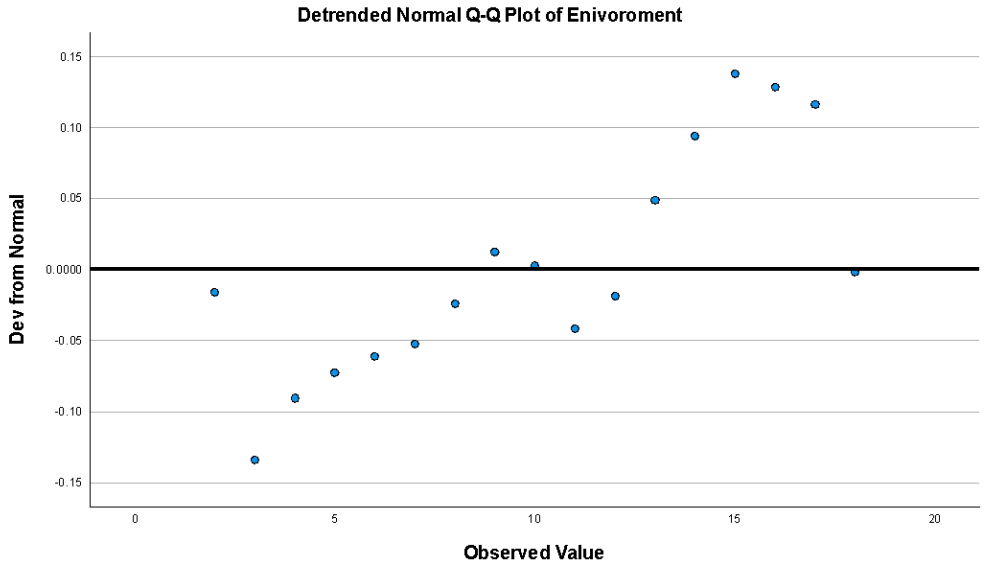
Enivorement Stem-and-Leaf Plot

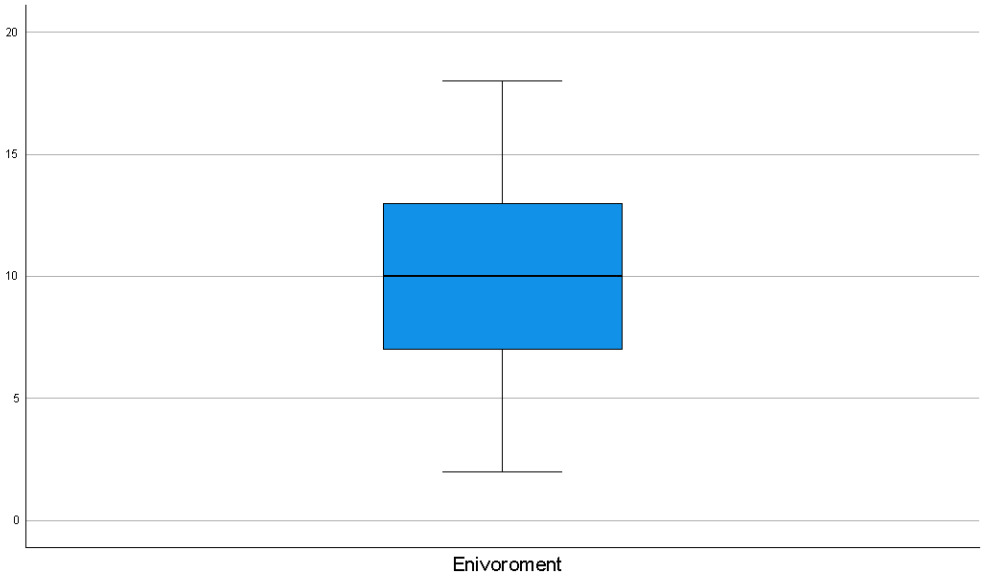
Frequency Stem & Leaf

5,00	2 . 00000
2,00	3. 00
4,00	4. 0000
5,00	5. 00000
7,00	6. 0000000
8,00	7. 00000000
8,00	8. 00000000
9,00	9. 000000000
13,00	10. 0000000000000
12,00	11. 000000000000
6,00	12. 000000
7,00	13. 0000000
6,00	14. 000000
5,00	15. 00000
6,00	16. 000000
2,00	17. 00
5,00	18. 00000

Stem width: 1
Each leaf: 1 case(s)




Detrended Normal Q-Q Plot of Enivoroment
Dev from Normal
0.15
0.10
0.05
0.0000
-0.05
-0.10
-0.15
0
5
10
15
20
Observed Value


20
15
10
5
0
Enivoroment

T-Test

Notes

Output Created		27-MAY-2022 03:18:45
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST /TESTVAL=0 /MISSING=ANALYSIS /VARIABLES=TotalAcademic /ES DISPLAY(TRUE) /CRITERIA=CI (.95).
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,02

[DataSet4]

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean

Total Academic	110	109.43	25.925	2.472

One-Sample Test

	Test Value = 0					
			Significance			95% Confidence Interval of the Difference
	t	df	One-Sided p	Two-Sided p	Mean Difference	Lower
Total Academic	44.270	109	<,001	<,001	109.427	104.53

One-Sample Test

	Test Value = 0
	95% Confidence Interval of the Difference
	Upper
Total Academic	114.33

One-Sample Effect Sizes

				95% Confidence Interval	
		Standardizer[a]	Point Estimate	Lower	Upper
Total Academic	Cohen's d	25.925	4.221	3.630	4.809
	Hedges' correction	26.105	4.192	3.605	4.776

a. The denominator used in estimating the effect sizes.
Cohen's d uses the sample standard deviation.

Hedges' correction uses the sample standard deviation, plus a correction factor.

Descriptives

Notes

Output Created		27-MAY-2022 18:47:54
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=TotalAcademic /SAVE /STATISTICS=MEAN STDDEV MIN MAX.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,06
Variables Created or Modified	ZTotalAcademic	Zscore: Total Academic

[DataSet4]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total Academic	110	51	171	109.43	25.925
Valid N (listwise)	110				

Frequencies

Notes

Output Created		27-MAY-2022 18:52:13
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=TAcademic /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN MODE SUM SKEWNESS SESKEW

		KURTOSIS SEKURT /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,01

Statistics

TAcademic

N	Valid	110
	Missing	0
Mean		50.0000
Std. Error of Mean		.95346
Median		49.4495
Mode		45.21[a]
Std. Deviation		10.00000
Variance		100.000
Skewness		.170
Std. Error of Skewness		.230
Kurtosis		-.418
Std. Error of Kurtosis		.457
Range		46.29
Minimum		27.46
Maximum		73.75
Sum		5500.00

a. Multiple modes exist. The smallest value is shown

TAcademic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	27.46	1	.9	.9	.9
	29.39	1	.9	.9	1.8
	32.48	1	.9	.9	2.7
	33.25	1	.9	.9	3.6
	33.63	1	.9	.9	4.5
	34.41	1	.9	.9	5.5
	34.79	1	.9	.9	6.4
	35.18	1	.9	.9	7.3
	35.56	2	1.8	1.8	9.1
	35.95	1	.9	.9	10.0
	36.72	1	.9	.9	10.9
	38.26	1	.9	.9	11.8
	38.65	1	.9	.9	12.7
	39.03	1	.9	.9	13.6
	39.42	1	.9	.9	14.5
	39.81	1	.9	.9	15.5
	40.19	2	1.8	1.8	17.3
	40.58	1	.9	.9	18.2
	40.96	2	1.8	1.8	20.0
	41.73	1	.9	.9	20.9
	42.12	2	1.8	1.8	22.7
	42.51	2	1.8	1.8	24.5
	43.28	2	1.8	1.8	26.4
	43.66	2	1.8	1.8	28.2
	44.05	2	1.8	1.8	30.0
	44.43	1	.9	.9	30.9

	44.82	1	.9	.9	31.8
	45.21	4	3.6	3.6	35.5
	45.59	2	1.8	1.8	37.3
	46.36	3	2.7	2.7	40.0
	46.75	2	1.8	1.8	41.8
	47.14	1	.9	.9	42.7
	47.52	1	.9	.9	43.6
	47.91	1	.9	.9	44.5
	48.29	1	.9	.9	45.5
	48.68	1	.9	.9	46.4
	49.06	2	1.8	1.8	48.2
	49.45	4	3.6	3.6	51.8
	49.84	2	1.8	1.8	53.6
	50.61	2	1.8	1.8	55.5
	50.99	2	1.8	1.8	57.3
	51.38	1	.9	.9	58.2
	51.76	2	1.8	1.8	60.0
	52.15	1	.9	.9	60.9
	52.92	2	1.8	1.8	62.7
	53.31	2	1.8	1.8	64.5
	53.69	4	3.6	3.6	68.2
	54.46	1	.9	.9	69.1
	55.24	1	.9	.9	70.0
	56.01	4	3.6	3.6	73.6
	56.78	1	.9	.9	74.5
	57.55	2	1.8	1.8	76.4
	57.94	1	.9	.9	77.3
	58.32	1	.9	.9	78.2

	58.71	1	.9	.9	79.1
	59.09	1	.9	.9	80.0
	59.86	3	2.7	2.7	82.7
	60.25	2	1.8	1.8	84.5
	60.64	1	.9	.9	85.5
	61.79	2	1.8	1.8	87.3
	62.18	1	.9	.9	88.2
	62.56	1	.9	.9	89.1
	63.72	3	2.7	2.7	91.8
	64.88	2	1.8	1.8	93.6
	65.65	1	.9	.9	94.5
	66.81	1	.9	.9	95.5
	67.19	1	.9	.9	96.4
	71.05	1	.9	.9	97.3
	71.82	1	.9	.9	98.2
	72.21	1	.9	.9	99.1
	73.75	1	.9	.9	100.0
	Total	110	100.0	100.0	

Descriptives

Notes

Output Created		27-MAY-2022 19:00:23
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>

	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=Motivation Application Performance Enivoroment /SAVE /STATISTICS=MEAN STDDEV MIN MAX.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,01
Variables Created or Modified	ZMotivation	Zscore (Motivation)
	ZApplication	Zscore (Application)
	ZPerformance	Zscore (Performance)
	ZEnivoroment	Zscore (Enivoroment)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation	110	11	54	33.63	10.786
Application	110	6	35	19.64	6.480
Performance	110	24	68	46.13	10.341
Enivoroment	110	2	18	10.04	4.137
Valid N (listwise)	110				

Frequencies

Notes

Output Created		27-MAY-2022 19:12:47
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=TMotivation /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE SUM SKEWNESS SESKEW KURTOSIS SEKURT /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,01

Statistics

TMotivation

N	Valid	110
	Missing	0
Mean		50.0000
Median		49.4184
Mode		38.29
Std. Deviation		10.00000
Variance		100.000
Skewness		.205
Std. Error of Skewness		.230
Kurtosis		-1.081
Std. Error of Kurtosis		.457
Range		39.87
Minimum		29.02
Maximum		68.89
Sum		5500.00

TMotivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	29.02	1	.9	.9	.9
	34.58	3	2.7	2.7	3.6
	35.51	1	.9	.9	4.5
	36.44	2	1.8	1.8	6.4
	37.37	2	1.8	1.8	8.2
	38.29	7	6.4	6.4	14.5
	39.22	4	3.6	3.6	18.2
	40.15	3	2.7	2.7	20.9
	41.07	5	4.5	4.5	25.5

	42.00	6	5.5	5.5	30.9
	42.93	3	2.7	2.7	33.6
	43.86	3	2.7	2.7	36.4
	44.78	3	2.7	2.7	39.1
	45.71	4	3.6	3.6	42.7
	46.64	5	4.5	4.5	47.3
	48.49	2	1.8	1.8	49.1
	49.42	3	2.7	2.7	51.8
	50.35	3	2.7	2.7	54.5
	51.27	4	3.6	3.6	58.2
	53.13	4	3.6	3.6	61.8
	54.05	4	3.6	3.6	65.5
	54.98	4	3.6	3.6	69.1
	55.91	2	1.8	1.8	70.9
	57.76	2	1.8	1.8	72.7
	58.69	4	3.6	3.6	76.4
	59.62	1	.9	.9	77.3
	60.54	4	3.6	3.6	80.9
	61.47	4	3.6	3.6	84.5
	62.40	4	3.6	3.6	88.2
	63.33	2	1.8	1.8	90.0
	64.25	2	1.8	1.8	91.8
	65.18	2	1.8	1.8	93.6
	66.11	1	.9	.9	94.5
	67.03	2	1.8	1.8	96.4
	68.89	4	3.6	3.6	100.0
	Total	110	100.0	100.0	

Frequencies

Notes

Output Created		27-MAY-2022 19:15:10
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=TApplication /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN MODE SUM SKEWNESS SESKEW KURTOSIS SEKURT /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00

Statistics

TApplication

N	Valid	110
	Missing	0
Mean		50.0000
Std. Error of Mean		.95346
Median		49.7896
Mode		45.93
Std. Deviation		10.00000
Variance		100.000
Skewness		.145
Std. Error of Skewness		.230
Kurtosis		-.530
Std. Error of Kurtosis		.457
Range		44.75
Minimum		28.96
Maximum		73.71
Sum		5500.00

TApplication

	N	%
28.96	1	0.9%
32.04	2	1.8%
33.59	4	3.6%
35.13	2	1.8%
36.67	4	3.6%
38.22	5	4.5%
39.76	2	1.8%
41.30	5	4.5%

42.85	5	4.5%
44.39	7	6.4%
45.93	8	7.3%
47.47	5	4.5%
49.02	5	4.5%
50.56	7	6.4%
52.10	2	1.8%
53.65	7	6.4%
55.19	6	5.5%
56.73	7	6.4%
58.28	7	6.4%
59.82	3	2.7%
61.36	2	1.8%
62.91	6	5.5%
64.45	1	0.9%
65.99	1	0.9%
67.54	1	0.9%
69.08	2	1.8%
72.16	2	1.8%
73.71	1	0.9%

Frequencies

Notes

Output Created	27-MAY-2022 19:18:24
Comments	

Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=TPerformance /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM MEAN MEDIAN MODE SUM SKEWNESS SESKEW KURTOSIS SEKURT /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00

Statistics

TPerformance

N	Valid	110
	Missing	0
Mean		50.0000
Median		50.8439
Mode		52.78

Std. Deviation	10.00000
Variance	100.000
Skewness	-.141
Std. Error of Skewness	.230
Kurtosis	-.607
Std. Error of Kurtosis	.457
Range	42.55
Minimum	28.60
Maximum	71.15
Sum	5500.00

TPerformance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	28.60	1	.9	.9	.9
	29.57	1	.9	.9	1.8
	30.54	1	.9	.9	2.7
	31.50	2	1.8	1.8	4.5
	33.44	4	3.6	3.6	8.2
	34.40	1	.9	.9	9.1
	35.37	1	.9	.9	10.0
	36.34	3	2.7	2.7	12.7
	37.31	3	2.7	2.7	15.5
	38.27	1	.9	.9	16.4
	39.24	2	1.8	1.8	18.2
	40.21	1	.9	.9	19.1
	41.17	2	1.8	1.8	20.9
	42.14	2	1.8	1.8	22.7

	43.11	2	1.8	1.8	24.5
	44.07	4	3.6	3.6	28.2
	45.04	5	4.5	4.5	32.7
	46.01	3	2.7	2.7	35.5
	46.98	4	3.6	3.6	39.1
	47.94	4	3.6	3.6	42.7
	48.91	2	1.8	1.8	44.5
	49.88	3	2.7	2.7	47.3
	50.84	6	5.5	5.5	52.7
	51.81	3	2.7	2.7	55.5
	52.78	8	7.3	7.3	62.7
	53.74	2	1.8	1.8	64.5
	54.71	4	3.6	3.6	68.2
	55.68	4	3.6	3.6	71.8
	56.65	4	3.6	3.6	75.5
	57.61	3	2.7	2.7	78.2
	58.58	3	2.7	2.7	80.9
	59.55	4	3.6	3.6	84.5
	60.51	2	1.8	1.8	86.4
	61.48	1	.9	.9	87.3
	62.45	4	3.6	3.6	90.9
	64.38	2	1.8	1.8	92.7
	65.35	1	.9	.9	93.6
	66.32	2	1.8	1.8	95.5
	67.28	1	.9	.9	96.4
	68.25	3	2.7	2.7	99.1
	71.15	1	.9	.9	100.0
	Total	110	100.0	100.0	

Correlations

Notes

Output Created		27-MAY-2022 20:18:55
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=TAcademic TotalPreparedness /PRINT=TWOTAIL NOSIG FULL /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,02

Correlations

	TAcademic	Total Preparedness

TAcademic	Pearson Correlation	1	.009
	Sig. (2-tailed)		.927
	N	110	110
Total Preparedness	Pearson Correlation	.009	1
	Sig. (2-tailed)	.927	
	N	110	110

Correlations

Notes

Output Created		27-MAY-2022 20:20:56
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=TAcademic TotalPreparedness /PRINT=ONETAIL NOSIG FULL

		/MISSING=PAIRWISE.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,01

Correlations

		TAcademic	Total Preparedness
TAcademic	Pearson Correlation	1	.009
	Sig. (1-tailed)		.464
	N	110	110
Total Preparedness	Pearson Correlation	.009	1
	Sig. (1-tailed)	.464	
	N	110	110

Nonparametric Correlations

Notes

Output Created		27-MAY-2022 20:21:57
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110

Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		NONPAR CORR /VARIABLES=TotalPreparedness TAcademic /PRINT=SPEARMAN TWOTAIL NOSIG FULL /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,01
	Number of Cases Allowed	629145 cases[a]

a. Based on availability of workspace memory

Correlations

			Total Preparedness	TAcademic
Spearman's rho	Total Preparedness	Correlation Coefficient	1.000	.017
		Sig. (2-tailed)	.	.864
		N	110	110
	TAcademic	Correlation Coefficient	.017	1.000
		Sig. (2-tailed)	.864	.
		N	110	110

Descriptives

Notes

Output Created		27-MAY-2022 20:46:22
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=TotalPreparedness /SAVE /STATISTICS=MEAN STDDEV MIN MAX.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,01
Variables Created or Modified	ZTotalPreparedness	Zscore: Total Preparedness

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total Preparedness	110	26	50	40.26	4.802
Valid N (listwise)	110				

Frequencies

Notes

Output Created		27-MAY-2022 20:48:41
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	110
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=TPreparedness /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN MODE SUM SKEWNESS SESKEW KURTOSIS SEKURT /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00

Statistics

TPreparedness

N	Valid	110
	Missing	0
Mean		50.0000
Std. Error of Mean		.95346
Median		51.5335
Mode		49.45[a]
Std. Deviation		10.00000
Variance		100.000
Skewness		-.764
Std. Error of Skewness		.230
Kurtosis		.428
Std. Error of Kurtosis		.457
Range		49.98
Minimum		20.30
Maximum		70.28
Sum		5500.00

a. Multiple modes exist. The smallest value is shown

TPreparedness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20.30	1	.9	.9	.9
	22.38	1	.9	.9	1.8
	24.46	1	.9	.9	2.7
	26.54	1	.9	.9	3.6
	28.63	1	.9	.9	4.5
	30.71	1	.9	.9	5.5

	32.79	1	.9	.9	6.4
	34.87	5	4.5	4.5	10.9
	36.96	3	2.7	2.7	13.6
	39.04	2	1.8	1.8	15.5
	41.12	6	5.5	5.5	20.9
	43.20	4	3.6	3.6	24.5
	45.29	6	5.5	5.5	30.0
	47.37	5	4.5	4.5	34.5
	49.45	11	10.0	10.0	44.5
	51.53	11	10.0	10.0	54.5
	53.62	11	10.0	10.0	64.5
	55.70	10	9.1	9.1	73.6
	57.78	9	8.2	8.2	81.8
	59.86	8	7.3	7.3	89.1
	61.95	7	6.4	6.4	95.5
	64.03	1	.9	.9	96.4
	66.11	3	2.7	2.7	99.1
	70.28	1	.9	.9	100.0
	Total	110	100.0	100.0	

Scale: Personal Scale 1

Case Processing Summary

		N	%
Cases	Valid	112	99.1
	Excluded[a]	1	.9
	Total	113	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.999	1.000	15

Item Statistics

	Mean	Std. Deviation	N
2.I have been feeling tense or nervous lately	9.87	54.136	112
7. I often feel blue and moody	9.87	53.935	112
11. I feel tired a lot lately	9.87	57.939	112
12. Being independent has not been easy	9.88	51.266	112

20. I am not able to control emotions well lately	9.87	50.888	112
24.My appetite is good	7.67	40.144	112
28. I have a lot of headaches	9.87	53.656	112
31. I have been thinking about seeking psychological help recently	8.79	45.957	112
37. I get angry too easily lately	10.21	53.338	112
38. I have trouble concentrating when studying	8.79	45.951	112
39. I haven't been sleeping well	8.46	44.268	112
43. Sometimes my thinking gets muddled too easily	9.09	47.540	112
47. I worry a lot about university expenses	8.00	41.837	112
53. I am feeling in good health	10.06	52.572	112
61. I have trouble coping with university stress	9.27	48.461	112

Scale: Preparedness Scale

Case Processing Summary

	N	%

Cases	Valid	110	97.3
	Excluded[a]	3	2.7
	Total	113	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.684	.792	10

Item Statistics

	Mean	Std. Deviation	N
I can summarize, paraphrase, and synthesize information from textbooks and other sources	4.03	.862	110
I can take notes effectively during lectures	3.26	.925	110
I can take notes effectively while watching supplemental, audio or audio-visual materials	3.55	1.154	110

I can participate in a group discussion with my peers	3.54	1.163	110
In high school we experienced online classes	2.29	1.688	110
I can type on a computer	4.72	.577	110
I can conduct research on the internet	4.45	.820	110
I can submit assignments online or as an attachment	4.90	.330	110
I can communicate via email	4.84	.440	110
I can use online course programs such as Blackboard, Moodle or ulwazi	4.68	.649	110

Scale: Social 1

Case Processing Summary

		N	%
Cases	Valid	110	97.3
	Excluded[a]	3	2.7
	Total	113	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.631	.618	11

Item Statistics

	Mean	Std. Deviation	N
4.I am meeting people and making friends as I would like at university	4.54	2.597	110
8.I am very involved with university social activities	4.71	3.009	110
14. I have informal contact with tutors and lecturers	4.57	2.521	110
16. I am pleased about my decision to attend this university	3.54	2.497	110
30. I am satisfied with extracurricular activities	4.18	2.435	110
41. I am having difficulty feeling at ease with others at university	4.91	2.425	110
46. I do not mix well with opposite sex	4.92	2.959	110

49. I feel lonely a lot lately	4.39	2.516	110
54. I feel different from others in undesirable ways	4.98	2.534	110
55. I would rather be home than studying	4.89	2.603	110
60. I have good friends to talk about problems with	6.09	2.514	110

Scale: Institutional One

Case Processing Summary

		N	%
Cases	Valid	110	97.3
	Excluded[a]	3	2.7
	Total	113	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items

.797	.779	8

Item Statistics

	Mean	Std. Deviation	N
4.I am meeting people and making friends as I would like at university	4.54	2.597	110
34. I prefer to be at another university	4.66	3.096	110
41. I am having difficulty feeling at ease with others at university	4.91	2.425	110
45. I expect to finish my undergraduate degree	8.17	2.067	110
54. I feel different from others in undesirable ways	4.98	2.534	110
57.I am thinking about transferring to another university	4.85	3.226	110
55. I would rather be home than studying	4.89	2.603	110
59. I am thinking about taking time off from university	4.81	3.221	110

Scale: Academic

Case Processing Summary

		N	%
Cases	Valid	107	94.7
	Excluded[a]	6	5.3
	Total	113	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.490	.503	20

Item Statistics

	Mean	Std. Deviation	N
3. I have been keeping up to date with academic work	4.89	2.250	107
5. I am definite about reasons for being at university	4.21	2.559	107

6.I find academic work difficult	5.32	1.998	107
10.I have not been functioning well during assessments	5.20	2.389	107
13. I am satisfied with my level of academic performance	4.81	2.203	107
17. I am not working as hard as I should	4.43	2.303	107
19. I have well-defined academic goals	4.50	2.523	107
21. I am not smart enough for course work	5.37	2.780	107
23. I consider getting a university degree important to me	2.76	2.514	107
25. I do not use my study time efficiently	4.54	2.312	107
27. I enjoy writing papers for my courses	5.15	2.162	107
29.I am not motivated to study	4.79	2.414	107
32.I have doubts about the value of a university degree	5.10	2.933	107
38. I have trouble concentrating when studying	4.43	2.541	107
40. I am not doing well academically, considering the effort I put in	5.34	2.403	107

42. I attend classes regularly	4.56	2.657	107
48. I enjoy my academic work	4.63	2.238	107
50. I have been having trouble getting started on homework and assignments	4.83	2.428	107
52. I am satisfied with the modules of my course	4.79	2.253	107
56. Most of the things I am interested in are not related to course work	5.18	2.663	107

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Gender	110	1	3	1.13	.386	3.188	.230	10.238	.457
Race	110	1	5	1.66	1.016	1.467	.230	1.324	.457
What is your home locality	110	1	2	1.25	.432	1.199	.230	-.572	.457
What is your home Language	110	1	12	4.10	3.543	.943	.230	-.330	.457
Are you the first person from your family to attend university	110	1	3	1.77	.463	-.738	.230	-.039	.457
Valid N (listwise)	110								

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles 25th
Total Adjustment	107	322.16	31.942	236	407	298.00
PresentStudyLevel	110	1.27	.447	1	2	1.00

Descriptive Statistics

	Percentiles 50th (Median)	75th
Total Adjustment	325.00	342.00
PresentStudyLevel	1.00	2.00

Mann-Whitney Test

Ranks

	PresentStudyLevel	N	Mean Rank	Sum of Ranks
Total Adjustment	1	78	58.87	4591.50
	2	29	40.91	1186.50

	Total	107		

Test Statistics[a]

	Total Adjustment
Mann-Whitney U	751.500
Wilcoxon W	1186.500
Z	-2.660
Asymp. Sig. (2-tailed)	.008

a. Grouping Variable: PresentStudyLevel

Appendix: Reliability Analysis

Overview:

Reliability analysis was conducted to assess the internal consistency of the following scales used in this study:

1. Preparedness Scale
2. Academic Adjustment Scale
3. Personal-Emotional Scale
4. Social Scale
5. Institutional Adjustment Scale

The demographic and qualitative data obtained in this study were not subjected to reliability analysis, as this data was not collected using a standardized scale. Instead, open-ended questions were developed explicitly for this study.

Cronbach's Alpha Explanation:

Cronbach's alpha is a measure of internal consistency or reliability of a scale (Field, 2013). The value ranges from 0 to 1, with 1 indicating perfect internal consistency. The interpretation of Cronbach's alpha values is as follows:

- Good Reliability: $\alpha \geq 0.7$
- Acceptable Reliability: $0.6 \leq \alpha < 0.7$
- Unacceptable Reliability: $\alpha < 0.5$

Values below 0.5 are considered poor (Makgotla, 2019).