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JUMPING THE BOX?
THE DEMOGRAPHIC TRENDS AND PERSPECTIVES OF NON-TRADITIONAL-AGE UNDERGRADUATE STUDENTS: A MIXED METHODS APPROACH

Liza Nilsson

The partial financial assistance of the National Institute for the Humanities and Social Sciences (NIHSS), in collaboration with the South African Humanities Deans Association (SAHUDA), towards this research is hereby acknowledged. Opinions expressed and conclusions arrived at are those of the author and are not necessarily to be attributed to the NIHSS and SAHUDA.

A thesis submitted to the Faculty of Humanities,
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with the requirements for the degree of Doctor of Philosophy

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Abstract

Purpose: Higher Education Institutions (HEIs) worldwide are facing increased pressure to meet the needs of non-traditional-age students (NTASs), defined here as 25 and older. However, there is not only a lack of supportive institutional cultures for NTASs who pursue a deinstitutionalised life course, but also scholarly knowledge pertaining to the trends in enrolments and perspectives of NTASs according to different socio-demographic variables. This mixed methods study addressed the need for increased social support and scholarly knowledge by comparing the changing demographic profile and perceptions of undergraduate NTASs at two South African universities: the University of the Witwatersrand (Wits) and Stellenbosch University (SU).

Theory: Guided by several theoretical perspectives to abductively theorise results (participation, symbolic life course, self-determination, human capital, social identity, structural lag, involvement, and social integration), five distinct arguments are presented. Firstly, there is a lack of hypotheses development and testing in countries from Africa (amongst others) on the NTAS phenomenon which may potentially contribute towards the development of a comprehensive theory of adults' participation in education. Secondly, from a symbolic life course perspective, it is argued that fewer undergraduate NTASs enrolled over time than had previously been the norm. Thirdly, from the perspective of self-determination theory (with reference to human capital theory), it is argued that NTASs are predominantly extrinsically motivated to enrol at university later in life, as opposed to intrinsically motivated. Fourthly, from the perspective of social identity theory, it is argued that NTASs conform to the notion of self-enhancement, which refute contrary claims in the literature. Finally, from the symbolic (deinstitutionalised) life course and structural lag perspectives, it is argued that there is lack of suitable peer- and academic support available at the institutional level to certain cohorts of NTASs, as opposed to NTASs as a whole.

Methods: An adaptation of a convergent mixed methods design was employed to first conduct a systematic review of existing scholarship, published between 1994 and 2016, from three regions (Southern Africa, Australia and Northern America) on NTASs who enrolled for on-campus degree courses. Second, *anonymised, student demographic data* were sourced from Wits and SU. Bivariate and multivariate analysis were conducted on two purposive samples: (1) undergraduate non-traditional-age student enrolments (UNTASEs) (n=54 737) over a period of two decades (1994–2014); and (2) the total number of undergraduate student enrolments (TUSEs) (n=61 023) for two years only (1994 and 2014), utilising seven variables: year of enrolment, age, institution, gender, race, home language, and academic discipline. Third, *quantitative and qualitative survey data* were collected simultaneously via web-based questionnaires. A purposive sample of undergraduate NTASs who were 25 and older at the time of enrolment was selected (n=364) after data collection. Quantitative and qualitative survey data were analysed separately (bivariate and thematic analyses) across six variables (age, institution, gender, race, relationship status, and

commencer/returner) to determine the extent to which undergraduate NTASs' perspectives were similar or different. Survey results were triangulated with results from the systematic review, and linked to relevant theories, to develop three hypotheses (motivation, experience, and social support hypotheses). The two forms of data were finally mixed together during the discussion of hypotheses results. As this is a non-experimental study, no distinction is made between dependent and independent variables.

Results: Over a period of two decades, the undergraduate student population at Wits and SU have not diversified with respect to age (UNTASEs' representation decreased from 11% of TUSEs in 1994, to only 8% in 2014), but have diversified with respect to race (especially in traditional-age Africans, aged 24 and younger, whose representation increased from 14% of TUSEs in 1994, to 88% in 2014) and, to a lesser extent, gender (women's representation increased from 45% of TUSEs in 1994, to 55% in 2014). *Quantitative and quantified-qualitative survey data results* suggest that respondents' perceptions vary according to their socio-demographic classifications. Nonetheless, triangulated results suggest that NTASs as a whole tend to be primarily extrinsically motivated to enrol at university for career-related reasons, degree/qualification-related reasons and increased financial security and, to a lesser extent, intrinsically motivated for lifelong learning and self-development. These motivations are congruent with self-determination theory's definition for integrated regulation. NTASs also tend to perceive their experiences in a predominantly positive light, which corroborates the notion of self-enhancement in social identity theory. Lastly, results suggest that there is lack of suitable peer- and academic support available to certain cohorts of undergraduate NTASs at the institutional level, indicative of a partial structural lag.

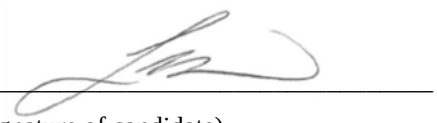
Theoretical implications: This study makes an makes an original contribution towards scholarly knowledge as it elucidates the extent that undergraduate NTASs' perceptions, regarding their motivations, experiences and social support structures, vary according to their socio-demographic classifications. To the best of my knowledge, this study is the first to utilise the symbolic life course perspective and social identity theory to understand the NTAS phenomenon. It is anticipated that the findings from the demographic analyses and hypotheses will not only contribute to cross-cultural findings based in South African HE, but also contribute towards the development of a comprehensive theory of adults' participation in education.

Practical implications: Should policy-makers consider the recommendations provided, future NTASs may potentially benefit from increased peer- and academic support, which in turn may improve their sense of relatedness and well-being.

Keywords: Higher education; adult participation; non-traditional-age students; mature students; adult learners; age norms; symbolic life course; demographic trends; motivations; experiences; social support; pragmatism; mixed methods.

Declaration

I declare that this thesis is my own, unaided work. It is being submitted for the Doctor of Philosophy at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other university.



(Signature of candidate)

5th day of March 2019, in Johannesburg.

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Dedication

I dedicate this thesis to my God and Father.
Without Your clear direction, support and unfailing love, I would not have done this.

"'For I know what I have planned for you' says the Lord.
'I have plans to prosper you, not to harm you. I have plans to give you a future filled with hope.'"
(Jeremiah 29:11 – The New English Translation Bible).

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Contents

CHAPTER 1 INTRODUCTION 1
1.1. Introduction 1
1.2. Identification and proposed contribution to scholarly knowledge gaps 2
1.3. Purpose statement, objectives and research questions 3
1.4. Problem statement: a sociological approach 4
1.5. Theoretical framework 5
1.6. Thesis statement 6
1.7. A systematic review of research on on-campus NTASs 6
1.8. Research methodology and methods 7
1.8.1. Undergraduate student enrolments (demographic data) 7
1.8.2. Undergraduate NTASs' perceptions (survey data) 7
1.9. Who would benefit from this research? 8
1.9.1. Basic social research objective and contribution to scholarly knowledge 8
1.9.2. Applied social research objective and contribution to the well-being of NTASs 8
1.10. Outline of thesis 9

CHAPTER 2 THEORETICAL FRAMEWORK 12
2.1. Introduction 12
2.2. Problem statement development: the sociological imagination 13
2.3. Pragmatism as an interpretive framework 15
2.3.1. Pragmatism as a worldview: epistemology, ontology and axiology 15
2.3.2. The philosophical roots of pragmatism 17
2.3.3. The role of social constructivism in a pragmatist interpretive framework 18
2.4. The participation of adults in education 19
2.4.1. It is unlikely that older adults will participate in HE 20
2.4.2. People from working class backgrounds and those with low levels of prior education are unlikely to participate in HE 20
2.4.3. A lack of comprehensive theory on adults' participation in HE 20
2.4.4. Progress made since the 1990s with respect to theory development 22
2.4.5. Concluding remarks on the participation of adults in education 24
2.5. The sociology of age: the life course perspective 24
2.5.1. Age and age norms 25
2.5.3. The life course as a set of sociological and personological explanatory frameworks 26
2.5.4. The five basic principles of the life course 31
2.5.5. Concluding remarks on the life course perspective 32
2.6. Understanding motivation: human capital and self-determination 32
2.6.1. Human capital theory 32

2.6.2. Self-determination theory 34
2.6.3. Concluding remarks on the two theories of motivation 36
2.7. Social identity from a social psychological and sociological perspective 36
2.7.1. Social identity theory: a social psychological application 36
2.7.2. Social identity: a sociological application 37
2.7.3. Concluding remarks on social identity 38
2.8. Social support and its sociological relevance 38
2.8.1. Durkheim: join peer- and work groups to increase a sense of social cohesion 38
2.8.2. Structural lag perspective: mismatch between people and social structures 39
2.8.3. Involvement theory: practical recommendations to increase social support 40
2.8.4. Tinto's social integration: practical recommendations to increase social support 41
2.8.5. Concluding remarks on social support 41
2.9. Chapter conclusion 42

CHAPTER 3 LITERATURE REVIEW 43
3.1. Introduction 43
3.2. Macro-level background and context 44
3.2.1. Globalisation, technology and demographic aging 44
3.2.2. South African history and access routes into university 48
3.3. Macro-, meso-, and micro-levels: systematic review of existing scholarship on NTASs 54
3.3.1. Purpose and procedures for conducting this systematic review 55
3.3.2. Terms, age parameters, country, and reasons for researching NTASs 57
3.3.3. Five waves of development marking the entry of NTASs at American HEIs 58
3.3.4. Demographic changes: increases or decreases in NTAS enrolments over time 59
3.3.5. Motivations to enrol at university later in life 60
3.3.6. Experiences of NTASs as older students 61
3.3.7. Support available from HEIs, family, peers, and employers 66
3.3.8. Recommendations to create more supportive institutional cultures for NTASs 69
3.3.9. Research methods and theoretical perspectives in existing scholarship on NTASs 71
3.4. Chapter conclusion 83

CHAPTER 4 RESEARCH METHODOLOGY AND METHODS 85
4.1. Introduction 85
4.2. Research settings: Wits and Stellenbosch 85
4.3. Justification of the mixed methods design 87
4.4. Data collection strategies 88
4.4.1. Anonymised, undergraduate student enrolments (demographic data) 88
4.4.2. Undergraduate NTASs' perspectives (survey data) 88
4.5. Two populations 89

4.5.1. Population of undergraduate student enrolments (demographic data) 89
4.5.2. Population of undergraduate NTASs (survey data) 90
4.6. Sample selection: three purposive samples 90
4.6.1. Two purposive samples: undergraduate student enrolments (demographic data) 90
4.6.2. One purposive sample: undergraduate NTASs (survey data) 91
4.7. Data collection 93
4.7.1. Sourcing the undergraduate student demographic data 93
4.7.2. Collecting the survey data 94
4.8. Data analysis 97
4.8.1. Analysing the undergraduate student demographic data 97
4.8.2. Analysing the quantitative and qualitative survey data 100
4.9. Evaluating this research: design, reliability and validity 110
4.9.1. Steps to select an appropriate mixed methods design 110
4.9.2. Triangulation or greater validity 112
4.9.3. Reliability 114
4.10. Ethical considerations 114
4.11. Limitations and chapter conclusion 115

CHAPTER 5 STUDENT DEMOGRAPHIC DATA 118
5.1. Introduction 118
5.2. Reporting of results 119
5.2.1. Undergraduate enrolments according to age and the year of enrolment 119
5.2.2. Undergraduate enrolments according to age, institution and the year of enrolment 120
5.2.3. Undergraduate enrolments according to age, gender and the year of enrolment 121
5.2.4. Undergraduate enrolments according to age, race and the year of enrolment 123
5.2.5. UNTASEs according to race and gender 126
5.2.6. UNTASEs according to the year of enrolment and home language 127
5.2.7. UNTASEs according to the year of enrolment and academic discipline/faculty 128
5.2.8. Summary of results 130
5.3. Discussion of results 131
5.3.1. Undergraduate student population has not diversified with respect to age 131
5.3.2. Undergraduate student population has diversified with respect to gender and race 132
5.4. Chapter conclusion 134

CHAPTER 6 HYPOTHESES DEVELOPMENT: TRIANGULATING RESULTS FOR NON-TRADITIONAL-AGE STUDENTS AS A WHOLE 135
6.1. Introduction 135
6.2. Reporting of results 135
6.2.1. Motivations to enrol at university later in life 135

6.2.2. Experiences of NTASs as older students 138
6.2.3. Social support structures 141
6.2.4. Recommendations to create more supportive institutional cultures for NTASs 144
6.3. Discussion of results 145
6.3.1. Motivations to enrol at university later in life 145
6.3.2. Experiences of NTASs as older students 149
6.3.3. Social support and recommendations to create supportive institutional cultures 151
6.4. Summary of results and chapter conclusion 156

CHAPTER 7 HYPOTHESES TESTING: RESPONDENTS' PERCEPTIONS ACCORDING TO THEIR SOCIO-DEMOGRAPHIC CLASSIFICATIONS 158
7.1. Introduction 158
7.2. Motivation, experience, and social support hypotheses 158
7.2.1. Motivation hypothesis 158
7.2.2. Experience hypothesis 158
7.2.3. Social support hypothesis 159
7.3. Reporting and discussion of the most prevalent results 159
7.3.1. Perceptions of different age cohorts 159
7.3.2. Perceptions of respondents from different institutions 162
7.3.3. Perceptions of men and women 164
7.3.4. Perceptions of different race categories 166
7.3.5. Perceptions of respondents according to their relationship status 168
7.3.6. Perceptions of commencers and returners 170
7.4. Summary of results and chapter conclusion 172
7.4.1. Summary of respondents' most prevalent extrinsic and intrinsic motivations 172
7.4.2. Summary of respondents' most prevalent positive and negative experiences 173
7.4.3. Summary of respondents' most prevalent perceptions regarding social support 175

CHAPTER 8 CONCLUSION AND RECOMMENDATIONS FOR RESEARCH 177
8.1. Introduction 177
8.2. Contribution towards theory development 177
8.3. Trends in undergraduate student enrolments, 1994–2014 177
8.4. The perspectives of undergraduate NTASs 178
8.5. Ways to create more supportive institutional cultures for NTASs 180
8.6. Limitations and recommendations for future research 181

LIST OF REFERENCES 184

APPENDICES

Appendix 1: Institutional permission and ethical clearance 200
Appendix 2: Longitudinal UNTASEs for the period 1994–2014 204
Appendix 3: Reporting of survey results: socio-demographic sub-categories 221
A3.1. Motivations according to socio-demographic sub-categories 222
A3.2. Experiences according to socio-demographic sub-categories 230
A3.3. Social support according to socio-demographic sub-categories 239
Appendix 4: Thematic analysis results 253
Appendix 5: Invitation- and reminder emails 283
Appendix 6: Wits web-based questionnaire and consent form 287

List of figures

CHAPTER 2 THEORETICAL FRAMEWORK

Figure 1: Pragmatism as an umbrella philosophy in mixed methods research 16

Figure 2: Framework for classifying the life course according to the intended outcome and focus of the explanation 27

CHAPTER 3 LITERATURE REVIEW

Figure 3: The model for adult learner persistence in degree completion programmes 74

CHAPTER 4 RESEARCH METHODOLOGY AND METHODS

Figure 4: Respondents' access routes into university according to institution 93

Figure 5: Wits survey responses per day 96

Figure 6: Wits Plus survey responses per day 97

Figure 7: An illustration of the adapted convergent design employed in this study 112

CHAPTER 5 STUDENT DEMOGRAPHIC DATA

Figure 8: Change in the number of UNTASEs according to age 119

Figure 9: Change in the number of UNTASEs according to institution 120

Figure 10: Change in the number of UNTASEs at SU according to age 121

Figure 11: Change in the number of UNTASEs at Wits according to age 121

Figure 12: Change in the number of UNTASEs at Wits Plus according to age 121

Figure 13: Change in the number of UNTASEs according to gender 122

Figure 14: Change in the number of UNTASEs according to institution and gender 123

Figure 15: Change in the number of UNTASEs according to race 125

Figure 16: Change in the number of UNTASEs at SU according to race 125

Figure 17: Change in the number of UNTASEs at Wits according to race 125

Figure 18: Change in the number of UNTASEs at Wits Plus according to race 126

Figure 19: Change in the number of UNTASEs according to home language 127

Figure 20: Change in the number of UNTASEs at SU according to home language 128

Figure 21: Change in the number of UNTASEs at Wits according to home languages 128

Figure 22: Change in the number of UNTASEs at Wits Plus according to home languages 128

Figure 23: Change in the number of UNTASEs according to academic discipline 129

Figure 24: Change in the number of UNTASEs at SU according to faculties 129

Figure 25: Change in the number of UNTASEs at Wits according to faculties 130

Figure 26: Change in the number of UNTASEs at Wits Plus according to faculties 130

List of tables

CHAPTER 3 LITERATURE REVIEW

Table 1: Country, age parameters and terms employed for older students 57
Table 2: International trends in NTASs' enrolments 59
Table 3: Extrinsic and intrinsic motivations to enrol at university 60
Table 4: NTASs' positive and negative experiences 62
Table 5: Support received from HEIs, family, on-campus peers, and employers 67
Table 6: Recommendations to create more supportive HEIs for NTASs 70
Table 7: Research strategy/approach and sample size employed by existing research 71

CHAPTER 4 RESEARCH METHODOLOGY AND METHODS

Table 8: Breakdown of UNTASE sample, 1994–2014 90
Table 9: Purposive sample compared to the undergraduate NTAS population 92

CHAPTER 5 UNDERGRADUATE STUDENT DEMOGRAPHIC TRENDS

Table 10: Undergraduate student enrolments by age and the year of enrolment (Wits and SU) ... 119
Table 11: Undergraduate student enrolments by age, university and the year of enrolment 120
Table 12: Undergraduate student enrolments according to gender, age and the year of enrolment 122
Table 13: Undergraduate student enrolments according to institution and race 123
Table 14: Undergraduate student enrolments according to race, age and the year of enrolment .. 124
Table 15: UNTASEs according to race, gender and the year of enrolment 126

CHAPTER 6 SURVEY DATA RESULTS: NTAS COLLECTIVELY

Table 16: Likert-type item results for motivations 136
Table 17: Comparing themes and the individual as the unit of analysis: general motivations 137
Table 18: Comparing themes and individual as unit of analysis: South African motivations 138
Table 19: Likert-type item results for experiences 138
Table 20: Experiences: comparing themes and the individual as the unit of analysis 139
Table 21: Advantages: comparing themes and the individual as the unit of analysis 140
Table 22: Disadvantages: comparing themes and the individual as the unit of analysis 140
Table 23: Likert-type item results for social support 141
Table 24: Likert-type item results for financial support 142
Table 25: Likert-type item results for peer support and financial stress 142
Table 26: Comparing themes and the individual as the unit of analysis: same-age friendships 143
Table 27: Comparing themes and the individual as the unit of analysis: same-age friendships 143
Table 28: Financial stress: comparing themes and the individual as the unit of analysis 144

Table 29: Comparing themes and the individual as the unit of analysis: suggestions.....144

CHAPTER 7 HYPOTHESES TESTING: SOCIO-DEMOGRAPHIC SUB-CATEGORIES
Table 30: Comparison of the most prevalent perceptions according to age.....161
Table 31: Comparison of the most prevalent perceptions according to institution.....163
Table 32: Comparison of the most prevalent perceptions according to gender.....165
Table 33: Comparison of the most prevalent perceptions according to race.....167
Table 34: Comparison of the most prevalent perceptions according to relationship status.....169
Table 35: Comparison of the most prevalent perceptions according to commencer/returner.....171
Table 36: Summary of respondents' most prevalent motivations.....173
Table 37: Summary of respondents' most prevalent experiences.....174
Table 38: Summary of respondents' most prevalent perceptions regarding social support.....175

APPENDIX 2 UNDERGRADUATE STUDENT DEMOGRAPHIC TRENDS
Table 39: UNTASEs according to age and the year of enrolment, 1994–2014.....204
Table 40: UNTASEs according to institution and the year of enrolment, 1994–2014.....205
Table 41: UNTASEs at SU according to age and the year of enrolment, 1994–2014.....205
Table 42: UNTASEs at Wits according to age and the year of enrolment, 1994–2014.....206
Table 43: UNTASEs at Wits Plus according to age and the year of enrolment, 1994–2014.....206
Table 44: UNTASEs according to gender and the year of enrolment, 1994–2014.....207
Table 45: UNTASEs at SU according to gender and the year of enrolment, 1994–2014.....207
Table 46: UNTASEs at Wits according to gender and the year of enrolment, 1994–2014.....208
Table 47: UNTASEs at Wits Plus according to gender and the year of enrolment, 1994–2014...208
Table 48: UNTASEs according to race and the year of enrolment, 1994–2014.....209
Table 49: UNTASEs at SU according to race and the year of enrolment, 1994–2014.....210
Table 50: UNTASEs at Wits according to race and the year of enrolment, 1994–2014.....211
Table 51: UNTASEs at Wits Plus according to race and the year of enrolment, 1994–2014.....212
Table 52: UNTASEs according to home language and the year of enrolment, 1994–2014.....213
Table 53: UNTASEs at SU according to home language and the year of enrolment, 1994–2014 214
Table 54: UNTASEs at Wits according to home language and the year of enrolment, 1994–2014 215
Table 55: UNTASEs at Wits Plus according to home language and the year of enrolment, 1994–2014.....216
Table 56: UNTASEs according to academic discipline and the year of enrolment, 1994–2014 ..217
Table 57: UNTASEs at SU according to faculty and the year of enrolment, 1994–2014.....218
Table 58: UNTASEs at Wits according to faculty and the year of enrolment, 1994–2014.....219
Table 59: UNTASEs at Wits Plus according to faculty and the year of enrolment, 1994–2014...220

APPENDIX 3 SURVEY DATA RESULTS

Table 60: A degree will provide access to better employment opportunities 222
Table 61: I wanted to improve my career skills 222
Table 62: I wanted to keep my mind active 223
Table 63: A degree will provide me with increased financial security 223
Table 64: I am in pursuit of lifelong learning 224
Table 65: I desired a complete career change 224
Table 66: I can cope with work and studies at the same time, therefore I am studying part-time 225
Table 67: My parents could not afford university when I was younger 225
Table 68: Changes in South Africa's employment practices 226
Table 69: I cannot cope with work and studies at the same time, therefore I am studying full-time 226
Table 70: I wanted to experience the academic atmosphere on campus 227
Table 71: I have more free time now that my children are at school/university/left home 227
Table 72: A personal relationship had ended 228
Table 73: Motivation themes according to socio-demographic variables and sub-categories 229
Table 74: Motivation themes as a result of changes in South Africa's employment practices according to socio-demographic variables and sub-categories 230
Table 75: My experiences as an older student differ from those of younger students 231
Table 76: Studying provides me with a sense of accomplishment 231
Table 77: As an older student, I am more disciplined than younger students 232
Table 78: It is an advantage to be an older student 232
Table 79: I would like to socialise more with other NTASs 233
Table 80: I enjoy being amongst younger students on campus 233
Table 81: I feel alienated from the rest of the students 234
Table 82: Time constraints negatively affect my academic performance 234
Table 83: I feel isolated on campus 235
Table 84: My age is a barrier to making friends on campus 235
Table 85: Compared to younger students, I lack technological skills 236
Table 86: As an older student, tutors think I need less help than younger students 236
Table 87: Experience themes according to socio-demographic variables and sub-categories 237
Table 88: Advantage themes according to socio-demographic variables and sub-categories 238
Table 89: Disadvantages themes according to socio-demographic variables and sub-categories 239
Table 90: Same-age friendships would improve level of social support received 240
Table 91: Immediate family as a source of social support 240
Table 92: Other students befriended on campus as a source of social support 241
Table 93: My friends as a source of social support 241
Table 94: Religious and spiritual affiliations as a source of social support 242
Table 95: Social media as a source of social support 242

Table 96: Wits' FYE as a source of social support 243
Table 97: Wits' clubs and societies as a source of social support 243
Table 98: SU's PSOs as a source of social support 244
Table 99: Same-age student friends would improve the level of social support received themes according to socio-demographic variables and sub-categories 245
Table 100: Same-age student friends would not improve the level of social support received themes according to socio-demographic variables and sub-categories 246
Table 101: I have to support myself financially while studying 246
Table 102: I stress more about meeting financial obligations than younger students 247
Table 103: My immediate family as a source of financial support 247
Table 104: An employer who pays for my study fees 248
Table 105: Bursaries as a source of financial support 248
Table 106: Student loans as a source of financial support 249
Table 107: My friends as a source of financial support 249
Table 108: Religious and spiritual affiliations as a source of financial support 250
Table 109: Other students as a source of financial support 250
Table 110: Financial stress themes according to socio-demographic variables and sub-categories 251
Table 111: Suggestion themes according to socio-demographic variables and sub-categories 252

APPENDIX 4 THEMES AND SUB-THEMES

Table 112: Motivation themes and sub-themes 253
Table 113: Motivation themes and sub-themes due to changes in South Africa's employment practices 257
Table 114: Experience themes and sub-themes 260
Table 115: Advantages of being a NTAS themes and sub-themes 270
Table 116: Disadvantages of being a NTAS themes and sub-themes 273
Table 117: Same-age student friends would increase level of social support received themes and sub-themes 274
Table 118: Same-age student friends would not increase level of social support received themes and sub-themes 275
Table 119: Financial stress themes and sub-themes 276
Table 120: Suggestions/recommendations from NTASs themes and sub-themes 279

Acronyms and abbreviations

AISU	Academic Information and Systems Unit
CHE	Council on Higher Education
CHET	Centre for Higher Education Transformation
DHET	Department of Higher Education and Training
DIRP	Division for Institutional Research and Planning
DoE	Department of Education
DoL	Department of Labour
FIR	Fourth Industrial Revolution
HE	Higher Education
HEI	Higher Education Institution
NSFAS	National Student Financial Aid Scheme
NTAS	Non-traditional-age student
RPL	Recognition of Prior Learning
SU	Stellenbosch University
TUSE	Total number of undergraduate student enrolments
Wits	University of the Witwatersrand
Wits Plus	University of the Witwatersrand Centre for Part-time Studies
UNTASE	Undergraduate non-traditional-age student enrolment
USA	United States of America

CHAPTER 1 INTRODUCTION

1.1. Introduction

Higher Education Institutions (HEIs) worldwide are facing increased pressure to meet the needs of a changing and increasingly diversified student population (Blessinger & Achan, 2015; CHE, 2016:11–13; Cloete & Maassen, 2006:13; Schuetze & Slowey, 2002:309; UNESCO, 2009:97–109). Part of this trend in diversification, is an increase of non-traditional-age students (NTASs) attending university later in life than was previously the norm (Findsen & Formosa, 2011:24; Ross-Gordon, Rose & Kasworm, 2016:24). This trend is especially evident in the increase of women and part-time students, whilst there is a concomitant decrease in men and full-time students (Osborne, Marks & Turner, 2004:292; UNESCO, 2009:97–109). However, not only is there a lack of reliable evidence available to substantiate whether this trend is applicable to the South African context, but also a lack of empirical research which elucidates NTASs' perceptions with respect to their motivations to enrol at university later in life, their experiences as older students, and the level of support available from the social structures that surround them.

This mixed methods study addresses this scholarly knowledge gap by comparing the changing demographic profile, motivations, experiences and social support structures of undergraduate NTASs, defined here as students who are 25 and older, at two South African universities: the University of the Witwatersrand (Wits) and Stellenbosch University (SU). The reason for selecting these two universities for a comparative case study is based on my own experience as a full-time NTAS at both institutions.

An adaptation of a convergent mixed methods design was employed to firstly conduct a systematic review of existing research on NTASs who enrolled for on-campus degree courses. Secondly, to source and analyse demographic data for undergraduate NTASs enrolled at Wits and SU during the period 1994–2014, as well as the (summarised) statistical data of the total number of undergraduate students in 1994 and 2014, to determine if more NTASs were attending on-campus degree courses later in life than had previously been the norm. Thirdly, to simultaneously collect and analyse quantitative and qualitative survey data, then analyse the two forms of data separately (bivariate and thematic analyses), in order to determine the extent to which undergraduate NTASs' share similar or differing views regarding their motivations, experiences and social support structures: (1) for NTASs collectively; and (2) as 19 different socio-demographic sub-categories. The reason for collecting both quantitative and qualitative data, then triangulating results between data sets, is to provide a more complete understanding of the NTAS phenomenon – especially from a South African perspective. It is anticipated that the findings from this study will not only be useful for other researchers within higher education (HE), but also for policymakers who enrol undergraduate NTASs in their on-campus degree programmes.

1.2. Identification and proposed contribution to scholarly knowledge gaps

Considering scholarly knowledge gaps, Michelle Buchler, Jane Castle, Ruksana Osman, and Shirley Walters (2007:151), as well as Chris Duke and Bill Jones (2005:19), collectively made several recommendations for future research on NTASs attending South African HEIs. Yet, an extensive review of existing research suggests that their call for more research has remained largely unanswered. With respect to their recommendations, this study aims to answer, or at least begin to answer, four specific calls for more research.

Firstly, Buchler *et al.* (2007:151) raised concerns around the "quality and reliability" of the Higher Education Management Information System (HEMIS) data and consequently called for quantitative research to illustrate who (in the 23+ age cohort) has increasingly had access to HE and who has increasingly been excluded. A systematic review of existing research reveals a noticeable absence of quantitative research that illustrates trends over time – and more specifically, according to multiple socio-demographic variables. In this regard, I sourced anonymised, student demographic data directly from Wits and SU to illustrate trends across seven demographic variables (year of enrolment, age, institution, gender, race, home language, and academic discipline). Although the quality of their existing data cannot be assured, both data sets were cleaned as thoroughly as possible.

Secondly, Buchler *et al.* (2007:151) identified a lack of empirical research pertaining to the perceptions of NTASs across varying ethnicities and cultural backgrounds. In order to answer their call for more research, I compared the perceptions of respondents according to six socio-demographic variables (age, institution, gender, race, relationship status, and commencer/returner). However, as opposed to measuring NTASs' ethnicity, which is associated with broader cultural differences such as language, religion, food and clothing (Haralambos & Holborn, 2008:158–160), I selected race as a socio-demographic category as this was not only easier to measure, but also still employed by South African HEIs to classify students.

Thirdly, both Buchler *et al.* (2007:151) and Duke and Jones (2005:19) raised concerns regarding the lack of supportive institutional cultures to meet the needs of NTASs. This was also evident in a systematic review of existing research (Gonzales, Morrow-Howell, Daftary, Stafford & Echols, 2014:144; Kasworm & Blowers, 1994:47–164; Osman & Castle, 2006:521–523; Tones, Fraser, Elder & White, 2009:509–522). This study addresses issues around social support and, more specifically, peer- and academic support. In this regard, it is interesting to note that Saleem Badat, a former Chief Executive Officer (CEO) of the Council on Higher Education (CHE), made the following comment about the lack of adequate support for NTASs at South African HEIs:

> I think that there will be nothing better than for higher education to move from an 18–24 scenario, to have those 35–45 year olds, who know the discipline of hard work. It will make a major difference to holding the councils of some of our institutions much more accountable, because of the discipline they bring from the

> workplace and union environments. But our institutions don't always know how to work with adult and part-time students (Buchler & Ralphs, 2000:9).

Fourthly, Duke and Jones (2005:19) critiqued research conducted at South African HEIs for employing a baseline age limit of 23 years – the age at which South African citizens may apply for mature age exemption (see Buchler *et al*., 2007) – as it "obscure[s] the more qualitative notion of 'adult' as returning after a break from initial education" (Duke & Jones, 2005:19). However, a systematic review of existing research suggests that most research on NTASs, especially in Northern America and Australia, tend to classify NTASs as 25 and older (Austin & Lockmiller, 2016; Bergman, Gross, Berry & Shuck, 2014; Krause, Hartley, James & McInnes, 2005; Tones *et al.*, 2009; Widoff, 1999). Although a limit of 25 is not much higher than 23, it is consistent with international practice and, therefore, one of the reasons employed as the lower age limit. By further purposively selecting respondents who were aged 25+ at the time of enrolment, then disaggregating the data into five different age cohorts, Duke and Jones' (2005:19) critique was circumvented as it is reasonable to expect that students in the sample would have had a substantial break from their initial education. Next, I discuss the purpose statement, objectives and research questions that guided this study.

1.3. Purpose statement, objectives and research questions

The broad purpose of this mixed methods study is to compare the changing demographic profile, motivations, experiences, and social support structures of undergraduate NTASs at Wits and SU. This has been sub-divided into four specific research objectives. Firstly, to determine theoretical knowledge gaps in the literature on adults' participation in education. Secondly, to determine whether the age structure of the undergraduate student population has diversified at Wits and SU with respect to age, as suggested by the literature (Findsen & Formosa, 2011:24; Ross-Gordon *et al.*, 2016:24; Schuetze & Slowey, 2002:322), and to identify which cohorts have increasingly or decreasingly gained access to these two universities. Thirdly, to provide a more comprehensive understanding of NTASs by first examining their perspectives collectively, then as 19 different socio-demographic sub-categories, regarding their motivations, experiences and social support structures. Fourthly, to identify NTASs' social support needs and provide recommendations in this regard. Based upon these objectives, I developed seven research questions that structured my data collection and analysis:

1. What is known about NTASs who enrolled for on-campus degree courses in existing scholarship?

2. Have there been any changes (i.e., increases or decreases) at Wits and SU in terms of the overall number of undergraduate NTASs, and the demographic profile of those students, between 1994 and 2014?

3. What motivates undergraduate NTASs at the said universities to attend university later in life?

4. How do these NTASs perceive their experiences as older students at university to differ from those of younger students?

5. What social support, if any, do they receive during their undergraduate studies?

6. What do these students recommend would create more supportive institutional cultures for undergraduate NTASs?

7. How are NTASs' most prevalent perceptions similar or different according to their socio-demographic classifications in terms of age, institution, gender, race, relationship status, and commencer/returner?

1.4. Problem statement: a sociological approach

C. Wright Mills' (1959:8) sociological imagination encourages social researchers to consider "the personal troubles of milieu" in relation to "the public issues of social structure." With this in mind, this study was initially conceptualised to ascertain if my own experience as an undergraduate NTAS – characterised by a violation of age norms and a lack of social support initiatives suited to NTASs (referring to a personal matter) – was an issue shared by other undergraduate NTASs (referring to a public matter). In order to broaden the scope of my initial interest on social support, I included, as part of my enquiry, issues pertaining to changes in the enrolment rates of students from different age cohorts, reasons why NTASs would adopt a deinstitutionalised life course to pursue formal education later in life, and their perceptions as older students who find themselves in a youth-orientated, campus environment. And so, the emphasis is on understanding the perspectives from an under-researched minority of undergraduate NTASs on the ground.

As sociologists generally consider three levels of social reality in their enquiry, i.e. macro-, meso- and micro-levels, I briefly define these levels and explain how this thesis is structured accordingly. At the macro-level, the investigation pertains to large scale changes in society either within a specific time-frame or over time, for instance history, politics, language and technology (situated in the objective dimension); and culture, norms and values (situated in the subjective dimension) (Blackstone, 2016). Although none of this study's research questions specifically address this level, the Theoretical Framework Chapter includes a discussion on age norms (situated in the subjective dimension) and the Literature Review Chapter includes a discussion on globalisation, advances in technology, demographic aging, and social and political changes in South Africa (SA) which may have influenced NTASs to enrol at university later in life (situated in the objective dimension).

At the meso-level, the investigation pertains to groups (inclusive of socio-demographic sub-categories), organisations, institutions, and communities' action, interaction, and patterns of

behaviour (situated in the objective dimension); and their perceptions, beliefs and socially constructed realities (situated in the subjective dimension) (Blackstone, 2016). Most of this study's analysis is situated at the meso-level. This includes: (1) anonymised, student demographic data for the period 1994–2014 at Wits and SU; (2) a systematic review where the perceptions of NTASs are first identified; and (3) survey data where the perceptions of NTASs collectively, and as 19 distinct socio-demographic sub-categories, are identified. As respondents' responses were examined on the meso-level, direct quotes from respondents were not compared and discussed at the micro-level. Direct quotes were only included to illustrate results in more detail, which is consistent with the basic principles of the data-validation variant of a convergent design (Creswell & Plano Clark, 2011:81).

Lastly, at the micro-level sociologists tend to focus on individuals and/or families' action, interaction and patterns of behaviour (situated in the objective dimension); and individuals' perceptions, beliefs and socially constructed realities (situated in the subjective dimension) (Blackstone, 2016). At this level, I developed the problem statement and refer to my own experience as an undergraduate NTAS.

1.5. Theoretical framework

Guided by a pragmatist interpretive framework (Creswell, 2013:28–29; Feilzer, 2009:9), and an abductive approach to theory where researchers are not forced to make a choice between deductive and inductive approaches (Wheeldon & Ahlberg, 2011:8), the theoretical framework incorporates a range of theories and perspectives to explore the concepts of age, participation, motivation, experience, and social support. During the initial development stage of this study, the life course and structural lag perspectives were selected based upon my own experience as a non-traditional-age student to explore the concept of age, age norms, and the implications of pursuing a deinstitutionalised life course (Dannefer & Kelly-Moore, 2009; Foner, 1996; Riley, Khan & Foner, 1994:1; Riley & Riley, 1994ab; Settersten, 2004).

Six other theories and perspectives were selected after the data analysis to theorise the results: (1) the literature on adults' participation in education (Anderson & Darkenwald, 1979; Blossfeld, Kilpi-Jakonen, Vono de Vilhena & Buchholz, 2014; Courtney, 1992; Dämmrich, Vono de Vilhena & Reichart, 2014; McGivney, 1993); (2) human capital theory (Becker, 1962); (3) self-determination theory (Ryan & Deci, 2000); (4) social identity (Ashforth & Mael, 1989; Hogg, Terry & White, 1995; Hogg & Terry, 2000; Jenkins, 2008; Tajfel & Turner, 1985); (5) involvement theory (Kuh *et al.*, 1991); and (6) a theoretical model for social integration (Tinto, 1975, 1990, 1993). Thereafter, three hypotheses (motivation, experience, and social support hypotheses) were developed and tested to determine the extent to which respondents' perspectives vary according to age, institution, gender, race, relationship status, and commencer/returner. This resulted in five distinct arguments evident in the following thesis statement.

1.6. Thesis statement

Firstly, there is a lack of hypotheses development and testing in countries from Africa (amongst others) on the NTAS phenomenon which may potentially contribute towards the gradual development of a comprehensive theory of adults' participation in education. Secondly, compared to more developed countries, such as the United States (USA), fewer undergraduate NTASs enrolled at two public South African universities, between 1994–2014, than had previously been the norm. Thirdly, undergraduate NTASs are predominantly extrinsically motivated to enrol at university for career-related reasons, as opposed to being intrinsically motivated. Fourthly, despite the many barriers to education that NTASs may face, NTASs' positive perceptions of their experiences as older students conform to the notion of self-enhancement, which refute contrary claims that there is no evidence for self-enhancement in the real world outside of tightly controlled laboratory settings. Finally, there is lack of suitable peer- and academic support available at the institutional level to certain cohorts of undergraduate NTASs, as opposed to undergraduate NTASs as a whole, which suggests a partial structural lag. Next, I briefly explain why I employed a systematic review as opposed to a traditional narrative review.

1.7. A systematic review of research on on-campus NTASs

There is a plethora of literature available on the NTAS phenomenon. Not only does this literature employ different terms for older students, such as non-traditional or non-traditional-age students (Austin & Lockmiller, 2016; Gonzales *et al.*, 2014), mature-age/d students (Tones *et al*., 2009), and adult learners/students (Osman & Castle, 2006), but also different lower age limits which range between 21–25 years (Bergman *et al.*, 2014:90; Buchler *et al.*, 2007:128–129; Cullity, 2006:176). In order to narrow the scope of the literature review and allow for later hypotheses development, 10 research studies conducted at different times, at different institutions, and in different regions (Rebach & Bruhn, 2001:6), which are similar to my own study, were selected for a systematic review.

Results from the systematic review suggest that there is a lack of reliable, longitudinal data which illustrate enrolment trends of the 25+ age cohort at South African HEIs. This may explain why their entry into South African HE has not been documented. Results further suggest that there is a lack of reliable empirical evidence that quantitatively and qualitatively compares the perceptions of NTASs from different socio-demographic backgrounds. More specifically, the results from the systematic review also suggest that NTASs tend to be extrinsically motivated to enrol at university for career-related reasons, perceive their experiences in a predominantly positive light, and receive various forms of social support from family members, peers and their university.

1.8. Research methodology and methods

The nature of the research questions anticipates a mixed methods design. By selecting an adaptation of a convergent design, which allow for the collection and analysis of quantitative and qualitative data in one study, a comprehensive understanding of the NTAS phenomenon is provided – more so than either type of data on its own would have been able to provide (Bryman, 2012:635; Creswell & Plano Clark, 2011:12, 54). The methods used to collect and analyse anonymised, undergraduate student demographic data and survey data are briefly explained below

1.8.1. Undergraduate student enrolments (demographic data)

In order to answer the second research question – aimed at determining changes in undergraduate student enrolments at Wits and SU for the period 1994–2014 – anonymised, student demographic data were sourced directly from Wits. Institutional permission was granted by SU to re-analyse similar data sourced from SU during a prior exploratory study. The population represents all the undergraduate student enrolments at Wits and SU between 1994 and 2014 – irrespective of age. Bivariate and multivariate analysis were conducted on two purposive samples. First sample: all the undergraduate non-traditional-age student enrolments (UNTASEs) (n=54 737) over a period of two decades (1994–2014). Second sample: the total number of undergraduate student enrolments (TUSEs) (n=61 023) for two years only (1994 and 2014), utilising seven variables: year of enrolment, age, institution, gender, race, home language, and academic discipline.

1.8.2. Undergraduate NTASs' perceptions (survey data)

In order to answer the remaining research questions – aimed to provide a more complete understanding of undergraduate NTASs' experiences on the ground and potentially improve future undergraduate NTASs' sense of relatedness and well-being – quantitative and qualitative survey data were collected simultaneously via web-based questionnaires. After data collection was completed, a purposive sample of NTASs who indicated that they were 25 and older at the time of enrolment was selected (n=364). In doing so, Duke and Jones' (2005:19) critique of a too low base age limit of 23 years was circumvented.

Quantitative and qualitative survey data were analysed separately (bivariate and thematic analyses). Survey results were then triangulated with results from the systematic review, and linked to the relevant theories, to develop three hypotheses (motivation, experience, and social support hypotheses) in Chapter 6. The two forms of data were finally mixed together during the discussion of hypotheses results in Chapter 7. Here, the data were disaggregated into six variables (age, institution, gender, race, relationship status, and commencer/returner) to determine the extent to which undergraduate NTASs' perspectives were similar or different. As this is a non-experimental study, no distinction is made between dependent and independent variables (Warner, 2013:340).

1.9. Who would benefit from this research?

1.9.1. Basic social research objective and contribution to scholarly knowledge

Prior to this study, there was a scholarly knowledge gap with respect to changes in the enrolment rates of undergraduate NTASs to South African HEIs and the extent that their perceptions varied according to different socio-demographic variables. Now, because of this study, there is not only reliable, empirical evidence that over a period of two decades (1994–2014) proportionately fewer NTASs enrolled at Wits and SU's undergraduate degree programmes, but also that the more recently enrolled NTASs' perspectives vary on issues related to their motivations, experiences and social support structures according to their socio-demographic classifications (age, institution, gender, race, relationship status, and commencer/returner status).

It is anticipated that the findings from this study would contribute towards the gradual development of a comprehensive theory of adults' participation in education (Anderson & Darkenwald, 1979; Blossfeld *et al*., 2014; Courtney, 1992; McGivney, 1993) and benefit the academic community of researchers, scholars, and policymakers in HE who require a more complete understanding of NTASs in a South African context. Findings would also contribute to debates on the massification of HE (CHE, 2016; Cloete, Maassen, Fenhel, Gibbon & Perold, 2006; UNESCO, 2009); lifelong learning and education (Findsen & Formosa, 2011; Schuetze & Slowey, 2002); age norms and the implications of pursuing a deinstitutionalised life course (Dannefer & Kelly-Moore, 2009; Foner, 1996; Kohli, 2000; Morgan & Kunkel, 2007; Riley *et al.*, 1994; Riley & Riley, 1994ab; Settersten, 2004); students' motivations, well-being, and success (Knowles, 1998; Kuh *et al.*, 1991; Ryan & Deci, 2000; Tinto, 1993); and social identity (Ashforth & Mael, 1989; Hogg *et al.*, 1995; Jenkins, 2008; Tajfel & Turner, 1985).

1.9.2. Applied social research objective and contribution to the well-being of NTASs

The applied social research objective of this study is to reduce the practical problem of inadequate social support (with a specific focus on peer- and academic support) to undergraduate NTASs at a grassroots-level. This coincides with the Department of Higher Education's (DHET) emphasis on "improving student access, success and throughput rates [as] a very serious challenge for the university sector [that should] become a priority focus for national policy and for the institutions themselves" (DHET, 2013:31).

Essentially, my argument pertaining to social support and NTASs' success at university rests upon Mills' (1959) sociological imagination and Matilda W. Riley, Robert Khan and Anne Foner's (1994:1) structural lag perspective. Based upon these two perspectives, people have the ability to identify a mismatch (gap, dissatisfaction, tension, or inefficiency) between their own and/or other people's lives and the social structures that surround them, then act as change agents (individually, collectively, or at the institutional level) in order to bring about change that would potentially result in more age-integrated structures (Dannefer, Uhlenberg, Foner & Abeles,

2005:S300–S301). In the case in this study, this refers to increased social support to on-campus NTASs in traditional university settings where there is evidently not a high level of age-integration in the undergraduate student population. For this reason, the structural lag perspective is ideally suited to the field of applied and clinical sociology (see Association for Applied and Clinical Sociology (AACS), 2017; Rebach & Bruhn, 2001; Steele, Scarisbrick-Hauser & Hauser, 1999) which, in its purest sense, refers to:

> "doing" sociology. It is taking theoretical models and the methodological techniques and using them in social situations to resolve problems and improve the quality of life, be it the challenge of macro-level societal problems or micro-level, everyday personal issues. […]. It is a way of taking many of the areas of sociological endeavour and giving them real-world applications (Steele *et al.*, 1999:xi).

Finally, should policy-makers find the recommendations with respect to increased peer- and academic support useful to establish more supportive institutional cultures, future undergraduate NTASs may potentially benefit from this research as it may potentially improve their sense of relatedness, well-being, and ability to successfully complete their degree studies (Kuh *et al.*, 1991; Ryan & Deci, 2000; Tinto, 1993).

1.10. Outline of thesis

This thesis consists of eight chapters. Following this first introductory chapter, Chapter 2 provides the theoretical framework. Chapter 2 starts with a brief explanation of the sociological imagination. I then explain the pragmatist interpretive framework that guided this study (epistemology, ontology and axiology), the philosophical roots of pragmatism, and how social constructivism fits into this pragmatist framework. The discussion on theory begins with the participation of adults in education. This is followed by the life course perspective to examine the concept of age. In order to theorise NTASs' motivations, human capital theory and self-determination theory are discussed. In order to theorise NTASs' experiences, social identity theory and social identity as a sociological construct are discussed. Lastly, to understand NTASs social support needs and make relevant recommendations to improve their level of social support received, the structural lag perspective, involvement theory and the theoretical model for social integration are discussed. The chapter concludes with a brief summary of scholarly knowledge gaps identified during the write-up of this chapter.

Chapter 3 provides the literature review and is organised into two sections: (1) international and national macro-levels factors that may have influenced the NTAS phenomenon to serve as background and context; and (2) a systematic review of the literature on NTASs that includes aspects of the macro-, meso-, and micro-levels where relevant. In the first macro-level section, broader issues which may influence NTASs' to enrol at university later in life (such as globalisation, demographic aging, and changes in South Africa's political and social structure) are discussed, followed by alternative access routes into university, and the funding opportunities

available to South African, undergraduate NTASs. In the second systematic review section, the criteria for selecting research studies is first explained. The discussion of results commences with the various terms and age parameters employed for NTASs and scholars' reasons for selecting specific age cohorts, followed by the five waves of development marking the entry of undergraduate NTASs into American HEIs and explaining that there is a lack of quantitative research that delineates the demographic trends of NTASs entering HE. Then, an in-depth discussion of NTASs' motivations, experiences, sources of social support, and recommendations for creating more supportive institutional cultures for NTASs is provided at primarily the meso-level, although it also incorporates aspects relevant to the macro- and micro-levels. Finally, review ends with a discussion on the research methods and theoretical perspectives employed in the research studies under review.

Chapter 4 explains the research methodology and methods. The first section introduces a mixed methods methodology and the research settings from where the data were collected. This is followed by a detailed explanation of the data collection and analysis procedures to allow for replication. This section includes the advantages and limitations associated with analysing existing student demographic data and online survey research. Before this chapter ends with discussing ethics and limitations, I explain the basic principles of a convergent mixed methods design and evaluate the validity (with a strong focus on triangulation), trustworthiness, and reliability of this research study.

Following in the tradition of quantitative studies, Chapter 5 first presents the results of the anonymised, student demographic data according to age, institution, gender, race, home language, and academic discipline (in each instance cross-tabulated with year of enrolment). This is followed by a discussion of results that focusses on three variables: age, gender and race, which is approached from a symbolic life course perspective to determine whether the age structure of the undergraduate student population has changed over time. The chapter ends with concluding remarks.

Again, following the tradition of quantitative studies, the survey results for NTASs are reported and discussed in two separate sections in Chapter 6. In the first reporting of results section, the quantitative and quantified-qualitative data results for NTASs as a whole are corroborated between these two data sets (i.e., socio-demographic differences, such as age and gender, are not taken into consideration). In the second discussion of results section, the survey results are first triangulated with results from the systematic review, then theorised and discussed with the intent on further hypotheses development. In this chapter it is argued that: (1) NTASs are inclined towards integrated regulation, indicative of a high level of their own human agency and self-determination (Ryan & Deci, 2000); (2) NTASs' tend to perceive their own experiences as older students in a positive light, which not only corroborates the notion of self-enhancement postulated in social identity theory (Hogg *et al.*, 1995), but also refutes Jenkins' (2008) argument

that there is no evidence in the real world for self-enhancement; and (3) that there is a lack of adequate peer support structures available to on-campus NTASs to facilitate their sense of relatedness and well-being (Kuh *et al.*, 1991; Ryan & Deci, 2000; Tinto, 1993), indicative of a structural lag (Riley *et al.*, 1994; Riley & Riley, 1994b). The chapter ends with concluding remarks.

Chapter 7 commences with presenting the three hypotheses (motivation, experience, and social support hypotheses) developed during the write-up of the previous chapter. These hypotheses are examined across six variables (age, institution, gender, race, relationship status, and commencer/returner) to determine similarities and differences in students' perceptions. As opposed to the previous two chapters where the reporting and discussion of results remain separate, results are mixed and discussed together for each variable. In view of this, the chapter is structured to discuss the most prevalent results for each variable, starting with age. The process of triangulation reveals that when the same data are considered from various perspectives, it evokes a more detailed and comprehensive understanding on how NTASs' perspectives can vary on the same issues. The chapter ends with a summary of results and concluding remarks.

Finally, Chapter 8 summarises this study's arguments and findings with respect to the four aforementioned research objectives and ends with limitations and recommendations for future research.

CHAPTER 2 THEORETICAL FRAMEWORK

2.1. Introduction

This chapter provides the theoretical framework for this research. Starting with Mill's sociological imagination, I explain its relevance to developing the real-life centred problem statement. Complementing the problem statement, is an interpretive framework premised upon pragmatism. Inherently eclectic, a pragmatist interpretative framework endorses: knowledge as tentative and socially constructed; singular and multiple realities; truth as what works at the time; and an abductive approach to theory (Creswell, 2013: 28–29; Creswell & Plano Clark, 2011:40–45; Feilzer, 2009:9; Johnson & Onwuegbuzie, 2004:18; Wheeldon & Ahlberg, 2011:8, 117). As this approach allows for deductive and inductive approaches to be utilised in one study, two theoretical perspectives were selected before data collection (the life course and structural lag perspectives), while six others were selected after data collection to later theorise results (participation, human capital, self-determination, social identity, involvement theory, and social integration).

In order to follow the logical order of the research objectives stated in the first chapter, the discussion on theory commences with the first research objective that aims to identify the theoretical knowledge gaps in the literature on adults' participation in education. During the 1990s, extensive reviews were conducted on theories and models utilised in the literature (Courtney, 1992; McGivney, 1993). Based upon these findings, scholars argued that not only is there a lack of hypotheses development and testing, but it is also unlikely that a comprehensive theory of adults' participation in education would ever be developed. Yet, much progress has been made since the 1990s with cross-cultural hypotheses testing in Northern America, Australia, Britain, Russia, Scandinavia, and Europe. There is, however, a noticeable absence of large-scale hypotheses testing in Africa, Asia and South America (Blossfeld *et al*., 2014), which contributes towards the absence of a comprehensive theory of adults' participation in education.

In order to address the second research objective (which has a two-fold aim: to determine whether the age structure of the undergraduate student population has diversified at Wits and SU with respect to age, as suggested by the literature; and to identify which cohorts have increasingly or decreasingly gained access to these two universities), demographic analysis is approached from a symbolic life course perspective. The life course is an extremely broad theoretical perspective with many applications. For this reason, the discussion on the life course commences by explaining age and age norms, followed by the life course as a set of sociological and personological explanatory frameworks – referring to the symbolic life course (which includes the deinstitutionalised life course), the life course at the individual level, and the life course at the population level – and Glen Elder's five basic principles of the life course. An important distinction is made between all these approaches: the symbolic life course is suited to cross-sectional research, while the life course at the individual level, the population level, and Elders'

five principles are suited to longitudinal ethnographic research. Given this important distinction, the symbolic life course perspective is utilised to later argue that fewer undergraduate NTASs enrolled over time than had previously been the norm.

Part of the third research objective is to understand NTASs' motivations to enrol at university later in life. Self-determination theory is employed to distinguish between extrinsic and intrinsic motivations to later argue that NTASs are predominantly extrinsically motivated to enrol at university (with specific reference to integrated regulation: a type of extrinsic motivation that is very similar to intrinsic motivation), as opposed to intrinsically motivated. Human capital theory, which centres on the idea that people invest in their own education to gain future economic and non-economic returns, is also utilised to later theorise extrinsic motivations.

In order to understand NTASs' experience as older students (also part of the third research objective), social identity theory is employed to later argue that NTASs conform to the notion of self-enhancement (referring to in-group members who are inclined to evaluate themselves in a positive light when asked to compare themselves to out-group members), which refute claims in the literature that there is no evidence in the real world, outside of tightly controlled laboratory experiments, that this phenomenon of self-enhancement exists.

Finally, to understand NTASs social support needs and make relevant recommendations to improve their level of social support received (part of the third and fourth research objectives), the structural lag perspective, which forms part of the broader life course literature, is employed to later argue that there is lack of suitable peer- and academic support available at the institutional level to certain cohorts of NTASs, as opposed to NTASs as a whole. In order to situate the concept of social support within the discipline of sociology, its earlier application in sociological research is also explained. Included in the discussion of social support theories, are involvement theory and the social integration model where practical recommendations are provided to increase the level of social support available to students. The chapter concludes with a brief summary of scholarly knowledge gaps identified during the write-up of this chapter and recommendations for future research. Next, I discuss the development of the problem statement.

2.2. Problem statement development: the sociological imagination

Mills (1916–1962) suggested that many individuals intuitively sense that something is wrong with the way they live, but cannot quite place their finger on the problem because they lack the capacity to think beyond the scope of their immediate milieu (Mills, 1959:3–13). What they needed was "a quality of mind that [would] help them to use information and develop […] lucid summations of what is going on in the world and of what may be happening within themselves." He thus coined the sociological imagination. This is evident when people start to realise that they are predisposed to a false consciousness regarding their own social positions (most likely as a result of the acceptance and internalisation of social norms), whereupon they actively consider how their own

experiences (or private troubles of milieu) are not only framed within a larger social and historical context, but also shared with other people in similar circumstances (a shared social problem within a particular social structure) (Mills, 1959:5).

In other words, people are encouraged to consider their position within a particular society (biography), within a specific period of time (history), and the forces that surround them (social structure) (Mills, 1959). Mills' (1959) ideas are congruent with not only a pragmatist worldview, but also humanistic values which Howard Rebach (2001:22) defines as follows:

> The humanistic view recognizes the voluntary nature of action and that people are active constructers of their lives, themselves, and their situations. People actively construct their understanding of their experiences as they represent reality to themselves. But it is not a solitary process. Social structures constrain and channel them. Reality is negotiated in interaction with others in specific contexts. Though the individual actor actively constructs reality, that reality can only be fashioned from the materials at hand. At any given moment, actors in a situation choose behaviors based on their construction of event and self and each actor's present adaptation is the best he or she can make it. The actor is striving for autonomy, self-determination, and desired outcomes.

Interestingly, Mills (1959:195) believed that the "most admirable scholars within the scholarly community […] do not split their work from their lives. They seem to take both too seriously to allow such dissociation, and they want to use each for the enrichment of the other." With this in mind, I considered whether my own experience as a full-time, undergraduate NTAS at SU – characterised by a violation of age norms and a lack of social support – was an issue shared by other NTASs. I recall my first-year experience as feeling extremely out of place due to a mind-set that was shaped by many years of working in a corporate environment, where collegial relationships, professionalism, and mutual respect were valued, and then suddenly finding myself in an environment where most of the undergraduates in my class (mostly 18–21-year-olds) were treated as if inferior. This unusual experience was amplified when students and staff gave me puzzled glances, signalling that I did somehow not fit into the undergraduate student environment (especially during the first week on campus when I had just arrived). Based upon my own experience, I identified that age norms were at work.

Notwithstanding the predominantly youth-orientated environment, SU went to great lengths to integrate new undergraduates (of all ages) by dividing these new-comers into: (a) university residences (if students lived in university residences); or (b) into private student organisations (PSOs) if students lived in private accommodation. PSO enrolment was automatic with annual membership fees of approximately R300 per annum (as at 2014). Given my experience, I believe that the social needs of NTASs were not attended to by PSOs, mainly as functions were geared towards 18–21-year-olds. Consequently, my most pressing personal trouble (utilising Mill's terminology) as a first-time student who had just relocated from Gauteng to the Western Cape to study at SU, was a lack of adequate social support. Should my experience be shared by other undergraduate NTASs, it would suggest that this is a public matter. This, of course, relates to this

study's applied social research objective (discussed in the Introductory Chapter). Next, I discuss the pragmatist interpretive framework that guided this research.

2.3. Pragmatism as an interpretive framework

2.3.1. Pragmatism as a worldview: epistemology, ontology and axiology

This study is situated within a pragmatist interpretive framework which embraces a practical, real-life-orientated empiricism where: (1) knowledge is constructed by humans within a particular social, historical and political domain; (2) knowledge is both tentative and changes over time; and (3) the nature of reality and truth are not questioned – rather, singular and multiple realities (both objectively and subjectively) are recognised as legitimate and truth is accepted as "what works at the time" (Creswell, 2013:28–29; Feilzer, 2009:9).

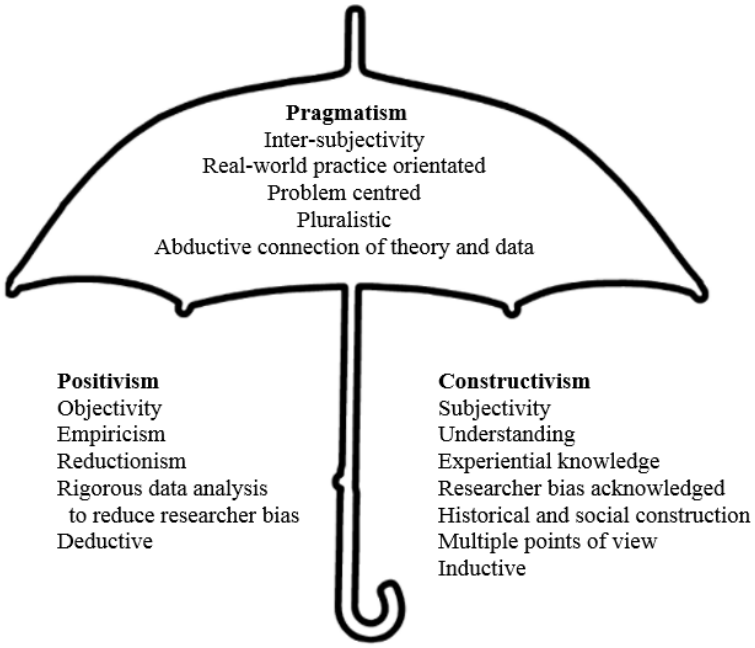
As a worldview, pragmatism endorses freedom, eclecticism, practical empiricism, democracy, equality, theory, and socially-constructed realities where conclusions are not regarded as absolute (Creswell, 2013:28; Creswell & Plano Clark, 2011:40–45; Johnson & Onwuegbuzie, 2004:18). Epistemologically (the nature of knowledge), pragmatism endorses both objective and subjective knowledge. Although Anthony Onwuegbuzie and Nancy Leech (2005:377) suggest that as soon as subjectivity and objectivity are integrated, the end result is subjectivity (objective + subjective = subjective), Johannes Wheeldon and Mauri Ahlberg (2011:8, 117) also suggest that when an abductive approach is employed (as is the case in this study), it generally refers to: objectivity + subjectivity = inter-subjectivity. Ontologically (the nature of reality), pragmatism perceives the nature of reality as practical and useful. This, in turn, makes it suitable for applied sociological research into everyday life situations where, more often than not, a solution to some socially constructed problem is sought. Axiologically (the role of attitudes, values and biases), pragmatism makes provision for both biased and unbiased perspectives in one study (Creswell, 2013:36; Creswell & Plano Clark, 2011:42).

Essentially, pragmatism is a pluralistic, real-world, practice-orientated, and problem-centred approach that is independent of any underlying theory or mental constraints associated with the "forced-choice dichotomy between positivism [and post-positivism] and constructivism" (Creswell & Plano Clark, 2011:44; Feilzer, 2009:9). It is also ideally suited to mixed methods research, and a convergent design in particular, as it relies on abductive reasoning.

Abductive reasoning values: (1) a researcher's intuition, experience and expertise; (2) inter-subjectivity, as opposed to the forced choice between objectivity and subjectivity; and (3) the development of hypotheses (or tentative explanations) which can then be tested theoretically and empirically based upon the best information at hand (Wheeldon & Ahlberg, 2011:8, 117). Therefore, pragmatism serves as an umbrella term to incorporate attributes associated with both positivism (and post-positivism) and constructivism – graphically illustrated in Figure 1 below

(Bryman, 2012:22, 184; Creswell, 2013:25; Creswell & Plano Clark, 2011:40–45; Tashakkori & Teddlie, 2010:220–223, 391; Wheeldon & Ahlberg, 2011:8, 117).

Figure 1: Pragmatism as an umbrella philosophy in mixed methods research



As with all research paradigms, pragmatism is not without its fair share of critique. Firstly, pragmatist researchers in particular are critiqued for not clearly specifying to whom the research would be useful (Johnson & Onwuegbuzie, 2004:18). As stated in the previous chapter, the applied research objective is to provide recommendations (based upon respondents' suggestions) to improve the level of social support provided to NTASs (peer- and academic support in particular). Therefore, future undergraduate NTASs will potentially benefit from this research should policy-makers implement the recommendations provided. The basic research objective is three-fold: (1) to contribute towards the development of a comprehensive theory of adults' participation in education; (2) to provide reliable evidence which suggests that the undergraduate student population at Wits and SU did not transform with respect to age, but rather according to race and, to a lesser extent, gender; and (3) to provide empirical evidence that NTASs' motivations, experiences, and social support vary between different socio-demographic sub-categories.

Secondly, pragmatist researchers are critiqued for not discussing the philosophical roots of pragmatism which transcend problem-solving or mixing methods (Fedt, Kaminska-Labbe & Sachs, 2008:478; Morgan, 2014:1046). Responding to this critique, I next discuss the philosophical roots of pragmatism.

2.3.2. The philosophical roots of pragmatism

In his article, *The History and Ideas of Pragmatism*, Richard Ormerod (2006:892) eloquently explains the philosophical roots of pragmatism in the tradition of Charles Saunders Peirce, William James and John Dewey. Herein he suggests that pragmatism, as a philosophical doctrine, was developed by Peirce (1839–1914) during the latter half of the 19th century in the USA as "a road to objective and impersonal standards" to oppose idealism (Ormerod, 2006:892). Reminiscent of positivism, Peirce regarded pragmatism as a philosophy of meaning whereby concepts and meanings could be linked to real-life conditions through "experiential conditions of application with observable results" (Ormerod, 2006:892). By 1898, William James (1842–1910) coined the term "pragmatism" and gave Peirce the credit as the source for this philosophical stance (Ormerod, 2006:894). A few years later in 1907, James published *Pragmatism: A New Name for Some Old Ways of Thinking* wherein he further developed pragmatism as a more personal and subjective doctrine that relates to the "diversified plurality of flesh-and-blood individuals," as opposed to "an abstracted community of scientists" (Ormerod, 2006:893). From James' perspective, truth is regarded as the "reality [that] compels human individuals to believe: it is a matter of 'what pays by way of belief' in the course of human activity in a given context, and its acquisition is an invention rather than a revelation" (Ormerod, 2006:893). He also defines pragmatism as follows:

> [a pragmatist] turns away from abstractions and insufficiency, from verbal solutions, from bad a priori reasons, from fixed principles, closed systems, and pretended absolutes and origins. He turns towards concreteness and adequacy, towards facts, towards action and towards power' […]. Pragmatism, [James] says, is a 'method only', an 'attitude of orientation.' 'The attitude of looking away from the first things, principles, 'categories', supposed necessities; and of looking towards last things, fruits, consequences, facts (Ormerod 2006:893).

A few years later, John Dewey (1859–1952) further developed pragmatism "and its application to practical issues such as education and politics […] up to the Second World War" (Ormerod, 2006:893). Dewey was known for a real-life centred pragmatism whereby learners (both children and adults) could learn in "an environment that will allow and provoke the operations of intelligent inquiry. Rather than studying theory, pupils [were encouraged to] engage in practical activities with theory being drawn in as necessary" (Ormerod, 2006:901). Furthermore, "Dewey, like Peirce before him, saw inquiry as a self-correcting process whose procedures and norms must be evaluated and revised in the light of subsequent experience, [but that] Dewey regarded knowledge as an instrument for action rather than an object of disinterested belief" (Ormerod (2006:893).

Elsewhere, other scholars also suggest that there are two schools of education that employ a pragmatist philosophy: progressivism and social reconstructionism; both of which underscore "the connection between thought and action" and reflection (Ross-Gordon *et al.,* 2016:150). Progressivism tends to emphasise the democratic "what works" approach in education where students are given the freedom to construct their own learning and where "truth" is ever-changing, but slow to change – hence the term progressive (Ross-Gordon *et al.,* 2016:150). George Counts, a

follower of Dewey, diverged from Dewey's progressivism where schools were regarded as instruments of change and suggested that schools were "the primary agents of social reconstruction" (Ross-Gordon *et al.*, 2016:150). In this context, social reconstruction refers to "true societal change [that] could only occur through fundamental and revolutionary change" (Ross-Gordon *et al.*, 2016:150).

Quintessentially, Ormerod (2006:893) concludes that "Peirce's pragmatism is scientifically elitist, James's is psychologically personalistic, [and] Dewey's is democratically populist." Therefore, the essence of pragmatism was influenced by mainly three scholars who all held slightly divergent views. For a more detailed discussion on the philosophical roots of pragmatism, see Ormerod (2006). Next, I discuss social constructivism that forms part of this study's pragmatist interpretive framework.

2.3.3. The role of social constructivism in a pragmatist interpretive framework

Accentuated in John Creswell's (2013:28–29) conceptualisation of a pragmatist interpretive framework, is the idea of multiple socially constructed realities within a particular historical and cultural domain – also referred to as social constructivism. As a multi-dimensional concept, social constructivism was influenced by approaches aimed at understanding how meaning shape human behaviour, such as symbolic interactionism and phenomenology (Berger & Luckmann, 1966; Burr, 1995; Haralambos & Holborn, 2008:752, 881–884). In essence, social constructivists consider the way in which people, both individually and collectively, interpret social reality from their subjective worldview (Berger & Luckmann, 1966:33; Burr, 1995:1–5; Haralambos & Holborn, 2008:752, 881–884). Following Peter L. Berger and Thomas Luckmann's (1966) book, *The Social Construction of Reality: A Treatise in the Sociology of Knowledge,* Vivienne Burr (1995) provides a more concise interpretation. She suggests that social constructivism can be understood as a paradigm that embraces no pre-determined nature to the world or people, objective facts, or knowledge. Rather, knowledge is constructed between people as they interact, based upon their position in history and culture, which in turn influence their choice of social classifications or labels (e.g., age, gender, race, ethnicity, etc.). It is believed that people are the products of social processes and that they react differently to similar situations as their knowledge changes (Burr, 1995:1–5). Researchers who adopt this approach are not only encouraged to examine the perspectives of participants (especially neglected minority groups), but to also adopt a critical stance towards common knowledge and question "common-sense ideas about age" (e.g., the age at which it is appropriate for adults to attend university, indicative of age norms) (Burr, 1995:3; Haralambos & Holborn, 2008:752). Following the discussion on the participation of adults in education below which coincides with the first research objective, age norms will be discussed in further detail with regard to the second research objective.

2.4. The participation of adults in education

Sean Courtney (1992:101) introduces the term participation as a key concept to investigate students' motivations to pursue learning later in life and, thereby, substantiate the widening of participation in HE. This literature forms part of the larger debate on the global massification of HE (CHE, 2016:9–14; Schuetze & Slowey, 2002; UNESCO, 2009:2–17). However, at the very outset it should be noted that participation literature spans several decades and is applicable to students of all ages, not just NTASs (see Johnstone & Rivera, 1965; Griffith, 1965:41; McGivney, 1993).

The concept of participation was initially borrowed from the discipline of sociology where it was used in community and urban studies to investigate social participation. In the context of adult education, participation is very closely associated with theories of action as it "implies the involvement of [adults] in organised activities which have knowledge or skill as their major purpose, who tend to share a commitment towards a common goal, belief, value, and orientation" (Courtney, 1992:101). In view of this, Courtney (1992:148) suggests that the participation of adults in education has: (1) an inherent active agenda to increase the numbers of adults "who are willing to commit themselves to organised forms of learning and […] to create educational opportunities for those sections of the population normally under-represented" in classrooms – a view shared by Hans Schuetze and Maria Slowey (2002:212); and (2) a reflexive agenda "designed to help the community understand the causes of adults' involvement in education activities."

Although I do not explicitly frame my own research in terms of an active or a reflexive agenda, it can be said that there is an active agenda at both Wits and SU to "offer more organised forms of learning" for NTASs who are under-represented in classrooms (Courtney, 1992:148) (which I note in Chapter 5 that undergraduate NTASs are a minority group on campus). In this regard, Wits established the Wits Plus Centre for Part-time Studies in 1999, which was followed by a formal relaunch in 2002, to increase access to HE for working adults (Castle *et al.*, 2006:368). SU also intends to include the "learn and earn market" by implementing Mode 2 education by 2030, where prospective students will be "taught primarily through technologically mediated instruction, [… and] visit the SU campuses during the recesses between terms for contact sessions with academics" (SU 2014 Annual Report, 2015:36). With respect to the definition provided for a reflexive agenda, this study aims to provide a more complete understanding of South African-based undergraduate NTASs' motivations to enrol for on-campus education later in life, the experiences of older students, and sources of social support to a community of scholars, researchers and policy-makers in HE.

Furthermore, both Courtney (1992) and Veronica McGivney (1993) highlighted three aspects which I find relevant to my own research and will now discuss in more detail: (1) it is unlikely that older adults will participate in HE; (2) people with low levels of prior education are unlikely to

participate in HE; and (3) there is a lack of a comprehensive theory and hypotheses testing in the participation of adults in HE scholarship.

2.4.1. It is unlikely that older adults will participate in HE

Based upon their review of the literature, both Courtney (1992:6) and McGivney (1993:14) found that as adults age they are less likely to participate in HE. In this regard, Courtney (1992:6) refers to Richard Anderson and Gordon Darkenwald's (1979:3) finding that "there is a high correlation between age and participation: the older the individual the less likely he or she is to engage in formal learning activities," which has been corroborated by several other studies since the 1920s. Johanna Dämmrich, Daniela Vono de Vilhena and Elisabeth Reichart (2014:33–41) attribute to people's perception that the benefits of learning diminish with age. Although Schuetze and Slowey's (2002:313–322) findings suggest that "older people without traditional entry qualifications for [HE]" are less likely to participate in HE, they make a counter-argument wherein they anticipate that the participation of retired people in HE would increase. As this relates to my own findings, these suppositions will be discussed later in Chapter 5.

2.4.2. People from working class backgrounds and those with low levels of prior education are unlikely to participate in HE

Courtney (1992:5–6) further highlights more of Anderson and Darkenwald's (1979:3) findings: "'the most powerful predictor of participation in adult education is amount of formal schooling,' meaning that those who become involved in formal learning as adults tend to have a much higher level of education than those who do not" and that "those who have not completed high school and those who occupy manual, blue-collar occupations are far less likely to be represented among the ranks of the educationally participating." This is corroborated by McGivney (1993:15) who also found that "education in the adult life is closely linked with initial educational experience," as well as Schuetze and Slowey (2002:313) who found that "people from working class backgrounds" are less likely to participate in HE.

2.4.3. A lack of comprehensive theory on adults' participation in HE

In McGivney's (1993:24–28) review of participation literature, she identifies a range of theories and models (e.g., needs hierarchy theory; congruence model; force-field-theory; life transitions theory; reference group theory; chain response model; recruitment paradigm; psychosocial interaction model; and combination of favourable circumstances). In Courtney's (1992:154–157) review of participation literature, theories and models are categorised into three orientations: decision-making models, life cycle theory (or adult development), and motivation orientation – briefly explained below.

Decision-making models refer a number of independent theories, or "attempts to account for the origin of the learning need, or models (e.g., that of Miller, Groteluechen and Caulley,

Rubenson, Cross; Darkenwald and Merriam, and Cookson) as opposed to the factors governing the actual decision to participate," which "do not involve an individual reviewing alternative courses of action and evaluating each course with respect to its consequences," but rather a "conjunction of forces which might be expected to operate during a decision-making process" (e.g., social structure and environmental considerations) (Courtney, 1992:53–57).

Life cycle theory refers to the individual's developmental or life stage changes that "create needs, especially during so-called 'transition' phases," which then "become translated into the need to learn new knowledge and skills to cope with change factors" that is also evident in "the assumptions of andragogy" (Courtney, 1992:52–54). Essentially, life cycle theory (also known as life span development psychology and adult psychology) aims to explain the conditions that motivate individuals to act (or not) (Courtney, 1992:54; 71). Utilising similar terms associated with the life course perspective, life span development psychology's focus is two-fold: (1) an age-related "phase" approach with definitive phases or periods and interspersed periods of "transition"; and (2) a non-age-related "stage" approach where individuals' development is characterised by stages which increasingly become more complex as time progresses (Courtney, 1992:72).

With respect to motivation orientation, Courtney (1992:75) emphasised the work of Roger Boshier (1971) as the "most highly developed theory of [participation in adult education]," which is premised upon Cyril Houle's (1961) famous typology for learners: goal-orientated, activity orientated, and learning-orientated learners; with a fourth and less famous type added later: universal learners. Firstly, goal-orientated learners – which refer to individuals who tend to study episodically at many institutions, via various modes of learning (e.g., full-time, part-time and distance learning), with a specific purpose in mind (e.g., career-advancement) and read a great deal on issues that interest them (not just reading on broad issues) – was later further developed into: (1) a personal side (referring to individuals who pursue learning for their own benefit) and (2) a social side (referring to individuals who pursue learning in order to benefit their community or society) (Boshier, 1971:4; Courtney, 1992:76). Secondly, the term activity-orientated learners – which refer to individuals who primarily pursue social contact by studying at one or more institutions (e.g., to enlarge their circle of friends) and do either very little or no reading – was later further developed into: (1) those who pursue learning due to a "negative need" (e.g., to alleviate boredom) and (2) those who pursue learning out of a "positive desire" (e.g., to establish new friendships) (Boshier, 1971:5; Courtney, 1992:76). Thirdly, only the term learning-orientated learners – which refer to individuals who consistently pursue learning throughout their life span purely for the sake of gaining knowledge and who read extensively (most likely from childhood) on a broad range of serious issues – was not further developed (Courtney, 1992:76). Finally, universal learners refer to individuals for whom learning is "interwoven in the very fabric of their being that they have never really partialled it out for conscious attention" (e.g., full-time academics) (Boshier, 1971:4).

Once Courtney (1992:154) and McGivney's (1993:11) reviews of these models and theories were completed, both authors concluded that they were presented with partial and/or overlapping explanations which clearly lacked testable hypotheses and a comprehensive theory of participation. Courtney (1992:154) then proceeded to argue that it was unlikely that a comprehensive theory of adults' participation in education would ever be developed. Mainly as such a theory would have to accept widespread allegiance. Also, it would not only have to extend beyond motivation-orientation, students' position in the life cycle, and the function of learning, but also provide an

> account of sociological factors; it would have to recognise learning as a discretionary activity singled out or in competition with other customary and non-customary activities; and it would have to deal with the place of adult education in a capitalist economy, in which roles and rewards are 'meted out' in accordance with a liberal-conservative ideology of opportunity and individualism (Courtney, 1992:154).

In view of his own argument, Courtney (1992) did not attempt to develop a comprehensive theory of adults' participation in education. Rather, he offered the concept of *perspective transformation* as the driving force behind this phenomenon. He premised this on an existentialist approach that "all humans share the propensity to learn and to confront the world existentially as learning beings, […as…] it is in their nature to learn" (Courtney, 1992:15, 157). Although the term *perspective transformation* has been utilised by other scholars, such as Jack Mezirow (1981:3–24; 1991:150–185) in the context of emancipatory action (referring to the learner's understanding of culturally-dependent roles, relationships and ways to overcome these constraints), Courtney (1992) conceptualises *perspective transformation* differently. He suggests that change does not refer to changes in social structure, the environment, identity, personality, or the ego (which for the most part, excludes sociological and psychological enquiry). Instead, he proposes that "real and profound changes" occur within humankind at various levels (spiritually, mentally and physically), resulting in a type of *perspective transformation* in humanity at large that not only allows individuals to transcend their "ordinary, everyday lives," but tends to evoke opposition from others to prevent such change (Courtney, 1992:155–157).

2.4.4. Progress made since the 1990s with respect to theory development

Despite Courtney (1992) and McGivney's (1993) suggestion that there is a lack of testable hypotheses and a comprehensive theory of adults' participation in education, much progress has been made since the 1990s. For instance, in Blossfeld *et al.*'s (2014) cross-cultural study, *Adult Learning in Modern Societies: An International Comparison from a Life-course Perspective*, scholars from several countries tested five hypotheses to investigate adult participation according to "current contexts, […] prior pathways, […] and four key factors that shape [their] participation: age, gender, prior education, and labor force status" (Kilpi-Jakonen, Buchholz, Dämmrich, McMullin & Blossfeld, 2014:7–14). These countries include: Australia, Britain, USA, Russia,

Finland, Denmark, Sweden, Spain, Italy, Germany, Hungary, Czech Republic and Estonia; with a noticeable absence of countries from Africa, South America and Asia.

Two of the five hypotheses by the same authors are relevant to my study, albeit only partially. Blossfeld *et al.*'s (2014) first *gendered participation hypothesis* expected that more women than men would participate in formal education and, more specifically, more women in non-employer sponsored formal learning and more men in employer sponsored learning (Kilpi-Jakonen *et al.*, 2014:10). Their hypothesis was confirmed as the findings from most countries revealed that women were more likely to participate in formal education "due to their need to update their skills after periods of human capital depreciation, irrespective of the typical length of employment interruptions for family formation" (Vono de Vilhena, Kilpi-Jakonen, Schührer & Blossfeld, 2014:362). The reason why this hypothesis is only partially relevant to my study is because I compare the enrolments of men and women in formal education (specifically at two South African HEIs), not informal education.

In their second *improved employment outcomes hypothesis*, Blossfeld *et al.* (2014) expected that formal education would have "a positive influence on employment outcomes when compared with non-participation" (Kilpi-Jakonen *et al.*, 2014:10). Results confirmed this hypothesis as they found that across all countries, "formal adult education always has a positive influence on employment outcomes when compared to non-participation" and that "new qualifications contribute to career progress in almost all societies" (Vono de Vilhena *et al.*, 2014:364–371). Evidently, attaining a formal HE qualification increases a person's employability, which relates to human capital theory that I will discuss shortly.

Their third *partial equalization hypothesis* expected that "medium-educated individuals and those in lower or less-stable employment positions [would] most likely […] participate in formal education" (Kilpi-Jakonen *et al.*, 2014:9). Results were partially confirmed as results differed according to each country (Vono de Vilhena *et al.*, 2014:360).

Their fourth *indeterminate employment outcomes hypothesis* expected that "non-formal […] learning and employment outcome [would] be positively related" (Kilpi-Jakonen *et al.*, 2014:11). Results confirmed this hypothesis, but the authors cautiously asserted a causal impact (Vono de Vilhena *et al.*, 2014:366). As I have not identified respondents' prior, current, and post-education employment, these two hypotheses are not applicable to my later discussion of results.

Lastly, in their *Matthew effect hypothesis*, Blossfeld *et al.* (2014) set out to test whether or not "more-highly educated individuals and those in better occupational positions […are…] more likely to participate in non-formal adult learning" (Kilpi-Jakonen *et al.*, 2014:8). Results confirmed that those who are "able to update their skills later in life are not the most disadvantaged within societies; rather, they tend to be already-successful, highly skilled individuals" (indicative of cumulative advantage) (Vono de Vilhena *et al.*, 2014:369). Consequently, the authors argue that

"adult learning is currently associated with the perpetuation of social inequalities and educational disparities that prevail in earlier phases of the life course" (Vono de Vilhena *et al.*, 2014:369). Of course, this corresponds to Anderson and Darkenwald's (1979:3) earlier finding with respect to formal learning, but differs in the sense that the Blossfeld *et al.*'s (2014) hypothesis pertains to non-formal learning (Vono de Vilhena *et al.*, 2014:351–369). Although the implications and significance of both are important, only Anderson and Darkenwald's (1979:3) finding will be included in my later discussion of results in Chapter 5.

2.4.5. Concluding remarks on the participation of adults in education

In sum, the literature in adults' participation suggests that: (1) as adults age, they are less likely to participate in HE; and (2) adults who are without adequate former education and from working class backgrounds are unlikely to participate in HE (Anderson & Darkenwald, 1979:3; Courtney, 1992:6; McGivney, 1993:14–15; Schuetze & Slowey, 2002:313). Given Courtney's (1992:154) argument regarding a lack of hypotheses testing and the unlikelihood that a theory of adults' participation in education would be developed, I decided to rather develop three hypotheses as a contribution to scholarly knowledge, as opposed to attempt a comprehensive theory that would far extend beyond the scope of this study's research objectives. In spite of the evidence that suggests a lack of hypotheses testing (Courtney, 1992:154; McGivney, 1993:11), the collaboration of several countries to test five hypotheses provided more insight into adults' participation in formal and informal learning from an international perspective (Blossfeld *et al.*, 2014). Yet, in this cross-cultural study there is a noticeable absence of countries from Africa, South America and Asia, which highlights future research opportunities for scholars to collaborate and produce knowledge that is context-specific to these regions.

2.5. The sociology of age: the life course perspective

In order to address the second research objective (that focusses on access and the diversification of the undergraduate student population at Wits and SU with respect to age relating to the life course) and second research question (that aims to determine if there have been any changes in terms of the overall number of undergraduate NTASs, and the demographic profile of those students, between 1994 and 2014), demographic trends are approached from a symbolic life course perspective. The life course is an extremely broad theoretical perspective. In view of this, this section aims to clarify its many applications: starting with age and age norms which are important concepts in the symbolic life course, followed by the life course as a set of sociological and personological explanatory frameworks, and ending with Elder's five basic principles of the life course.

2.5.1. Age and age norms

2.5.1.1. Age, aging and social age

Sociologists tend to view social age as "the norms, values and roles that are culturally associated with a particular chronological age; [where] ideas about chronological age differ from one society to another and, at least in modern industrial societies, change over time" (Giddens & Sutton, 2017:356); which also refers to "differential power relations between individuals of differing ages, different access to economic resources and to social privileges, different rules governing behaviour seen as suitable for different age groups" (Bradley, 1996:7, 147). In a similar vein, Leslie Morgan and Suzanne Kunkel (2007:4) define social aging as:

> the ways in which society helps to shape the meaning and experiences of aging; […] expectations and assumptions of those around us about how we should behave, what we are like, what we can do, and what we should be doing at different ages; [and] the ways in which those expectations influence what opportunities are open to us as we grow older.

The said definition of social aging is very similar to the function of age. Notably in Matilda W. Riley, Marilyn Johnson and Anne Foner's (1972:xiv, 23, 400) earlier attempt at developing a theory of age stratification as a way of ordering society and assigning roles to people. Although this form of social structuring has been critiqued for neglecting inter-cohort heterogeneity inclusive of class, race and gender (Bradley, 1996:153), Riley *et al.* (1972:4) refer to Pitirim Sorokin's (1968:409) earlier work, premised upon Talcott Parsons' functionalist perspective, wherein he considered issues around inter-cohort heterogeneity. In society at large, age is essentially viewed as fundamental organiser of social systems and as way of providing people with a sense of what is regarded as normal, which is then ultimately accepted as age norms – which is defined in the next section (Morgan & Kunkel, 2007:4; Riley *et al.*, 1972:4).

2.5.1.2. Age norms

Age norms refer to the "socially governed expectations and sanctions concerning the appropriateness of role acquisitions and behaviours as a function of chronological age" (at the subjective macro-level) (Burton, 1996:199 in Morgan & Kunkel, 2011:98). An online search suggests that there is a lack of research into age norms in South Africa (that I can include as an example), suggesting future research opportunities in this area. Nonetheless, a well-documented study on age norms, conducted by Bernice Neugarten, Joan Moore and John Lowe's (1965:712) in Chicago during the 1960s, revealed that respondents at the time agreed that the "best age for most people to finish school and go to work" was when they were between the ages of 20 and 22. However, more recent research from Australia suggests that the period for adolescence should be changed to 10–24 years due to the earlier physical maturation in children and delayed life course transitions in adults (e.g., spending more time in education and leaving the parental home at an older age) (Sawyer, Azzopardi, Wickremarathne & Patton, 2018:223–228). Therefore, it is

apparent that age norms, often associated with biological changes and life course transitions, are subject to change over time.

Furthermore, it is widely acknowledged that age norms are used as mechanisms for social negotiation and control. These norms are socially constructed and, as stated earlier, refer to "common-sense ideas about age" (Burr, 1995:3; Haralambos & Holborn, 2008:752), which (as illustrated above) are associated with biological changes associated with age. People who are subjected to an age-normative system are expected to be aware of social approval and disapproval, either formally (e.g., via legal sanctions) or informally (e.g., via gossip, ridicule, or strange glances) (Settersten, 2004:86). Hence, age norms serve to prescribe and proscribe acceptable behaviour: positive sanctions keep people in line and negative sanctions attempt to bring those who are deviating back into line (Morgan & Kunkel, 2011:98; Settersten, 2004:86).

Although Orville Brim (1972:xi) suggested that age-related norms tend to be regarded as less important when compared to other norms due to their close ties with "the biological facts of life," he also suggested that it is worth remembering that "we said the same thing about ethnicity some decades ago, before we learned differently. And we said the same thing about sex-related norms which are now under critical scrutiny." For instance, in today's world it would be unthinkable to exclude a student from living in university residences solely based upon his/her racial or gender classification (e.g., in terms of gender, students will still be able to find suitable placement in either a gender-specific or a male-and-female residence). Nonetheless, both Wits and SU have age limits to their university residences which exhibits this type of social control (35–45 years at Wits depending upon the residence and 26 years at SU, with rare exceptions made) (SU management guidelines for 2017, 2016:11; Wits University residence descriptions, 2016:1). Hence, it appears to be perfectly acceptable to deny (especially older) NTASs placement at a university residence solely based upon their age, indicative of not only the age norms that govern decision-making at these universities, but also based upon explicit age discrimination. Now that the concept of age has been conceptualised, I next discuss the life course perspective.

2.5.3. The life course as a set of sociological and personological explanatory frameworks

The life course was first conceptualised by Leonard Cain in 1964 as "successive age statuses" that individuals occupy throughout their lifetimes (Marshall, 2009:575). During the early 1970s, M.W. Riley and associates attempted to develop a theory of age stratification which they subsequently withdrew (Riley *et al*., 1972). They also aimed to clarify the life course perspective by recommending that aging is a lifelong process, influenced by psychological and biological processes that occur during a specific time in history, which is subject to change (Marshall, 2009:575; Riley *et al.*, 1972). By the early 1990s, M.W. Riley and associates coined the structural lag perspective that forms part of the broader life course perspective (Riley *et al*., 1994; Riley & Riley, 1994ab).

As part of the broader development in life course theory during the 1990s, Dale Dannefer and Peter Uhlenberg advanced the life course into a set of sociological and personological explanatory frameworks (Dannefer & Kelly-Moore, 2009:397). An extensive review of life course literature suggests that Dannefer and Uhlenberg's framework is one of the best guidelines for conducting life course research (see Bengston, Elder & Putney, 2012; Bengston, Gans, Putney & Silverstein, 2009; Blossfeld *et al.*, 2014; Morgan & Kunkel, 2011; Mortimer & Shanahan, 2004). In this framework, the life course spans three levels of enquiry: (1) the symbolic (or cultural) level; (2) the individual level; and/or (3) the level of social integration within the population (Dannefer & Kelly-Moore, 2009:397). Figure 2 below illustrates how each of these levels are further divided into personological and sociological perspectives where the focus is on the life course by outcome of interest (*explananda*) and the type of explanation (*explanans*).

In this context, the sociological level refers to the "social structural and interactional forces that operate continuously to shape the life course processes or that are proximate to the time at which outcomes are measured" (Dannefer & Kelly-Moore, 2009:397). On the other hand, the personological level refers to "any kind of individual characteristic that is assumed to be stable and enduring and that is postulated to influence life course outcomes" (Dannefer & Kelly-Moore, 2009:397). Sociological and personological perspectives are then further sub-divided at the symbolic, individual, and population levels.

Figure 2: Framework for classifying the life course according to the intended outcome and focus of the explanation

<table>
<tr><td></td><td></td><td colspan="4">Focus of explanation
(Explanans)</td></tr>
<tr><td></td><td></td><td colspan="4">Personological</td><td>Sociological</td></tr>
<tr><td rowspan="5">Life course outcome
(Explanada)</td><td>Symbolic</td><td colspan="4">The life course as a social apparatus</td><td>The life course as a social apparatus</td></tr>
<tr><td rowspan="3">Individual</td><td rowspan="3">Personal choice</td><td rowspan="3">Inherent traits</td><td rowspan="3">Early social context</td><td rowspan="3">Individual characteristics shaped by socio-historical change</td><td>Micro</td></tr>
<tr><td>Meso</td></tr>
<tr><td>Macro</td></tr>
<tr><td>Population</td><td colspan="4">Personological explanations for population outcomes</td><td>Sociological explanations for population outcomes</td></tr>
</table>

Dannefer & Kelly-Moore (2009:398–399)

Of these levels, only the symbolic (or cultural) level is relevant to this study to further elucidate "the social structuring of age-graded social roles and the definition and evaluation of specific ages and life stages in the context of a given social system" (Dannefer & Kelly-Moore, 2009:397). The two remaining levels are not relevant to this study. However, following the discussion of the symbolic life course below, I will briefly explain why the other two levels have been excluded.

2.5.3.1. The symbolic life course: the life course as a social apparatus

The life course (and by implication, the deinstitutionalised life course) is employed in this study as a social apparatus to question common-sense ideas about age (e.g., the appropriate age to attend university) and the expected life paths people should take within a given social context (Dannefer & Kelly-Moore, 2009:404). Therefore, the life course is conceptualised as "a socially defined 'timetable' of behaviours deemed as appropriate for particular life stages within any one society" (Pilcher, 1995:4), which became institutionalised over a period of 200 years in industrialised nations and climaxed in the 1960s, followed by a slow disintegration of these age-differentiated structures (Kohli, 2000:279). This timetable generally refers to three boxes of life: education for the young, work for adults, and leisure for the elderly (Riley & Riley, 1994a:26, 1994b:111). It also includes Neugarten *et al.*'s (1965:711) "prescriptive timetable for the ordering of major life events: a time in the life span when men and women are expected to marry, a time to raise children, a time to retire."

However, as people deviate from prescriptive timetables and express a high level of their own human agency, they adopt a deinstitutionalised life course. The disintegration or deinstitutionalisation of the age-structured life course leans towards a postmodern perspective (Haralambos & Holborn, 2008:754) where people, both male and female, are actively pursuing individualised social pathways (referring to "the trajectories of education and work, family and residences"), transitions (referring to "changes in status and identity, both personally and socially") and trajectories (referring to "sequences of roles and experiences," consisting of several transitions) throughout their lifetime (Elder *et al.*, 2004:8). In other words, individuals are pursuing – either intermittently or simultaneously – traditionally separated roles (such as education, work, and leisure roles) during their life span (Foner, 1996:222) and in so doing, "assuming greater responsibility for the timing of transitions, the time spent in school and work, the construction of their own pathways through the employment system, and ultimately, the adequacy of provisions in retirement" (Bengston *et al.*, 2012:14). Hence, these individuals are expressing their own human agency (which also links to Elder's second principle discussed later). Richard Settersten (2004:84) suggests that as these individuals choose to follow individualised pathways not commonly shared by other people, or that is not reinforced by social institutions, they potentially lack important sources of informal and formal support.

Furthermore, the deinstitutionalisation of the life course is defined as "a process in which the institutions of society become less closely associated with maintaining different phases of the life course" (Haralambos & Holborn, 2008:754); and situations where "age-based transitions and norms, forms and standards of behaviour, which previously were fairly strictly defined, regulated and orderly, are becoming less fixed, less constraining, less orderly" (Pilcher, 1995:149). In a similar vein, M.W. Riley and John Riley (1994b:112) refer to this as the removal of age barriers and providing role opportunities to people of all ages across all structures (education, work and leisure), which is already evident as progress is made in "longevity and technology, and the long-

range shift toward 'contingent' rather than lifetime careers." Evidently, the Riley's identified two very important issues: longevity (or demographic aging) and advances in technology long before it became popular in the literature on lifelong learning, the life course, or the massification of HE (Blossfeld *et al.*, 2014; CHE, 2016; UNESCO, 2009). However, the implications of longevity associated with progress made in the field of genetics and transhumanism (Missler & Horn, 2015) were not discussed by the Riley's during the 1990s because it is associated with more recent advances in technology. Next, I briefly explain the two levels that were excluded from this study: individual outcomes and population outcomes.

2.5.3.2. Individual outcomes: sociological explanations

I do not employ the life course as an individual-level outcome. The main reason for this is that M.W. Riley (1987:2) advised that at this level, researchers should: (1) examine individuals' life course across their entire life span (from birth to death); and (2) guard against measuring the effects of aging cross-sectionally (e.g., via surveys) and then conclude that results pertaining to differences between age cohorts are due to the aging process. M.W. Riley (1987:2) suggests that researchers should instead measure the perspectives of the same individuals and age cohorts over time, indicative of longitudinal ethnographic methods. Although I measure student demographic trends longitudinally and NTASs' perspectives cross-sectionally, I do not attribute my findings to the aging process. Rather, I acknowledge that the socially constructed perceptions of different age cohorts are fixed to a certain time and place in history, which is consistent with this study's pragmatist interpretive framework (Creswell, 2013:28–29; Feilzer, 2009:9).

In spite of not employing the individual-level life course, it refers to the three levels of social reality (micro-, meso-, and macro) that form an integral part of sociological enquiry (Dannefer & Kelly-Moore, 2009:400–401) which, to a large extent, are evident in Elder's five principles (Elder *et al.*, 2004:11–14; Marshall, 2009:576–578). At the micro-level the focus is on individuals' characteristics, experiences, and interaction which are generally measured with longitudinal data sets. Earlier, I discussed Blossfeld *et al.*'s (2014) cross-cultural study that employed the life course at this level to examine: "socio-demographic characteristics of individuals (such as age, gender, educational background, marital status, and children) on the one hand and labor market-related individual characteristics (such as seniority or type of occupation) on the other hand" (Dämmrich *et al.*, 2014:34). Some of the data sourced included unique longitudinal data sets (e.g., from Statistics Finland) and surveys (e.g., the Estonian Adult Education Survey; the Household Income and Labour Dynamics in Australia (HILDA) Survey; Russia Longitudinal Monitoring Survey; and the Panel Survey on Inequalities in Catalonia). In South Africa, similar large data sets are utilised by Statistics South Africa to measure changes in employment and education (e.g., see Statistics SA, 2016abc). Again, my own study does not analyse such large data sets or measure individuals' experiences across their entire life span, which is why this level of explanation is not utilised.

At the meso-level, the focus is on explaining individual outcomes in the context of the social structures that surround those (Dannefer & Kelly-Moore, 2009:401). The focus here is on cumulative advantage-disadvantage where researchers examine the influence of "community and neighbourhood […] on well-being across the life course" (Dannefer & Kelly-Moore, 2009:401). The concept of cumulative advantage-disadvantage is defined by Dannefer (2003:S327) as "the systemic tendency for inter-individual divergence in a given characteristic (e.g., money, health, or status) with the passage of time," which essentially means that "the rich get richer" and "the poor get poorer." In this regard, also see Blossfeld *et al.*'s (2014) *Matthew effect hypothesis*; as well as their use of employer characteristics and place/region of residence at the meso-level (Dämmrich *et al*., 2014:34). Dannefer (2003:S327) further suggests that although cumulative advantage-disadvantage "is a property of collectivities, it is centrally relevant for those interested in individuals, because it is concerned with the existence and sources of age-specific individual differences and with questions of fairness in the distribution of opportunities and resources." Again, this hints at enquiry across people's entire life span, which is why this level of explanation is not relevant to this study.

At the macro-level, the focus is on two types of *explanans*. Firstly, "the effects of national-level policies (e.g., the consequences of welfare state provisions, including age-graded eligibility rules) and other macro-forces, such as globalization and economic trends" (Dannefer & Kelly-Moore, 2009:401). Secondly, on structural variables (e.g., age, race, gender, class, level of education, and occupation) which have "explanatory power at a general level of social organisation" (Dannefer & Kelly-Moore, 2009:401). For an example of life course research conducted at this level, see Blossfeld *et al.*'s (2014) cross-cultural study that investigates the "education system; labour market; welfare state; socio-demographic structure; economic situation; [and] culture" of 13 countries (Dämmrich *et al*., 2014:34). Although my research questions do not extend to a macro-level analysis, I do include as part of my Literature Review Chapter a discussion on globalisation, advances in technology, and historical changes in South Africa's employment and HE sectors. Next, I briefly explain sociological explanations that focus on population outcomes.

2.5.3.3. Population outcomes: sociological explanations

I do not employ the life course at population level as it is not congruent with my broad research objective. At this level, enquiry is aimed at cohort patterns within a given population (at the collective level) by focusing on issues around labour force exit, (selective) migration, economic status, and internal stratification are examined to explain "the significance of social factors encountered by cohorts as they move through later-life structures created by the state […] and the workplace (e.g., pension programmes)" (Dannefer & Kelly-Moore, 2009:402–403). For an example of research at this level, see Norman *et al.*'s (2005) study (in Dannefer & Kelly-Moore,

2009:402–403) wherein the relationship between health inequality and area-level deprivation was examined over a period of two decades.

2.5.4. The five basic principles of the life course

During the 1990s, Elder also developed the five basic principles of the life course (Giele & Elder, 1998:2). With the exception of the second principle pertaining to human agency, these five principles are suited to inter-generational and longitudinal ethnographic research that "promotes the holistic understanding of lives over time and across changing social contexts" (Elder, Johnson & Crosnoe, 2004:13). These principles are: (1) aging and development is a lifelong process; (2) the influence of human agency; (3) historical times and places shape individuals' life courses; (4) the timing of an individual's life transitions and events vary; and (5) socio-historic influences are expressed through a network of interdependent relationships (also referred to as linked lives) (Elder *et al.*, 2004:11–14; Marshall, 2009:576–578).

The first principle of "aging and human development as a lifelong process" adopts a longitudinal approach where researchers follow individuals from childhood, through adolescence into adulthood and old age (in other words, from birth to death) to allow "linkages to be made between earlier and later life course experiences" (Elder *et al.*, 2004:11; Marshall, 2009:576). It is expected that longitudinal data identify changes in individuals' environments (such as their residences, workplaces, schools, and their socio-economic conditions), which in turn would allow researchers to "assess environmental changes and their impact on individual lives" (Elder *et al.*, 2004:11).

The second principle addresses human agency: the choices and actions that people take to construct their own life course within the "opportunities and constraints of history and social circumstances" (e.g., NTASs may opt to enrol at university later in life due to "dismal changes in the labour market") (Elder *et al.*, 2004:11–12; Marshall, 2009:578). In the context of my own study this is relevant as it pertains to Mills' (1959) sociological imagination where people are encouraged to consider their position within a particular society (biography), within a specific period of time (history), and the forces that surround them (social structure).

The third principle refers to historical times and places that shape age cohorts' experiences across their life span. These experiences are classified as: (1) cohort effects, where peoples' experiences between age cohorts differ (e.g., more women have increasingly entered HE in the past few decades compared to earlier generations); and (2) period effects, where a major social event impacts upon the life course of a generation (e.g., the Bantu Education Act (No. 47 of 1953) that affected millions of South Africans from specific generations) (Elder *et al.*, 2004:12; Marshall, 2009:576; Ross, 1999:142–161).

The fourth principle of timing, transitions and events emphasises the timing at which the major social event occurs in a generations' lifetime that distinguishes one generation from the next

(e.g., Africans born in the 1960s, who received their primary and secondary education in the 1970s and 1980s, experienced a massive disruption to their schooling due to protests against the Apartheid system, resulting in what is known as the lost generation) (Cowell, 1990:1; Elder *et al.*, 2004:12–13; Marshall, 2009:576; Ross, 1999:142–161). This principle also considers the timing at which individuals' transition from one role to the next ("when" and the "sequence" thereof; e.g., from the parents' home into university, then marriage and into one's own home) and the societal age norms at which these transitions should occur, and the effect it has on the individuals' subsequent life course (Elder *et al.*, 2004:12–13; Marshall, 2009:576).

The fifth principle of linked lives, where socio-historic influences (at the macro-level) are expressed through a network of interdependent relationships (at the meso- and micro-levels), suggests that "lives are not experienced in isolation but are experienced interdependently" (e.g., the hardships experienced by African parents during the Apartheid era also affected the lives of their children) (Elder *et al.*, 2004:13–14; Marshall, 2009:577–578). Hence, my understanding of this principle is that it is inter-generational and focuses on socio-historic influences at the macro-level. Again, this study's research objectives are not congruent with this type of inter-generational research. Nonetheless, I do provide a brief historical account of events which most likely affected certain generations of South Africans in the Literature Review Chapter.

2.5.5. Concluding remarks on the life course perspective

In conclusion, the symbolic life course perspective is ideally suited to cross-sectional research as it allows researchers to focus on age norms, age-normative timetables, age-graded roles, and the implications of deviating from these age-graded structures – as opposed to the life course at the individual level, population level and Elder's five principles which are best suited to longitudinal analysis and ethnographies (usually the same cohorts, from birth to death). Therefore, the symbolic life course is employed to later theorise the enrolments of undergraduate students from different cohorts. Next, I discuss theories related to NTASs' motivations to participate in HE which coincides with the third research objective and the third research question.

2.6. Understanding motivation: human capital and self-determination

2.6.1. Human capital theory

As part of Blossfeld *et al.*'s (2014) cross-cultural research, Kilpi-Jakonen *et al.* (2014:10) refer to Gary Becker's (1962) human capital theory to postulate that formal qualifications are becoming a prerequisite for entering and succeeding in the job market, which they attribute to employers associating higher levels of motivation and productivity with individuals who possess a formal education. At the heart of human capital theory is the idea that people invest in their own education to gain future economic and non-economic returns (Blaug, 1976:829). For example, NTASs enrol at university later in life for upskilling/reskilling and to acquire formal degree qualifications which would enable them to remain competitive in a fast-changing job market

(Cloete & Maassen, 2006:13; Kilpi-Jakonen *et al.*, 2014:5–10). Following extensive students protests at university campuses, the South African government has also decided to start investing a large portion of their budget into financing free, quality HE to students from poor and working-class backgrounds (Booysen, 2016; Paton, 2017; Van Rensburg & Fengu, 2018). This then implies that the government is investing in its citizen's education in the hope of creating a stronger national economy which, according to South Africa's Minister of Trade and Industry, Rob Davies, requires a work force with digital skills to not only stay abreast of the Fourth Industrial Revolution, but also ensure that they have the necessary skills to either create employment opportunities or remain employed (Meads, 2017; Schwab, 2015; Shewan, 2017).

From a human capital perspective, the activities and expenditure associated with gaining a formal qualification should not be viewed as consumption, but rather as a way of justifying the initial investment in education that could increase individuals' future employability and (possibly) their quality of life. In other words, "the decision-maker looks forward to the future for the justification [or reward] of his[/her] present actions" (Blaug, 1976:829). From this perspective, it is argued that full-time students who do

> not work for pay while in school but may do so 'after' or 'before' school, or during 'vacations.' [Their] earnings are usually less than if [they] were not in school since [they] cannot work as much or as regularly. The difference between what could have been and is earned is an important and indirect cost of schooling (Becker, 1962:26).

However, once full-time students attain formal degree qualifications, they "may spend time searching for a job with the highest possible rate of pay [locally and abroad], instead of accepting the first offer that comes along," or perhaps accept an initial lower-paying job with a high earning potential later-on in "preference to dead-end jobs with high pay" (Blaug, 1976:829). In globalisation discourse, this type of behaviour where highly educated people move to more developed countries is associated with terms such as "the brain drain" and, in instances where these individuals return permanently or intermittently to their country of origin, "brain circulation" (Ross-Gordon *et al.*, 2016:16–17). On the other hand, human capital theory also argues that employers would not pay for their employees' part-time tertiary training because:

> [i]f a firm had paid for the specific training of a worker who quit to take another job, its capital expenditure would be partly wasted, for no further return could be collected. Likewise, a worker fired after he had paid for specific training would be unable to collect any further return and would also suffer a capital loss. The willingness of workers or firms to pay for specific training should, therefore, closely depend on the likelihood of [employee] turn-over (Becker, 1962:19).

In other words, employers were willing to pay for their employees' education as long as it benefitted their profit margins. Although this argument may have held true in the USA during the 1960s, it certainly does not hold true in modern-day South Africa. Many South African employers either offer bursaries, or include in employees' pay package, education bursaries as part of their

skills development programmes (e.g., see UCT staff learning and development funding policy, 2014). However, the employees' field of study generally must correspond with their career paths to ensure that it ultimately benefits the employer. With former president Jacob Zuma's announcement that the government would fund university fees for students whose annual household income does not exceed R350 000 per annum (Booysen, 2016; Paton, 2017; Van Rensburg & Fengu, 2018), many employers would no longer have to make study loans and bursaries available to their employees who earn below the said threshold – unless further restrictions are implemented by the government to prevent funding to NTASs due to their age, which would of course present an explicit form of age discrimination.

Furthermore, human capital theory "comes in two versions: it claims […] to predict total enrolments in [tertiary education] and, more ambitiously, to predict enrolments in specific fields of study in HE, and even enrolments in different types of institutions at the tertiary level" (Blaug, 1976:830). Yet, Mark Blaug (1976:829) argues that it is "difficult to test any positive prediction about the demand for [tertiary education] without taking a view of the norms that underlie government action in the field of education." Although my research does not aim to predict student enrolments in certain sectors, results pertaining to undergraduate students' enrolment in different faculties at Wits and SU, between 1994 and 2014, are available in Chapter 5. Next, I discuss self-determination theory to later theorise respondents' motivations into either extrinsic or intrinsic motivations.

2.6.2. Self-determination theory

Richard Ryan and Edward Deci (2000:69) suggest that in order to understand human behaviour, social scientists should examine whether people are motivated by their own values and interests (referring to intrinsic motivations) or for "reasons external to the self" (referring to extrinsic motivations). They also emphasise two aspects of human behaviour which are important in self-determination theory: (1) the need for relatedness, autonomy and competence in order to facilitate growth, social development, integration, and well-being; and (2) "humans' evolved inner resources for personality development and behavioral self-regulation" (Ryan & Deci, 2000:68–69). As intrinsic and extrinsic motivations are at the core of this theory, I will explain these two concepts in more detail.

Intrinsic motivation refers to human behaviour motivated by "doing an activity for the inherent satisfaction of the activity itself" (Ryan & Deci, 2000:71). This type of motivation emphasises that although people are not coerced by an external force, it "is critical to remember […] that people will be intrinsically motivated only for activities that hold intrinsic interest for them, activities that have the appeal of novelty, challenge, or aesthetic value" (Ryan & Deci, 2000:71). Some of the major advantages of being intrinsically motivated are: increased "interest, excitement, and confidence, which in turn is manifest both as enhanced performance, persistence, creativity, […] heightened vitality, self-esteem, and general well-being"; which are especially

evident when there is a supportive culture that allow people to express a high level of autonomy and their own human agency (Ryan & Deci, 2000:69–70). However, when intrinsically motivated people are exposed to controlling environments where their autonomy, creativity, and personal interests are stifled, or where they repeatedly receive extrinsic rewards, they soon lose their intrinsic motivation with all of its associated benefits (Ryan & Deci, 2000:70).

In contrast to intrinsic motivation, extrinsic motivation refers to "the performance of an activity in order to attain some separable outcome" (Ryan & Deci, 2000:71). For example, NTASs who enrol in HE later in life for career advancement are extrinsically motivated. So also, are young adults who are given no other choice by their parents but to enrol at university as soon as they finish high school. However, an important distinction can be made between these two examples. I suggest that the autonomy of NTASs who voluntarily enrol in HE later in life clearly expresses a high level of their own human agency, indicative of greater self-determination. School-leavers on the other hand, who are forced by their parents to enrol at university without an innate desire to do so themselves, would be far less inclined to exhibit a similar level of self-determination.

Extrinsic motivation can be further classified into four categories: integrated regulation; regulation through identification; introjected regulation; and external regulation (Ryan & Deci, 2000:72–73). Of these, *integrated regulation* is relevant to this study (see Chapters 6 and 7). As a concept, internalisation refers to "people's 'taking in' a value or regulation," integration refers to "the further transformation of that regulation into their own so that, subsequently, it will emanate from their sense of self," and self-regulation refers to "how people take in social values and extrinsic contingencies and progressively transform them into personal values and self-motivations." Essentially, integrated regulation is a type of extrinsic motivation that shares some of the characteristics of intrinsic motivation, but differs in the sense that action is motivated by "separable outcomes rather than for their inherent enjoyment," and is evident when "regulations […] have been evaluated and brought into congruence with [a person's] other values and needs" (Ryan & Deci, 2000:73).

For the sake of clarity, I now also briefly explain the other types of extrinsic motivation. *Regulation through identification* refers to a person's behaviour that is accepted as his/her own due to congruence with important personal values. *Introjected regulation* refers to extrinsic motivations that are regulated by an external locus of causality to avoid negative feelings, such as anxiety and guilt, "or to attain ego enhancements such as pride" (Ryan & Deci, 2000:72). This type of extrinsic motivation is generally not perceived as being part of the self. Finally, *externally regulated motivation* refers to the lowest level of autonomy that is afforded to people in order to satisfy some external demand (Ryan & Deci, 2000:72).

Furthermore, self-determination theory considers issues of alienation and diminished intrinsic motivation as core reasons why people would not only show a lack of initiative and internalisation,

but reject their organisation's values (Ryan & Deci, 2000:74). In order to understand these issues, the authors suggest "turning first to [the] individuals' immediate social contexts and then to their developmental environments to examine the degree to which their needs for competence, autonomy, and relatedness are being or have been thwarted" (Ryan & Deci, 2000:74). When the problem is identified, remedial action is suggested. This may involve that institutions provide the affected individuals or cohorts with "supports for competence, autonomy, and relatedness" to ameliorate their sense "alienation and ill-being" (Ryan & Deci, 2000:74–75).

2.6.3. Concluding remarks on the two theories of motivation

In conclusion, human capital theory suggests that investing in education should not be viewed as consumption. Instead, it should be viewed as an investment to potentially improve the investor's quality of life: be that the nations' economy in the case of government funding (macro-level); a more profitable company in the case of employer funding (meso-level); or increased access to job opportunities and financial security when individuals fund their own education (micro-level).

Self-determination theory suggests that in order to understand human behaviour, it is important to understand people's motivations (Ryan & Deci, 2000:69). Of all the types of motivation discussed in this section, I utilise the most autonomous form of extrinsic motivation, i.e. integrated regulation, in this study to better understand the motivations of NTASs. Therefore, this theory has been utilised in developing my motivation and experience hypotheses (see Chapter 7). Lastly, self-determination theory suggests that when there is evidence of alienation, it is possibly related to a lack of intrinsic motivation, autonomy, relatedness, and/or competence. Therefore, where alienation has been identified, remedial action may potentially involve providing a sense of relatedness via peer support groups.

2.7. Social identity from a social psychological and sociological perspective

In order to address the fourth research question and another aspect of the third research objective, this section discusses two social identity paradigms to examine the concept of experience using: (1) social identity theory (Ashforth & Mael, 1989; Hogg *et al.,* 1995; Hogg & Terry, 2000; Stets & Burke, 2000; Tajfel & Turner, 1985); and (2) social identity as a sociological paradigm (Jenkins, 2008:108–109). Many scholars have extensively theorised and critically compared social identity (see Hogg *et al.,* 1995; Jenkins, 2008; Stets & Burke, 2000). Therefore, the aim of this section is to not further critically analyse these two perspectives. Rather, the objective here is to briefly explain these two perspectives and then to later theorise my results pertaining the NTASs' experiences as older students (see Chapters 6 and 7) utilising social identity theory.

2.7.1. Social identity theory: a social psychological application

In their comparative analysis of the various forms of social identity, Hogg *et al.* (1995:256) explain that social identity theory (within the discipline of social psychology) is based upon the

idea "that a social category (e.g., nationality, political affiliation, or a sports team) into which one falls, and to which one feels one belongs, provides a definition of who one is, in terms of the defining characteristics of the category." Each membership is represented as a social identity wherein the individual self-regulates and self-evaluates prescriptive and proscriptive norms for his/her social behaviour via two socio-cognitive processes: (1) categorisation: referring to the subjective categorisation process whereby people assign the self and others to categories based upon stereotypical and normative attributes; and (2) self-enhancement: wherein the categorisation process tends to favour in-group members, which is premised on the idea that people have a basic need to evaluate themselves in a positive light (Hogg *et al.*, 1995:260). It is emphasised that this process of social categorisation reflects people's social constructions of reality and are not accurate reflections of some external reality (Berger & Luckmann, 1966:33; Burr, 1995:1–5; Hogg *et al.*, 1995:260; Haralambos & Holborn, 2008:752, 881–884). This, of course, is consistent with this study's pragmatist interpretive framework where singular and multiple realities (both objectively and subjectively) are recognised as legitimate and truth is accepted as "what works at the time" (Creswell, 2013:28–29; Feilzer, 2009:9). Essentially, social identity theory postulates that in-group members are inclined to view themselves in a positive light when asked to compare themselves to out-group members – "even in the absence of strong leadership or member interdependence, interaction, or cohesion" where they have nothing to lose or gain in doing so (Ashforth & Mael, 1989:24; Hogg *et al.*, 1995:260; Jenkins, 2008:114; Stets & Burke, 2000:226). Next, I discuss social identity as a primarily sociological paradigm.

2.7.2. Social identity: a sociological application

From a sociological perspective, Richard Jenkins (2008:39) also suggests that "people categorise others, all the time and as a matter of course" – which ultimately leads to group formation and a sense of shared identity (Haralambos & Holborn, 2008:692; Jenkins, 2008:5–6, 12, 16–27, 106). He further suggests that social identity paves the way for individuals, who each represent multiple (socially constructed) identities and roles associated with each identity, to understand themselves and others by constantly comparing their similarities and differences during social interaction, and then opting to associate themselves with other people based upon their similarities (Haralambos & Holborn, 2008:692; Jenkins, 2008:12, 106, 111). By implication, the converse holds true.

Jenkins (2008) makes a clear distinction between groups and categories. Groups are defined as relationships between people based upon mutual recognition, "even if they do not know each other personally" (referring to an internal definition) (Jenkins, 2008:108–109). For example, when two African men in their 60s pass each other on campus, they are likely to recognise that they are similar in age, gender and race, which may then influence the manner in which they choose to greet each other. On the other hand, categories do not require any relationship or sign of recognition between people (referring to an external definition) (Jenkins, 2008:108–109). For example, when two respondents from this study, whom I have classified as commencers, pass each

other on campus they will not recognise each other as commencers. Given the fact that I disaggregated the data into different variables (i.e., a process of categorisation), the sub-groups for the variables are referred to as sub-categories; despite instances where some of these variables may be closer to Jenkins' (2008) definition of groups (e.g., age, gender and race).

2.7.3. Concluding remarks on social identity

Social identity and the social categorisation process explained in both the disciplines of social psychology and sociology are very similar. However, unlike experimental designs that social psychologists are known to test in social identity theory (Stets & Burke, 2000:227), Jenkins (2008:112–117) argues that there is no evidence in the real world amongst large heterogeneous groups and outside of tightly controlled laboratory settings (usually with small samples) to substantiate the notion of self-enhancement (where in-group members are inclined to portray themselves in a positive light) (Hogg *et al.*, 1995:260). These claims in the literature will be referred to again during my later discussion of the results.

2.8. Social support and its sociological relevance

In order to address the fifth research question (that aims to determine what social support, if any, NTASs receive during their undergraduate studies), the fourth research objective (that aims to identify NTASs' social support needs and provide recommendations in this regard), and yet another aspect of the third research objective (that aims to provide a more comprehensive understanding of NTASs by first examining their perspectives collectively, then as 19 different socio-demographic sub-categories, regarding their motivations, experiences and social support structures), this section explains the concept of social support and its earliest sociological application. Situated within the field of applied and clinical sociology, is the structural lag perspective that emphasises the disjuncture between people and the social structures that surround them. Finally, I refer to some of the recommendations made in the involvement theory and social integration literature to increase students' level of social support.

2.8.1. Durkheim: join peer- and work groups to increase a sense of social cohesion

Sociology, as a social science discipline that studies human behaviour, "begins with the most basic fact that human life is social life" and investigates "the development, functioning, and change of sociocultural systems, the familial groups we encounter in our daily lives, and individuals and how each of these levels affects and is affected by others" (Rebach & Bruhn, 2001:6). At the core of humans' existence as social entities, is the need to form co-operative relationships to provide a sense of belonging, affiliation and social support. When these needs are not met, individuals tend to experience distress and ill-being (Rogers, 1957:201, 1961:194; Wilkins, 2012:241–242).

One of the earliest sociological studies on the importance of social support was conducted by Emile Durkheim during the late 1890s in his famous study titled *Suicide.* His main research

objective was to determine if external social facts (at the macro-levels of social reality, e.g., church and state) contributed to differences in suicide rates in groups from different cultural backgrounds (Durkheim, 1897/1951; Sarason, Sarason & Pierce, 1990:10). Although he identified four different types of suicide (egoistic, altruistic, anomic, and fatalistic suicide), I focus my following discussion on egoistic suicide – which refers to suicide committed due to a lack of social integration, meaninglessness and depression (Durkheim, 1897/1951:14; Ritzer, 1996:15–19, 77–82).

Durkheim (1897/1951:14) found that when individuals were more involved in close-knit social groups (e.g., family and religious communities) that provide them with a sense of meaning, it reduces incidences of egoistic suicide. On the other hand, those who failed to integrate into society and relied on their own resources were more prone to commit suicide (Haralambos & Holborn, 2008:795–903; Ritzer, 1996:5–19, 82–89). For example, married people with children who are actively involved in a close-knit church community are less likely to commit egoistic suicide, compared to childless single people with no involvement in a religious community (Durkheim, 1897/1951:14; Haralambos & Holborn, 2008:2). Based upon these findings, Durkheim (1897/1951:17) recommended that individuals, who are not part of a close-knit family or religious group, join peer- and work groups to increase their sense of social cohesion.

Today, sociologists still use social support to determine if socially marginalised and/or minority-status groups, which have disengaged from their communities, suffer from adverse health consequences such as alienation, isolation, anomie, and suicide (Gottlieb, 1981:11, 203). In this regard, this study not only aims to potentially create more supportive institutional cultures for NTASs, but also identifies the specific social support needs of respondents according to their socio-demographic sub-categories.

Furthermore, I am aware that social support is a multi-dimensional concept that can be defined at the macro-, meso- and micro-levels of social reality (Gottlieb, 1981:31–32; Gottlieb & Bergen, 2009:511–112). However, I did not employ social support as defined at these levels to analyse social support results, mainly as there are requirements inherent at each level that do not meet this study's research objectives (e.g., at the meso-level a network of relations in a full range of social settings must be analysed holistically). Instead, I next focus on the structural lag perspective that addresses the disjuncture between people's social support needs and the social structures that surround them which often inhibit the availability of adequate support.

2.8.2. Structural lag perspective: mismatch between people and social structures

The structural lag perspective is employed by researchers who wish to examine the "interdependence between people and structures" in a range of settings (Dannefer *et al.*, 2005:S300–S301). These researchers then act as change agents (individually, collectively, or at an institutional level) who first identify a mismatch between their own and/or other people's lives and

the social structures that surround them to bring about change that would potentially result in more age-integrated structures (Dannefer *et al.*, 2005:S300–S301). Therefore, it differs from William Ogburn's cultural lag that emphasises "the different timing of changes of interdependent cultural elements" (Dannefer *et al.*, 2005:S301).

Riley and Riley (1994a:26, 1994b:111) propose that the structural lag perspective consists of two main concepts. First, *age-differentiated structures.* These are characterised by the lag when people and social structures are governed by an age-normative timetable, such as the three boxes of life: education for the young, work for adults, and leisure for the elderly (e.g., the lag is evident when HE is strictly associated with young people) (Riley & Riley, 1994b:111–113). Second, *age-integrated structures* where an attempt is made to reduce the lag between people and the structures that surround them. For instance, Riley and Riley (1994b:113) reported that during the 1990s nearly 1 000 HEIs in the USA planned to change their policies to accommodate NTASs aged 65 and older.

Riley *et al*. (1994:1) further argue that as people are increasingly entering and exiting multiple roles throughout their life span, social structures may lag behind in accommodating adults who deviate from the three boxes of life, resulting in a "mismatch […gap, dissatisfaction, tension, or inefficiency…] between people and the social structures, institutions, and norms that surround them." In the context of this study, I employed the structural lag perspective to investigate a potential lack of social support as NTASs deviate from Riley and associates' three boxes of life and pursue a deinstitutionalised life course. This argument is based upon Settersten's (2004:84) claim that when individuals choose to follow individualised pathways not commonly shared by other people, or that is not reinforced by social institutions, they potentially lack important sources of informal and formal support. As mentioned in earlier, this level of enquiry is suited to the field of applied and clinical sociology (see AACS, 2017; Rebach & Bruhn, 2001; Steele *et al.*, 1999).

In the next section, I briefly discuss the recommendations provided by two theories (involvement theory and a theoretical model of social integration) which address issues of belonging, affiliation, and social support to students attending HEIs. These recommendations may be considered along with the recommendations provided by other scholars in the systematic review (see Chapter 3) and my own recommendations at the end of this thesis (see Chapter 8).

2.8.3. Involvement theory: practical recommendations to increase social support

From Kuh *et al.*'s (1991:xii) perspective, many universities provide undergraduate students with ample opportunities for personal development and out-of-class learning that are consistent with the university's educational objectives. Institutional attributes are identified according to: (1) the university's mission and vision statement (where student involvement may be listed as a key objective); (2) policies and practices; (3) the role of staff and students to promote personal development and out-of-class learning; (4) campus culture (where students and staff may be

required to contribute towards the establishment of a supportive institutional culture, or to be attentive to the needs of students from minority groups); and (5) campus environment (e.g., having small classes and residences which allow students to easily interact) (Kuh *et al.*, 1991:41–195).

Specifically pertaining to NTASs, Kuh *et al.* (1991:356) suggest that HEIs should ensure that NTASs: (i) have adequate opportunities for involvement; (ii) access to support services; and (iii) that should the need arise, implement new policies to adapt to the needs of NTASs. Specifically pertaining to part-time students, HEIs are also encouraged to: (a) send regular emails to maintain contact; and (b) create a dedicated space on campus for these students to relax and interact with staff and peers (Kuh *et al.*, 1991:357).

2.8.4. Tinto's social integration: practical recommendations to increase social support

In a similar vein, Vincent Tinto's (1993:153–191) theoretical model of social integration aims to increase students' well-being and persistence. He offers a few practical recommendations to HEIs. Firstly, address students' pre-entry expectations by providing accurate information during the recruitment and admissions process (Tinto, 1993:155–158), then provide continued information and practical support during orientation to ease the transition into campus life (Tinto, 1993:159–165). Secondly, cautiously conduct pre-entry assessments to identify "drop-out proneness" and, where possible, offer extended undergraduate degree programmes (Tinto, 1993:160–162). For instance, the programmes offered at SU which allow at-risk undergraduates to complete a normal three-year degree over a four-year period; or the programme at Wits that offers first-year Bachelor of Science (BSc) students to enrol for two years "in order to allow for additional developmental activities to be infused," then continue with second-year subjects during their third year of study (Boughey, 2010:6; Part-time Studies for Working Professionals, 2017; SU, 2017). Thirdly, encourage early contact and community building to integrate students "into the academic and social communities of the institution" (Tinto, 1993:165). Fourthly, establish courses and workshops specifically designed for new students (Tinto, 1993:165). For instance, the First-Year Experience (FYE) programme at Wits geared to assist first-year students to master certain academic skills (e.g., to improve their academic writing). Fifthly, monitor students to detect early warning signs of potential drop-out and offer counselling to increase persistence (Tinto, 1993:170–171). Sixthly, provide students with financial assistance (Tinto, 1993:179–180). Lastly, he suggests that NTASs in particular may benefit from institutional support programmes to update their "possibly 'rusty' academic skills [via] special forms of counselling […] in the midst of a significant career and/or life-style change" (Tinto, 1993:188).

2.8.5. Concluding remarks on social support

In sum, social support is a multi-dimensional concept that had its first sociological application in the late 1890s when it was recommended that individuals, who are not part of a close-knit family or religious group, join peer- and work groups to increase their sense of social cohesion

(Durkheim, 1897/1951:17). Hence, the importance of peer-group formation to increase human well-being is established. This relates to my later discussion on peer support at the institutional level.

The structural lag perspective provides a theoretical framework to investigate the mismatch (tension, dissatisfaction, gap, or inefficiency) between NTASs and the social structures that surround them. Based upon these findings, recommendations will be made later in this thesis which may potentially increase future undergraduate NTASs' well-being. These recommendations may be considered alongside Kuh *et al.*'s (1991:41–356) recommendations that HEIs should create supportive institutional cultures; be attentive to the needs of students from minority groups; provide adequate opportunities for student involvement; and, where relevant, implement new policies to adapt to the needs of NTASs; as well as and Tinto's (1993:165–188) recommendations that HEIs should encourage early contact and community building to integrate students "into the academic and social communities of the institution"; and provide opportunities to update NTASs' "rusty" academic skills.

2.9. Chapter conclusion

The aim of this chapter was to provide a theoretical framework for this research. As concluding paragraphs were presented throughout this chapter, this information will not again be repeated here. Instead, the focus here is on the scholarly knowledge gaps identified during the write-up of this chapter. One of the most noteworthy aspects during my search for, and review of, relevant theory was that the participation of adults in education has been theorised for decades. Yet, as Courtney (1992:154) suggests, no-one has claimed authorship of a comprehensive theory for this phenomenon, nor as NTASs for that matter, and for good reason. Such a theory would have to gain widespread allegiance from several schools of thought (e.g., education, sociology, psychology, philosophy, etc.). Instead, as more recent comparative research by Blossfeld *et al.* (2014) suggests, hypotheses testing may be more suited to this field of enquiry. In view of this, I decided to rather develop three hypotheses as a contribution to scholarly knowledge (which I developed by triangulating results between three data sets and linking it to the existing theories discussed in this chapter, i.e. an abductive approach) as opposed to attempt the development of a comprehensive theory that would far extend beyond the scope of this study's research objectives.

A review of literature also highlights a noticeable absence of cross-cultural research on NTASs from a life course perspective in Africa, South America and Asia. Therefore, it is recommended that more research in this regard be conducted at African HEIs. Lastly, there also appears to be a lack of research on age norms from an African perspective. Therefore, future research opportunities exist where Neugarten *et al.*'s (1965) study may be replicated, or repeated as a series of similar studies, to measure how citizens in Africa's perspectives on age norms change over time. This concludes this chapter. Next is the Literature Review Chapter.

CHAPTER 3 LITERATURE REVIEW

3.1. Introduction

As sociologists generally consider three levels of social reality in their enquiry, i.e. macro-, meso- and micro-levels, this chapter is structured into a discussion at these levels to better understand the NTAS phenomenon. In the first section, the broad background and context is provided at the macro-level that highlights globalisation, technological advances, and demographic aging as factors which may influence NTASs' entry into HEIs. In the second section, an in-depth systematic review of NTASs' motivations, experiences and social support, as well as the research methods and theories employed in research under review, is provided at primarily the meso-level although it also incorporates aspects relevant to the macro- and micro-levels.

Commencing with the background and context discussion at the international macro-level, are claims that NTASs are increasingly attending HEIs later in life (Findsen & Formosa, 2011:24; Kilpi-Jakonen *et al*., 2014:5–6; Schuetze & Slowey, 2002:322). These claims are of particular importance as I later argue that this trend does not necessarily hold true in a South African context. Following this, some of the key concepts in the literature on NTASs are defined: lifelong learning, adult learning, and adult education. The influence of globalisation, technological advances and demographic aging are then discussed, including another important claim in the literature that I later refer to: people upskill and reskill later in life to remain competitive in a fast-changing job market (Kilpi-Jakonen *et al*. 2014:5–10; Maassen & Cloete, 2006:13).

At the national macro-level, I discuss pre-1994 legislation which had a detrimental impact upon the South African education and employment sectors – especially so for Africans and Coloureds who were subject to the Bantu Education system, large pupil-teacher ratios, and violent protests which undermined their basic education and subsequent opportunities to enter HE. I then discuss post-1994 attempts to rectify past discrimination. Of particular importance to this study, are restructuring in the HE sector and policies to promote lifelong learning which may have influenced the access to, and subsequent enrolment of, undergraduate NTASs at university. The last section includes a discussion on alternative access routes for adults into South African universities and funding opportunities available to undergraduate students.

In the second section, I report and discuss the results of the systematic review of existing scholarship on NTASs. Overall, this section reveals a lack of scholarly knowledge with respect to NTASs' demographic trends, motivations, experiences, and social support structures according to different socio-demographic variables. I commence this review by first clearly stating the criteria and the purpose of the review, followed by a discussion on the terms and age parameters employed for NTASs, and the researchers' reasons for selecting specific age cohorts. As there is a lack quantitative research that delineates the entry of undergraduate NTASs' into South African HEIs, I briefly describe the five waves of development marking the entry of NTASs into American HEIs

and then argue that overall, research on NTASs tend to omit the longitudinal demographic trends of NTASs' as they enter HE. I then proceed to a more in-depth discussion on NTASs' motivations for enrolling at university later in life, their experiences, sources of social support, and recommendations for creating more supportive institutional cultures. In order to provide a more complete understanding, the systematic review concludes with a discussion of the theoretical perspectives and research methods utilised in these studies. The chapter ends with a brief summary of the scholarly knowledge gaps identified during the write-up of this chapter.

3.2. Macro-level background and context

3.2.1. Globalisation, technology and demographic aging

As mentioned at the start of this thesis, HEIs worldwide are facing increased pressure to meet the needs of a changing and increasingly diversified student population (Blessinger & Achan, 2015; Cloete & Maassen, 2006:13; Schuetze & Slowey, 2002:309; UNESCO, 2009:97–109). Part of this trend in diversification, is an increase in the proportion of NTASs attending university later in life than had previously been the norm (Findsen & Formosa, 2011:24; Kilpi-Jakonen *et al.*, 2014:5–6). In this regard, Schuetze and Slowey (2002:322) suggest that

> learning can no longer be confined to the traditional phases of education during youth, but must extend over the complete lifetime or life-cycle. The traditional assignment of learning roles and learning subjects to specific age roles and life sequences is disappearing. For higher education this change implies that the age structure of the student population will become more diversified. In particular, participation of adults (during their working life) and retired people are likely to […] increase.

In *Adult Learning in Modern Societies: An International Comparison from a Life-course Perspective* (Blossfeld *et al.*, 2014), it is argued that "accelerated economic change as part of the process of globalisation" and demographic aging (with lower fertility rates) "make it increasingly important for [most] societies to ensure that their population have up-to-date skills throughout" their life span (Kilpi-Jakonen *et al.*, 2014:3). Of course, this is not a new argument. Other transformation in HE (Cloete *et al.*, 2006), life course (Riley & Riley, 1994b), and lifelong learning (Courtney, 1992) scholars have previously pointed out the significance of globalisation, defined as "the broad economic, technological, and scientific trends that directly affect [HE] and are largely inevitable in the contemporary world" (UNESCO, 2009:23), and demographic aging. Nonetheless, these two key issues tend to emphasise the desire, perhaps even need, for adults to upskill and re-skill later in life to maintain and/or increase their work knowledge and quality of life – referred to as lifelong learning.

As a broad concept, lifelong learning generally refers to formal and informal learning that takes place across the entire life span in a variety of settings (e.g., at school, university, work, home, and in the community), as a result of policy changes at international and national levels (Findsen & Formosa, 2011:22–24) which aim to increase access to HE to "those previously

deprived of the opportunity" (Courtney, 1992:xiv; DoE, 1997:S.2.2.), thereby allowing people to attain the "fullest possible development in personal, social and professional life" (Aitchison, 1993:9, 2004:2). In other words, the term lifelong learning incorporates both adult education and adult learning.

However, at the very outset of this thesis, I emphasise that the focus of this study is on adult education (or formal learning that takes place in a formal environment; e.g., degree programmes at universities where qualifications are awarded upon completion and where experts teach from positions of authority), not adult learning (or informal learning; e.g., learning that takes place in people's everyday lives) (Courtney, 1992:72). With this said, the term lifelong education then specifically refers to adults who pursue education later in life within a formal learning environment to receive a recognised qualification. I now continue to discuss Kilpi-Jakonen *et al.*'s (2014:5–7) two-fold argument that accelerated economic change and demographic aging influence adults' pursuit of lifelong learning and/or lifelong education.

3.2.1.1. International level: globalisation, advances in technology and the division labour

With regard to globalisation, advances in technology and changing labour requirements, Kilpi-Jakonen *et al.* (2014:5–7) postulate that internationally, labour-intensive industries are increasingly being replaced by more technologically advanced digital and service-orientated industries. The knock-on effect is that employment opportunities for semi- and highly-skilled workers in digital and service-orientated industries are increasing, while employment opportunities for unskilled and low-skilled workers in manufacturing are decreasing (Kilpi-Jakonen *et al.*, 2014:5–7). Over time, a similar trend is observed in South Africa where job opportunities decreased for low-skilled (from 32% in 1994 to 29% in 2014) and semi-skilled workers (from 47% in 1994 to 46% in 2014), with a concomitant increase in job opportunities for skilled workers (from 21% in 1994 to 25% in 2014) (Statistics SA, 2016c:11–12). The most recent global economic crisis of 2008–2009 also contributed to nearly a million job losses, mainly affecting unskilled to semi-skilled workers in the labour-intensive sections of South Africa's economy (mining, manufacturing, trade, and construction sectors), resulting in a high official unemployment rate of 25% (and expanded unemployment rate of 35%) (Rena & Msoni, 2014:22–23; Statistics SA, 2016c:29–30).

With these types of changes affecting job markets not only affecting South African workers, but workers worldwide, people are encouraged to acquire a more advanced skill set to actively compete in a fast-changing job market (Kilpi-Jakonen *et al.*, 2014:5–7). In this regard, Kilpi-Jakonen *et al.* (2014:10) propose that "tertiary education in particular is becoming a prerequisite for entry into many higher [labour] market positions, thereby opening access to these positions for those who gain higher qualification." In a similar vein, Peter Maassen and Nico Cloete (2006:13) suggest that possessing a degree qualification is increasingly becoming a necessity to those who wish to pursue professional, technology-orientated, and service careers; which in turn necessitates lifelong education. This argument is premised upon Becker's (1962) human capital theory, which

centres on the idea that people invest in their own education to gain future economic and non-economic returns (Blaug, 1976:829).

I now consider another aspect of globalisation that may potentially influence the increased participation of NTASs in HE that was not discussed in Kilpi-Jakonen *et al.*'s (2014:5–7) argument: the Fourth Industrial Revolution (FIR) (Schwab, 2017). The FIR describes a range of new technologies (such as bio-technology, artificial intelligence, robotics, nanotechnology, quantum computing, materials science, 3-D printing, autonomous vehicles, and energy storage) which fuse "physical, digital and biological worlds, impacting all disciplines, economies and industries" that will not only dramatically change the way we live, but also challenge "ideas about what it means to be human" (Schwab, 2015; World Economic Forum, 2017). The anticipated implication of the FIR is that it will influence people's future education and career choices; which implies that it is forward looking and, therefore, balances Mill's (1959) emphasis on history in the sociological imagination.

The FIR has implications for Africa and South Africa in particular as one of the leading economies on the continent. In a recent assessment by the World Economic Forum to determine countries' preparedness for the digital revolution, preliminary results suggest that South Africa has a limited manufacturing base and is underprepared for future development (Campbell, 2017). In order to prepare for the FIR, South Africa's Minister of Trade and Industry recently encouraged South African workers to acquire additional training and education (Omarjee, 2017). More specifically, South Africans (and no doubt, the rest of humanity) are encouraged to develop digital skills which would not only provide them with an opportunity to transition from "low-skill/low-pay" jobs to "high-skill/high-pay" jobs, but strengthen local economies (Meads, 2017; Schwab, 2015; Shewan, 2017).

In order to accomplish this, HEIs worldwide must stay abreast of global technological advances. At the 2016 World Academic Summit, HEIs were "reminded that many current students will find themselves in jobs that [have not] yet been created," which would necessitate HEIs to "think differently about what skills their students need to prepare for the future" (Volmink, 2017). In this regard, Adam Habib, the Vice-Chancellor at Wits, announced that Wits has embraced the FIR "in all aspects of university life [and] have invested in an [information and communication technology] upgrade, […] cutting edge research strategy, and […] innovative blended learning options, including a digital campus, online courses and high-tech classrooms" (VC's 2017 year-end message, 2017). This provides an early indication that South African universities are keeping abreast of technological changes affecting students.

However, economists suggest that as machines increasingly replace humans in various sectors due to the FIR, it may potentially disrupt labour markets and further increase inequality (Schwab, 2015; Shewan, 2017). For instance, recently Adidas (the German-owned footwear and clothing company) relocated their production line from Asia back to Germany due to the lower

production costs associated with 3-D printing and robotics in Europe (Omarjee, 2017). Hence, employment opportunities for factory workers in Europe decreased. However, the FIR does not only affect blue-collar jobs. Machines are now able to conduct autonomous surgical procedures with great success and, in some cases, greater precision than trained surgeons (Shademan *et al*., 2016; Shewan, 2017). In other words, highly-skilled jobs are also under threat. The potential implication of this is that even though HEIs are staying abreast of the FIR and individuals increasingly gain degree qualifications to pursue more advanced careers later in life, it may eventually prove to be useless if there are no jobs available for humans. Despite these threats, economists also suggest that this revolution has the potential to develop more "safe and rewarding jobs," which remains to be seen as time progresses (Schwab, 2015). For a more in-depth discussion of the FIR at an international level, see Klaus Schwab's (2017) book titled *The Fourth Industrial Revolution.* Next, I discuss the second aspect of Kilpi-Jakonen *et al.*'s (2014:5–7) argument: demographic aging.

3.2.1.2. International level: demographic aging which may affect decisions to upskill and reskill

From a macro-level international perspective, scholars also argued that demographic aging is likely to influence peoples' decision to work until they are much older without retiring, which may necessitate upskilling and reskilling in various stages of their lives to remain competitive in a fast-changing labour market (Kilpi-Jakonen *et al.*, 2014:5–7). A recent *World Report on Aging and Health* by the World Health Organisation (WHO) suggest that "life expectancy in older age is increasing at a much faster rate in high-income countries than in lower-resource settings, although this varies among specific countries and between males and females" (WHO, 2015:48). Between 1985 and 2015, a similar trend was observed in South Africa: women aged 60+ have gained three additional years of life expectancy (from 76 to 79 years), and men aged 60+ have gained two additional years in life expectancy (from 72 to 74 years) (WHO, 2015:48). Of course, advances in bio-technology to increase longevity and circumvent death (as part and parcel of a transhumanist agenda) will eventually present its own set of implications as time progresses (Missler & Horn, 2015; Schwab, 2017).

Although there is no indication (at this stage) that demographic aging motivates South African citizens to pursue formal learning later in life, there may be other structural reasons why, more specifically, South Africans from certain demographic groups are enrolling at university later in life. For example, post-1994 changes in legislation allowed more Africans, Coloureds and Indians to pursue semi- and highly skilled careers which were reserved for White men during the Apartheid era. By increasing the supply of workers from all race groups, it also significantly increased competition in most segments of the formal labour market. In order to provide an adequate background and context to this discussion, I next explain some of the pre- and post-1994 changes in legislation that affected the South African labour and education sectors.

3.2.2. South African history and access routes into university

3.2.2.1. National level: pre-1994 barriers to education in South Africa

From a national macro-level perspective, South Africa has a long and turbulent history of ethnic, racial and gender oppression (Ross, 1999; Seekings, 2008). During the 20th century, much of the national legislation passed resulted in Whites gaining a better level of education and subsequent employment, while the same legislation created barriers to prevent Africans, Coloureds and Indians, who were classified as Blacks during this era, to attain the same (Ross, 1999:109–114; Seekings, 2008:3–4). With regard to educational barriers, the Bantu Education Act (No. 47 of 1953) passed during the 1950s, prevented Blacks from attending well-resourced schools reserved for Whites (Bantu Education Act, 2015) as the government at the time held the belief that Blacks had no prospect of holding high positions in a white South Africa (Cowell, 1990:1). Of the 200 000 Blacks who entered the schooling system in 1950, only 364 matriculated. This represents an extremely low pass rate of only 0.2%, which suggests that the majority of Black children could not pursue a university education as this would require a matric certificate (Ross, 1999:161). Of the Blacks who did qualify for university, further barriers were put in place to prevent their access to open universities. For instance, the Extension of University Education Act (No. 45 of 1959) declared it a criminal act for Blacks to attend open universities reserved for Whites.

A few years later in the 1960s, the Indian Education Act (No. 61 of 1965) permitted the Department of Indian Affairs to manage Indian education, which not only elevated the quality of the (now separate) Indian education system, but also prolonged the time Indian children spent at school (General South African History Timeline 1960s, 2015). This in turn offered Indian children a better education than that provided to African and Coloured children from the mid-1960s onwards. This is substantiated by findings from Statistics South Africa (2016b:11) which state that compared to other population groups, "the most significant improvements since the 1950s, have been for the Indian population where progression ratios have more than tripled for achieving Grade 12."

In the 1970s and 1980s, there were protests against the Bantu Education system, police violence and international sanctions against South Africa (Ross, 1999). The Soweto Uprising of 1976 marked protests by teenage pupils, which spread to townships all over the country within a matter of days, claiming the lives of approximately 1 000 people due to clashes with the police force (Ross, 1999:143). Matters escalated as thousands of pupils left their classes during the early 1980s under the banner of "liberation before education" and confronted the police with rocks and firebombs (Cowell, 1990:1). Government's minimal investment in Black education (e.g., the per capita spending on White schools four times higher than on Black schools), as well as pupil-teacher ratios that averaged anywhere from 40–54 to one, not only resulted in this unrest at schools but also influenced the majority of African and Coloured children to leave school at an early age (Cowell, 1990:1; Ross, 1999:141–162). Often with only four years of primary school education

and just enough literacy skills to read and write. This inevitably restricted their career prospects to cheap labour positions such as domestic servants, mine workers and farm labourers (Ross, 1999:161–162). Matters grew even worse by the mid-to-late 1980s when Africans and Coloureds' throughput rates further declined – "even lower than what was achieved in the 1950s" when the Bantu Education Act (No. 47 of 1953) was passed (Statistics SA, 2016b:12). With a lack of basic education, many Africans and Coloureds who were young at the time were not able to pursue tertiary education or high positions – resulting in a "lost generation" (Cowell, 1990:1; Ross, 1999:141–162). In the event that these cohorts (most of whom were born in the late 1960s) pursued learning later in life, they would have been in their 40s in 2014 and 2015. In Chapter 5, I explore the enrolment rates of different age cohorts to Wits and SU by analysing longitudinal, undergraduate student demographic data.

For the Blacks who did qualify for a university education, the implementation of the Universities Amendment Act (No. 83 of 1983), which amended the University Education Act (No. 45 of 1959), increased access for Blacks to attend open universities reserved for Whites because it was no longer considered a criminal act to attend these universities (Cooper, Motala, McCaul, Ratsomo & Shindler, 1984:460–463). Applications from Blacks were submitted to the Department of National Education where the minister based his decisions, in consultation with the university authorities, on a quota system according to "different race groups, different universities, and different faculties within universities" (Cooper *et al*., 1984:460–463). Bearing in mind that Blacks required permits to move around in designated White areas, the minister granted permission to a limited number of applicants (e.g., 1 323 Indians, 1 255 Coloureds and 954 Africans in 1983) as "the administration of individual permits was time-consuming and inevitably led to delays and frustration" (Cooper *et al*., 1984:460–463).

Even with this quota system in place, South African universities remained highly segregated. For instance, in 1983 the following universities enrolled mostly Whites (percentage of White students indicated in brackets): Potchefstroom (100%), Free State (100%), Rand Afrikaans (100%), Pretoria (100%), SU (99%), Port Elizabeth (91%), Wits (88%), Rhodes (88%), Cape Town (86%), and Natal (81%) (Cooper *et al*., 1984:460–463). On the other hand, the following universities enrolled mostly Africans (percentage of African students indicated in brackets): Venda (100%), Zululand (100%), Vista (100%), the North (99%), QwaQwa (98%), Bophuthatswana (97%), Transkei (breakdown according to race not available), and the Medical University of South Africa (Medunsa) (88%) (Cooper *et al*., 1984:460–463). Furthermore, the University of the Western Cape enrolled mostly Coloureds (94%), while the University of Durban-Westville enrolled mostly Indians (97%). The University of South Africa's (UNISA) student population was the most diverse (64% White, 21% African, 10% Indian, and 5% Coloured). The reason was that UNISA, as a distance learning HEI, was not subject to a race-based quota system, which resulted in this university not receiving any government subsidies (Cooper *et al*., 1984:460–463).

3.2.2.2. National level: post-1994 changes in the South African basic education

Following the first democratic election on 27 April 1994, the new government passed legislation (referring to several consecutive, revised, and improved upon development and restructuring programmes) to not only redress past racial and gender discrimination, but also ensure equality for all South African citizens (Tangri & Southall, 2008:703–707; The Presidency of the RSA, 2014:10–134). In the schooling system, a key achievement since 1994 was the improvement of pupil-teacher ratios to 34 to one; increasing access to primary and secondary education, with enrolments at secondary schools increasing to 86% by 1998; employing more qualified teachers in disadvantaged communities and reducing the number of under-qualified teachers (from 36% in 1994 to 26% in 1998); allocating substantial funds to school construction and maintenance (e.g., R1.4 billion was allocated between 1995 and 1997); and increasing the per capita spending on learners (from R2 222 in 1994 to R3 253 in 2000) from "one budget, allocated on the basis of racial equity" (DoE, 2001:S1).

Almost 20 years after the inauguration of the first democratic, most of the young South Africans, between the ages 20–34, were able to attain a higher level of education than their parents (Statistics SA, 2016a). According to Statistics South Africa (2016a):

> most [W]hite children with post-secondary qualifications also had parents with similar qualifications (56%), intergenerational transmission of similar qualifications was achieved by 28% [C]oloureds, 27% Indians and 24% […] Africans. The largest escalation in intergenerational mobility was observed among […] Africans, with 76% of those who completed a post-secondary education having achieved a higher education level than their parents.

In a population of roughly 50 million people, of which fourth-fifths (80%) are African, approximately a tenth Coloured (9%), a tenth White (9%), and a minority of Indians (3%), these statistics are encouraging – mainly as it indicates that an estimated nine and half million Africans, two and half million Whites, just over a million Coloureds, and 400 0000 Indians between the ages of 20–34 achieved a higher level of education than their parents (Statistics SA, 2011:17; 2016a). Nonetheless, the National Development Plan suggests that there is still enormous room for improvement to increase the current 45% secondary school completion rate to a more acceptable 80% (Statistics SA, 2016b:3). Given this study's focus on undergraduate NTASs, the next section addresses post-1994 changes in the HE sector in more detail.

3.2.2.3. National level: post-1994 changes in the South African higher education sector

Since 1994 election, South Africa's HE sector had also undergone considerable external (referring to the structural composition of HEIs) and internal (referring to changes in staff and students' demographics) transformation (Cloete *et al.*, 2006). With the implementation of the Higher Education Act (No. 101 of 1997) and the *Education White Paper 3* (No. 1196 of 1997), the structure of the HE sector was transformed via a succession of incorporations and mergers to not only "reshape the social, political and economic inequalities of the race, gender and class system

inherited by the new government" (Gordon, 2009:9–10), but to also offer a diverse range of academic and technical programmes, thereby increasing accessibility, flexibility, and responsiveness to regional needs (Chisholm, 2009:16; Cloete *et al.*, 2006; DoE, 1997, 2008; DHET, 2013:xi–5). It was decided to convert technicons into universities of technology. As "many teacher training colleges were of poor quality, often little more than glorified high schools, […] [costing] three to four times more to train teachers in colleges than universities" (Pretorius, 2008), it was also decided to incorporate 27 of these colleges into existing universities and close the remaining 100+ colleges from January 2001 onwards. This decision, however, resulted in a critical shortage of teachers in later years (Chisholm, 2009:16; Gordon, 2009:9; MacGregor, 2008; Pretorius, 2008).

More than 20 years into democracy, external transformation yielded South Africa had 27 public universities and universities of technology. This includes those listed in the previous section and the newly established Sol Plaatje University in Kimberley (Bunting, Sheppard, Cloete & Belding 2010:7–10; Universities South Africa, 2017). However, nine-tenths of Black population in South Africa, between the ages of 25–65, do not possess a tertiary qualification. Those who do possess a tertiary qualification comprise: a tenth of Africans (9%), a tenth of Coloureds (8%), a fifth of Indians (21%), and almost two-fifths of Whites (38%); as well as half of the women in the population (52) (Statistics SA, 2016b:15–16).

In order to facilitate access to HE for adults, the South African government implemented policies to promote lifelong learning and education. The Department of Education's (DoE) *Education White Paper 3: A Programme for the Transformation of Higher Education* (No. 1196 of 1997) specifically makes provision for lifelong learning. First, lifelong learning opportunities should be created to increase individuals' access to HE via resource-based learning approaches and distance education (DoE, 1997:S.2.63). Second, in order to rectify past discrimination, lifelong learning opportunities should be made available to individuals "whose access to higher education had been thwarted in the past" – especially during their working lives (DoE, 1997:S.2.2). Considering the political, historical and social milieu in which this legislation was initiated, it more than likely refers to "designated groups" (DoL, 1998:3–7). Finally, lifelong learning should not only be used as a tool to "facilitate the transformation of the higher education system," but also as a human resource development tool to contribute towards the economy and society in general (DoE, 1997:S.1.12, S.1.20). Also, the idea of lifelong learning should be nurtured in graduates as it would provide them with necessary skills, such as critical thinking skills, which could (potentially) benefit them throughout their entire life span (DoE, 1997:S.1.27). For those adults who do not possess the necessary qualifications to enrol at university, but wish to develop their personal and professional skills, there are two alternative access routes available should they meet the necessary criteria – discussed after the next section on changes in the employment sector.

3.2.2.4. National level: post-1994 changes in the South African employment sector

Similar to the changes in the HE sector to remedy past discrimination, the post-1994 government passed legislation to address racial and gender discrimination in the workplace (Tangri & Southall, 2008:703–707; The Presidency of the RSA, 2014:10–134). In this regard, the National Economic Development and Labour Council (NEDLAC) was established to promote a "culture of participatory democracy on economic issues" (The Presidency of the RSA, 2014:99). Furthermore, the Labour Relations Act (No. 66 of 1995) and the Basic Conditions of Employment Act (No. 75 of 1997) were passed to deracialise labour laws, protect workers, and regulate working conditions. The Skills Development Act (No. 97 of 1998) was passed to promote workplace learnership, upskilling and reskilling (The Presidency of the RSA, 2014:99). Although the said Act of 1998 endeavoured to make lifelong learning opportunities available to workers, relatively few workers embarked upon in-house learnership programmes (The Presidency of the RSA, 2014:100). This implies that the Skills Development Act of 1998 was not very effective as a tool for upskilling and reskilling workers.

Subsequently, the Department of Labour (DoL) implemented the Employment Equity Act (No. 55 of 1998), also known as affirmative action, in order to (1) increase career opportunities for "designated groups" – referring specifically to Africans, Coloureds, Indians, women (from all races), and disabled people (from all races); and (2) reduce societal inequalities by making it illegal to discriminate against any individual on the basis of age, gender, pregnancy, race, colour, ethnic or social origin, language, marital status, sexual orientation, HIV status, political opinion, belief, religion, conscience, disability, culture, and birth (DoL, 1998:3–7). A few years later, the Broad-based Black Economic Empowerment Act (No. 53 of 2003) (B-BBEE, also commonly referred to as BEE) was introduced as an economic and transformation strategy to further increase the participation of Blacks. As a result of both affirmative action and BEE, career opportunities for "designated groups" have increased in the semi-skilled sector and, to a lesser extent, in the skilled sector (DoL, 1998:3–7; The Presidency of the RSA, 2014:10). With increased work opportunities for designated groups, many people who are represented by these groups may wish to attain a formal education later in life to improve their employability – as postulated in human capital theory (Becker, 1962). In the event that they lack the necessary secondary qualifications to enter university, there are other routes which I discuss in the next section.

3.2.2.5. National level: alternative access routes for NTASs into university

South African citizens have at their disposal two alternative routes into university: mature age exemption and Recognition of Prior Learning (RPL). Mature age exemption is available to South African citizens, aged 23 and older, who did not attain university exemption, but meet other criteria. Only a few selected undergraduate degree courses can be accessed via mature age exemption at South African universities. Applicants, who comply with specific criteria (e.g., having taken certain matric subjects), apply at the Matriculation Board of South Africa. In

addition, once mature age exemption is granted, it is valid for the duration of the degree programme plus two years before the exemption period expires (Universities South Africa, 2017).

The RPL programme refers to the assessment of a prospective students' previous level of education and work experience to determine their suitability for a specific course or qualification, with the added intention that upon the successful completion of the RPL programme, it may provide them with further formal learning opportunities (Langeveldt & Frick, 2016:402). Adults who do not possess a matric certificate and are 45 years and older, may apply for conditional matriculation at the Matriculation Board to enrol for selected RPL programmes (Buchler *et al.*, 2007:132; Castle, 2003:30; Osman & Castle, 2001:57; Walters & Koetsier, 2006:99). However, RPL applicants may be subject to certain terms and conditions as specified by their prospective university (Buchler *et al.*, 2007:129).

Universities which offer RPL programmes do so very selectively. At Wits, RPL programmes are not available at undergraduate levels. Applications can be submitted for postgraduate courses in Education, Journalism and Media Studies (Buchler *et al.*, 2007:148; Osman & Castle, 2006:519). At SU, RPL applications can be submitted to the Faculty of Health Science at both the undergraduate and postgraduate levels, as well as the Centre for Higher and Adult Learning (CHAE) at the postgraduate level (ARPL Policy for the Faculty of Health Sciences, 2017; CHAE, 2017; Regulation for RPL and CAT, 2017). As financial assistance is another "key to expanding access to new populations" (UNESCO, 2009:46), funding opportunities for South African undergraduates are discussed in the next section.

3.2.2.6. National and institutional level: funding opportunities to attend university later in life

After student protests at university campuses during the #fees-must-fall campaign, former president Zuma announced in December 2017 that the government would fund free, quality HE to students from poor and working-class backgrounds whose household income does not exceed R350 000 per annum (Booysen, 2016; Paton, 2017; Van Rensburg & Fengu, 2018). The most obvious advantage of a partly government-funded HE system is that it would increase access to greater numbers of students from disadvantaged backgrounds. It should, however, also be anticipated that many students may "languish for years in [a] tuition-free system," as suggested by UNESCO (2009:105), given South Africa's high unemployment rate (Statistics SA, 2016c:29–30), as opposed to students who pay their own fees and are motivated to swiftly move through the HE system.

Nonetheless, prior to Zuma's announcement and at the time of my data collection and analysis, loans or bursaries were made available to qualifying undergraduates. At SU, in-house student loans (where 30% of the loan amount is converted into a non-repayable bursary if all subjects are passed) are still available, as well as funding from the National Student Financial Aid Scheme (NSFAS) and other third-party schemes (SU Bursaries and Loans, 2014:120–122). In

order to apply for a NSFAS loan or bursary, applicants are required to submit their own, or their parents/spouse, proof of income (or lack thereof) which is then subjected to a means test to determine if applicants' household-income is below R120 000 per annum (Van Rensburg & Fengu, 2018). If bursaries and/or loans are granted, it usually covers a registration-fee-waiver, tuition, accommodation (e.g., R2 500 per month for 10 months for one year), travel, and food expenses (DHET, 2013:8; NSFAS, 2005). In order to incentivise students with loans, NSFAS converts 40% of the loan amount into a non-repayable bursary if all subjects are passed. Although Wits does not offer in-house student loans, Wits still administers undergraduate scholarships made available by NSFAS and other third parties.

As an undergraduate student in my mid-to-late thirties, I had student loans and bursaries which allowed me to pursue full-time degree studies. Therefore, I have not experienced any instances of explicit age discrimination where I was prevented from attaining funding at SU due to my age. I am, however, aware of indirect forms of age discrimination which affect funding. For instance, NSFAS students cannot access the travel and food portion of their NSFAS bursary unless they live in a university residence. In this regard, there are age limits at both Wits and SU governing access to university residences: 35 years at Wits, with the exception of one residence where the age limit is 45 years; and 26 years at SU, with "exceptional cases" being extended to 34 and older (SU management guidelines for 2017, 2016:11; Wits University residence descriptions, 2016:1). These age limits would prevent NSFAS bursary holders from receiving their food and travel grants if they have been declined placement in a university residence. This concludes the macro-level discussion to provide the background and context for this study. In the next section, I present a systematic review of existing scholarship that addresses issues related to NTASs' demographic trends, motivations, experiences, and social support structures; as well as the research methods and theories employed in the studies under review.

3.3. Macro-, meso-, and micro-levels: a systematic review of existing scholarship on NTASs

A systematic review refers to "a replicable, scientific and transparent process…that aims to minimise bias through an exhaustive literature search of published and unpublished studies and by providing an audit trail of the reviewers' decisions, procedures and conclusions" (Tranfield, Denyer & Smart, 2003:209; Bryman, 2012:102–111). It therefore differs from a traditional narrative review that generally provides a broad overview of the literature. With the use of specific selection criteria, this reviewing process allowed me to initially screen more than 400+ documents. Of these, 220 documents were reviewed and 75 selected to be compared on a Microsoft Excel spreadsheet. Finally, 10 studies were selected for an in-depth systematic review according to 15 variables. I commence this systematic review by first clearly stating the purpose of the review, then proceed to explain the search strategy, followed by presenting and discussing the key findings in summary tables (Tables 1 to 7 in this chapter) and a narrative (Bryman, 2012:103) – as

explained at the beginning of this chapter. Overall, the systematic review reveals a lack of scholarly knowledge with respect to NTASs' demographic trends, motivations, experiences, and social support structures according to different socio-demographic variables.

3.3.1. Purpose and procedures for conducting this systematic review

The purpose of this systematic review is to answer the first research question: what is known about NTASs enrolled for on-campus degree courses in existing scholarship? In order to answer this question, I screened more than 400 documents using Wits' online library subscriptions. During the online search, the following keywords were employed: older students or undergraduates; mature-age/d students and undergraduates; non-traditional and non-traditional-age students and undergraduates; and adult students and learners. I also referred to selected documents' lists of references for additional readings.

Of the 400+ documents identified during the screening process, 220 documents were initially selected for review, which were then reduced to 75 documents (all summarised on an Excel spreadsheet) according to the following selection criteria: (1) published and unpublished research produced between 1990 and 2016; (2) pertains specifically to on-campus, undergraduate and postgraduate NTASs enrolled for degree courses; (3) clearly identifies students' ages; (4) investigates (solely, or in addition to other topics) any aspect of NTASs' changing demographics, motivations, experiences and/or social support structures; (5) is available in English; and (6) available free of charge on electronic databases to students via Wits university's library subscriptions. Documents were excluded if (1) NTASs are not clearly identified as part of the sample or population; (2) the focus is on non-degree students (e.g., short-term diplomas or certificate courses offered at university campuses), off-campus students, and students enrolled at Further Education and Training (FET) and Technical and Vocational Education and Training (TVET) colleges; and finally, (3) research on lifelong learning and/or lifelong education that encompasses all types of tertiary students without clearly distinguishing between FET/TVET students and university students.

With the inclusion of quality control measures (as suggested by Bryman, 2012:103), the literature was further reduced from 75 documents to only 10 documents according to the following criteria: (1) peer-reviewed journal articles and research reports specifically intended for a national department of education, (2) where researchers collected and analysed primary data (with the exception of existing, secondary data for longitudinal data analysis); (3) selected samples of 10 or more participants to reflect a group perspective; and (4) allowed me to identify results for students who are 25 and older if younger students were also included, thereby restricting the lowest age limit to 25 years. Again, Duke and Jones' (2005:19) critique of a lower limit of 23 years, which "obscure[s] the more qualitative notion of 'adult' as returning after a break from initial education," is one of reasons why this study employed a base age limit of 25 years.

While I acknowledge the contribution to published research on NTASs from Africa, the selection criteria resulted in the exclusion of documents from: South Africa (Buchler *et al.*, 2007; Castle, 2003; Castle *et al.*, 2006; Langeveldt & Frick, 2016; Walters & Koetsier, 2006); Ghana (Adu-Yeboah & Forde, 2011); Uganda (Tumuheki, Zeelen & Openjuru, 2016); and Nigeria (Adebayo, 2006) as the authors either: (1) employed a baseline age limit that is below 25 years (usually 23 years), or omitted to include participants/respondents ages; (2) conducted document analysis and/or provided reviews of existing research; (3) selected small samples of nine or less participants; or (4) included non-degree students.

With regard to my selection criteria, only one exception was made. I opted to include Krause *et al.*'s (2005) study where quantitative data were collected from full-time, part-time and distance learning students at several Australian universities (over a 10-year period) and disaggregated into three age categories (19 and younger; 20–24; and 25 and older). Although distance-learning students were included (which I excluded elsewhere according to the criteria listed above), this study enabled me to identify results specifically for the 25+ year-old cohort.

The purposive sample of 10 documents (eight peer reviewed journal articles and two research reports for national departments of education) were analysed (on an Excel spreadsheet) according to the following variables to provide a narrative that included table-format summaries (Tables 1 to 9) (Bryman 2012:103): (1) author/s; (2) year produced; (3) country/region where the studies were conducted; (4) term employed for older students; (5) age parameters for respondents/participants; (6) demographic data specifying changes in NTAS enrolments over time; (7) extrinsic and intrinsic motivations to enrol at university later in life; (8) experiences in terms of advantages and disadvantages; (9) sources of social support; (10) recommended interventions to increase social support to NTASs; (11) research strategy/approach; (12) data collection method; (13) data analysis method; (14) sample size; and (15) theory. In order to add to the mixed methods knowledge base, I also set out to analyse studies that employed a mixed methods approach (or combined quantitative or qualitative methodologies). Two mixed methods studies were further analysed according to the following variables: (1) mixed methods design; (2) purpose or rationale for mixing (e.g., top-down, bottom-up, or a core component); (3) what is mixed (e.g., methods, methodologies, or types of research); (4) place where mixing occurred (e.g., data collection and analysis); (5) scope of mixing (e.g., "from data to worldviews"); and (vi) the notation system to indicate how methods are mixed (Creswell & Plano Clark, 2011:3, 109).

3.3.1.1. Advantages and limitations of conducting a systematic review

Some of the advantages associated with a systematic review are that it increases thoroughness and transparency, which is especially useful for evidence-based research and to reduce researcher bias. On the other hand, some of its limitations are that it may lack in its effectiveness when the review is subject to bureaucratic reviewing processes, or when researchers fail to specify their search terms and inclusion/exclusion criteria to allow for replicability (Bryman, 2012:108). As I have

clearly specified the criteria for selecting documents, the only possible critique which remains is that I was too stringent with the selection of only 10 documents. Although this may be true to some extent, I refer to an example provided by Alan Bryman (2012:104–105) in his book *Social Research Methods* where a search for relevant studies yielded an initial 7 048 references, of which 116 studies were selected for an initial review, and once inclusion/exclusion criteria and quality control measures had been applied, only seven studies were selected for a systematic review. This example suggests that my selection criteria was not more stringent that the given example. Next, I discuss the terms employed for NTASs in the research under review, as well as age parameters and reasons for selecting specific age cohorts.

3.3.2. Terms, age parameters, country, and reasons for researching NTASs

In order to develop general theories and hypotheses, Rebach and Bruhn (2001:6) encouraged scholars to incorporate findings from studies that were conducted at different times, institutions and regions. This approach has also been adopted in my own study by selecting research published between 1994 and 2016, from three different regions (Northern America: USA and Canada, Australia, and Southern Africa), and different institutions. The literature on NTASs from these and other regions around the world not only suggests that there are no clear-cut guidelines for defining older students in HE, but also that scholars employ a variety of terms and age parameters (as illustrated in Table 1 below). There is, however, a tendency in most international research on NTASs – especially from Northern America and Australia – to benchmark the lowest age for older adult students at 25. This is also one of the reasons why I opted to conform the lowest age limit of 25 years.

Table 1: Country, age parameters and terms employed for older students

Authors	Year	Country	Age parameters	Term for older students	*f*
Osman & Castle	2006	SA	25–45	Adult learners	4
Kasworm & Blowers	1994	USA	30+	Adult learners	
Bergman *et al*.	2014	USA	25+	Adult students	
Widoff	1999	USA	25–71	Adult students	
Krause *et al*.	2005	AUS	25+	Mature age students	2
Tones *et al*.	2009	AUS	25+	Mature-aged students	
Carney-Crompton & Tan	2002	Canada	35–44	Nontraditional students	2
Austin & Lockmiller	2016	USA	25+	Non-traditional students	
Thompson-Ebanks	2015	USA	33–47	Nontraditional-age students	2
Gonzales *et al*.	2014	USA	40+	Non-traditional-age students	

A few of the studies under review provide explicit reasons for selecting specific age cohorts. For instance, Gonzales *et al.* (2014:136) indicated that they focussed on 40+ year-olds as their life context "is quite different from those between age [of] 25 and 40, [moreover], those age 40+ tend to experience skill obsolescence […] and may want to switch out of careers that are profit driven

rather than people driven." Kasworm and Blowers (1994:8) indicated that they focussed on 30+ year-olds as this would allow them to "increase the likelihood of gathering a pool of individuals who represented the societal conception of an adult" (Kasworm & Blowers, 1994:8). In this regard, the said authors argue that many 25–27-year-olds still consider themselves as traditional-age students, especially when there has not been a break from prior education or opportunities to work full-time and manage a household (Kasworm & Blowers, 1994:8).

Kasworm and Blowers (1994:2) further raised an extremely important critique with respect to comparing the results between traditional-age students (typically 17–24-year-olds, with a seven-year span difference) and NTASs collectively (typically 25–60+ year-olds, with a 35+ year span difference), without comparing the results between different age cohorts of NTASs (Kasworm & Blowers, 1994:2). With this said, they neither disaggregated the data, nor discussed the results, according to different age cohorts (Kasworm & Blowers, 1994:8). In spite of this, their critique highlights the importance of specifying age parameters for NTASs, especially when age is incorporated as a key concept. This level of analysis is evident in Buchler *et al.*'s (2007:135) review, which was utilised in the Introductory Chapter to identify scholarly knowledge gaps and subsequent calls for more research, and my own study where the student demographic data and the survey data were disaggregated into different age categories. As the entry of NTASs into South African HEIs remain undocumented, I commence my discussion of demographic trends with a brief history of undergraduate NTASs entering American HEIs.

3.3.3. Five waves of development marking the entry of NTASs at American HEIs

"There is a history of adult [education] at many of the South African universities, for example, after [the Second] World War, returning soldiers attended universities like Wits," but that, to a large extent, is "an undocumented one" (Buchler *et al.*, 2007:125; Walters & Koetsier, 2006:100). This not only highlights a future research opportunity, but also necessitated that I refer to the documented history of undergraduate NTASs entering HE in the USA (at a national, macro-level) in five waves of development (Kasworm & Blowers, 1994:4). At the turn of the 20th century, the first wave of part-time and distance learning NTASs entered municipal and community colleges as a result of policy changes brought about by the Land-Grant movement. The second wave of undergraduate NTASs – mostly women – enrolled at summer schools, teacher training facilities, and programmes specifically aimed at educating women following the Second World War. On the heels of the two wars (Second World and Korean Wars), there was a considerable influx of NTASs (including many war veterans) who entered traditional youth-orientated universities, marking the third wave of development (Kasworm & Blowers, 1994:4). The substantial influx of NTASs made traditional universities realise that NTASs brought with them a unique approach to learning and, therefore, tried to accommodate NTASs by providing more evening classes, extended courses, and distance-learning opportunities.

Between 1947 and 1978, the fourth wave of development was characterised by a gradual increase of NTASs as a result of changes made to the curriculum to accommodate NTASs needs (Kasworm & Blowers, 1994:4). Finally, the fifth wave of development stretches from the 1980s onwards. During this period, universities set out to promote lifelong learning and education by strengthening the relationship between business, industry and HEIs. Furthermore, universities increasingly incorporated technology-mediated education via "television, satellite and computer networking" (Kasworm & Blowers, 1994:4) – much in the same way that Wits and SU have invested in technology-mediated education, albeit more advanced technology than that of the 1980s (SU 2014 Annual Report, 2015:38; SU 2015 Annual Report, 2016:45; VC's 2017 year-end message, 2017). Now that a brief history of undergraduate NTASs entering American HEIs has been provided, the next section focusses on the lack research that delineates the trends of NTASs' enrolments into HEIs.

3.3.4. Demographic changes: increases or decreases in NTAS enrolments over time

Only three out of the 10 studies under review provide statistical data to substantiate that NTAS enrolments are increasing (at the national, macro- and institutional, meso-levels) (Carney-Crompton & Tan, 2002:140; Gonzales *et al.*, 2014:136; Krause *et al.*, 2005:85), while none of the remaining studies provide statistical data pertaining to demographic trends over time (see Table 2).

Table 2: International trends in NTASs' enrolments

Authors	Year	Country	Demographics	*f*
Krause *et al.*	2005	AUS	NTASs' enrolments are increasing among commencing first-year students (p. 85)	3
Carney-Crompton & Tan	2002	Canada	The fastest growing cohort in post-secondary education is women (p. 140)	
Gonzales *et al.*	2014	USA	Between 1970 and 1993, 40+ year-olds increased by 235% in all sectors of HE (p. 136)	
Tones *et al.*	2009	AUS	25+ year-olds represent 60% of new enrolments at this university (p. 507)	4
Osman & Castle	2006	SA	23+ year-olds represent more than 50% of all students in South African HE (p. 515)	
Bergman *et al.*	2014	USA	25+ year-olds represent more than 33% of all enrolments in HE (p. 90)	
Kasworm & Blowers	1994	USA	25+ year-olds represent over 44% of undergraduate enrolments in American HE (p. 1)	
Austin & Lockmiller	2016	USA	n/a	3
Thompson-Ebanks	2015	USA	n/a	
Widoff	1999	USA	n/a	

The noticeable absence of quantitative research that illustrates demographic trends over time – and more specifically, according to multiple socio-demographic variables – exists despite: (1) a call for more research from Buchler *et al.* (2007:151) who, more than a decade ago, called for more reliable quantitative data to describe what students (aged 23 and older) have access to, or are excluded, in South African HE; and (2) initiatives by the Centre for Higher Education Transformation (CHET) and the Council for Higher Education (CHE) to provide online open data, which includes indicators for age, available for the first time in 2013; while CHET's open data are limited to indicators for race, gender, student enrolments, field of study, and qualification types, albeit from 2000 until 2013 (CHE, 2013; CHET, 2012; Van Schalkwyk, Willmers & Czerniewicz,

2014). Thus, there is a lack of publicly available longitudinal data or indicators on students' age for researchers to utilise, which may explain why the entry on undergraduate NTASs into South African HE has not been documented.

3.3.5. Motivations to enrol at university later in life

In this section, I discuss the motivations of NTASs (at the meso- and micro-levels). This relates to my third research question that aims to identify the most prevalent reasons why NTASs enrol at university later in life. Table 3 below illustrates that three out of the 10 studies identified predominantly extrinsic motivations (Gonzales *et al.*, 2014:143; Osman & Castle, 2006:521; Widoff, 1999:18), while only one study identified predominantly intrinsic motivations (Krause *et al.*, 2005:13). Yet, there are instances when these types of motivation are interchangeable. For example, students may pursue lifelong education to find more suitable work (an example of extrinsic motivation), or they may pursue lifelong learning for the pure enjoyment thereof or to develop their own creative talents (an example of intrinsic motivation).

Table 3: Extrinsic and intrinsic motivations to enrol at university

Authors	Year	Motivations	*f*
Gonzales *et al.*	2014	Extrinsic (p. 143) (1) career-related: desire to switch from a for-profit career to a non-profit career	3
Osman & Castle	2006	Extrinsic (p. 521) (1) career-related: to upskill for a current career (2) career-related: due to the changing nature of the market	
Widoff	1999	Extrinsic (p. 18) (1) career-related: advancement, job dissatisfaction, changes in health/abilities, and relocation	
Krause *et al.*	2005	Intrinsic (p. 13) (1) to develop their own creative abilities/talents (2) to study in a field that is interesting	1
Austin & Lockmiller	2016	n/a	6
Bergman *et al.*	2014	n/a	
Carney-Crompton & Tan	2002	n/a	
Kasworm & Blowers	1994	n/a	
Thompson-Ebanks	2015	n/a	
Tones *et al.*	2009	n/a	

Both these classifications are, however, congruent with John Aitchison's (1993:9, 2004:2) definition for lifelong learning as a way to pursue the "fullest possible development in personal, social and professional life." Therefore, when either lifelong learning or self-development emerge as motivations, I have made a concerted effort to ascertain whether or not these are more closely related to either career development or for personal interest. When no further data were available, I opted to classify the pursuit of lifelong learning as an intrinsic motivation. Nonetheless, I acknowledge that this may very well also be classified as an extrinsic motivation (also applicable to the later discussion of my own survey results).

3.3.5.1. Extrinsic motivations to enrol at university later in life

Extrinsic, career-related motivations were the most prevalent reason for undergraduate and postgraduate NTASs to enrol at university later in life (as illustrated in Table 3 above). Within this category, a range of reasons are provided. Gonzales *et al.* (2014:143) in particular identified "pivotal moments" where individuals realised that their current (for-profit) careers were no longer congruent with their aspirations, goals and desires for non-profit pursuits (such as social work). On the other hand, they also found that relatively few respondents enrolled at university for increased "financial security and to advance into less physically demanding roles in the human service field" (Gonzales *et al.*, 2014:143). Some NTASs also reported a desire "to be on the cutting edge of their current career as journalists" and enrolled at university in response to "the changing nature of the [labour] market" (Osman & Castle, 2006:521). With regard to gender, male undergraduates reportedly enrolled at university later in life for "advancement, job dissatisfaction, relocation, or changes in physical health or abilities" (Widoff, 1999:18). Results for other types of socio-demographic sub-categories were not reported in the studies under review, which again highlights the need for research to illustrate the extent that NTASs' motivations may vary based upon their socio-demographic classifications.

3.3.5.2. Intrinsic motivations to enrol at university later in life

Compared to the above studies' findings related to extrinsic motivations, only Krause *et al.* (2005:13) emphasise two intrinsic motivations prevalent in undergraduate NTASs. These are: (1) seeking an opportunity to develop their creative abilities and talents; and (2) studying in a field that they regard as interesting. However, the authors also state that most NTASs are "clear about the reasons they come to university" and "know the type of occupation they want" once they complete their studies, which suggests that career-outcomes (extrinsic motivations) can be inferred in NTASs' motivations to enrol at university (Krause *et al.*, 2005:15). Again, the results for different socio-demographic sub-categories – specifically pertaining to NTASs (i.e., 25+ year-olds and not first-year students of all ages as in the case in the aforementioned study) – were not reported in the studies under review.

3.3.6. Experiences of NTASs as older students

The experiences of NTASs discussed in this section relates to my fourth research question. These experiences have been categorised into positive and negative experiences (at the meso- and micro-levels), which allow for triangulation in the later chapters. Five out of the 10 studies, shown in Table 4 below, suggest that more often than not, NTASs regard their experiences as older students at university in a positive light (Austin & Lockmiller, 2016; Gonzales *et al.*, 2014; Kasworm & Blowers, 1994; Krause *et al.*, 2005; Widoff, 1999). To a lesser extent is mentioned NTASs' negative experiences (Bergman *et al.*, 2014; Thompson-Ebanks, 2015; Tones *et al.*, 2009), positive experiences (Carney-Crompton & Tan, 2002), or a combination of positive and negative

experiences (with an equal focus on both) (Osman & Castle, 2006). In the remainder of this section, I discuss the most prevalent positive and negative experiences of on-campus NTASs.

Table 4: NTASs' positive and negative experiences

Authors	Year	Experiences	Positive	Negative	*f*
Austin & Lockmiller	2016	More advantages than barriers	NTASs do not stress more than younger students	NTASs find it difficult to fit in socially	5
Gonzales *et al.*	2014	More advantages than barriers	Most NTASs reported positive experiences related to age	Fewer respondents reported negative experiences related age	
Kasworm & Blowers	1994	More advantages than barriers	Older age has a positive influence on learning	Older age makes it difficult to remember or memorise	
Krause *et al.*	2005	More advantages than barriers	Overall, NTASs are a very positive group	NTASs socialise less with other students	
Widoff	1999	More advantages than barriers	Overall, NTASs are a very positive group	Most NTASs worry about finances	
Osman & Castle	2006	Both advantages and barriers	Female NTASs develop strategies to balance work, study and family roles	NTASs find it difficult to balance work and study	1
Bergman *et al.*	2014	Barriers	n/a	Conflicting class and work schedules decrease persistence	3
Tones *et al.*	2009	Barriers	n/a	NTASs find it difficult to balance family, work and study	
Thompson-Ebanks	2015	Barriers	n/a	Most NTASs feel like outsiders	
Carney-Crompton & Tan	2002	Advantages	NTASs perform better academically	n/a	1

3.3.6.1. Positive experiences: the advantages of being a NTAS

3.3.6.1.1. NTASs emerge as a positive group

As indicated above, five out of the 10 studies identify NTASs as a group who regard their experience in a more positive light (Austin & Lockmiller, 2016:53; Carney-Crompton & Tan, 2002:144–149; Gonzales *et al.*, 2014:144; Krause *et al.*, 2005:v–72; Widoff, 1999:18). Many NTASs felt that they were not judged negatively due to their age, but rather accepted as part of the student community (Kasworm & Blowers, 1994:47). Positive experiences related to age are attributed to: possessing more life experience, focus and discipline, self-assuredness and maturity; the ability to establish a better rapport with academic staff and students; and having stable relationships that "reduced the pressure to socialize and increased focus on graduate school" (Gonzales *et al.*, 2014:144). They also reported that they "were not afraid to present their ideas, opinions, and engage in the substance of the course" (Kasworm & Blowers, 1994:81) and that they were able to incorporate their work–life experience into their classroom discussions (Gonzales *et al.*, 2014:144). They tend to be clear about their goals (which include occupational goals); seek assistance from academic staff when needed; enjoy their lectures; get satisfaction from studying; and strategically manage their workloads, all of which may be attributed to their life experience, level of maturity, and positive attitude (Krause *et al.*, 2005:v, 2, 27, 47, 72). In a similar vein, Kasworm and Blowers (1994:49) suggest that NTASs' life experiences and their commitment to

studying enhanced their learning experience, which may explain why NTASs generally achieve higher marks than their younger counterparts (Carney-Crompton & Tan, 2002:144; Krause *et al.*, 2005:v; Osman & Castle, 2006:524).

Results from the systematic review suggest that there is little comparative research on NTASs that distinguish between socio-demographic sub-categories. Rather, my broader review of 220 studies suggest that there tends to be a focus on specific socio-demographic sub-categories, such as men only (e.g., Widoff, 1999), or women only (e.g., Carney-Crompton & Tan, 2002). With respect to research that only focus on men, findings suggest that male NTASs expressed a willingness to make short-term sacrifices (e.g., fewer family vacations, or less time with family and friends) to achieve long-term goals (e.g., career-advancement) (Widoff, 1999:18). These men also believed that they could successfully balance study and work responsibilities – especially those who worked full-time, were married, and had at least one child living at home (Widoff, 1999:18). In Ruksana Osman and Jane Castle's (2006:521–522) study that includes both men and women, findings suggest that in spite of women's struggle with managing multiple responsibilities, they "developed strategies to ensure that the home, work and study triangle [are] 'balanced.'" Therefore, when results which pertain to positive experiences from both the Widoff (1999) and Osman and Castle (2006:521–522) studies are taken into consideration (which again may differ when negative experiences are discussed), findings suggest that both genders similarly believe that they are equipped to balance their multiple roles and responsibilities. With respect to research that only focus on women, findings also suggest that female NTASs are able to "successfully navigate the challenges of post-secondary education" (Carney-Crompton & Tan, 2002:149).

Again, the results for other types of socio-demographic sub-categories were not reported in the studies under review. This highlights the need for research to illustrate the extent that NTASs' experiences may vary based upon their socio-demographic classifications. With this said, it should be noted that later in this chapter I report on social support issues prevalent in students aged 45+, which overlaps with some of their perceived negative experiences as NTASs.

3.3.6.1.2. Increased self-confidence and being a positive role model for their children

Two out of the 10 studies found studying later in life increased NTASs' self-esteem (Kasworm & Blowers, 1994:37, 47; Widoff, 1999:18). In this regard, both men and woman tended to believe that their life experiences and commitment to their educational goals not only "enhanced their self-identity," their "sense of personal confidence," and their belief in themselves "for continued success in the student role," but also provided them with a sense of achievement (Kasworm & Blowers, 1994:37, 49, 97; Widoff, 1999:18). These positive experiences may explain why many NTASs believed that they were positive role models for their children (Kasworm & Blowers, 1994:121; Widoff, 1999:21).

3.3.6.2. Negative experiences: the disadvantages of being a NTAS and barriers to study

3.3.6.2.1. Balancing work, study and family commitments

I now turn my attention to the negative experiences associated with being a NTAS. Six out of the 10 studies identified that NTASs struggled with balancing work, study and family commitments (Bergman *et al.*, 2014:97; Kasworm & Blowers, 1994:49, 166, 168; Osman & Castle, 2006:521–522; Thompson-Ebanks, 2015:487; Tones *et al.*, 2009:509, 522–525; Widoff, 1999:18–19). This, of course, contradicts findings in the previous section that both genders believed that they were able to balance their multiple roles and responsibilities (Widoff, 1999; Osman & Castle, 2006:521–522). However, I emphasise that findings have been categorised into either positive or negative experiences. Evidently, these findings have the potential to either overlap or provide contradictory points of view.

When results which specifically pertain to negative experiences are considered, it appears that women from low SES backgrounds found it difficult to balance family commitments, such as childcare (Tones *et al.*, 2009:522–525). Valerie Thompson-Ebanks (2015:487) also adds that these feelings are often amplified by instances of depression. Hence, SES appears to be a key factor. This suggests that women from higher SES backgrounds can afford childcare and/or domestic assistance, while women from low SES backgrounds cannot (Tones *et al.*, 2009:522–525). On the other hand, men with fewer children "expressed greater concern about balancing employment and academic work than did those with a greater number of children," which could be attributed to being newer parents (e.g., parents who have babies that are not yet sleeping through the night) (Widoff, 1999:18).

With regard to the employer-employee and student-university relationships, part-time NTASs not only found it difficult to negotiate with their employers to attend specific courses at a time that was convenient for them, but also experienced frustration when courses were scheduled by their university "at times and days of the week which did not meet their life schedules" (Kasworm & Blowers, 1994:166–168). In spite of these kinds of stressors, Austin and Lockmiller (2016:53) suggest that NTASs to do not necessarily stress more than younger students.

3.3.6.2.2. Feelings of alienation and isolation

Five out of the 10 studies identified feelings of alienation and isolation as part of the NTAS experience (Austin & Lockmiller, 2016:53; Gonzales *et al.*, 2014:144; Kasworm & Blowers, 1994:47; Krause *et al.*, 2005:72; Thompson-Ebanks, 2015:488). This is often described as finding it difficult to fit in socially (Austin & Lockmiller, 2016:53); feeling "disconnected from younger students" (Gonzales *et al.*, 2014:144); a tendency to keep to themselves or, in some instances, disguise themselves as younger students to gain more network support (Kasworm & Blowers, 1994:47; Krause *et al.*, 2005:72); and believing that their university has made no effort whatsoever

to create a sense of belonging, which resulted in "feeling like an outsider" (Thompson-Ebanks, 2015:488).

3.3.6.3.3. Finding it difficult to conform to academic expectations

Four out of the 10 studies suggested that NTASs find it difficult to conform to the university's academic expectations (Osman & Castle, 2006:521–522; Kasworm & Blowers, 1994:34; Tones *et al.*, 2009:509–525; Widoff, 1999:19). NTASs were worried about how they would cope with "academic work after a break in their studies" and that there was "a gap between their own expectations and perceptions and those of their lecturers in terms of assignment writing" – especially students (of whom the majority were women) from low SES backgrounds (Tones *et al.*, 2009:509, 522–525). Furthermore, many NTASs expressed anxiety about fitting into their new university environment (Kasworm & Blowers, 1994:34). Men expressed fears about academic inadequacy (Widoff, 1999:19). Journalists enrolled at Wits also reported that they found it very challenging to "transition from journalistic writing to academic writing," which is regarded as a crucial skill in academia (Osman & Castle, 2006:521–522).

3.3.6.2.4. Lack of mentorship, technological skills, difficulty in learning, and access to courses

Two out of the 10 studies identified a lack of technological skills (Gonzales *et al.*, 2014:144; Tones *et al.*, 2009:522–525), one identified lack of mentorship (Gonzales *et al.*, 2014:144), difficulty in learning (Kasworm & Blowers, 1994:51), and another difficulty in accessing courses at university (Kasworm & Blowers, 1994:98). With regard to technological skills, Gonzales *et al.* (2014:144) found that relative few "respondents reported challenges in learning technology." The lack of technological skills appears to be more prevalent in NTASs aged 45+, as well as those from low SES backgrounds (Tones *et al.*, 2009:522–525). In addition, many NTASs experienced that being older made it difficult to memorise their coursework (Kasworm & Blowers, 1994:51), while others reported that tutors thought they need less help than younger students (Gonzales *et al.*, 2014:144).

Also relevant to my study, is NTASs' belief that they were violating social norms (and more specifically age norms) by enrolling at university later in life. They internalised this by believing that they had "a special commitment to education, [but that] society made it difficult for them to access, participate, and succeed in a [HE] environment" (Kasworm & Blowers, 1994:98). This, of course, is indicative of the structural lag perspective (Riley *et al.*, 1994:1; Riley & Riley, 1994b:113) that I employ in my study to later evaluate the extent that there is a mismatch between NTASs' social support needs and the social structures that surround them.

3.3.6.2.5. Financial concerns

Five out of the 10 studies identified stress related to a lack of finances as a major concern for NTASs (Bergman *et al.*, 2014:97; Gonzales *et al.*, 2014:144; Kasworm & Blowers, 1994:175;

Tones *et al.*, 2009:512; Widoff, 1999:19). According to Janet Widoff (1999:19), most men (who were also a mix of full-time and part-time students) expressed concerns regarding their finances – mainly due to "withdrawal from the workforce, lack of a regular pay check, or reduction of pay because of part-time employment or placement in low-paying jobs." Stress related to a lack of finances may also be aggravated in instances where NTASs are granted fewer scholarships or bursaries because of their age (Gonzales *et al.*, 2014:144), which then predisposes these NTASs to leave university before they complete their degree programmes (Bergman *et al.*, 2014:97). This perhaps explains why many NTASs in the USA prefer to enrol at community colleges that have lower tuition fees compared to universities (Kasworm & Blowers, 1994:175). Further results according to specific socio-demographic variables were not reported.

3.3.7. Support available from HEIs, family, peers, and employers

In this section, I consider social support results within the systematic review that pertains to my fifth research question aimed at determining the social support that NTASs perceive to receive while studying (at the meso- and micro-levels). Table 5 below illustrates that at least five out of the 10 studies found that NTASs believed that the social support they received from their institution was beneficial, while four out of the 10 studies reported a lack of institutional support. Four out of the 10 studies suggested that family members are a good source of social support, while three out of the 10 studies (respectively) suggested that peers and employers are good sources of support. Hence, more studies focussed on social support available from the relevant HEIs as opposed to family members and/or employers.

Later in this thesis, I focussed on peer support and academic support. Regarding peer support at the institutional level (emphasised in the problem statement), I define this as the social support available from other students on campus. Platforms that allow for students to integrate are typically student organisations, first-year programmes, clubs, and societies on campus (which were included in the web-based questionnaires under: other students I befriended on campus; Wits' clubs and societies; Wits' first-year programme; SU's private student organisations; and same-age student friendships would improve their level of social support or not.) Although academic support was not included as a factor for the collection and analysis of quantitative data, but emerged as an important theme from the qualitative data, I define academic support as the practical support received by students from their university to help them cope with the demands of their studies (e.g., to develop their writing skills). To a lesser extent, my later discussion includes other sources of social support such as NTASs' immediate family, their friends who are not students on campus, social media (e.g., Facebook), and religious and spiritual beliefs and affiliations (e.g., relationship with God, or involvement with a church, mosque, or synagogue).

Table 5: Support received from HEIs, family, on-campus peers, and employers

Authors	Year	HEI	Family	Peers	Employers
Bergman *et al.*	2014	Beneficial	Beneficial	n/a	n/a
Thompson-Ebanks	2015	Beneficial	n/a	n/a	n/a
Gonzales *et al.*	2014	Beneficial + lack of support	Beneficial	Beneficial	n/a
Kasworm & Blowers	1994	Beneficial + lack of support	Mostly beneficial + some conflict	Beneficial	Accommodating
Osman & Castle	2006	Beneficial + lack of support	Beneficial	n/a	Accommodating
Tones *et al.*	2009	Lack of support	n/a	n/a	n/a
Austin & Lockmiller	2016	n/a	n/a	n/a	n/a
Carney-Crompton & Tan	2002	n/a	n/a	n/a	n/a
Krause *et al.*	2005	n/a	n/a	n/a	n/a
Widoff	1999	n/a	Beneficial	Beneficial	Accommodating

Table 5 above does not include results from Shawn Carney-Crompton and Josephine Tan's (2002:141–142) study on social support (defined as the "quantity, quality, and sources of both instrumental and emotional support"), instrumental support (or practical support, e.g. childcare and financial aid) and/or emotional support (e.g. receiving praise, encouragement, and acceptance). The reason for this is that the various sources of support (HEIs, family, peers, or employers) are not discernible. Even so, their findings suggest that although both younger students and NTASs' levels of satisfaction regarding their emotional and instrumental supports were similar, younger students perceived that they had a greater quantity (referring to more individuals) of instrumental and emotional support compared to NTASs (Carney-Crompton & Tan, 2002:143–145). In the remainder of this section, the results from the systematic review pertaining to social support are reported in more detail according to the categories illustrated in Table 5: HEIs, family, on-campus peers, and employers.

3.3.7.1. Institutional support available from HEIs

Five out of the 10 studies reported the positive impact of social support extended to NTASs from their institution (Bergman *et al.*, 2014:97–98; Gonzales *et al.*, 2014:144; Kasworm & Blowers, 1994:47–164; Osman & Castle, 2006:521–523; Thompson-Ebanks, 2015:485). In many instances, NTASs referred to the social support they had received from primarily supervisors, instructors and their faculty (Gonzales *et al.*, 2014:144; Kasworm & Blowers, 1994:132), which positively influenced their persistence to complete their studies (Bergman *et al.*, 2014:97–98). They reportedly value "faculty who […] create a sense of community in class," allowing them to become acquainted, interact in small groups, share their phone numbers and experiences, and in doing so, develop a learning community (Kasworm & Blowers, 1994:88). From this, one may deduce that academic staff members are willing to assist NTASs to integrate into the university culture by listening and "potentially help[ing] them address some of their academic-related difficulties" (Osman & Castle, 2006:523; Thompson-Ebanks, 2015:485). Many NTASs found student centres, such as the writing centre where students are assisted with developing their academic writing skills, and online student portals (such as WebCT) suited to their adult lifestyles

(Osman & Castle, 2006:521–523). Furthermore, NTASs attending community colleges in the USA believed that their institution recognised their adult responsibilities and supported their "adult life context" (Kasworm & Blowers, 1994:64).

On the other hand, four studies also reported NTASs' perceived lack of social support from their institution (Gonzales *et al.*, 2014:144; Kasworm & Blowers, 1994:47–164; Osman & Castle, 2006:521–523; Tones *et al.*, 2009:509–522). At one institution, not even one full-time NTASs believed that their "traditional college classroom [lecturers] created a supportive classroom environment for friendship development and connectedness with their fellow adult students" (Kasworm & Blowers, 1994:89). Elsewhere, NTASs also had difficulty gaining access to university libraries at a time that was suited to them (Osman & Castle, 2006:521–523). In a similar vein, NTASs at other universities – especially NTASs who are 45 and older – had limited access to, or were completely unaware of, institutional support programmes suited to NTASs (Kasworm & Blowers, 1994:43; Tones *et al.*, 2009:509–512, 522). Perhaps this explains why Krause *et al.* (2005:86) found that first-year NTASs "are more likely than [their] younger counterparts to feel that university has not lived up to [their] expectations."

3.3.7.2. Support available from family

With regard to social support, five out of the 10 studies identified family as a good source of support (Bergman *et al.*, 2014; Osman & Castle, 2006; Gonzales *et al.*, 2014; Kasworm & Blowers, 1994; Widoff, 1999). Although there are instances of family conflict, "overall perceptions clearly indicated significant relational support rather than conflict" (Kasworm & Blowers, 1994:189). In most instances, family members tend to provide NTASs with practical support as opposed to any of the other types of support. For instance, providing financial support (Widoff, 1999:20), assisting with domestic and childcare responsibilities (Widoff, 1999:20; Osman & Castle, 2006:52), and supporting NTASs' decisions to enrol at university later in life (Gonzales *et al.*, 2014:144). Lastly, it was also more prevalent in NTASs who persisted with their studies to receive "encouragement from home" (Bergman *et al.*, 2014:97–98).

3.3.7.3. Support from on-campus peers

With respect to social support available from fellow students on campus, two out of the 10 studies addressed the issue of peer support available from other NTASs on campus (Kasworm & Blowers, 1994:88–89; Widoff, 1999:19–20). Relatively few full-time NTASs opted to join on-campus clubs and societies to meet other students, although most of them attempted to develop friendships with other NTASs (Kasworm & Blowers, 1994:88–89). These NTASs generally succeeded at forming friendships with a handful of NTASs attending the same classes over a long period of time (several semesters), which may suggest that other types opportunities (which exclude joining a club or society) should be made available to NTASs to form friendships at the very start of their undergraduate degree courses (Kasworm & Blowers, 1994:88–89). Yet, once friendships between

NTASs were established, it not only provided a rich source of "encouragement, […] and practical assistance" that motivated NTASs to work harder towards completing their degree programmes, but also served as sounding boards to test ideas, express similar concerns, and get hints for studying (Widoff, 1999:19–20). In some instance, child-care was also provided (Widoff, 1999:20).

3.3.7.4. Support from employers

Regarding social support available from employers, three out of the 10 studies addressed the issue of practical support available from employers (Kasworm & Blowers, 1994:150, 177; Osman & Castle, 2006:524; Widoff, 1999:19–22). More specifically, partnerships between the university and employer, accommodating class schedules, the use of office equipment (e.g., telephones and computers with internet access), and providing study loans which are converted into non-repayable bursaries when modules are passed, were all reported as important factors to promote "student retention and success" in predominantly part-time NTASs (Kasworm & Blowers, 1994:177; Osman & Castle, 2006:524; Widoff, 1999:19–22).

3.3.8. Recommendations to create more supportive institutional cultures for NTASs

In this final section, I discuss recommendations which pertain to my sixth research question aimed at finding ways to create more supportive institutional cultures for NTASs at the meso-level. Table 6 below summarises the recommendations provided by nine of the 10 studies under review. I also added the enrolment status of students which allowed me to ascertain that there was generally no distinction between the recommendations provided for full-time or part-time-students.

There tends to be an emphasis on providing practical support to improve part-time and full-time NTASs' academic skills (e.g., their writing and study skills) (Osman & Castle, 2006:524; Tones *et al.*, 2009:511). Also, that NTASs should be provided with opportunities to meet each other (especially during the first year of study); family members be invited to attend the initial orientation programmes (Bergman *et al.*, 2014:99; Thompson-Ebanks, 2015:495); and HEIs increase financial aid to full-time and part-time NTASs (Gonzales *et al.*, 2014:148; Kasworm & Blowers, 1994:248). It is also interesting to note that several recommendations were made to train academic staff on how to engage with both full-time and part-time NTASs (Kasworm & Blowers, 1994:243; Tones *et al.*, 2009:511; Widoff, 1999:22), which suggests that Badat's observation that "our institutions don't always know how to work with adult and part-time students" (Buchler & Ralphs, 2000:9) is relevant to HEIs in other countries.

Table 6: Recommendations to create more supportive HEIs for NTASs

Authors	Year	Recommendations	*f*
Kasworm & Blowers	1994	*Full-time and part-time students:* (1) Consider NTASs' diversity when planning support services; (2) develop strategies to enhance NTASs entry to HE (peer-mentoring programmes); (3) implement appropriate support services for NTASs; (4) re-examine current policies that govern financial aid opportunities to NTASs; (5) involve NTASs' families in orientation programmes; (6) assess NTASs' knowledge and skill levels prior to entry; (7) examine policies that affect credit transfer between institutions; (8) avoid duplication between courses; (9) enter into partnership programmes with employers; (10) promote the visibility of NTASs in their employment settings; (11) identify appropriate ways to engage NTASs' life experiences in the classroom; (12) provide academic staff with NTASs awareness training (pp. 177, 243–254)	
Tones *et al.*	2009	*Full-time (78%) and part-time (20%) students:* (1) Provide orientation programmes to assist NTASs to form peer supports/networks; (2) provide specialised workshops for NTASs (e.g. computer and study skills courses); (3) develop a NTAS survival guide; (4) provide academic staff with NTASs awareness training (p. 511–527)	
Carney-Crompton & Tan	2002	*Full-time students:* (1) Offer NTASs orientation programmes; (2) re-evaluate admissions criteria for NTASs; (3) structure courses to meet the needs of NTASs (p. 150)	9
Widoff	1999	*Attendance unspecified, but more than half work full-time:* (1) Schedule classes innovatively (on weekends and early mornings) (2) strengthen employer-university relationships through workshops that address the needs and concerns of NTASs; (3) provide academic staff with NTASs awareness training (p. 22)	
Bergman *et al.*	2014	*Attendance unspecified:* (1) Offer counselling and financial advice as co-curricular options for NTASs; (2) provide support initiatives that allow NTASs' families to feel part of the institution	
Gonzales *et al.*	2014	*Attendance unspecified, but a third worked full-time and a third worked part-time:* (1) Development age-diverse recruitment material; (2) increase scholarship opportunities for NTASs (p. 148)	
Krause *et al.*	2005	*Full-time, part-time and distance-learning students:* (1) Provide transition support tailored to the needs of NTASs (p. 86)	
Osman & Castle	2006	*Full-time and part-time students:* (1) Provide NTASs with intensive writing and time-management workshops (p. 524)	
Thompson-Ebanks	2015	*Attendance unspecified:* (1) Provide age-appropriate, peer-run, face-to-face/online support groups (pp. 491–492)	
Austin & Lockmiller	2016	n/a	1

Lastly, Gonzales *et al.* (2014) employed the structural lag perspective to first identify a possible mismatch between the university's school of social work and alumni's previous experiences as NTASs. Based upon their findings, they recommended that Washington University produce more age-diverse recruitment material wherein alumni describe pivotal moments, their desire to pursue meaningful careers, and "photographs that reflect a larger age range of the student body" (Gonzales *et al.*, 2014:148). In order to provide a more complete understanding of the research methods and theories that scholars have employed in their research on NTASs, the next section examines these two aspects in more detail.

3.3.9. Research methods and theoretical perspectives in existing scholarship on NTASs

Scholars from different regions around the world employ a range of research methods and theories to better understand the NTAS phenomenon. In order to better understand how they have approached their research – and, in so doing, potentially identify scholarly knowledge gaps – this discussion starts with an analysis of the quantitative studies under review, followed by qualitative studies, and finally the mixed methods studies (as illustrated in Table 7 below). Although most of the selected studies employed a quantitative research strategy, my initial review of 220 documents revealed that most research on NTASs employed a qualitative strategy, followed by a quantitative strategy, and then a limited number of mixed methods approaches. Most importantly, a handful of studies disaggregated the data into different socio-demographic variables to compare NTASs' perspectives at the meso-level. These studies were included in this systematic review to highlight the need for more comparative research in this area.

Table 7: Research strategy/approach and sample size employed by existing research

Authors	Year	Sample size	Strategy/approach	*f*
Krause *et al*.	2005	All ages: *n* =4 028 (1994); *n* =2 609 (1999); *n* =2 344 (2004)	Quantitative	
Bergman *et al*.	2014	*n* =437	Quantitative	
Gonzales *et al*.	2014	*n* =60	Quantitative	**5**
Carney-Crompton & Tan	2002	*n* =21 (18–22 years); *n* =21 (35–44 years)	Quantitative	
Austin & Lockmiller	2016	*n* =20 (24 and younger); *n* =19 (25 and older)	Quantitative	
Kasworm & Blowers	1994	*n* =90	Qualitative	
Osman & Castle	2006	*n* =12	Qualitative	**3**
Thompson-Ebanks	2015	*n* =10	Qualitative	
Widoff	1999	*n* =243 (questionnaire); *n* =13 (focus groups); *n* =6 (interviews)	Mixed methods	**2**
Tones *et al*.	2009	*n* =223 (questionnaire); *n* =31 (interviews & focus group)	Mixed methods	

3.3.9.1. Research on NTASs that adopt a quantitative research strategy

First, I discuss the research methods and theories (where relevant) employed by the five quantitative studies (indicated in Table 7 above) – starting with the study that has the largest sample and ending with the two studies that have the smallest samples. The main advantage of quantitative research is that it allows for perspectives between socio-demographic sub-categories at the meso- or even the macro-level to be compared. On the other hand, a common weakness associated with quantitative research is its superficiality given that its breath of enquiry tends to lack depth (Creswell & Plano Clark, 2011:8–12; Groves *et al.*, 2009:226–227; Haralambos & Holborn, 2008:824).

3.3.9.1.1. Krause *et al.* (2005): attitudes and experiences of first-year undergraduates in Australia

Krause *et al.* (2005:iv, 10–11) set out to examine the attitudes and experiences of specifically first-year undergraduate students at several Australian universities over a 10-year period where quantitative data were disaggregated into three age categories: 19 and younger; 20–24; and 25+

years. In my assessment of the Krause *et al.* (2005) study, there are two main advantages. Firstly, the three large samples provide a more complete understanding of how first-year cohorts' change over time at the meso-level. Secondly, due to the quantitative nature of the study, it is easily replicable. On the other hand, this study can be critiqued for being superficial as respondents were unable to explain their answers in further detail (Creswell & Plano Clark, 2011:8–12; Groves *et al.*, 2009:226–227; Haralambos & Holborn, 2008:824).

With regard to the more specific aspects of data collection and analysis, Krause *et al.* (2005:iv, 13, 67) collected data from thousands of first-year students at three points in time: 1994 (*n*=4 028), 1999 (*n*=2 609), and 2004 (*n*=2 344), via self-administered (mailed) questionnaires. The quantitative data were analysed with descriptive statistics, cross-tabulations and independent t-tests. The data were also disaggregated into six variables to determine differences according to specified categories: (1) age (19 and younger; 20–24, and 25+); (2) gender (male and female); (3) enrolment (part-time and full-time); (4) equity groups (Aboriginal or Torres Strait Islander, non-English speaking background students, low SES, and rural/isolated); (5) fee arrangements (international full-fee, HE contribution scheme upfront, HE contribution scheme deferred, and domestic full-fee); and (6) broad field of education (agriculture, education, health sciences, creative arts, engineering, architecture/building, society/culture, information technology, management/commerce, cross-disciplinary/combined degree, and food/hospitality) (Krause *et al.*, 2005:8, 100).

Although no theoretical framework was provided to interpret and discuss Krause *et al.*'s (2005) results, their findings highlight differences between socio-demographic categories of all ages, unless NTASs are specified. Students who typically managed well during their first year at university were aged 19 and younger, domestic students, high achievers, from mid- and high SES, urban, males, non-indigenous, and non-English speaking background students (Krause *et al.*, 2005:48; 58). Students who were best prepared for, and regularly attended, their classes were typically NTASs, high achievers, females, part-time students, those from rural areas, and students from government schools (Krause *et al.*, 2005:48). Most first-year students' expectations of university were satisfactory, except for international students who were less satisfied than domestic students (Krause *et al.*, 2005:30). With respect to peer- and academic support, Krause *et al*. (2005:47–48) also found that males and students aged 19 and younger socialised more with their friends on campus; while international students, low achievers, and students from low SES backgrounds interacted more with their peers for academic purposes.

Furthermore, Krause *et al*. (2005:43–47) found that most first-year students used their email on a limited basis, with the exception of international students, low achievers, and students in paid employment who emailed their fellow students more often. While younger school-leavers and high achievers accessed web-based courses more often than older student cohorts and low achievers; students from "urban areas and those who are first in their family to attend university" scored the

highest in their online engagement (Krause *et al*., 2005:43–47). Lastly, the role of paid employment in full-time students' lives changed between 1994 and 2004. Increasingly, these students were challenged by their roles and responsibilities at work, especially so for full-time students who work for more than 16 hours per week, which affected their ability to focus on their studies (Krause *et al*., 2005:60). As the findings that are relevant to my study have been discussed in the earlier sections dealing with NTASs' motivations and experiences, I proceed to discuss the quantitative study with the second largest sample.

3.3.9.1.2. Bergman *et al.* (2014): adult students' persistence in degree programmes

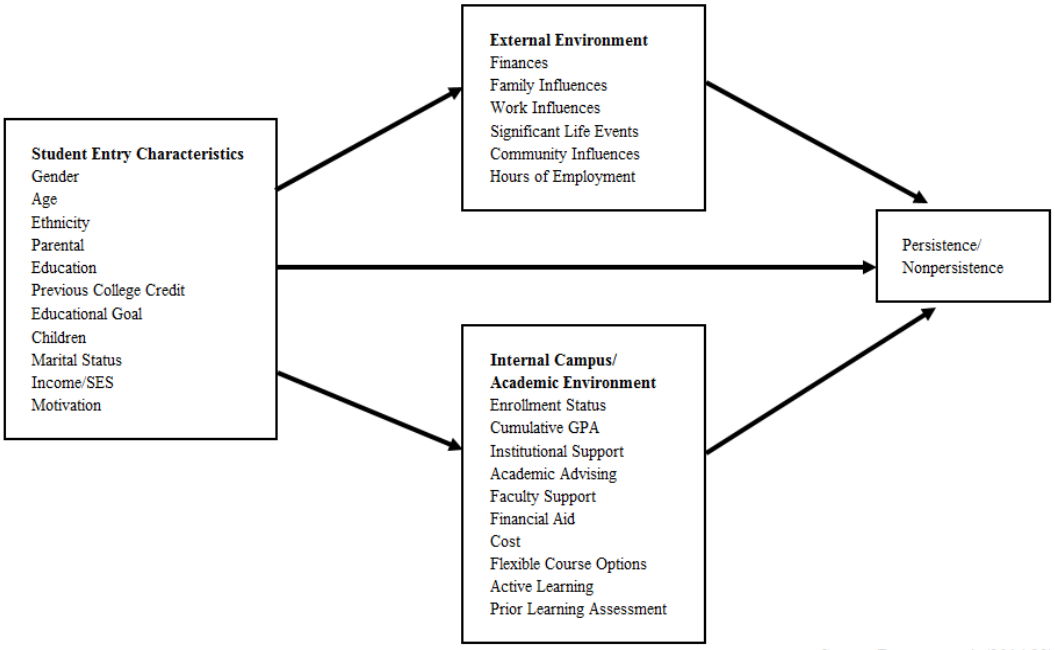
In the USA, Bergman *et al.* (2014:90–93) examined the effects of (1) student entry characteristics (e.g., age, ethnicity, and gender); (2) external environments (e.g., family influences); and (3) campus environments (e.g., financial aid and faculty support) on NTASs' persistence, wherein they emphasised that:

> the competing demands of life make it very challenging for adult learners to strike a balance that helps them reach their academic goal of completing a […] degree. These learners experience a wide variety of life circumstances, such as work, family, financial pressures, and community responsibilities that weigh heavily on their intentions to return and persist in degree programs (Bergman *et al*., 2014:93).

While several studies under review focus on some aspect of student drop-out and retention, Bergman *et al.* (2014:92–95) developed their own model – based upon the earlier work of John Braxton, Amy Hirschy and Shederick McClendon's (2004) theory of student departure in commuter college and universities, as well as John Bean and Barbara Metzner's (1985) conceptual model of undergraduate non-traditional student attrition model – to test their hypothesis that a number of factors influence student persistence. Graphically illustrated in Figure 3 below are these factors: (1) student-entry characteristics (e.g., age, gender, race, relationship status, motivation, and SES); (2) environmental factors (e.g., the extent that students receive support from family and employers, or significant life events); and (3) academic/campus environment (e.g., enrolment status, financial aid, faculty/institutional support, and prior learning assessment) (Bergman *et al.*, 2014:93).

With regard to data collection and analysis, Bergman *et al.* (2014:93) collected data from NTASs (aged 25+) (*n*=1 240) via email questionnaires, of which 437 responded. The data were analysed with descriptive statistics and logistic regression, then results were presented in table-format to illustrate what percentage of the sample are "persisters" or "non-persisters" (Bergman *et al.*, 2014:95). Furthermore, the data were disaggregated according to nine variables, which include the following three socio-demographic variables: (1) gender (male and female); (2) race/ethnicity (African-American, Black, and White); and (3) age (25–35, 36–45, 46–55, 56–65, 66+) (Bergman *et al.*, 2014:94).

Figure 3: The model for adult learner persistence in degree completion programmes



Source: Bergman et al. (2014:93)

Bergman *et al.*'s (2014:98–99) findings confirm that "entry characteristics, external environment, and internal campus/academic factors have a significant effect on persistence among" undergraduate NTASs in degree programmes – with campus environment being the most important factor that influences student persistence. This implies that supportive campus environments are crucial to students' ability to successfully complete their degree programmes. There were, however, no significant differences in persistence outcomes according to age, gender, or race/ethnicity (Bergman *et al.*, 2014:98). Finally, even though I did not employ Bergman *et al*.'s (2014) model to test for persistence, it serves as an excellent example of how models for adult learner persistence can be utilised in deductively-orientated research. Next, I discuss the quantitative study with the third largest sample.

3.3.9.1.3. Gonzales *et al.* (2014): career transitions, challenges and needs of NTASs in social work studies

In this cross-sectional study, Gonzales *et al.* (2014:137) employed the structural lag perspective and two of Elders' five principles of the life course to understand "the challenges and opportunities for graduate schools of social work to meet the educational needs of midlife and older adults." The structural lag perspective was utilised to first identify a possible mismatch between the university's school of social work and alumni's previous experiences as NTASs. Also, Elder's fourth principle was employed to investigate alumni's "previous education, employment, caregiving, and volunteer roles and the extent to which these experiences affected decisions about graduate school" (Gonzales *et al*., 2014:138); while Elder's fifth principle was employed to examine the "kind and

quality" of social support received from family and friends (Elder *et al.*, 2004:12–14; Marshall, 2009:577–578).

Quantitative and qualitative data were collected from a purposive sample of 60 alumni (40 years and older) via structured telephone interviews that included both open- and closed-ended questions. The two forms of data were analysed separately: the qualitative data were analysed via an iterative approach and the quantitative data were analysed as univariate and bivariate statistics (Gonzales *et al.*, 2014:141). Not only were the results discussed in terms of key concepts (education, work, volunteering, provider, "push and pull," pivotal moments, school-family-work activity; and financing studies), but the results were also presented in table-format according to four variables: (1) activity one year prior to Mater's in social work (long-term career-job; temporary job; in school; homemaker; and retired); (2) average years of full- or part-time work; (3) occupation (social work; case worker; counselling/therapy; community organising; social administration/management; advocacy; school of social work; research (social work); business owner/managerial/executive; other (postmaster, driver, waitress, etc.); educator/education; religious (pastor, minister); administrative support; real estate; medical (nursing); researcher/research professor (non-social work); volunteer; between positions; and retired); and (4) average years working in field (primary sector; for profit; government or public agency; and non-profit) (Gonzales *et al.*, 2014:141–142). Hence, a thorough investigation premised upon a number of key concepts and variables were conducted.

Although Gonzales *et al.* (2014) never provided any indication that they intended to employ a mixed methods approach, they stated that the purpose of their design was to "increase understanding about the challenges and opportunities for graduate schools of social work to meet the educational needs of midlife and older adults" (Gonzales *et al.*, 2014:139–141), which is consistent with a convergent design's overall purpose: to provide a more complete understanding of a specific phenomenon (Creswell & Plano Clark, 2011:73). Essentially, this study can easily be classified as a convergent design (more specifically, the data-validation variant), mainly as the inclusion of both closed- and open-ended questions (in the structured questionnaire) not only lends itself to collecting interesting quotes to illustrate results, but also to validate results between quantitative and qualitative data sets (Creswell & Plano Clark, 2011:81; Gonzales *et al.*, 2014:141). On the other hand, the most obvious limitation of this cross-sectional study is that findings were not generalised from the sample to the population (Gonzales *et al.*, 2014:149). In other words, external validity is lowered (Bryman, 2012:206, 677).

Gonzales *et al.* (2014) employed the fourth principle that focusses on the timing of role transitions and the effect it has on the individuals' life course, the role of age norms that prescribe/proscribe when transitions should occur, and the major social events that distinguish one generation from another. This perspective enabled the authors to distinguish between career switchers (people who worked in the "non-human-service sectors" and changed career to work in

the human service sector) and advancers (people employed in the "human services sector" who realised that they needed a formal qualification for career advancement within the same sector) (Gonzales *et al.*, 2014:145–147). However, missing from this discussion is the role of age norms that prescribe/proscribe when these transitions should occur; as well as how one generation's life transitions differ from the next. For this discussion, the symbolic life course may have been better suited as a theoretical framework for their cross-sectional study, rather than one of Elder's principles that favours inter-generational research and longitudinal-ethnographic methods.

Furthermore, Gonzales *et al.* (2014) employed Elders' fifth principle that refers to the "socio-historic influences" which are expressed through a network of interdependent relationships to examine how "lives are not experienced in isolation but are experienced interdependently" (Elder *et al.*, 2004:13–14; Marshall, 2009:577–578). In order to illustrate how their findings are relevant to Elder's principle, they explain that many full-time homemakers returned to HE after their family responsibilities at home changed, which in turn allowed their spouses and children to provide them with more emotional and practical support (Gonzales *et al.*, 2014:147). Yet, missing from their discussion are the relevance of socio-historic influences at a macro-level that distinguish one generation of NTASs (who were probably born in the USA between 1950 and 1970 given that alumni aged 40+ were interviewed) from their parents' or their children's generations. Therefore, the suitability of Elder's fifth principle of interdependent relationships in their discussion is questionable as it lacks a longitudinal, inter-generational focus.

3.3.9.1.4. Two quantitative studies from Northern America dealing with stress

The last two quantitative studies under review are by Shawn Carney-Crompton and Josephine Tan (2002) and Don Austin and Blake Lockmiller (2016). In both instances, these studies adopt a fairly standard approach to comparative research (between two groups) that allow for replication. Both studies, however: (1) selected small, non-random samples as far as quantitative studies are concerned, which suggests that results are not generalisable to the population; and (2) are subject to Kasworm and Blowers' (1994:2) critique of treating NTASs collectively and not identifying differences between age cohorts. Nonetheless, an important distinction can be made between these two studies: Carney-Crompton and Tan (2002:140) narrowed the age span in the NTAS group to 10 years (35–44 years); while Austin and Lockmiller (2016:51) did not narrow the age span of the NTAS group (which remained 25 and older).

Regarding data collection and analysis, Carney-Crompton and Tan (2002:142–144) collected quantitative data from students of all ages (n=42) at a university in Canada via self-administered questionnaires to investigate "the relationship among social support (quantity, quality, and sources of both instrumental and emotional support), psychological functioning (anxiety and depression), and academic performance." The data were analysed using psychometric analyses and compared between two categories: 18–22-year-olds (n=21) and 35–44-year-olds (n=21). They found that between the two groups there were: (1) significant differences in the quantity of instrumental and

emotional support (younger students perceived that more individuals provided them with support); but (2) no significant differences in levels of satisfaction with their emotional and instrumental supports; (3) no significant difference between anxiety and depression; and (4) that 35–44-year-olds had higher academic performance levels than the 18–22-year-olds (Carney-Crompton & Tan, 2002:143–145).

Similarly, Austin and Lockmiller (2016:51–53) collected quantitative data from students of all ages (*n*=39) at a university in the USA via self-administered questionnaires to "determine whether or not differences existed in their perceptions, or their management of stress." The data were analysed with descriptive statistics and independent t-tests and compared between two categories: 24 and younger (*n*=20) and 25 and older (*n*=19). They found that traditional-age students perceived stress to a greater extent than NTASs (Austin & Lockmiller, 2016:48).

3.3.9.2. Research on NTASs that adopt a qualitative research strategy

In this section, I discuss the research methods and theories employed by the three of the qualitative studies indicated in Table 7 (above). The main advantages of qualitative research are that it is in-depth, context-specific and allows for participants' voices to be heard. There are, however, a few limitations. Qualitative research tends to be critiqued for being very subjective, difficult to replicate and lacking in transparency (e.g., illustrating how themes emerged from the analysis of qualitative data); sub-categories' perspectives are not identifiable; and the scope of the findings are restricted (not generalisable) (Bryman, 2012:399–408).

3.3.9.2.1. Kasworm and Blowers (1994): complexities in adult students' learning experiences

In the USA, Kasworm and Blowers (1994:vi–1, 14–15) and their team of researchers conducted a comprehensive, large-scale, qualitative research study at six degree-extending HEIs to "illuminate and understand the complexity of the lived experiences and the meaning of these experiences" for undergraduate NTASs where they examined three issues: "[1] the complex roles of adult life in relation to the student role, [2] the nature of adult undergraduate engagement in learning, and [3] adult perceptions of involvement." This study's most obvious advantage is the in-depth analysis of qualitative data collected during face-to-face interviews (Kasworm & Blowers, 1994:15–16). Another advantage that differentiates this study from most other qualitative studies is the selection of a large, purposive sample (*n*=90), comprising NTASs aged 30+, to "balance representation according to gender; age; ethnicity/race; varied hours of enrolment (part-time to full-time); varied levels of academic status (freshman, sophomore, junior or senior) in relation to the nature of the institution or program; and varied academic majors" (Kasworm & Blowers, 1994:15).

The most common and divergent themes were categorised and compared as follows: (1) new entry NTASs with no prior enrolment in HE; (2) re-entry NTASs who may have had a gap from previous enrolment, a more recent enrolment, or a drop-out experience; (3) re-entry NTASs in a four-year institution considered as more competitive; (4) re-entry NTASs who enrolled at a similar

institution to their prior institution; and (5) re-entry NTASs "in a unique structured adult-degree program" (Kasworm & Blowers, 1994:28, 56). Although I compare the perspective of commencers and returners in my own study, the operational definitions for these two categories are different (see Chapter 4, Section 4.8.2.4.). Therefore, the results between my own study and the one under review are not directly comparable.

Several theoretical perspectives were employed to theorise results. Firstly, Lev Vygotsky's (1978) activity theory was employed to investigate NTASs' beliefs about their multiple roles as parent, spouse/partner, worker, community member, and student that influence the "construction of internal cognitive meanings" (Kasworm & Blowers, 1994:6). The authors explain that from this perspective, the "life-world role activities" of adults are "considered as the units of analysis," which allow them to examine how NTASs' real-life centred, socially constructed experiences of the act of studying, and the subsequent meanings they attach to it, not only influence their choices and decisions for classroom learning, but also their "entire social system" (Kasworm & Blowers, 1994:6, 62, 106). Specifically pertaining to the act of studying, findings suggest that for some NTASs this meant being able to recall relevant information by memory (or developing expert cognitive structures), while for others it meant incorporating new knowledge by building upon pre-existing cognitive structures in the form of personal experiences and past knowledge (Kasworm & Blowers, 1994:106). With consideration to NTASs' other roles, "it was believed that adult learners made meaning of the undergraduate experience as they engaged in these roles," which are grounded in theories of situated learning or cognition discussed in the previous section (Kasworm & Blowers, 1994:6).

Secondly, Kasworm and Blowers (1994:7, 63) employed Barbara Rogoff and Jean Lave's (1984) work on situated cognition to further explain the "importance of the learner's role in the learning process and of the understanding of meaning and application of learning across the adult life context beyond the collegiate classroom" at two levels. At one level, NTASs use their classroom experiences (such as attending lectures, taking notes and writing tests and exams) to construct "learning rituals and routines" befitting their learning experience on campus. At another level, NTASs draw upon their life context (such as their work and life experience) outside the university classroom to understand theory taught in class and the practical application thereof in their own lives (Kasworm & Blowers, 1994:63).

Thirdly, self-directed learning theory (Cross, 1981; Merriam & Caffarella, 1991) was employed to examine how undergraduate NTASs integrate "a wealth of experiences, a diversity of past academic skills and knowledge, and a unique set of psychosocial requirements" in their classroom learning environments (Kasworm & Blowers, 1994:7). The authors argue that although NTASs and younger traditional-age students may share similar on-campus experiences, it is more likely that both these categories would possess different cognitive structures and beliefs regarding their own on-campus learning experience (Kasworm & Blowers, 1994:7).

Fourthly, based upon Alexander Astin (1985) and Kuh *et al.*'s (1991) involvement theory, Kasworm and Blowers (1994:7) suggest that the quality of education is dependent upon the interplay between "an individual's involvement in […] HE and the interaction of that educational environment with the cognitive structures, beliefs, and actions" of a student. Consequently, a student's maturational and cognitive growth is "directly influenced by the quality, intensity and duration of undergraduate on-campus experiences" (Kasworm & Blowers, 1994:7). With a slight adaptation of this theory, the authors explore NTASs' own perspectives between student involvement and supportive HE environments where they primarily focus on NTASs' psychological involvement (referring to their "beliefs and actions in the undergraduate institutional context"), instead of their actual presence on campus (Kasworm & Blowers, 1994:7).

Lastly, Kasworm and Blowers (1994:21) utilised Malcolm Knowles' (1980) theory of andragogy to better understand adult undergraduates' classroom and life learning contexts. Knowles (1980:40–41, 1998:61–62) explains that prior to andragogy, systems of learning (including learning in HE) followed a pedagogical model where the student occupied a dependent role, not knowing how, or why, the content of what is being taught is relevant to broader life, and where the teacher was assigned the full responsibility of managing the learning experience (referring to teacher-directed learning). From this perspective, NTASs' tend to be: (1) extrinsically motivated; (2) their life experiences do not add value to the learning process; and (3) learning is organised according to subject-matter content. As an andragogical model emerged, it replaced the pedagogical model whereby NTASs: (1) need to know what and why they learn; (2) are responsible for their own decisions and, therefore, may oppose the will of others who act contrary to their own goals and wishes; (3) value life experiences as a source for learning; (4) are ready and willing to learn; (5) adopt a life-centred approach to learning, as opposed to a subject-centred approach; and (6) are motivated to learn in order to increase their self-esteem and quality of life (Knowles, 1998:64–68). Again, my study focusses on adult education and not adult learning. Nonetheless, there are a few aspects here that I found useful with respect to my own findings which I discuss later in Chapters 6 and 7: (1) NTASs are motivated to learn in order to increase their self-esteem and quality of life; (2) they are responsible for their own decisions (indicative of their own human agency); and (3) they value life experiences as a source for learning (Knowles, 1998:64–68). In the next section, I discuss a qualitative study previously conducted at Wits.

3.3.9.2.2. Osman and Castle (2006): postgraduate adults learners' motivations, adaptability and support received from work

In Southern Africa, Osman and Castle (2006:515) focussed on barriers to study, and support available from employers, in "an honours programme in Journalism and Media Studies where adult learners have flourished because access has been linked to learners' motivation, mindful adaptations to the curriculum, and support from the workplace." Following a more standardised pattern for qualitative research with small samples, they conducted face-to-face, telephonic and email interviews with 12 people (which includes students, lecturers and academic managers, i.e.

not just NTASs), aged 25–45, with additional data collected via document analysis and site visits (Osman & Castle, 2006:519). Their article, however, does not provide details on how the data were analysed.

They employed Jean Lave and Etienne Wenger's (1991:29) theory of situated learning that focusses on "what kind of social engagements provide the proper context for learning to take place," as opposed to "what kinds of cognitive processes and conceptual structures are involved" (Hanks, 1991:14). The first-mentioned perspective suggests an interactive approach, characterised by social co-participation, whereby a learner acquires knowledgeable skills "by actually engaging in the process, under the attenuated conditions of legitimate peripheral participation" (e.g., an apprenticeship) (Hanks, 1991:14; Lave & Wenger, 1991:29). Utilising this perspective, Osman and Castle (2006:517) suggest that:

> the social context is vital to learning. This context becomes a community of practice when participants engage in activities which allow them to build social relationships and to share knowledge, tools and resources. Such contexts allow adults to draw on each other's experiences and activities, contributing to the learning of all, rather than focusing on the individual. The intention is to move away from a taught curriculum towards a learning curriculum which draws resources from within and outside the formal setting.

Osman and Castle (2006:525) also employed the theory of andragogy as a tool "to frame […] practices and design programmes in ways which allow [postgraduate] adults to [not only] thrive in [HE, but also] to understand learning in [its] context, how learning happens, and how it is enhanced or constrained." With this said, they suggest that more recently there has been a move away from andragogy to postmodern, critical, and feminist theories of education which emphasise "the socially constructed nature of learning, and the way the context shapes the individual and the learning" (Osman & Castle, 2006:516). Relevant findings have been included in my earlier discussion on NTASs' motivations, experiences and social support structures. Next, I discuss the qualitative study with the smallest sample.

3.3.9.2.3. Thompson-Ebanks (2015): experiences of NTASs with depression who leave their HEI prematurely

With an added dimension of depression as a disability, Thompson-Ebanks (2015:474) examined "the experiences of former non-traditional-age students with depression and reasons that led them to leave college prematurely." Similar to the study discussed above, Thompson-Ebanks (2015:477–479) selected a small sample (n=10) of students, between the ages of 33 and 47, for face-to-face interviews whereupon the data were analysed via a constant comparative method (open, axial, and selective coding).

Utilising Tinto's (1975, 1990, 1993) theoretical model of student integration, Thompson-Ebanks (2015:477) suggests that "students who are socially and academically integrated in the campus community increase their commitment to the institution and are more likely to graduate."

Consequently, she makes an important recommendation that I return to later in this thesis: students should not just be provided with more opportunities to interact as if this could or would guarantee integration. Rather, a concerted effort should be made by HEIs to integrate NTASs to ensure that they share a sense of belonging and purpose on campus (Thompson-Ebanks, 2015:477).

3.3.9.3. Research on NTASs that adopt a mixed methods approach

In this last section, I explain that both the mixed methods studies under review employed a two-phased mixed methods approach, but from different directions: one commenced with a quantitative strand and moved to a qualitative strand to explore initial results (Widoff, 1999), while the other commenced with a qualitative strand and moved to a quantitative strand to validate results (Tones *et al.*, 2009). A strand refers to a basic component in conducting qualitative or quantitative research (Creswell & Plano Clark, 2011:63).

In addition to the two typology-based mixed methods designs discussed here – an explanatory sequential design (Widoff, 1999) and an exploratory sequential design (Tones *et al.*, 2009) – there are many more typology-based designs (at least 15 different types listed in Creswell & Plano Clark, 2011:56–59). These designs are often associated with specific disciplines, which have their own features and terminologies. Besides typology-based designs, researchers are free to adopt a dynamic approach whereby they integrate multiple components of different typology-based designs into their own unique design (Creswell & Plano Clark, 2011:59). With this wide scope of options available, I provide a more detailed explanation (in Chapter 4) of how I selected an adaptation of a convergent design for my own research.

3.3.9.3.1. Widoff (1999): experiences of adult male undergraduates

Emphasising NTASs' social support needs, Widoff (1999:15) embarked upon a mixed methods approach to examine the experiences of male NTASs at a university in the USA and the "ways in which institutions of [HE] can best serve the needs [of the] adult male population," which she frames theoretically according to three perspectives evident in Courtney's (1992) work: (1) decision-making models; (2) motivation orientation; and (3) adult development. Her mixed methods approach conforms to Creswell and Plano Clark's (2011:74, 86–90, 138) explanatory sequential design where: (a) qualitative data are used to explain quantitative data; and (b) the primary point for mixing usually occurs during data collection, with the following notation: quan → QUAL = explain significant factors. This type of notation system, as well as diagram to illustrate how the research was executed, is usually included in mixed methods research to help readers identify and understand the key features of the study (Creswell & Plano Clark, 2011:107–109). The advantages of an explanatory sequential design are that it "lends itself to emergent approaches where the second phase can be designed based on what is learned from the initial quantitative phase"; it is easy to implement as two separate phases; and the writing up can also be presented as two separate sections (Creswell & Plano Clark, 2011:83). However, the most

challenging aspect of this approach is that it may be very time consuming, especially during the qualitative phase (Creswell & Plano Clark, 2011:83).

With regard to data collection and analysis, it is duly noted that Widoff (1999) designed her study before the formalisation of at least six of the major typology-based mixed methods designs. She, therefore, did not include the relevant notation system or diagram associated with an explanatory sequential design (see Creswell & Plano Clark, 2011:69–104). Nevertheless, Widoff (1999:16–18) explains that she combined qualitative and quantitative methodologies to "support the overall triangulation of data, focus groups, one-on-one interviews, questionnaire responses, field notes, and journal recordings […] to corroborate findings." Mailed questionnaires were first administered to male undergraduates (*n*=395), aged 25+, upon which 243 responded. Based upon the invitations included in the questionnaires, 13 students participated in focus groups, while six other students participated in interviews. The same questions that were presented to respondents in the questionnaires were also posed to the focus group and interview participants (Widoff, 1999:17). Qualitative and quantitative data or strands were analysed separately. The quantitative data were analysed thematically and the quantitative data with frequency distributions and cross-tabulations (i.e., univariate and bivariate analysis). Both strands were mixed together during the discussion of results (Widoff, 1999:17–21). Although the data were not disaggregated into various demographic variables, results were discussed according to the following key concepts: careers, balancing roles, employment, finances, relationship with the institution, childcare, support, family, and academic achievement (Widoff, 1999:18–21).

3.3.9.3.2. Tones *et al*. (2009): perceptions of university support services and barriers to study

In Australia, Tones *et al.* (2009:507–510) compared the perceptions of NTASs "to examine (1) [their] barriers to study, (2) [their] use of current university support services, (3) helpfulness of support services if used, and (4) responses to a range of proposed support strategies." For their theoretical framework, they refer to Tinto's (1975) work on student integration, involvement and attrition wherein he suggests that social and academic integration are essential to student retention; as well as Abdul Mannan's (2007) later work wherein he supports Tinto's (1975) argument that "student retention is facilitated by either academic or social integration at university [and] the absence of one component is compensated for by the presence of the other" (Tones *et al.*, 2009:507).

As this study's qualitative and quantitative strands remained independent and were not mixed together, it conforms to Creswell and Plano Clark's (2011:86–90) exploratory sequential design where: (a) the qualitative phase is used to explore a certain topic; (b) followed by a second phase for instrument development to collect quantitative and validate exploratory results; with the primary point for mixing occurring during data collection, with the following notation: qual → QUAN = validate exploratory dimensions (Creswell & Plano Clark, 2011:74, 138). An exploratory sequential design is generally selected when researchers want to quantitatively test qualitative

results to generalise it to the population. It also shares similar advantages and disadvantages as the explanatory sequential design, but is especially useful to identify the most important constructs which may require further investigation (Creswell & Plano Clark, 2011:87–89).

With regard to data collection and analysis, it is again duly noted that Tones *et al.* (2009:508) developed their research design before the formalisation of at least six of the major mixed methods typology-based designs (see Creswell & Plano Clark, 2011:69–104). Nonetheless, Tones *et al.* (2009:508–511) explain a two-phased approach where phase one was used for qualitative data collection and analysis via interviews and focus groups (*n*=31), whereupon the qualitative data were used to develop a questionnaire – administered to the total student population aged 25+ as an online survey, of which 223 surveys were successfully completed – during phase two for quantitative data collection and analysis. The reason for following this approach was that the quantitative data were used to validate qualitative exploratory results (Tones *et al.*, 2009:508). The authors do not specify how qualitative data collected via focus groups and interviews were analysed, but do specify that the quantitative data were analysed with chi-square statistics and a series of Mann Whitney U tests (Tones *et al.*, 2009:512–515). Quantitative data were also disaggregated according to six demographic variables to determine respondents' differing perceptions according to: (1) socio-economic status (low SES and non-low SES); (2) gender (male and female); (3) age (25–34, 35–45, and 45+); (4) year level (first, second, third, and other); (5) attendance (part-time and full-time); and (6) enrolment (external and internal) (Tones *et al.*, 2009:512–515). Relevant findings have been included in my earlier discussion on NTASs' experiences and social support structures.

3.4. Chapter conclusion

The aim of this chapter was to first provide the background and context for this study, followed by a systemic review of the scholarship on on-campus NTASs. The literature suggests that globalisation, advances in technology, demographic aging, as well as social and political changes at a national level – especially Zuma's announcement of government-funded HE in response to student protests – may potentially motivate of NTASs to enrol at South African HEIs later in life.

The systematic review of the literature further suggests that to date, the entry of NTASs at South African HEIs remains undocumented – even though Shirley Walters and Jos Koetsier (2006:100), as subsequently Buchler *et al.* (2007:125), identified this gap in scholarly knowledge more than a decade ago. In addition to the earlier-mentioned concerns of Buchler *et al.* (2007:151) that HEMIS data may be inaccurate, the systematic review of the literature suggests that online data sets provided by CHE and CHET omit indicators for age. For this reason, anonymised student enrolment data, between 1994 and 2014, were directly sourced for this study from Wits and SU to determine if proportionately more NTASs are attending the said universities than had previously been the norm.

Serving as the first data set to triangulate with the later results chapters, results from the systematic review suggest that NTASs were predominately extrinsically motivated to enrol at university for career-related reasons. Despite their many negative experiences, the results from the systematic review also suggest that NTASs perceived their experiences as older students in more positive light; and that they receive social support from their family members, peers, employers and HEIs that contribute them successfully completing of their degrees. Several recommendations were provided for improving the level of social support to NTASs at the institutional level, but more often than not, no distinction was made between the needs of part-time and full-time NTASs.

Finally, although a concerted effort was made to include research from different regions in the world that identify differences between cohorts of NTASs, the systematic review reveals a scholarly knowledge gap. It highlights the lack of empirical evidence that distinguished between NTASs' motivations, experiences, and social support structures according to different socio-demographic variables. Consequently, this study intends to address this scholarly knowledge gap by providing empirical evidence in this regard. This concludes this chapter. Next, I discuss research methodology and methods.

CHAPTER 4 RESEARCH METHODOLOGY AND METHODS

4.1. Introduction

The purpose of this chapter is to discuss this study's research methodology and methods. Before I commence with the justification of the use of a mixed methods methodology, I describe the two research settings: Wits and SU. The research strategies are then introduced. This is followed by a detailed explanation of the methods used to collect and analyse the data to ensure a high level of transparency and allow for replication (referring to the "the degree to which the results of a study can be reproduced") (Bryman, 2012:715). Herein, I explain the two populations, three samples, data collection, and data analysis. In each instance, the discussion is divided into two sections: (1) undergraduate student enrolments (demographic data); followed by (2) the undergraduate NTASs (survey data). As part of evaluating this research, selecting the most appropriate mixed methods design is first discussed (referring to the adaptation of a convergent design with its own notation and diagram to help readers identify its key features), then issues around triangulation (or greater validity), trustworthiness, and reliability. Research ethics are briefly discussed before the chapter ends with concluding remarks on this study's limitations.

4.2. Research settings: Wits and Stellenbosch

Wits and SU were established in the early-twentieth century and are regarded as two of the highest-ranked, research-intensive universities on the African continent (Historical Background of SU, 2015; History of Wits, 2015; Times Higher Education World University Rankings, 2016). Wits is situated in the bustling commercial city of Johannesburg in the Gauteng province. The University's main campus consists of new and historic buildings, surrounded by large well-manicured gardens and sparkling ponds, overlooking the Johannesburg skyline. In addition to nearby amenities in the city-centre, there are a few on-campus restaurants and a small shopping centre with a food court, shops, and banking services known as the Matrix. Wits' other three campuses (Parktown Management campus, Education campus, and the Medical School) are situated in nearby Parktown. All campuses are surrounded by walls and access gates to provide security; and are located either next to, or very near, the busy M1 motorway and other important arterials leading to, and from, Johannesburg. Thus, Wits' location provides easy access to commuters. There are also three other public universities (University of Johannesburg, University of Pretoria, and the Sefako Makgatho Health Sciences University), two universities of technology (Vaal University of Technology and Tshwane University of Technology) and one private university (Monash SA) which offer on-campus degree courses within 100 kilometres from Wits.

Wits currently offers full-time degree courses through five faculties: Commerce, Law and Management; Engineering and the Built Environment; Health Sciences; Humanities; and Science (Wits 2014 Annual Report, 2015:2). Although tuition is currently in English, the University has approved the phased implementation of tuition in three additional languages: Zulu, Southern

Sotho, and South African Sign Language (Wits 2015 Annual Report, 2016:43–44). Almost 80 years after Wits had first registered as a university, the Wits Plus Centre for Part-time Studies was established in 1999, followed by a formal relaunch in 2002 to increase access to on-campus university education for people who are unable to commit to full-time degree studies (Castle, Munro & Osman, 2006, 2006:368). Prior to 2017, Wits Plus offered two part-time, after-hours degree courses (a Bachelor of Arts degree and a Bachelor of Commerce degree – optional with Law) in addition to a wide variety of part-time certificate courses. From 2018 onwards, Wits Plus also offered the first two years towards a Bachelor of Science Engineering (BSc) degree on a part-time basis (Part-time Studies for Working Professionals, 2017). As indicated earlier, Wits has recently invested in "innovative blended learning options, including a digital campus, online courses and high-tech classrooms" to stay abreast of the challenges posed by the FIR (VC's 2017 year-end message, 2017).

SU's main campus is situated in rural Stellenbosch, a historical town in the Western Province's Cape Winelands surrounded by vineyards and mountains. Stellenbosch is characterised by its oak-lined streets, cobbled paving directing the flow of the *Eerste-rivier*, and numerous coffee shops, clubs, bars, and restaurants popular with locals and tourists (Historical Background of SU, 2015). In town, there is generally a vibrant, pulsating atmosphere which seems to dissipate as soon as students return to their family homes for the holidays. The terracotta-roofed main campus comprises of a number of new and historical buildings in the centre of town. There are no barrier walls or access gates prohibiting entry onto the main campus. Despite this, there are sufficient security measures in place. The main campus area is patrolled by security officers and students are advised to walk along designated patrolled areas at night known as green zones. The on-campus shopping centre, the *Neelsie*, provides a food court, small shops and banks – although other amenities are only a few minutes' walk away. In addition to the main campus, there are four campuses: the Tygervallei and Bellville Park campuses in Bellville, the Saldanha campus, and the *Ukwanda* Rural Clinic School in Worcester (Campuses & Facilities, 2016). Also situated within 50 kilometres from SU's main campus, are two other public universities which offer on-campus degree courses (University of Cape Town and the University of the Western Cape) and one university of technology (Cape Peninsula University of Technology).

SU is widely known as an Afrikaans university. However, during the 1980s English started playing a more important role and by 2002, English was implemented alongside Afrikaans as a language of tuition (De Stadler, 2017). Recently, the University also approved a new language policy to develop Xhosa as an academic language (Language Policy of SU, 2016:2). SU currently offers full-time degree courses at 10 faculties: AgriSciences; Arts and Social Sciences; Economic and Management Sciences; Education; Engineering; Law; Medicine and Health Sciences; Military Science; Science; and Theology (SU 2014 Annual Report, 2015:39). However, unlike Wits that offers part-time degrees at Wits Plus, SU offers only short-term, non-degree courses aimed at working adults (Short Courses Division, 2011). Nonetheless, SU intends to include more of the

"learn and earn market" by implementing Mode 2 education by 2030, where prospective students will be "taught primarily through technologically mediated instruction, [… and] visit the SU campuses during the recesses between terms for contact sessions with academics" (SU 2014 Annual Report, 2015:36). At the time of writing this thesis, the University appointed a task team to identify the needs and characteristics of prospective Mode 2 students to whom they intend to offer diploma courses at both undergraduate and postgraduate level (SU 2015 Annual Report, 2016:45). Next, I briefly explain the mixed methods methodology.

4.3. Justification of the mixed methods design

Over the past 20 years, mixed methods research has developed as a distinct methodological orientation with its own unique worldview, vocabulary and set of techniques (see Creswell & Plano Clark, 2011:3–51, 273). Although many definitions have emerged over time, mixed methods research generally refers to collecting and analysing both quantitative and qualitative data, whereupon the two forms of data are either mixed together: (a) concurrently, (b) sequentially, (c) embedded into the other, and/or (d) combined into a single or multi-phase study to frame "the procedures within [relevant] philosophical worldviews and theoretical lenses" (Creswell & Plano Clark, 2011:5).

The advantages of mixed methods research are: (1) the ability to "delve further into a data set to understand its meaning and to use one method to verify findings from the other method"; (2) simultaneously focus on macro-, meso-, and macro-level issues "with a bi-focal lens (i.e., both quantitative and qualitative data), rather than with a single lens, […that allow…] researchers […] to zoom in to microscopic detail or to zoom out to indefinite scope"; (3) flexibility in techniques that allow a range of research questions to be answered; and (4) possessing a positive attitude towards utilising either quantitative and qualitative methods to promote collegial "collaboration among researchers, regardless of philosophical orientation" (Onwuegbuzie & Leech, 2005:383–384).

More specifically, I have been able to combine some of the strengths of both quantitative and qualitative research strategies in this study. With respect to quantitative research, this includes: (1) the ability to re-administer the same web-based questionnaire developed at SU during a prior exploratory study to a new population at Wits, which suggests a partial replication; (2) the rigorous analysis of data to increase objectivity and reduce researcher bias, which is perhaps beneficial given my experiential knowledge; and (3) hypothesis development and testing. With respect to qualitative research, this includes: (i) utilising my experiential knowledge as an undergraduate NTAS to formulate a real-life centred, researchable social problem; (ii) selecting purposive samples for a context-specific understanding; and (iii) providing direct quotes to make respondents' voices heard (Babbie & Mouton, 2001:166; Bless, Higson & Sithole, 2013:172; Bryman, 2012:132, 198–200, 635; Creswell & Plano Clark, 2011:12, 174). Next, the two populations and the three purposive samples are defined.

4.4. Data collection strategies

The nature of the research questions anticipates a mixed methods design. An adaptation of a convergent design was selected as it allowed for: (i) quantitative and qualitative survey data to be collected simultaneously, analysed separately, and compared to establish convergence or divergence; and (ii) quantitative student demographic data to be added as a separate quantitative strand (a strand refers to a basic component in conducting qualitative or quantitative research) (Creswell & Plano Clark, 2011:63, 77–81). In doing so, a comprehensive understanding of the NTAS phenomenon is provided – more so than either type of data on its own would have been able to provide (Bryman, 2012:635; Creswell & Plano Clark, 2011:12, 54).

4.4.1. Anonymised, undergraduate student enrolments (demographic data)

In order to answer the second research question aimed at determining changes in undergraduate student enrolments at Wits and SU for the period 1994–2014, I employed two purposive samples of anonymised, existing, student demographic data. A purposive (or judgemental) sample refers to "a sample that is chosen on the basis of what the researcher considers to be typical units" (Bless *et al*., 2013:172). The first sample included all the enrolments for undergraduate NTASs (UNTASEs) (*n*=54 737) for the period 1994–2014. I sourced the longitudinal data in Excel spreadsheet-format from both universities (from Wits in 2015 and from SU in 2014 during an exploratory study) according to a range of variables, which I subsequently merged and uploaded into the International Business Machines Corporation's Statistical Package for the Social Sciences (IBM SPSS) (Version 23). The second sample was summarised statistical data (not longitudinal data) for the total number of undergraduate student enrolments (TUSEs) (*n*=61 023) of all ages (according to age, gender and race) for two years only: 1994 (*n*=20 430) and 2014 (*n*=40 593).

With regard to the first sample of UNTASEs (*n*=54 737), a bivariate analysis was conducted between the "year of enrolment" (every year for the period 1994–2014) and each of the six remaining demographic variables (age, institution, gender, race, home language, and academic discipline). With regard to the second sample (*n*=61 023), the traditional-age students (24 and younger) were first identified by subtracting UNTASEs (25 and older) from TUSEs (all ages) in 1994 (resulting in *n*=2 225) and 2014 (resulting in *n*=3 331). Multivariate analysis was conducted on the data for 1994 and 2014 between the "year of enrolment," age and (in each case) institution, gender and race.

4.4.2. Undergraduate NTASs' perspectives (survey data)

In order to answer the remaining research questions, which aimed to provide a more complete understanding of NTASs' experiences on the ground and potentially improve future NTASs' sense of relatedness, well-being, and ability to successfully complete their undergraduate degree courses, qualitative and quantitative, primary data were collected from NTASs enrolled at Wits and Wits Plus in 2015 (*n*=2 457) via two structured, web-based questionnaires using the Survey Monkey®

platform. Responses from NTASs at Wits and Wits Plus (*n*=572) were merged with similar (raw) secondary, survey data collected from undergraduate NTASs at SU in 2014 during a prior exploratory study (*n*=197). The reason for collecting both quantitative and qualitative data was to corroborate results between data sets. After data collection, a purposive was selected (*n*=364) from the merged data set that includes only those respondents who indicated that they were 25 and older at the time of enrolment.

Qualitative and quantitative data were analysed and reported separately. First, the structured qualitative data (referring to short and more structured forms of qualitative data) were thematically analysed, then quantified on Excel and SPSS. One theme was assigned to each respondent based upon the principle of first-mention to allow for further comparisons between socio-demographic sub-categories to be conducted. Quantified-qualitative data were then cross-tabulated on SPSS. The data were disaggregated according to the six demographic variables: age, institution, gender, race, relationship status, and commencer/returner. Second, the quantitative data (derived from autonomous Likert-type item results) were cross-tabulated on SPSS using a series of chi-square tests for independence (where relevant) and Cramer's *V* for effect size according to the same variables. Results were pasted in Excel where I calculated percentage scores.

The non-parametric chi-square test for independence results proved too weak to determine difference between the sub-categories, which substantiate claims in the research methods literature that non-parametric tests tend to be weak (Gravetter & Wallnau, 2013:593–620; Warner, 2013:317–340). Therefore, I relied on the percentage score results to determine similarities and differences between socio-demographic sub-categories. Furthermore, as this is a non-experimental study, it is not necessary to identify independent and dependent variables or to make causal inferences (Warner, 2013:340). Next, I provide definitions for the two populations.

4.5. Two populations

4.5.1. Population of undergraduate student enrolments (demographic data)

The first population represents all the undergraduate student enrolments at Wits and SU between 1994 and 2014 – irrespective of the students' ages at the time of enrolment. As enrolments at the Wits Plus Centre for Part-time Studies are included in the population (from 2002 onwards, after the establishment of Wits Plus), the population represents both full-time and part-time student enrolments. I emphasise that the unit of analysis is enrolments, not individual students. For instance, a full-time undergraduate student enrolled in a three-year degree course is likely to represent three enrolments (*n*=3), while a part-time undergraduate student enrolled in an extended degree course is likely to represent six or more enrolments (*n*=6).

4.5.2. Population of undergraduate NTASs (survey data)

The second population (*n*=3 578) represents all the undergraduate NTASs who were 25 and older (during any stage of their undergraduate degree programme, i.e. from first-years to final-years) at Wits and SU when the survey data were collected. This includes 2 457 individuals at Wits and Wits Plus in 2015 (primary data) and 1 121 individuals at SU who participated in an exploratory study in 2014 (secondary data).

4.6. Sample selection: three purposive samples

4.6.1. Two purposive samples: undergraduate student enrolments (demographic data)

In order to answer the second research question, two purposive samples were selected. First, all the undergraduate NTAS enrolments (UNTASEs) between 1994 and 2014 (i.e., 25+ year-olds). Second, the total number of undergraduate student enrolments (TUSEs), irrespective of age, in 1994 and 2014. These are explained in more detail below.

4.6.1.1. First purposive sample: UNTASEs over a period of two decades (1994 to 2014)

The first sample was selected at the commencement of this study. It included all the anonymised, undergraduate, non-traditional-age student enrolments (UNTASEs) (*n*=54 737) at Wits and SU for the period 1994–2014. The ages of students were calculated by subtracting year of birth from the year of enrolment (e.g., 2014-1989=25). Not only does this imply that the youngest NTASs were born in 1989, but also that students born between 1 January and 31 December of the same year are in the same birth cohort. Table 8 below illustrates the representation of UNTASEs sample at each institution and the central means of tendency.

Table 8: Breakdown of UNTASE sample, 1994–2014

	SU 1994–2014	**Wits** 1994–2014	**Wits Plus** 2002–2014	**UNTASE sample** 1994–2014
n	20 800	28 768	5 169	54 737
% Representation	38%	53%	9%	100%
Mean (SD)	29.5 (5.8)	28.5 (5.0)	32.6 (6.5)	29.3 (5.6)
Median	27	27	31	27
Mode	25	25	27	25

4.6.1.2. Second purposive sample: TUSEs for two years only (1994 and 2014)

It was later decided to broaden the scope of analysis by comparing the UNTASEs (referring to 25+ year-olds) and traditional-age student enrolments (referring to aged 24 and younger). Therefore, another sample of was selected mid-way through this study. This second sample reflects the summarised statistical data (according to age, gender and race) for the total number of undergraduate student enrolments (TUSEs) (*n*=61 023) – irrespective of age – for two years only: 1994 (*n*=20 430) and 2014 (*n*=40 593). Hence, this sample differs from the first sample in two ways: (1) it is not longitudinal data comprising of each undergraduate student enrolment spanning

two decades (25+ year-olds only); rather, (2) it is a summary of undergraduate student data for two years only (irrespective of age).

Furthermore, to differentiate between the enrolments for NTASs and traditional-age students, the UNTASE data for 1994 (*n*=2 225) and 2014 (*n*=3 331) were subtracted from the TUSE data for 1994 (*n*=20 430) and 2014 (*n*=40 593). This allowed the traditional-age student cohort (i.e. 24 and younger) to be identified, i.e. 1994 (*n*=18 205) and 2014 (*n*=37 262). Next, the survey sample is defined.

4.6.2. One purposive sample: undergraduate NTASs (survey data)

In order to answer the third to seventh research questions, a purposive sample (*n*=364) of respondents who indicated that they were 25 and older at the time that they first enrolled for their on-campus, undergraduate degree course was selected only after data collection was completed. The main reason for selecting these respondents was that they were likely to have had "a significant break, with other life- and work-experience, prior to entering [HE]" (Bourgeois, Duke, Guyot & Merrill, 1999:3) and be able to comment on some of the post-1994 changes in South Africa's employment sector. In doing so, Duke and Jones' (2005:19) critique that research on NTASs conducted at South African HEIs, which tend to employ a base age limit of 23 years that is considered too low, was also circumvented.

Even though the respondents selected in the purposive sample may suit the more qualitative idea of an adult student (Bourgeois *et al*., 1999:3), it is not a random sample. This implies that the survey data results cannot be generalised to the population and that level of external validity is lowered (Bless *et al.*, 2013:162–166, 172–178; Bryman, 2012:197–200; Creswell & Plano Clark, 2011:174, 211; Gravetter & Wallnau, 2013:207). With this said, by triangulating the survey results with the results from the systematic review, greater validity was achieved (discussed in more detail later in this chapter, see in Section 4.9.2.).

4.6.2.1. Sample verification

In this section, I compare the sample to the total number of undergraduate NTASs in the population according to age, institution, gender, and race. As there are no comparative data available to compare relationship status and commencer/returner with, these comparisons were excluded from Table 9 below.

4.6.2.1.1. Age (birth cohorts)

Table 9 below shows that the proportion of students in their mid-to-late 20s included in the sample (29%) was substantially lower than that of undergraduate NTASs enrolled at the time (65%). Conversely, the proportion of students in their 30s (51%) and 40s (18%) included in the sample was substantially more than that of undergraduate NTASs enrolled at the time. The proportion of

students in their 50s were similar. There were no students aged 60+ who responded to the web-based questionnaires.

Table 9: Purposive sample compared to the undergraduate NTAS population

Variables	Demographic sub-categories	SU 2014		Wits 2015		Wits Plus 2015		Sample		Population	
		Sub-sample	Sub-population	Sub-sample	Sub-population	Sub-sample	Sub-population				
		n	*n*	*n*	*n*	*n*	*n*	*n*	%	*n*	%
Age	25–29 years	36	834	50	1 267	21	229	107	29	2 330	65
	30–39 years	43	226	50	291	94	445	187	51	962	27
	40–49 years	9	56	17	59	39	142	65	18	257	7
	50–59 years	0	5	2	10	3	14	5	1	29	1
Institution	SU	88	1 121					88	24	1 121	31
	Wits			119	1 627			119	33	1 627	45
	Wits Plus					157	830	157	43	830	23
Gender	Female	41	452	78	798	112	524	231	63	1 774	50
	Male	47	669	41	829	45	306	133	37	1 804	50
Race	African	19	418	76	1 093	90	580	185	51	2 091	58
	Coloured	16	211	7	76	17	81	40	11	368	10
	Indian	0	27	6	106	10	72	16	4	205	6
	White	44	465	22	340	32	96	98	27	901	25
	Other	9	0	8	12	8	1	25	7	13	0
Relationship status	Married/living together – no children	14		12		26		52	14		
	Married/living together – with children	9		31		69		109	30		
	Single/divorced/widowed – no children	36	n/a	38	n/a	31	n/a	105	29	n/a	
	Single/divorced/widowed – with children	10		35		30		75	21		
	Other type of status	19		3		1		23	6		
Commencer / returner	Commencer	39	n/a	78	n/a	145	n/a	262	72	n/a	
	Returner	49		41		12		102	28		
Total (for each variable)		**88**	**1 121**	**78**	**1 627**	**157**	**830**	**364**	***10**	**3 578**	**100**

* Percentage of the population

4.6.2.1.2. Institution

Table 9 also shows that the proportion of part-time students from Wits Plus included in the sample (43%) was almost twice that of undergraduate part-time students enrolled at this institution at the time (23%). Conversely, the proportion of full-time students from Wits (33%) and SU (24%) included in the sample was less than that of full-time, undergraduate NTASs enrolled at the time.

4.6.2.1.3. Gender

The proportion of women included in the sample (63%) exceeded that of women, aged 25+, who were enrolled at the time (50%). Hence, the proportion of men selected in the sample (37%) was less than that of men, aged 25+, who were enrolled at the time (50%).

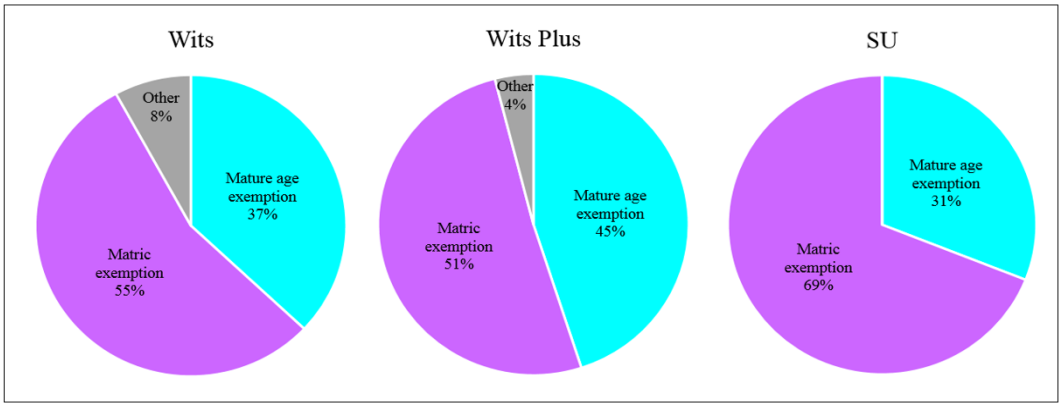
4.6.2.1.4. Race

Table 9 shows that the proportion of African, Coloured, Indian and White students selected in the sample were similar to that of those students from the same categories in the population. As I have not included a research question on access routes into HE, I briefly illustrate the proportion of respondents' access routes into university.

4.6.2.1.5. Access routes into university: type of exemption

As discussed in the Literature Review Chapter, South African citizens who are 23 and older may apply for mature-age exemption (Universities South Africa, 2017). Figure 4 below graphically illustrates that less than half of the respondents at each institution accessed university via mature-age exemption.

Figure 4: Respondents' access routes into university according to institution



4.7. Data collection

4.7.1. Sourcing the undergraduate student demographic data

4.7.1.1. Sourcing the data for the first sample of demographic data: UNTASEs (1994 to 2014)

In order to answer the second research question, I first requested institutional permission from SU's Division for Institutional Research and Planning (DIRP) to re-analyse the anonymised, undergraduate student demographic data (*n*=20 800) collected during my exploratory study at SU in 2014. This was saved in an Excel spreadsheet on my personal hard drive, which of course implies that these data were not sourced again from SU. I then requested similar data (*n*=33 937) from Wits' Academic Information and Systems Unit (AISU). The anonymised enrolment data were provided on an Excel spreadsheet (via email) that was categorised into similar variables as the one for SU, namely: the year of enrolment; birthdate (used to calculate the age of each student); final or non-final year of study; gender; race; home city; home province; faculty; home language; and attendance type (not on the SU spreadsheet, only for Wits: full-time or part-time).

4.7.1.2. Sourcing the data for the second sample of demographic data: TUSEs (1994 and 2014)

Following the decision to broaden the scope of this study, I requested the summarised statistical data from both AISU (Wits) and DIRP (SU) for the total number of undergraduate student enrolments, irrespective of age and for two years only (1994 and 2014) according to age, gender and race. The summarised data was sent in written format via email.

4.7.2. Collecting the survey data

In order to answer my third to seventh research questions, survey data collection is explained in this section. Primary survey data collection was facilitated by the use of two almost identical (structured) web-based questionnaires, which I administered to all undergraduate NTASs enrolled for degree courses at Wits and Wits Plus in August 2015. As I have been granted institutional permission from DIRP at SU the re-analyse the (raw) survey data collected during my exploratory study in 2014, a description of the data collection process at SU is not included in this thesis.

The Wits questionnaires were similar to the structured questionnaire I had developed during my exploratory study at SU, which was assessed for validity and reliability by my research supervisor at the time. Both the web-based questionnaires were almost identical and contained open- and closed-ended questions which allowed for the concurrent collection of both qualitative and quantitative data (see Appendix 6 for a copy). The only differences were when specific references were made to either Wits or Wits Plus, or with respect to being a part-time or a full-time student.

4.7.2.1. Preparation of the web-based questionnaires

The web-based questionnaires for Wits and Wits Plus were created on the Survey Monkey® website in July 2015. It was not necessary to create a separate code manual as the original web-based questionnaire (saved on my personal laptop) contained all the necessary codes (Babbie & Mouton, 2001:414; Bryman, 2012:300). The first screen of both the web-based questionnaires contained a consent form wherein I briefly introduced myself and explained the purpose of this study. Potential respondents could either decline or accept my invitation to participate. Those who wanted to decline were able to select a "no thank you" radio button and exit the survey immediately. Those who wanted to participate, were able to select a radio button wherein they agreed that they wish to participate, have read and understood the consent form, and that by clicking on the radio button, it would serve as their virtual signature.

Each questionnaire contained 34 questions, divided into the five sections: (1) demographics; (2) motivations; (3) experiences; (4) social support; and (5) financial support. Although Earl Babbie and Johan Mouton (2001:243) suggest that "duller, demographic data […] should generally be placed at the end of a self-administered questionnaire," I decided to place the demographic section at the start of the web-based questionnaires for two reasons. Firstly, in my own experience as a survey respondent, starting with a demographic section allows me to warm-up to the survey before answering the more detailed, open-ended questions. Secondly, socio-demographic comparisons are essential to this study, which implies that if respondents did not provide their demographic data, the incomplete questionnaire would have to be discarded.

The autonomous Likert-type items were operationalised as motivation, experience and social support factors. The 12 motivation factors posed to respondents were: (1) I wanted to improve my

career skills; (2) I wanted to experience the academic atmosphere on campus; (3) I wanted to keep my mind active; (4) I desired a complete career change; (5) a degree will provide me with the increased financial security that I need; (6) I have more free time now that my children are at school/university/left home; (7) a degree will give me access to better employment opportunities; (8) I am in pursuit of lifelong learning; (9) a personal relationship had ended; (10) my parents could not afford to send me to university when I was younger; and (11) I am able to cope with work and studies at the same time, therefore I am studying part-time, (OR) (12) I am unable to cope with work and studies at the same time, therefore I am studying full-time. Importantly, it is highly unlikely that respondents would have been able to differentiate between the more technical differences associated with lifelong learning (which encompasses all types of formal and informal learning) and lifelong education (which specifically refers to learning that takes place in a formal learning environment) (Aitchison, 1993:9, 2004:2; Courtney, 1992:xiv; Findsen & Formosa, 2011:22–24).

The 11 experience factors posed to respondents were: (1) I enjoy being amongst younger students on campus; (2) my age is a barrier to making friends on campus; (3) as an older student, I am more disciplined than younger students; (4) I feel alienated from the rest of the students; (5) as an older student, tutors think I need less help than younger students; (6) I feel isolated on campus; (7) compared to younger students, I lack technological skills; (8) as an older student, time constraints negatively affect my academic performance; (9) studying part-time provides me with a sense of accomplishment, (OR) (10) studying full-time provides me with a sense of accomplishment; and (11) I would like to socialise more with mature-age students.

The social support factors were sub-divided into social support and financial support. The seven sources of social support presented to respondents were: (1) my immediate family; (2) my friends (excluding those befriended on campus); (3) other students I befriended on campus; (4) Wits clubs and societies; (5) the Wits first-year experience programme (FYE); (6) social media (e.g., Facebook); and (7) religious or spiritual affiliations (e.g., relationship with God, or involvement with church, mosque, and synagogue). On the other hand, the seven sources of financial support presented to respondents were: (1) my immediate family; (2) my friends (excluding those befriended on campus); (3) other students I have befriended on campus; (4) student loans; (5) bursaries; (6) religious or spiritual affiliations; and (7) an employer who pays for my study fees.

Once I finished creating the two web-based questionnaires, I pilot-tested the questionnaires by emailing a link, which redirected respondents to the Survey Monkey® website, to six people (my family and friends) asking them to go through the questionnaires and to let me know if there were any errors or areas that left them feeling uncertain on what to do next. Once I received feedback and rectified errors, the web-based questionnaires were ready to be administered to the NTAS population at Wits and Wits Plus.

4.7.2.2. Administration of the web-based questionnaires

In order to administer the web-based questionnaires, I first requested a list of anonymised email addresses from AISU for all the undergraduates, aged 25 and older, enrolled for degree courses at Wits and Wits Plus. Upon submission of a signed *AISU preservation of confidentiality of student information* form (see Appendix 1), I received an Excel spreadsheet containing 2 457 anonymised student email addresses.

On 12 August 2015, I sent email invitations to all the email addresses in the list, which contained a link to the Survey Monkey® website, where students were able to access the relevant web-based questionnaire (see Appendix 6 for an example of the invitation email). Survey Monkey® automatically assigned a web-identification number to each respondent that prevented them from completing more than one web-based questionnaire per invitation email. However, in instances where students were simultaneously enrolled at Wits and Wits Plus, they were free to complete a web-based questionnaire in each instance.

Following the initial invitation email, three email reminders were sent on 17 August 2015, 22 August 2015, and 27 August 2015 (see Appendix 6). NTASs who selected the "opt out" option (indicated at the end of their initial email invitation or in the subsequent reminder email), did not receive another reminder email. The decision to attain a higher response rate by sending reminders in five-day intervals were informed by a recommendation from Valerie Sue and Lois Ritter (2007:94). Figures 5 and 6 show that every time a reminder was sent, the response rate increased, but then tapered down on the days that followed. Of course, this highlights the importance of sending reminders.

Figure 5: Wits survey responses per day

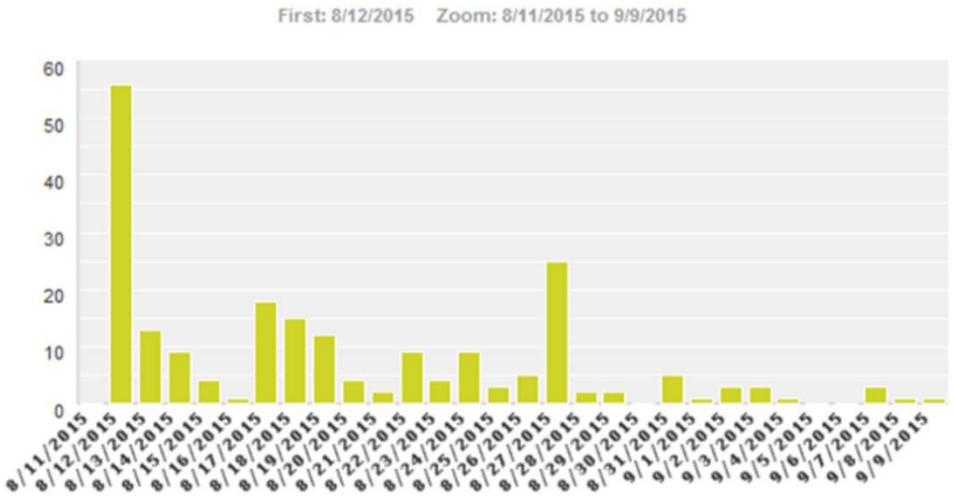
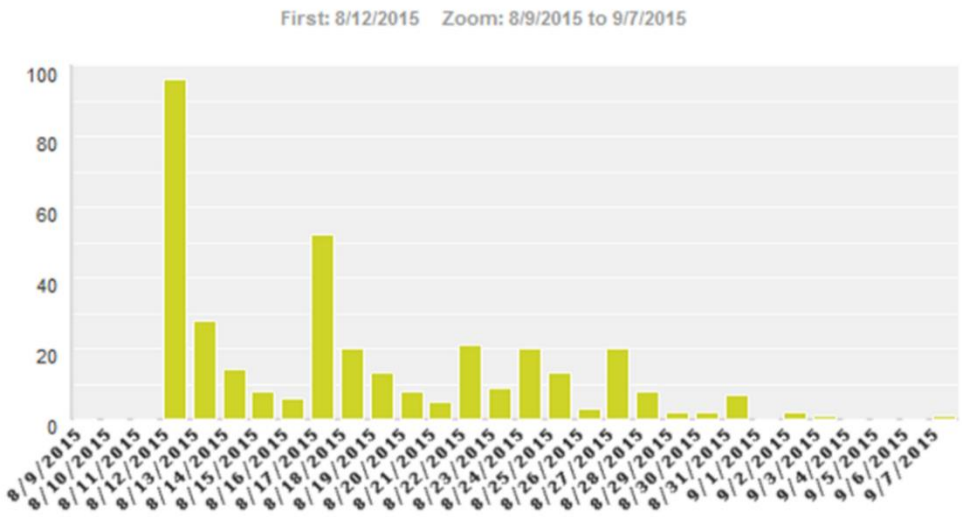


Figure 6: Wits Plus survey responses per day



The two web-based questionnaires were deactivated on 9 September 2015, four weeks after it was launched. A total of 572 respondents completed the web-based questionnaires, of which 361 were from Wits, and 211 from Wits Plus. Thus, a response rate of 23% was achieved. From the total respondent base, I selected a purposive sample that included only those students who were 25 and older at the time of enrolment. This amounted to 276 respondents (119 from Wits and 157 from Wits Plus). Hence, the respondents in the sample (which at this point still excluded respondents in the secondary data set from SU) represented a response rate of 11% (Bryman, 2012:199). Later, when respondents from SU were included in the sample, the response rate was decreased to 10%. Again, the findings are not generalised from the sample to the population. Therefore, this low response rate is acceptable. Next, data analysis is explained.

4.8. Data analysis

4.8.1. Analysing the undergraduate student demographic data

In order to answer the second research question, existing student demographic data were analysed. The analysis of existing data sets is regarded as a special form of secondary analysis (Bryman, 2012:320–327). The most obvious advantage of analysing existing data is that it saves time and financial expenses associated with data collection. On the other hand, the quality of the data is not assured. It is possible that there may be missing or inaccurately captured data which I, as the researcher, have no control over. Institution-specific demographic categories may have changed over time or be incomparable between HEIs (Bryman, 2012:312–327).

4.8.1.1. Merging of Wits and SU data in the first sample: UNTASEs (1994 to 2014)

The longitudinal data for UNTASEs sourced from Wits were first copied into a single Excel spreadsheet. Another column was added wherein the ages of students were calculated by

subtracting year of birth from the year of enrolment (e.g., 2014-1989=25). Upon completion of the age calculations for UNTASEs, some of the other categorical classifications were amended. For instance, nine African languages (Ndebele, Northern Sotho, Southern Sotho, Swati, Tsonga, Tswana, Venda, Xhosa, and Zulu) were collapsed into "other official South African languages."

Once the Excel columns for the Wits data corresponded in the columns I had in Excel for the SU data, the two data sets were merged into one Excel spreadsheet. Each row of data, which represented one student enrolment, was given a new identification number ranging from one to 54 737.

4.8.1.2. Univariate and bivariate analysis of the first sample: UNTASEs (1994 to 2014)

The Excel spreadsheet that contained the merged data of Wits and SU was uploaded into SPSS. On SPSS, data labels were assigned and the continuous variable "age" was transformed into a new ordinal variable "age cohorts," comprising the following categories: 25–29, 30–34, 35–39, 40–44, 45–49, 50–54, 55–59, and 60+. However, once I had finished reporting the results, I further collapsed these categories into the ranges 25–29, 30–39, 40–49, and 50+ as it would allow for more observed frequencies per category, which in turn could potentially reduce spuriousness. In addition, I also created five new variables for faculties (see the start of this section) for comparison purposes.

Once new variable labels were created on SPSS, univariate analysis (the analysis of categories belonging to one variable) (Bryman, 2012:337) were conducted by running frequency tables to identify errors. As no obvious errors were detected, code cleaning procedures were not administered (Babbie & Mouton, 2001:417). However, as I discuss later, I suspect that some of the data at SU's Faculty of Education for the period 1997–2001 may have been incorrectly captured (see Section 4.11.1.). Bivariate analysis (the analysis of two variables at a time) (Bryman, 2012:339) was conducted by cross-tabulating each of the demographic variables (age, institution, gender, race, home language, and faculties) with the variable "year of enrolment" on SPSS. In each instance, the average age and standard deviation from the mean were also calculated on SPSS. SPSS results were copied and pasted into a new Excel spreadsheet to produce tables illustrating results for UNTASEs collectively and at each institution (SU, Wits and Wits Plus).

On this Excel spreadsheet, annual increases or decreases in UNTASEs (n=54 737) between 1994 and 2014 were calculated in Excel with the formula: = (2014 – 1994) ÷ 1994 × 100 = %. This formula does not consider fluctuations over time. For instance, if (hypothetically) there were 200 UNTASEs in 1994, then 8000 UNTASEs in 2004, and 600 UNTASEs in 2014, it would be calculated as: = (600 – 200) ÷ 200 × 100 = 200%. Thus, the results will show an overall increase of 200% over two decades, but not provide any indication of the dramatic increase of UNTASEs in 2004, which is why it is important to add graphs to illustrate trends over time (as I do in Chapter 5). Also, the representation of each cohort within the total number of UNTASE for each "year of

enrolment" was calculated on Excel by dividing the number of enrolments according to the "year of enrolment" and the relevant variable with the total number of UNTASEs for that year. For example, where SU enrolled 887 NTASs in 1994, 887 was divided by the total number of enrolments in 1994 and multiplied by hundred to ascertain the representation of UNTASEs at SU in 1994 (i.e., 887 ÷ 2 225 × 100 = 40%). The tables produced for UNTASEs collectively and according to each institution were added to Appendix 2. Graphs were added to Chapter 5 to graphically illustrate longitudinal trends over time. Next, the analysis of the second sample is explained.

4.8.1.3. Operational definition for the variables in the first sample: UNTASEs (1994 and 2014)

The seven demographic variables in the longitudinal data set were operationalised as follows: (1) the "year of enrolment" was categorised as: each year from 1994 and 2014 (both years inclusive); (2) institution was categorised into: SU; Wits; and Wits Plus; (3) age was categorised into the ranges of: 25–29; 30–39; 40–49; and 50+ (with the inclusion of 24 and younger in the TUSE data set); (4) gender was categorised as: male and female (or men and women); (5) race was categorised into: African; Coloured; Indian; White; and other; and (6) home language was categorised into: Afrikaans; English; international languages; and "other official South African languages (excl. Afrikaans and English)" that comprise of Ndebele, Northern Sotho, Southern Sotho, Swati, Tsonga, Tswana, Venda, Xhosa, and Zulu (collapsed) because SU does not keep a record of all the official South African languages.

In order to compare faculties between institutions, faculties were collapsed into similar faculties across institutions which I then classified as academic disciplines: (a) "Commerce, Law & Management (Wits)/Economic & Management Sciences (SU)/Law (SU)"; (b) "Engineering & the Built Environment (Wits)/Engineering (SU)"; (c) "Health Sciences (Wits)/Medicine & Health Sciences (SU)"; (d) "Humanities (Wits)/Arts & Social Sciences (SU)/Education (SU)," and (e) "Science (Wits & SU)." The following three faculties at SU are not comparable to faculties at Wits: AgriSciences; Military Science; and Theology. Therefore, these faculties were not further collapsed into academic disciplines.

4.8.1.5. Multivariate analysis of TUSEs (1994 and 2014)

In this next section, I explain how the total UNTASEs where subtracted from the total number of undergraduate student enrolments for two years only, 1994 and 2014, to determine the numbers of enrolments for each age cohort. A multivariate analysis (the "simultaneous analysis of three or more variables") (Bryman, 2012:345) was conducted on the UNTASE data in SPSS between: (1) the "year of enrolment" (1994 and 2014), age and then in each case: institution, gender and race; and (2) institution, race and gender. Results were copied to a new Excel spreadsheet. Secondly, UNTASE results were subtracted from the total number of undergraduate students (on tables created in an Excel spreadsheet) to identify the 24 and younger student cohort (traditional-age

students); and calculate if the proportion of UNTASEs within the total undergraduate student population increased or decreased over time. The tables illustrating these results are included in Chapter 6.

Evidently, these tables do not illustrate longitudinal trends for the period 1994–2014. However, when these tables are compared to the UNTASE graphs, it highlights the importance of including data for the entire undergraduate student population for one main reason: if only increases or decreases for UNTASEs are taken into consideration, it creates the impression that the enrolment of undergraduate NTASs increased over time. It is only when UNTASEs are compared to the enrolments for the total undergraduate student population that it becomes evident whether this was traditionally the norm. Therefore, when other researchers decide to further analyse longitudinal student demographic data to document the entry of NTASs into South African HEIs, these enrolments should not be analysed in isolation but be compared to the total number of enrolments for all students. Next, I discuss the advantages and limitations of analysing existing data.

4.8.1.6. Operational definition for the variables in the second sample: TUSEs (1994 and 2014)

The five demographic variables for the summarised statistical TUSE data were operationalised as follows: (1) the year of enrolment for two years only: 1994 and 2014; (2) university: SU and Wits (where Wits includes Wits Plus); (3) age was categorised into the ranges of: 24 and younger; 25–29; 30–39; 40–49; and 50+; (4) gender was categorised as: male and female (or men and women); and (5) race was categorised into: African; Coloured; Indian; and White.

Lastly, it is evident that the variables between the two samples for the demographic data differ. As explained earlier, mid-way through this study it was decided to broaden the scope of the demographic analysis. Therefore, another sample of selected to compare the UNTASEs (25+ year-olds) and traditional-age student enrolments (24 and younger). It was also decided to rather focus on differences in enrolments between Wits and SU according to age, race and gender, which already formed the main component of the discussion in Chapter 5.

4.8.2. Analysing the quantitative and qualitative survey data

4.8.2.1. Merging Wits, Wits Plus and SU data sets

In order to answer my third to seventh research questions, this quantitative and qualitative survey data were analysed separately – explained in a step-by-step process in this section to allow for replication. Once data collection was completed at Wits and Wits Plus, the web-based questionnaire responses were downloaded from Survey Monkey's® secure database as two Excel spreadsheets and saved on my external hard drive. The first step entailed comparing the Wits, Wits Plus, and SU data sets in Excel. Since the same survey was used with only a few minor alterations, the responses in the Wits, Wits Plus, and SU data sets were ordered according to the same

response categories. The second step entailed ordering respondents according to their age: from the oldest to the youngest, followed by deleting respondents who were 24 and younger at the time of enrolment. The third step involved changing the codes (numbers, or quantitative data) assigned to certain demographic variables to words (converting quantitative data into qualitative data). For instance, where Xhosa was coded as 10, the word Xhosa replaced the number 10. This made the data easier to read and compare between spreadsheets, thus reducing possible errors.

Once the three separate Excel spreadsheets containing the Wits, Wits Plus, and SU responses appeared to be similar, the data were merged into one Excel spreadsheet. I then assigned new respondent identification numbers to each respondent on the list. However, before any of the data could be loaded onto SPSS, I first had to thematically analyse and quantify the qualitative data to create new variables to insert into this Excel spreadsheet. I now explain the qualitative data analysis procedures in further detail.

4.8.2.2. Qualitative data analysis of the first survey data set

For the purposes of this study, I conducted a thematic analysis to identify themes and sub-themes based upon my subjective interpretation of the data at the time (Bryman, 2012:717). The qualitative data, which I collected in response to open-ended questions, were shorter, simpler, and more structured than the qualitative data typically collected via interviews or focus groups. Therefore, it is referred to as structured qualitative data (Bless *et al.*, 2013:347).

During the time that I conducted the analysis, I had not yet fully developed my theoretical framework; with the exception of the life course and the structural lag perspectives. Therefore, I had no preconceived notions of how I would like the themes to fit into any specific theory. Instead, I attempted to reflect the key concepts that emerged from the data as accurately as possible in the language used by the respondents. Also, only upon completion did I compare this study's themes to the themes that had emerged during my exploratory study.

A complete list of themes and sub-themes, using the terminology used by respondents, has been added to Appendix 4 to not only illustrate how themes emerged from sub-themes and serve as a potential source of secondary data for other researchers within HE, but also to ensure a high level of transparency and trustworthiness (Creswell & Plano Clark, 2011:209; Johnson & Onwuegbuzie, 2004:16; Tashakkori & Teddlie, 2010:391).

4.8.2.2.1. Thematic analysis: step-by-step process for identifying themes and sub-themes

In order to thematically analyse the qualitative data, I created nine separate Excel spreadsheets. Each of these contained the responses to each of the nine open-ended questions. By allocating responses to each question to individual spreadsheets, this allowed me to focus on one main idea at a time (e.g., around NTASs' motivations, or their suggestions on how to improve social support).

As there was a problem with redirecting (or piping) respondents who "agreed/disagreed" that it is an advantage to be an older student to the correct follow-up contingency questions, many respondents answered both the follow-up questions as opposed to only one. Therefore, contingency cleaning was administered, which implies that I compared respondents' answers from the earlier question to the two follow-up questions, then deleted the responses that did not match with the earlier qualifying, close-ended question (Babbie & Mouton, 2001:418). Once contingency cleaning was completed, the data were reduced into shorter sentences which served as sub-themes. In order to manage the data, I allowed for up to five sub-themes per respondent (Creswell & Plano Clark, 2011:208). Similar sub-themes were placed in the same column and ordered alphabetically via the "sort and filter" button on Excel. Thus, sentence construction had to be exact for the sorting process to be automated. Once sub-themes were identified for each respondent, I created another Excel spreadsheet to categorise sub-themes into broader themes based upon their similarity. This represents a form of open coding (Bryman, 2012:569). This process was repeated for every open-ended question, which ensured that all the qualitative data were analysed in exactly the same format. It is important to bear in mind that at this stage, sub-themes were not assigned to any particular response ID.

Following the process described above, I created two new Excel spreadsheets to contain all the sub-themes. On the first spreadsheet, sub-themes were then linked to each relevant response ID. On the second spreadsheet, sub-themes were categorised together and assigned a theme – without linking these sub-themes to a particular response ID. Hence, once themes were assigned to sub-themes, it was not yet known to which response ID the theme should be allocated. Therefore, the data on the first spreadsheet (containing sub-themes per response ID) were copied and pasted into a new (third) Excel spreadsheet. Each of these sub-themes were then replaced by the relevant theme via the "find and replace" button on Excel (i.e., I wrote the sub-theme in the "find what" column and the theme in the "replace with" column, then pressed the "replace all" button). Thus, both sub-themes and themes were now identifiable via response IDs.

4.8.2.2.2. Quantification of themes and sub-themes

The two Excel spreadsheets, containing the themes and sub-themes, were uploaded into SPSS where frequency tables were produced for each theme and sub-theme. In other words, SPSS software can categorise and count categorical/nominal variables as it recognises the order of letters and spaces in each sentence as a code. Therefore, the tedious act of first coding (or quantifying) all the data on the Excel spreadsheet, then re-populating it again on SPSS (converting it back to qualitative data), was circumvented.

The frequency tables produced in SPSS was the first step towards quantifying the qualitative data (the act of counting the number of times that a certain theme or sub-theme emerges) (Bryman, 2012:624; Tashakkori & Teddlie, 2010:391). Upon counting and comparing the theme and sub-theme frequencies produced in SPSS, some of the totals did not match. This meant that I had

incorrectly assigned certain themes to the relevant sub-themes. Therefore, these errors had to be corrected.

Another approach was taken to ensure that sub-themes were replaced by the correct themes. On a newly created (fourth) Excel spreadsheet, each theme was assigned a specific colour (i.e., the background of the cell was colour-coded). The colour-coded spreadsheet was copied and pasted onto a separate spreadsheet, the text removed (via the "clear contents" button in Excel), and the sub-themes pasted upon coloured cells ("paste 123" button in Excel). By identifying which themes were not on the assigned colour, I was able to detect minor errors within a large amount of data. Once errors were rectified, another set of frequency tables were produced in SPSS. This time, all the totals matched. This meant that themes were correctly assigned to sub-themes. The columns containing the themes were then copied and pasted into the original Excel spreadsheet containing all the other responses. The consolidated Excel spreadsheet (where the themes now replaced the original qualitative data) was ready to be uploaded into SPSS for further analysis.

4.8.2.2.3. The analysis of merged primary and secondary survey data

At this point, it is important to keep in mind the reason for this detailed, step-by-step explanation data analysis is to not only provide a high level of transparency, but also to allow for replication (Bryman, 2012:715). The consolidated Excel spreadsheet – with themes replacing the original open-ended responses – was uploaded into SPSS. On SPSS, data were assigned labels and frequency tables were produced to screen for errors (univariate analysis). Minor errors were detected with regard to the labelling of variables and these were rectified (Babbie & Mouton, 2001:417). I then labelled the demographic variables in the same fashion as I did for the longitudinal data set. However, once I had finished reporting the results, it was suggested that I further collapse age categories into new categories (25–29, 30–39, 40–49, and 50–59) to allow for more observed frequencies per category, which in turn may reduce spuriousness. Next, the analysis of the quantified-qualitative data is discussed according to the three units of analysis: (1) themes; (2) the individual; and (3) socio-demographic sub-categories.

4.8.2.2.4. Themes as the unit of analysis

First, tables were produced for quantified themes on SPSS (i.e., the data-transformation variant) to compare results between institutions (Wits, Wits Plus and SU). These tables were re-formatted on Excel for presentation purposes and added to the reporting of results chapters. In order to illustrate quantified-themes, direct quotes from respondents were added, which is consistent with the data-validation variant of a convergent design (Creswell & Plano Clark, 2011:81; Johnson & Onwuegbuzie, 2004:18). I selected direct quotes based upon answers that provided more content, as opposed to extremely short one-sentence explanations. With each direct quote, the respondents' demographic profiles are illustrated according to their age, gender, race, province of origin, relationship status, home language/s, and whether or not they were full- or part-time enrolled at

their institution (indicative of multiple social identities, as suggested by Jenkins (2008:12, 106, 111) in the Theoretical Framework Chapter). On the other hand, respondents' faculties were deliberately omitted as some faculties have very few NTASs, which implies that they may potentially be identified based upon their demographic data. Hence, respecting respondents' anonymity remained a priority throughout this study.

4.8.2.2.5. Individual as unit of analysis

Second, I allocated one theme to each respondent in the sample (*n*=364) based upon the principle of first-mention. In other words, the theme assigned to respondents' first answer was assigned to that specific individual. This was done on SPSS by cross-tabulating each first-mentioned theme according to each individual's response ID. The cross-tabulated results were copied and pasted into an Excel spreadsheet where percentage calculations were added. Two additional columns were also added, which allowed the "theme as unit of analysis" and "theme per individual" results to be compared in ranking order (from the highest to the lowest frequencies) (Babbie & Mouton, 2001:84–91). These tables were included in Chapter 6 as a comparative summary.

4.8.2.2.6. Socio-demographic sub-categories as unit of analysis

Third, comparisons between 19 socio-demographic sub-categories were conducted by cross-tabulating the "first-mentioned theme results per individual" with each of the six demographic variables (age, institution, gender, race, relationship status, and commencer/returner) on SPSS. (The individuals who have not been assigned a theme due to no response, were still included in the tables as "not applicable" in order to keep the baseline calculation, which is premised upon the total number of individuals in the sample (not the number of themes), the same (e.g., $n \div 364 \times 100 = \%$). If these respondents under "not applicable" were to be removed, the calculation for each sub-category would vary (e.g., $n \div 357 \times 100 = \%$; or $n \div 360 \times 100 = \%$; or $n \div 362 \times 100 = \%$) and the results would be inconsistent and, therefore, spurious.)

In Appendix 3, quantified-qualitative data results are summarised according to the six socio-demographic variables and sub-categories. In order to establish similarities and differences in respondents' answers across all the socio-demographic sub-categories, I benchmarked respondents' most prevalent perceptions at 10% or more. For example, Table 73 (in Appendix 3, see Section A3.1.2.1.) illustrates that 29.5% of SU, 26.9% of Wits, and 33.1% of Wits Plus respondents enrolled at university due to *career-related motivations*. Hence, this motivation is prevalent in all three categories, which I then classify as sharing a similar view. Also, where categories consist of nine or less respondents (even if the percentage score is 10% or more), it is excluded from further discussion as the results do not meet my requirement of 10 or more individuals per theme to possibly gain somewhat of a group perspective. This approach symbolises "a strong and practical empiricism as the path to determine what works" (Johnson &

Onwuegbuzie, 2004:18), which is consistent with a pragmatist worldview (discussed in the Theoretical Framework Chapter).

Chi-square tests for independence were not used to analyse this data set as it was on the quantitative data set. The reason for this is that it does not meet the basic conditions for chi-square tests which specify that expected frequencies in any cell should not be less than five (discussed in further detail under Section 4.8.2.3.2.). In other words, there are not enough individuals per response category. When expected frequencies are too small (less than five), the chi-square statistic becomes distorted and results will produce a very large chi-square value (Gravetter & Wallnau, 2013:615–616). The chi-square test results based upon the quantitative data set eventually proved too weak to be used in this study. Nevertheless, in spite of this, the next section dealing with quantitative data analysis explains why the chi-square tests for independence were selected, how these tests were conducted and, why these test results were finally excluded.

4.8.2.3. Quantitative analysis of autonomous Likert-type items

4.8.2.3.1. Differentiating between Likert-type items and Likert-like scales

Respondents were presented with autonomous Likert-type items in a matrix box format. These items, however, should not be confused with Likert-like scaling. A Likert-like scale presents a series of items, usually in a matrix box format, with the intended purpose to combine all the scores into a composite score and calculate the mean and standard deviation from the mean (Carifio & Perla, 2007:106–116, 2008:1151–1152; Clason & Dormody, 1994:31–32; Johns, 2010:3–8). On the other hand, an autonomous Likert-type measures only one item (not a series of items where the scores are finally summated) with the intended purpose to measure either nominal (e.g., male or female) or ordinal (e.g., agree, unsure, or disagree) scale variables. In order to avoid spuriousness, the statistical mean and the standard deviation from the mean should not be calculated (e.g., when half of the respondents "1=agree" and the other half "3=disagree," then calculating a mean of "2= do not know" is spurious) (Bishop & Herron, 2015:298). In view of this, responses to the autonomous Likert-type items (comprising nominal and ordinal scale variables) were best suited to non-parametric tests, such as the chi-square for independence test with Cramer's *V* for effect size, to determine the extent to which respondents' share similar or different views (Gravetter & Wallnau, 2013:593–620; Warner, 2013:317–340).

4.8.2.3.2. Chi-square for independence tests and Cramer's *V*

Chi-square for independence tests refer to the process of comparing the observed frequencies between two nominal or ordinal variables against their expected frequencies to determine if these are discrepant. This process, however, is critiqued for not being as powerful as other parametric tests (Gravetter & Wallnau, 2013:593–620; Warner, 2013:317–340). Nevertheless, as my nominal and ordinal scale variables (in the autonomous Likert-type items) only met the requirements for

chi-square tests and not any of the other parametric tests, chi-square for independence tests were conducted on the quantitative data set.

Other conditions I had to satisfy for conducting chi-square tests, included that I assign only one observed frequency to one individual. This implied that I could not assign two or more home languages to one individual, which is why home language (as a possible indicator of ethnicity) was excluded. Also, once the tests were conducted, expected frequencies in every cell had to be five or more. In instances where expected frequencies were too small (less than five), the chi-square statistic would be distorted, resulting in a very large chi-square value. For example, if the expected frequency is one and the observed frequency is five (a four-point difference), it would yield a chi-square value of 16. By increasing the expected frequency to 10 and the observed frequency to 14 (another four-point difference), it would yield a chi-square value of only 1.6 (Gravetter & Wallnau, 2013:615–616). However, in view of Judy Pallant's (2011:217) statement that many scholars tend to accept results where at least 80% of the cells have expected frequencies of five or more, I decided to also adopt this approach in this study as this allowed for more variables to be included.

In addition to chi-square tests, Cramer's *V* – a symmetrical index of association where the distinction between independent and dependent variables is not necessary – was included to indicate strong or weak associations between variables with multiple levels (Warner, 2013:317, 334). Different criteria applied for interpreting effect sizes on differently sized categories. For example, where there are two categories (e.g., male and female) and the *df* = 1, the values of small = 0.1, medium = 0.3, and large = 0.5 are applicable. When there are three categories (e.g., SU, Wits and Wits Plus) and the *df* = 2, the values of small = 0.07, medium = 0.21, and large = 0.35 are applicable (Gravetter & Wallnau, 2013:615). In most cases, Cramer's *V* results indicated small values (weak associations) between categories (see Appendix 3 for results).

4.8.2.3.3. Calculating chi-square for independence and Cramer's *V* on SPSS

In order to prepare for the chi-square tests for independence with Cramer's *V*, the response categories to the individual Likert-type items were collapsed. This was done to increase the expected frequencies per cell and reduce chi-square violations (where expected frequencies are below 5 per cell) (Babbie & Mouton, 2001:428–429; Warner, 2013:160). For example, the response categories "1=strongly agree and 2=agree" were collapsed into "1=agree"; the response category "3=unsure" was changed to "2=unsure"; and the response categories "4=disagree" and "5=strongly" disagree were collapsed into "3=disagree." By collapsing response categories, new variables were created on SPSS and marked as ordinal variables.

Once response categories were collapsed, cross-tabulations with chi-square tests and Cramer's *V* were conducted on SPSS. SPSS software anticipates that both variables selected for cross-tabulation are independent. In instances where tables were 5 x 3 and larger, SPSS results

show that numerous cells had expected frequencies of less than five. This violates the assumption that the expected frequencies in any cell should be five or more (Pallant, 2011:217–219; Gravetter & Wallnau, 2013:615; Warner, 2013:158–160). When this type of violation occurs, there are a few options available to circumvent this problem. Firstly, it is advisable to conduct Fisher's exact test on 2 x 2 tables. However, since the contingency tables that were produced in this study were all 2 x 3 or larger, Fisher's exact test was not applied (Warner, 2013:340). Secondly, a larger sample may be selected. Large samples are generally classified as n=1 000, after which point differences between groups/categories become less pronounced (Bryman, 2012:198; Gravetter & Wallnau, 2013:616; Warner, 2013:160). As the purposive sample of n=364 in this study were sufficient to answer all the research questions, I did not collect more data to increase the sample to n=1 000. Thirdly, where cells have low frequencies, an attempt should be made to collapse variable levels or response categories. In this regard, I further collapsed the variables race and relationship status. As indicated earlier, I further collapsed age categories into 25–29, 30–39, 40–49, and 50–59, which now also meant that these categories were comparable in both the quantitative and quantified-qualitative data sets. Fourthly and as mentioned earlier, Pallant (2011:217) suggested that many scholars accept chi-square results where at least 80% of cells had expected frequencies of five or more (i.e., where more than 20% of cells had frequencies below five). Thus, I opted to include the said results along with other valid chi-square results. Fifthly, where more than 20% of cells had frequencies below five, I resorted to interpreting and comparing the observed frequencies and percentage scores in each row (Pallant, 2011:217).

Finally, all the SPSS results were copied into a newly created Excel spreadsheet and consolidated into tables: one table for each motivation, experience, or social support factor. Each table shows the percentage scores per row and column with chi-square and Cramer's V results. All these results have been added to Appendix 3 in table-format.

Once I had started comparing the results to determine the differences between the variable sub-categories, I found that the chi-square tests results were too weak to highlight the respondents' different perceptions according to their socio-demographic sub-categories. The Cramer's V results also only showed a handful of noteworthy medium to large effect sizes. When the chi-square test results (with Cramer's V) were compared to the percentage score results, it was obvious that the percentage score results were a much stronger indicator of respondents' perceptions. Therefore, I decided to ignore the chi-square test results and resorted to evaluating the percentage scores, as well as the previously formulated null hypothesis to interpret the chi-square test results: there is no association between each demographic variable and each motivation, experience, and social support factor; with the significance level at which to accept or reject the null hypothesis at p = 0.05, which is considered the norm in the social sciences (Gravetter & Wallnau, 2013:593–620; Pallant, 2011:112–118, 217–220; Warner, 2013:317–340, 1075).

In order to focus on the most noteworthy results, I benchmarked respondents' most prevalent perspectives at 75%. With regard to the benchmarking process, I again refer to the Onwuegbuzie and Leech (2005:377) statement that when researchers subjectively decide to benchmark results at a certain point (which includes the decisions on what items to include or exclude in measuring instruments, such as surveys), it is indicative of a researcher's own subjectivity, which is why they argue that "SUBJECTIVITY + OBJECTIVITY = SUBJECTIVITY" (as discussed in the Theoretical Framework Chapter). Next, I provide the operational definitions for the variables in the survey data set.

4.8.2.4. Operational definition for the socio-demographic variables and sub-categories

The six demographic variables in both the quantitate and qualitative survey data sets were operationalised as follows: (1) age was categorised into the ranges of: 25–29; 30–39; 40–49; and 50–59 (there is no older category as none of the respondents were 60 and older); (2) institution was categorised into: SU; Wits; and Wits Plus; (3) gender was categorised as: male and female (or men and women); (4) relationship status was categorised as: "married/living together like a married couple without children"; "married/living together like a married couple with children"; "single/divorced/widowed without children"; "single/divorced/widowed with children"; and "other type of status"; and (5) students who studied for the first time towards a degree on a university campus were classified as "commencers"; while students not studying for the first time towards a degree on a university campus were classified as "returners."

Furthermore, (6) race was categorised into: African; Coloured; Indian; White; and unknown/other. As explained at the start of this thesis, I opted to employ the variable race (as an institutionalised classification system which is still evident in most of South Africa's social structures, e.g., the student demographic data collected by South African universities) as proxy for ethnicity (referring to cultural differences that extend beyond race and tend to include differences with respect to people's language, religion, food and clothing) (Haralambos & Holborn, 2008:158–160).

Again, it is evident that the variables for the demographic data (year of enrolment, age, institution, gender, race, home language, and academic discipline) differ from those in the survey data (age, institution, gender, race, relationship status, and commencer/returner). The main reason for this is that the demographic data did not reflect students' relationship status, or whether this was the first time that they had enrolled an on-campus degree course. It was also recommended to remove home language, province, and academic disciplines/faculties as variables from the survey data analysis as too many variables may potentially leave readers feeling overwhelmed.

4.8.2.5. The advantages and limitations of collecting and analysing online survey data

In this study, I found that the most important advantages of collecting data via web-based questionnaires were the ability to: (1) potentially collect data from all of undergraduate NTASs

enrolled at the time; (2) who were most likely spread across a vast area in Johannesburg and surrounds; and (3) in a very short period of time (in this case, four weeks) (Bryman, 2012:671–678). The only requirement for collecting the data was a computer-literate respondent base where individuals had access to the internet (Bryman, 2012:677). Fortunately, all students at Wits generally have some form of access to the internet (e.g., the computer centres on campus, or in their personal capacity: smartphones, tablets, and work/home computers).

Further advantages include: (4) the ability to re-administer the same questionnaire to a new sample (which indicates a high level of replicability); (5) the ability to generate contingency questions (also termed "answer and piping" on the Survey Monkey® website), thereby allowing respondents to explain their answers to previous close-ended questions; (6) the possibility of attaining better response rates to open-ended questions, resulting in fewer unanswered questions and less missing data; (7) the ability to download data from a designated website (e.g., Survey Monkey®) to an Excel spreadsheet, which eliminates the time-consuming exercise of manually entering data, thereby not only saving time, but also reducing potential data capturing errors; (8) allowing respondents to remain anonymous; and finally, (9) the elimination of interviewer bias as I had no direct contact with respondents (Babbie & Mouton, 2001:266; Bryman, 2012:72, 314–315, 671–678; Haralambos & Holborn, 2008:824).

Another practical advantage I found with online survey research was: (10) extremely cost effective, which is particularly suited to a sole researcher such as myself with a limited budget, as there is generally no stationery, travelling, or accommodation expenses (Bryman, 2012:671–678). The only costs incurred by this study was an academic user license for a Survey Monkey Gold Plan® (paid for by the Department of Sociology at Wits: approximately R3 000).

Despite all the many advantages I have listed, there are also disadvantages. Firstly, I was unable to explain questions if and when respondents required clarification. However, my contact details were provided in the event of any queries. Apart from the six respondents who requested a copy of this thesis, nobody contacted me with any queries. Secondly, I was unable to prompt respondents for additional information once a new topic was discovered (which ultimately proved unnecessary as sufficient data were collected) (Groves *et al.*, 2009:226–229). Thirdly, online survey research tends to yield very low response rates, which implies that respondents would not be representative of the population. Hence, sampling error is almost certain as external validity is lowered (Bryman, 2012:206, 677). In order to overcome the likelihood of low response rates, I sent invitation emails to the all the NTASs who were enrolled at Wits and Wits Plus in 2015. Finally, survey research (both online and hard-copy) is critiqued for being inflexible, superficial, artificial, and unable to determine real-life differences between people (Haralambos & Holborn, 2008:824–826). Yet, I would argue that this type of critique is aimed at quantitative data in general and not the qualitative data which provided me with an opportunity to compare respondents' socially constructed perceptions.

4.9. Evaluating this research: design, reliability and validity

In this chapter so far, I have justified the use of a mixed methods methodology in this study and discussed the advantages and limitations of analysing existing (demographic) data and online survey data. In this section, I further discuss aspects related to selecting the most appropriate mixed methods design (along with its three variants); and issues around reliability (the consistency with which a concept is measured), validity (an indicator to measure if a concept is really measured), and triangulation (as a means of gaining greater validity) as criteria for assessing and evaluating this research to minimise bias (Bryman, 2012:169–171).

4.9.1. Steps to select an appropriate mixed methods design

In this section, I explain how an adaptation of a convergent design, which allow for the collection and analysis of quantitative and qualitative data in one study, was selected to provide a comprehensive understanding of the NTAS phenomenon is provided – more so than either type of data on its own would have been able to provide (Bryman, 2012:635; Creswell & Plano Clark, 2011:12, 54).

4.9.1.1. Steps to identify the most appropriate typology-based mixed methods design

The most important first step in designing a mixed methods study is to identify the interaction between strands. Again, a strand refers to a basic component in conducting qualitative or quantitative research (Creswell & Plano Clark, 2011:63). In this study, the additional quantitative strand, which I added for the student demographic data, remained completely independent (i.e., it was neither mixed with the survey data, nor was it compared to another strand of qualitative data). On the other hand, the quantitative and qualitative survey data strands remained independent until such time that the two strands were compared to establish converge or divergence (in Chapter 6), which is indicative of a convergent design (Creswell & Plano Clark, 2011:64–68).

The next step in designing a mixed methods study involves the "pacing and implementation of strands," in other words, to determine the timing of the strands (Creswell & Plano Clark, 2011:64). With respect to the qualitative and quantitative survey data, these strands were collected at the same time via web-based questionnaires, indicative of a concurrent timing of strands associated with a convergent design. The data I added from my exploratory study are considered secondary data. Therefore, it excludes the possibility of a multi-phase design that refers to the process of answering the research questions incrementally via several mixed methods studies (either concurrently or sequentially) (Creswell & Plano Clark, 2011:100).

The final step involves the priority of strands. In this study, no quantitative or qualitative (survey data) strand had priority over the other. The two (survey data) strands were compared with equal priority (despite data transformation), which again suggests a convergent design (Creswell & Plano Clark, 2011:64–68). Based upon these three steps, a convergent design was selected.

4.9.1.2. An adaptation of a convergent design

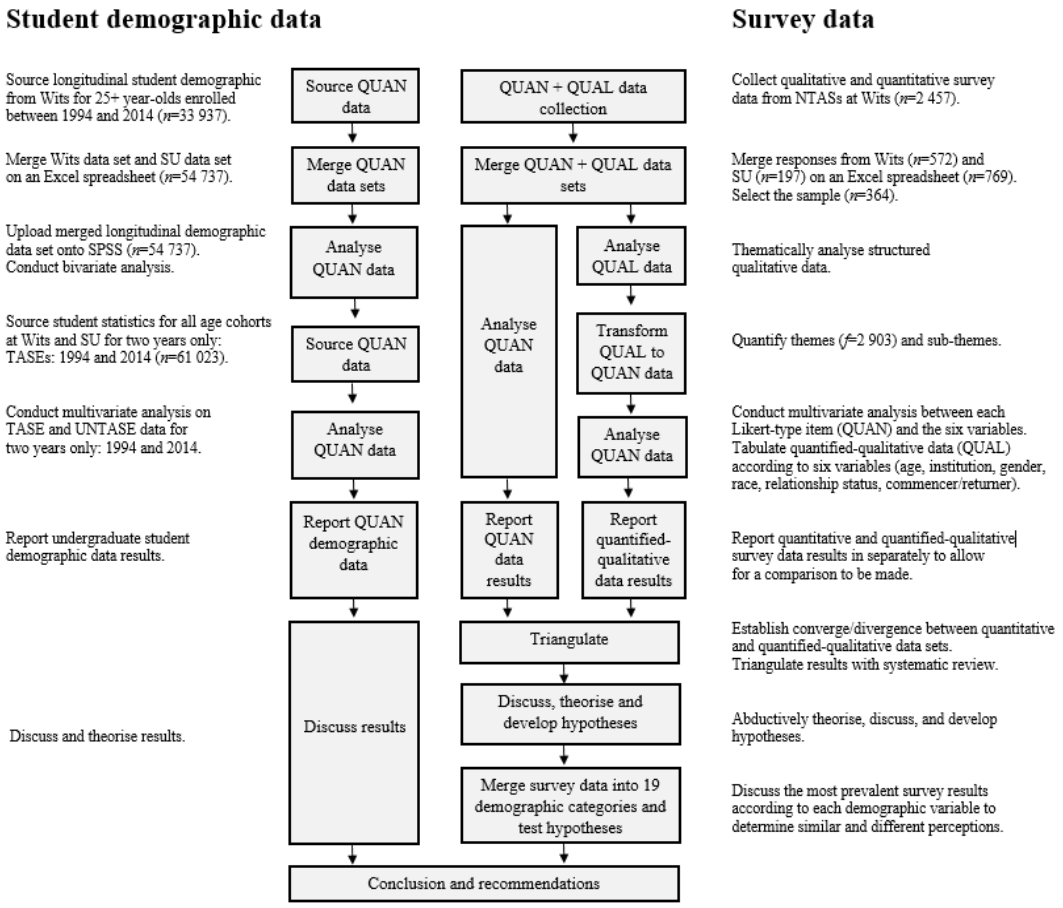
A convergent design is defined as the concurrent collection of quantitative and qualitative data in a single research study where the two forms of data are analysed separately, and the results compared to establish convergence or divergence (Creswell & Plano Clark, 2011:2–4). However, with the inclusion of the student demographic data where this quantitative strand remains completely independent, I decided to refer to my design as an adaptation of a convergent design. This is perhaps better illustrated via the following notation system.

Generally, a convergent design's notation is: [QUAN + QUAL]. The brackets and the plus sign (+) are indicative of the concurrent timing of strands in one study (Creswell & Plano Clark, 2011:107–109). As I have opted to utilise my systematic review (QUAL) as the first data set and keep the student demographic data (QUAN) completely separate from the two survey data sets (QUAN + QUAL), I adopted the following notation: QUAL + QUAN + [QUAN + QUAL] = multiple data sources to develop a more complete understanding (Bryman, 2012:632; Creswell, 2014:229; Creswell & Plano Clark, 2011:65–141; Tashakkori & Teddlie, 2010:316–343). Again, mixed methods researchers are required to include their notation, as well as a diagram to illustrate how the research was executed, to help readers identify the key features of their study (Creswell & Plano Clark, 2011:107–109). In Figure 7 (added to the next page), I graphically illustrate that this study comprises analysing existing student demographic data on the one hand, and survey data on the other.

4.9.1.3. Three variants of the convergent design explained

A convergent design is further divided into three variants, all of which apply to this study. First, the parallel-databases variant refers to the equal priority of strands (the simultaneous collection of quantitative and qualitative data strands, followed by separate analysis resulting in two independent data sets, then comparing results between data sets to establish convergence or divergence). Second, the data-validation variant refers to the inclusion of both closed-ended and open-ended questions in the same web-based questionnaire to provide interesting quotes to illustrate quantitative data results. Third, the data-transformation variant refers to the transformation of either type of data into the other. In the case of this study, the qualitative data were transformed into quantitative data (Bryman, 2012:407–408; Creswell & Plano Clark, 2011:81, 299; Tashakkori & Teddlie, 2010:316).

Figure 7: An illustration of the adapted convergent design employed in this study



4.9.1.4. Weaknesses of the convergent design explained

There are a few weaknesses associated with a convergent design. For instance, researchers have to possess the necessary skills to concurrently collect and analyse both quantitative and qualitative data. Also, in the event that any contradictions arise, further data may either need to be collected, or it may be acknowledged as a shortcoming of the study (Creswell, 2014:80, 227). Fortunately, the most prevalent results between sets converged. Therefore, no additional data collection and analysis were required to explain contradictory results.

4.9.2. Triangulation or greater validity

The convergent design centres on the idea of triangulation to increase credibility or trustworthiness (Creswell & Plano Clark, 2011:12, 62, 154, 211–212; Johnson & Onwuegbuzie, 2004:14–16; Onwuegbuzie & Leech, 2005:379). "Triangulation or greater validity refers to the traditional view that quantitative and qualitative research might be combined to triangulate findings in order that they may be mutually corroborated" (Bryman, 2006 in Creswell & Plano Clark, 2011:62). In other words, "triangulation seeks convergence, corroboration, and correspondence of results from different methods" (Greene, Caracelli & Graham, 1989 in Creswell & Plano Clark, 2011:62).

In order to triangulate results, I first conducted a systematic review of the literature pertaining to on-campus NTASs. These results were then triangulated with the quantitative and quantified-qualitative survey results (in Chapter 6). This in turn allowed me to develop three hypotheses (motivation, experience, and social support hypotheses) following an abductive approach. Reminiscent of grounded theory, an abductive approach is defined as "a type of reasoning that begins by examining data and after scrutiny of these data, entertains all possible explanation for the observed data, and then forms a hypothesis to confirm or disconfirm until the researcher arrives at the most plausible interpretation of the observed data" (Bryant & Charmaz, 2007:603).

Although internal validity may have been increased by matching my own experience as a full-time, undergraduate NTAS at SU with theoretical concepts (Bryman, 2012:171; 390), I opted to match the triangulated results with existing theories to explain NTASs' perceptions at the meso-level. For example, human capital theory (Becker, 1962) was only included in this study's theoretical framework when results, across all three data sets, consistently highlighted a particular motivation. Nonetheless, my own experience at the micro-level not only guided the development of the research questions and the problem statement, but predisposed me to being biased during the process of subjectively analysing the qualitative data (Bryman, 2012:39–40). While acknowledging that complete objectivity is impossible, I have acted in good faith by not allowing my personal values and theoretical dispositions to misrepresent the data and the findings (i.e., confirmability) (Bryman, 2012:392–393).

On the other hand, the level of external validity is lowered for two reasons. Firstly, the initial response rate of 23% was reduced to 10% by selecting a purposive sample of respondents who indicated that they were 25 and older at the time of enrolment. These respondents were selected after data collection as they conform to the more qualitative notion of NTASs who have had "a significant break, with other life- and work-experience, prior to entering [HE]" (Bourgeois *et al.*, 1999:3). This in turn not only increased the likelihood that these respondents would have been able to comment on the post-1994 changes in South Africa's employment practices, but also enabled me to circumvent Duke and Jones' (2005:19) critique that research on NTASs conducted at South African HEIs (where the base age limit is usually 23 years and considered too low) as it "obscure[s] the more qualitative notion of 'adult' as returning after a break from initial education" (Duke & Jones, 2005:19).

Secondly, as a random sample was not selected, the survey results cannot be generalised from the sample to the population (Bless *et al.*, 2013:162–166, 172–178; Bryman, 2012:197–200; Creswell & Plano Clark, 2011:174, 211; Gravetter & Wallnau, 2013:207). This implies that the findings may not be relevant to NTASs at large. However, as the survey results were triangulated with results from the systematic review (derived from three regions: Northern America, Australia and Southern Africa) and corroborated by relevant theories on social support (Knowles, 1998; Kuh *et al.*, 1991; Tinto, 1993), it is highly likely that the findings would have to potential to inform

policy-makers in HE on ways to create more supportive institutional cultures for future undergraduate NTASs.

4.9.3. Reliability

A high level of external reliability (referring to "the degree to which a study can be replicated") was achieved as I not only provided a step-by-step explanation for data collection and analyses, but also provided a detailed account of results in the appendices (e.g., how sub-themes were aggregated into themes) that other researchers may audit (indicative of dependability as an auditing approach), or potentially employ in other studies as secondary data (Bryman, 2012:390–392). This auditing process forms part of evaluating the trustworthiness (more specifically, the dependability of qualitative research as an auditing tool) is parallel to evaluating the reliability in quantitative research (Bryman, 2012:390). Bearing in mind that qualitative data analysis is also critiqued for being too subjective, I listed all the themes and sub-themes in table-format (see Appendix 4) to clearly illustrate how sub-themes were categorised into themes, thereby ensuring a high level of transparency and trustworthiness (Creswell & Plano Clark, 2011:209; Johnson & Onwuegbuzie, 2004:16; Tashakkori & Teddlie, 2010:391). With this said, it is acknowledged that when other researchers re-analyse the same qualitative data, the results will most likely vary according to each researcher's own subjective interpretation of the data and according to any predetermined theoretical framework (Bryman, 2012:390).

On the other hand, the level of internal reliability is lowered as I was the only researcher analysing the data (i.e., the opposite of inter-observer consistency where more than one researcher evaluates the data) (Bryman, 2012:390). Lastly, internal reliability (referring to multi-item measures to produce a composite score, such as those produced in Likert-like scales) is not relevant to this study as only autonomous Likert-type items, which measure only one factor/construct at a time, were employed to collect the quantitative data (Bryman, 2012:170). Next, I discuss ethics.

4.10. Ethical considerations

The Office of the Deputy Registrar at Wits granted permission for data to be collected from students on 10 July 2015. Following this, the Human Research Ethics Clearance (HREC) (non-medical) committee approved this research study unconditionally on 13 July 2015 (protocol #: H15/06/68). In addition, the Division for Institutional Research and Planning (DIRP) at SU granted permission on 10 June 2015 for the use of secondary data, obtained during a prior exploratory study conducted at SU (protocol #: HS1026/2014), provided that: (1) Wits grants ethical clearance and that proof thereof be submitted to SU; (2) the anonymised, non-identifiable data be solely employed for the purpose of this research; and (3) that the data be protected (copies of these documents are available for perusal in Appendix 1). These conditions were all met. Almost a year and a half later, Wits approved a request to upgrade this research from a Master's

dissertation to a PhD thesis. All the conditions stipulated in the approval letter, issued by the Postgraduate Office at the Faculty of Humanities on 16 November 2016, were also adhered to.

As discussed earlier, the list of anonymised student email addresses was obtained from the AISU at Wits, on 12 August 2015, after I had signed an *AISU preservation of confidentiality of student information* form. On the same day, the web-based questionnaires were administered to non-vulnerable, adult students to collect non-sensitive data. Considerable care was taken to ensure the rights of respondents, which were conveyed to them in the consent form on the first screen of each web-based questionnaire. As indicated earlier, the consent form provided potential respondents with a brief introduction to the purpose of the research; requested their voluntary participation; advised that there were no risks or monetary compensation associated with their participation; and that they were free to exit the survey at any stage, even if they did agree to participate. Potential respondents were assured that their identities were and would remain anonymous and that they may request a copy of this thesis from me via email. Contact details for both my research supervisor and I were provided in the event that respondents had any queries. The contact number and web address for the Office for Student Support at Wits were also provided in the event that respondents needed counselling pertaining to their experiences as students at Wits (as suggested by Bless *et al.*, 2013:33).

Considerable care was also taken to ensure respondents' anonymity. Firstly, I made no attempt to identify any of their student email addresses. Secondly, respondents' IP and student email addresses were not reflected on their responses as I had deactivated this option on Survey Monkey® website prior to data collection. Thus, I am completely unable to link any of the respondents' email addresses to their responses. Thirdly, I deleted the list of anonymised student email addresses from my personal laptop, external hard drive, and the Survey Monkey® website after data collection had been completed. Thus, I no longer have access to the list of email addresses. I do, however, have the email addresses of six respondents who requested a copy of this study's findings (which again, I am unable to link to their responses). Fourthly, although the demographic profiles of respondents were added to direct quotes, I deliberately omitted their faculties as this may potentially allow for the identification of respondents where faculties have just a handful of NTASs. Lastly, the data collected via Survey Monkey's secure database were deleted on 16 March 2016. After five years of completing this thesis, the data saved on my personal laptop and external hard drive will also be deleted.

4.11. Limitations and chapter conclusion

No matter how well planned, there are always limitations in any research design. In this final section, I discuss some of the limitations I encountered during and after data collection.

4.11.1. Possible data capturing errors in longitudinal student demographic data

Once I started analysing on the NTAS demographic data, I noted a sharp increase and decrease in student enrolments at SU's Faculty of Education between 1997 and 2001. A similar fluctuation over the same period was not evident at Wits. In order to determine what may have caused this dramatic fluctuation, I contacted a long-standing member of staff at SU's Faculty of Education, Arend Carl, who advised that in 1999 SU entered into an agreement with the National Private Colleges (NPC) to enrol Honours in Education students (nationwide) into a long-distance education programme (Mode 2 education) that only lasted a short while (Carl, 2017). Therefore, I am of the opinion that the fluctuation between 1997 and 2001 is due to (approximately 1300) postgraduate students who were incorrectly captured on SU's database as undergraduate students. I notified the DIRP and the Centre for Science and Technology Studies (CREST) at SU of this possible error should they wish to conduct an audit in this regard. At this point, however, it is impossible to confirm whether or not the data were in fact incorrectly captured. Most importantly, this fluctuation does not affect the calculation of increases and decreases from 1994 to 2014.

4.11.2. Limitations: the weakness of chi-square tests and not sub-dividing all the variables

Once I had set out to determine similarities and differences between the perceptions of respondents according to different socio-demographic sub-categories in the quantitative survey data set, I found the chi-square for independence tests (with Cramer's *V*) to be extremely weak indicators. Of course, this supports an earlier critique that non-parametric tests are not as powerful as other parametric tests (Gravetter & Wallnau, 2013:593–620; Warner, 2013:317–340). In view of this, I resorted to evaluating percentage scores, as opposed to chi-square test results, in the quantitative data set.

In view of this, I decided to benchmark respondents' most prevalent perceptions in the quantitative data set at 75% or more (with the maximum at 100%), with at least 10 respondents or more in the relevant sub-category to reflect a group perspective. On the other hand, I benchmarked respondents' most prevalent perceptions in the quantified-qualitative data set at 10% or more (with the maximum ranging between 30% and 40%), with at least 10 respondents or more in the relevant sub-category to reflect a group perspective. There were, however, only five respondents in the 50–59-year-old sub-category. Hence, the results for the 50–59-year-olds are cautiously reported.

It is important to remember that the calculations for the quantitative and quantified-qualitative data sets are different. Therefore, the percentage scores are not directly comparable. For instance, 80% would be a high score in the quantitative data set. On the other hand, 30% or 40% would be regarded as a high score in the quantified-qualitative data set (these calculations were made by assigning the first-mentioned theme to each respondent, then cross-tabulating "theme per individual" with each of the six variables on SPSS). Again, this approach to determine similarities and differences between respondents' perceptions symbolises "a strong and practical empiricism

as the path to determine what works," which is consistent with a pragmatist worldview adopted in this study (Johnson & Onwuegbuzie, 2004:18). It also highlights my own subjectivity as a researcher in a seemingly objective measuring instrument – which supports Onwuegbuzie and Leech (2005:377) earlier stated argument that when subjectivity is mixed with objectivity, the end result is subjectivity.

With the exception of the variable age, I was unable to further sub-divide the other variables (institution, gender, race, relationship status, and commencer/returner) in the survey data into different age cohorts (or other variables, e.g., to identify the perceptions of part-time African female NTASs in their 40s). A much larger sample with stronger parametric tests would have been required to determine these types of differences.

4.11.3. The exclusion of socio-economic status as a variable

There are two main reasons I deliberately omitted SES as a variable. Firstly, I was concerned that enquiring about respondents' income (as part of a low-risk study) may not only be perceived as intrusive, but also potentially deter them from completing the web-based questionnaires and yield a very low response rate. Secondly, adding more theories and measuring instruments to identify differences with respect to SES and class simply exceeds the scope of this research. In the final chapter, I again discuss this limitation and recommendations for future research where CAPSES (Oakes, 2016:S.5) may be utilised.

4.11.4. People's perceptions are socially constructed and subject to change

Lastly, an unavoidable limitation of any research project where people's perceptions are examined, no matter the data collection instrument (surveys, in-depth interviews, or focus groups), is the likelihood that their responses will: (1) reflect their perceptions at a specific time that is subject to change; and (2) be filtered to some extent to provide socially desirable responses (Ross-Gordon *et al*., 2016:38). Fortunately, that pragmatist interpretive framework that guides this research acknowledges knowledge constructed by humans within a particular social, historical, and political domain that is both tentative and changes over time (Creswell, 2013:28–29; Feilzer, 2009:9). This concludes this chapter. Next, I report and discuss the undergraduate student enrolments at Wits and SU for the period 1994 to 2014.

CHAPTER 5 STUDENT DEMOGRAPHIC DATA

5.1. Introduction

As specified by the second specific research objective (that focusses on access and the diversification of the undergraduate student population at Wits and SU with respect to age) and second research question (that aims to determine if there have been any changes (i.e., increases or decreases) at Wits and SU in terms of the overall number of undergraduate NTASs, and the demographic profile of those students, between 1994 and 2014), the purpose of this chapter is to determine whether the age structure of the undergraduate student population has diversified at Wits and SU with respect to age, as suggested by the literature (Findsen & Formosa, 2011:24; Ross-Gordon *et al.*, 2016:24; Schuetze & Slowey, 2002:322), and to identify which cohorts have increasingly or decreasingly gained access to these two universities (Buchler *et al*., 2007:151).

This chapter is organised into two sections. In the first reporting of results section, undergraduate non-traditional-age student enrolments (UNTASEs) are compared to enrolments in the total number of undergraduate student enrolments (TUSEs) in two years only: 1994 and 2014, according to age, institution, gender and race. This was done to ascertain whether the proportion of UNTASEs increased or decreased over time. In this regard, the results suggest that the proportion of UNTASEs in the TUSEs decreased over time: from 11% in 1994 to 8% in 2014. Longitudinal UNTASE data results are then reported according to age, institution, gender, race, home language, and academic discipline. In each instance, longitudinal data results are graphically illustrated: first for the population, then according to each institution. Summarised at the end are the cohorts who increasingly or decreasingly gained access over a period of two decades. These results begin to answer Buchler *et al.*'s (2007:151) call for more evidence in this regard.

In the second section, the discussion of results is approached from a symbolic life course perspective (Dannefer & Kelly-Moore, 2009) and centres on the results for three variables: age, gender and race. Regarding age, the results suggest that proportionately more traditional-age students have enrolled at Wits and SU over time as opposed to NTASs. Although women's representation in the student population increased, their age structure changed little. On the other hand, not only did men's representation decrease over time, but their age structure also changed. Proportionately fewer men aged 25+ enrolled over two decades, with a concomitant increase in younger men aged 24 and younger. Blacks' representation in the student population increased substantially, with a concomitant decrease in Whites. The most striking shift in the age structure of any race category pertains to Africans, where young Africans under the age of 25 replaced older Africans aged 25+ over a period of two decades. This chapter ends with concluding remarks.

5.2. Reporting of results

5.2.1. Undergraduate enrolments according to age and the year of enrolment

Between 1994 and 2014, undergraduate student enrolments at Wits and SU doubled (99%). This suggests that greater numbers of undergraduates have gained access to these two universities than had previously been the norm. Despite a 50% increase in UNTASEs, this cohort's proportion within the total undergraduate student population decreased by three per cent. Hence, proportionately more traditional-age students, as opposed to NTASs, gained access to Wits and SU's undergraduate degree courses over a period of two decades. Nevertheless, Table 10 below also illustrates that the proportion of UNTASEs' in their 40s increased over time, albeit marginally (1%).

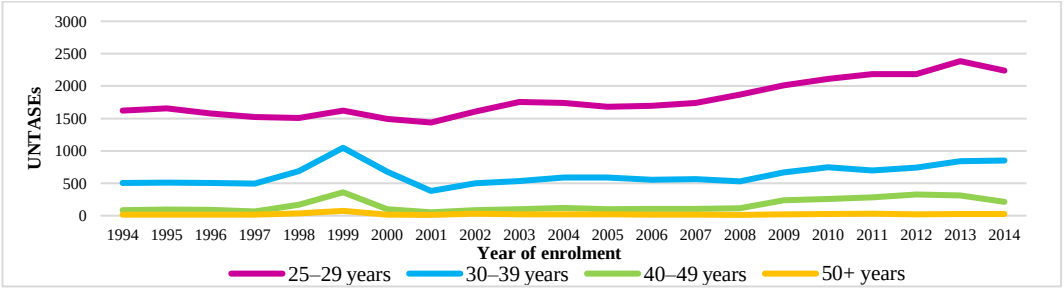
Table 10: Undergraduate student enrolments by age and the year of enrolment (Wits and SU)

Age cohorts	**1994**			**2014**			**1994–2014**	
	n	**% Representation**		***n***	**% Representation**		**% Increase/decrease in enrolments**	
24 and younger	18 205	89	89	37 262	92	92	105	105
25–29 years	1 621	8	*11	2 239	6	8	38	50
30–39 years	504	2		852	2		69	
40–49 years	85	0		212	1		149	
50+ years	15	0		28	0		87	
TUSEs	**20 430**	**100**	**100**	**40 593**	**100**	**100**	**99**	**99**

* Rounded figures (eight per cent and two per cent) suggest a total of ten per cent, but it is in fact 11% for UNTASEs

Figure 8 below illustrates a fluctuation in student enrolments between 1997 and 2001. As discussed in the previous chapter, SU entered with the NPC to enrol Mode 2 (long-distance) Honours in Education students nationwide during the late 1990s (Carl, 2017). It is possible that the said fluctuation may be attributed to postgraduates who were incorrectly classified as undergraduates. Despite this early indication that student demographic data may be inaccurately captured on university databases, which is a common limitation associated with the analysis of existing data (Bryman, 2012:312–327), the said fluctuation does not affect the calculation of overall increases and decreases from 1994 to 2014.

Figure 8: Change in the number of UNTASEs according to age



Furthermore, it is observed that 25–29-year-olds consistently represented most UNTASEs over time, followed by 30–39-year-olds. Another noteworthy observation is that from 2013 to 2014,

student enrolments decreased. This cannot be explained by the anonymised, student demographic data at hand. It is, however, plausible that large numbers of students may have graduated, but throughput rates would have to be examined to explain this most recent decrease.

5.2.2. Undergraduate enrolments according to age, institution and the year of enrolment

The three per cent increase in the proportion of traditional-age students, illustrated in Table 11 below, again suggests that this cohort increasingly gained access to Wits and SU over a period of two decades. The most substantial change in any age cohort's representation, however, is observed in 25–29-year-olds whose representation at Wits increased by four per cent. The same trend is not observed at SU.

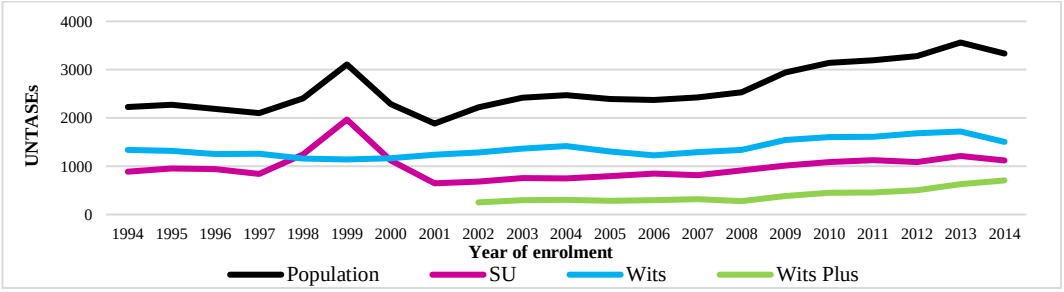
Table 11: Undergraduate student enrolments by age, university and the year of enrolment

University	Age cohorts	1994			*2014			1994–2014	
		n	% Representation		*n*	% Representation		% Increase/decrease in enrolments	
SU	24 and younger	9 018	91	91	17 079	94	94	89	89
	25–29 years	579	6	9	834	5	6	44	27
	30–39 years	238	2		226	1		-5	
	40–49 years	61	1		56	0		-8	
	50+ years	9	0		5	0		-44	
	Total (of TUSEs)	**9 905**	**100 (48)**	**100**	**18 200**	**100 (45)**	**100**	**84**	**84**
* Wits	24 and younger	9 187	87	87	20 183	90	90	120	120
	25–29 years	1 042	10	13	1 405	6	10	35	96
	30–39 years	266	3		626	3		135	
	40–49 years	24	0		156	1		550	
	50+ years	6	0		23	0		283	
	Total (of TUSEs)	**10 525**	**100 (52)**	**100**	**22 393**	**100 (55)**	**100**	**113**	**113**

* Includes Wits Plus in 2014

Figure 9 below illustrates the earlier discussed fluctuation in UNTASEs between 1997 and 2001, as well as the unexplained decrease from 2013 to 2014 (possibly as a result of students who completed their degree courses). From 2008 onwards, a gradual increase in UNTASEs is observed that corresponds to the period following the 2008–2009 global economic crisis. However, more research would be required to verify whether the said economic crisis influenced these enrolments.

Figure 9: Change in the number of UNTASEs according to institution



When comparing Figures 10 to 12 below, it is observed that 25–29-year-olds consistently represented most UNTASEs at all three the institutions over time. However, 30–39-year-olds at

Wits Plus intermittently outnumbered 25–29-year-olds from 2006 onwards. Again, the anonymised student data cannot explain the sharp increase of 30–39-year-olds from 2006 onwards. More research would be required to explain this. These results, graphically illustrated below, are also available in table-format (see Appendix 2, Tables 40 to 43).

Figure 10: Change in the number of UNTASEs at SU according to age

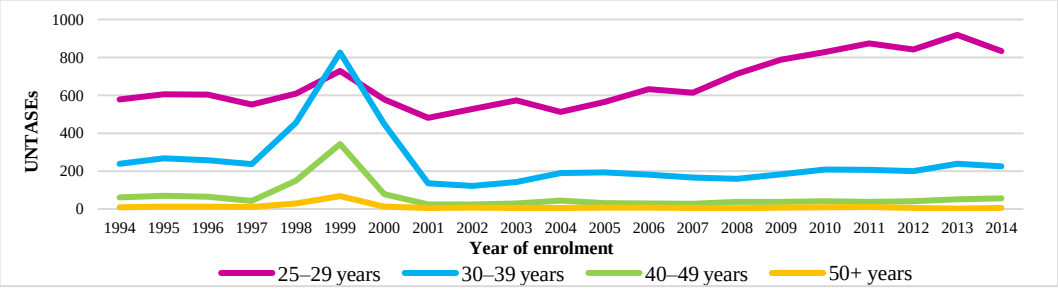


Figure 11: Change in the number of UNTASEs at Wits according to age

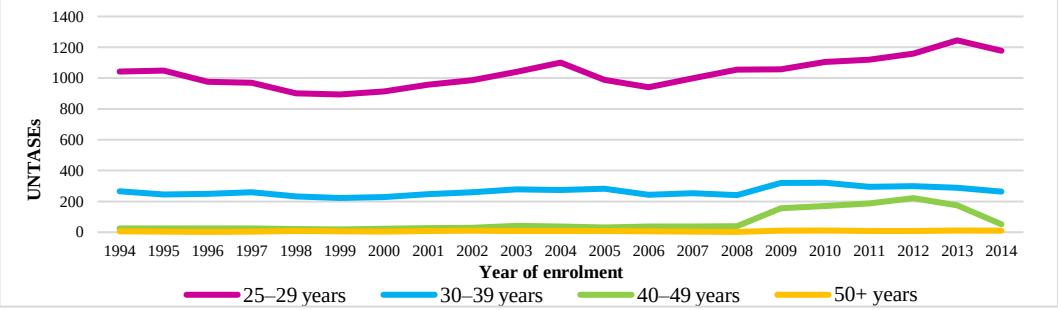
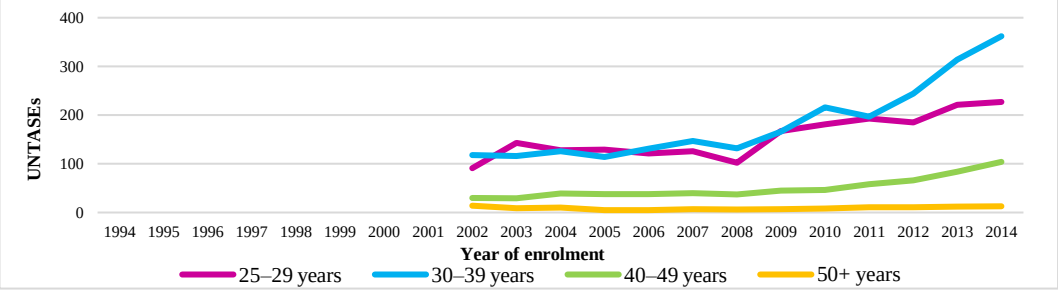


Figure 12: Change in the number of UNTASEs at Wits Plus according to age



5.2.3. Undergraduate enrolments according to age, gender and the year of enrolment

With respect to gender, there were substantial changes in enrolments over a period of two decades. The representation of women (traditional-age and non-traditional-age) in the undergraduate student population increased from below half (47%) to over half (55%). Hence, more women gained access to Wits and SU than had previously been the norm. Yet, as Table 12 below shows, the representation of each age cohort remained the same over time – with the exception of women in the 40s whose representation decreased to below one per cent. Therefore, the age structure of women in the undergraduate student population changed little between 1994 and 2014.

On the other hand, the representation of men (traditional-age and non-traditional-age) decreased from over half (53%) to under half (45%). However, whereas traditional-age men's representation increased (by 6%), non-traditional-age men's representation decreased across all age cohorts. Therefore, not only did traditional-age male undergraduates (as opposed to non-traditional-age men) increasingly gain access to Wits and SU's than had previously been the norm, but the age structure of male undergraduates also changed over time.

Table 12: Undergraduate student enrolments according to gender, age and the year of enrolment

Gender	**Age cohorts**	**1994**			**2014**			**1994–2014**	
		n	**% Representation**		***n***	**% Representation**		**% Increase/decrease**	
Women	24 and younger	8 579	93	93	20 708	93	93	141	141
	25–29 years	423	5	*7	1 011	5	7	139	148
	30–39 years	167	2		485	2		190	
	40–49 years	47	1		103	0		119	
	50+ years	13	0		11	0		-15	
	Total (of TUSEs)	**9 229**	**100 (47)**	**100**	**22 318**	**100 (55)**	**100**	**142**	**142**
Men	24 and younger	9 001	85	85	16 547	91	91	84	84
	25–29 years	1 196	11	15	1 228	7	9	3	10
	30–39 years	336	3		367	2		9	
	40–49 years	38	0		109	1		187	
	50+ years	2	0		17	0		750	
	Total (of TUSEs)	**10 573**	**100 (53)**	**100**	**18 268**	**100 (45)**	**100**	**73**	**73**

* Rounded figures suggest a total of eight per cent, but it is in fact seven per cent when the total is rounded

Figures 13 and 14 below further illustrate changes in UNTASEs between 1994 and 2014 according to the population and each institution. In the first graph, it is observed that female UNTASEs in the population increased to be on par with that of male UNTASEs by 2012. In the second graph, it is observed that over time, there were consistently fewer women who enrolled at SU compared to men. It is also observed that until 2009, more men enrolled at Wits than women. Between 2009 and 2013 (the period following the 2008–2009 global economic crisis), this changed as more women enrolled at Wits than men. In 2013, the enrolment of women declined again (possible due to degrees that were completed, but throughput rates would have to be examined to verify this). Only at Wits Plus did the enrolment of both women and men increase over time, but more so for women. These results, graphically illustrated below, are also available in table-format (see Appendix 2, Tables 44 to 47).

Figure 13: Change in the number of UNTASEs according to gender

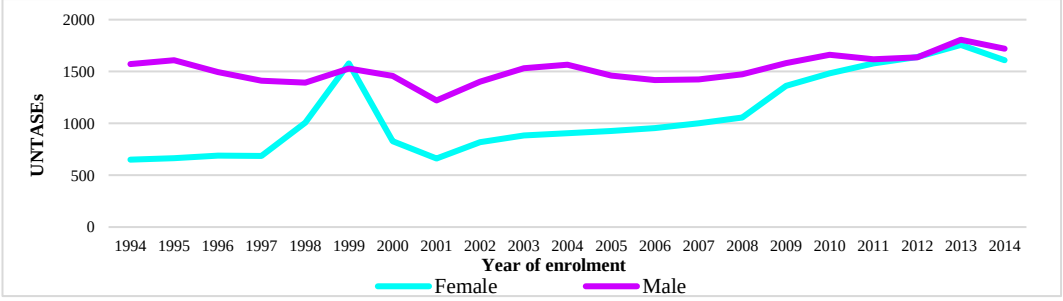
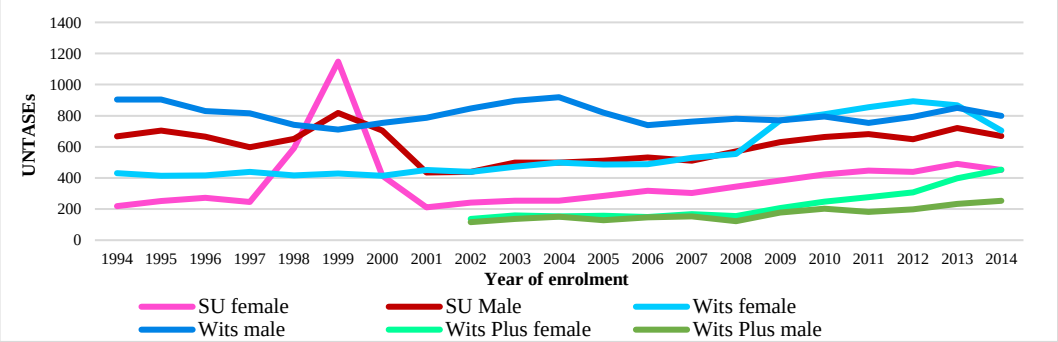


Figure 14: Change in the number of UNTASEs according to institution and gender



5.2.4. Undergraduate enrolments according to age, race and the year of enrolment

Over time, more Blacks than Whites (of all ages) gained access to Wits and SU than had previously been the norm. The most noteworthy change (illustrated in Table 13 below) is observed at Wits where the representation of Blacks tripled (from 26% to 80%) between 1994 and 2014, while the representation of Whites declined from three quarters (74%) of the undergraduate student population to a fifth (20%). Conversely, the representation of Whites still remained in the majority (68%) at SU in 2014. Nonetheless, the representation of Blacks at SU also tripled (from 10% to 32%).

Table 13: Undergraduate student enrolments according to institution and race

Institution	Race	1994			2014			1994–2014
		n	% Representation		*n*	% Representation		% Increase/decrease in enrolments
* Population	African	884	4	18	15 721	39	58	1 678
	Coloured	1 057	5		4 343	11		311
	Indian	1 540	8		3 523	9		129
	White	16 311	82	82	16 846	42	42	3
	Total (of TUSEs)	**19 792**	**100**	**100**	**40 433**	**100**	**100**	**104**
SU	African	61	1	10	1 947	11	32	3 092
	Coloured	860	9		3 414	19		297
	Indian	31	0		419	2		1 252
	White	8 944	90	90	12 420	68	68	39
	Total (of TUSEs)	**9 896**	**100 (50)**	**100**	**18 200**	**100 (45)**	**100**	**84**
* Wits	African	823	8	26	13 774	62	80	1 574
	Coloured	197	2		929	4		372
	Indian	1 509	15		3 104	14		106
	White	7 367	74	74	4 426	20	20	-40
	Total (of TUSEs)	**9 896**	**100 (50)**	**100**	**22 233**	**100 (55)**	**100**	**125**

* Includes Wits Plus in 2014

The most staggering change in undergraduate student enrolments is observed in the representation of Africans with respect to age. Initially, African UNTASEs represented more than four-fifths (86%) of all African undergraduates. By 2014, their representation declined to just over a tenth (12%). Replacing most of the African UNTASEs, were traditional-age African students whose representation increased from approximately a tenth (14%) in 1994 to almost nine-tenths (88%) in 2014. This is also evident in African traditional-age students' overwhelming increase of 10 687%.

Therefore, traditional-age African undergraduates increasingly gained access to undergraduate degree courses.

Table 14 below further shows that the representation of Coloured UNTASEs declined over time, albeit less substantially, with a concomitant increase (of 7%) in the representation of Coloured traditional-age students. Therefore, traditional-age Coloured undergraduates increasingly gained access to undergraduate degree courses. The representation of both Indian and White UNTASEs also declined over time, with a concomitant increase (of 2%) in the representation of White and Indian traditional-age students. Overall, these results suggest that traditional-age undergraduates across all four race categories, as opposed to NTASs across all four race categories, increasingly gained access to university than had previously been the norm.

Table 14: Undergraduate student enrolments according to race, age and the year of enrolment

Race	**Age cohorts**	**1994**			**2014**			**1994–2014**	
		n	**% Representation**		***n***	**% Representation**		**% Increase/decrease in enrolments**	
African	24 and younger	128	14	14	13 807	88	88	10 687	10 687
	25–29 years	547	62	86	1 223	8	12	124	153
	30–39 years	190	21		545	3		187	
	40–49 years	17	2		132	1		676	
	50+ years	2	0		14	0		600	
	Total (of TUSEs)	**884**	**100 (4)**	**100**	**15 721**	**100 (39)**	**100**	**1 678**	**1678**
Coloured	24 and younger	896	85	85	4 003	92	92	347	347
	25–29 years	75	7	15	209	5	8	179	111
	30–39 years	68	6		95	2		40	
	40–49 years	18	2		32	1		78	
	50+ years	0	0		4	0		n/a	
	Total (of TUSEs)	**1 057**	**100 (5)**	**100**	**4 343**	**100 (11)**	**100**	**311**	**311**
Indian	24 and younger	1 432	93	93	3 334	95	95	133	133
	25–29 years	95	6	7	130	4	5	37	75
	30–39 years	11	1		48	1		336	
	40–49 years	2	0		9	0		350	
	50+ years	0	0		2	0		n/a	
	Total (of TUSEs)	**1 540**	**100 (8)**	**100**	**3 523**	**100 (9)**	**100**	**129**	**129**
White	24 and younger	15 115	93	93	15 968	95	95	6	6
	25–29 years	900	6	7	669	4	5	-26	-27
	30–39 years	235	1		162	1		-31	
	40–49 years	48	0		39	0		-19	
	50+ years	13	0		8	0		-38	
	Total (of TUSEs)	**16 311**	**100 (82)**	**100**	**16 846**	**100 (42)**	**100**	**3**	**3**

With respect to UNTASEs, Figure 15 below illustrates that in 1997 – the same year when the dramatic fluctuation occurred at SU which may be attributed to the enrolment of Mode 2 education postgraduates – the enrolment of African UNTASEs exceeded that of Whites for the first time. From 1997 onwards, the enrolment of African UNTASEs remained more than all of the other race categories.

Figure 15: Change in the number of UNTASEs according to race

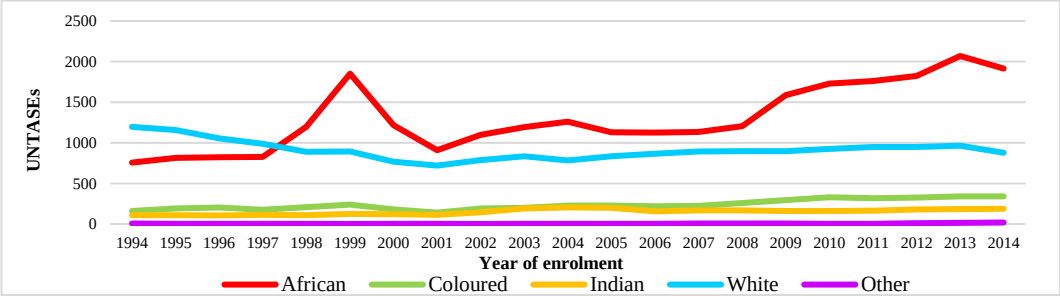


Figure 16 shows that the 1997–2001 fluctuation at SU specifically affected African UNTASEs. It also shows that even though White UNTASEs initially outnumbered UNTASEs from all the other race categories, White and African UNTASEs were almost on par in 2014. In contrast to this, Figure 17 illustrates that at Wits, African UNTASEs consistently outnumbered all the other race categories. This trend at Wits is also observed at Wits Plus (illustrated in Figure 18 below). However, unlike Wits, African UNTASEs at Wits Plus steadily increased between 2002 and 2014. These results, graphically illustrated below, are also available in table-format (see Appendix 2, Tables 48 to 51).

Figure 16: Change in the number of UNTASEs at SU according to race

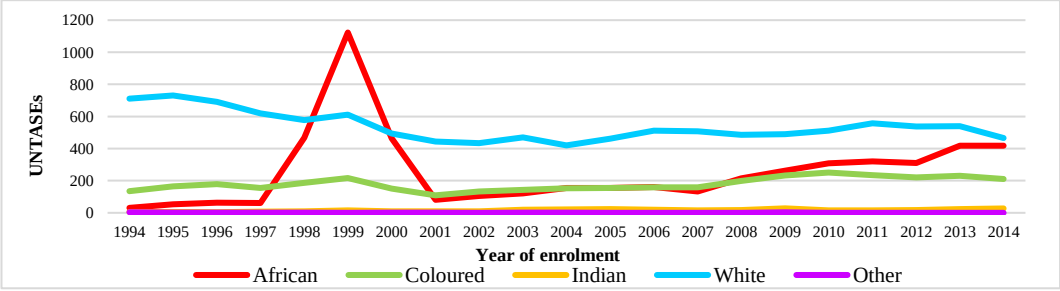


Figure 17: Change in the number of UNTASEs at Wits according to race

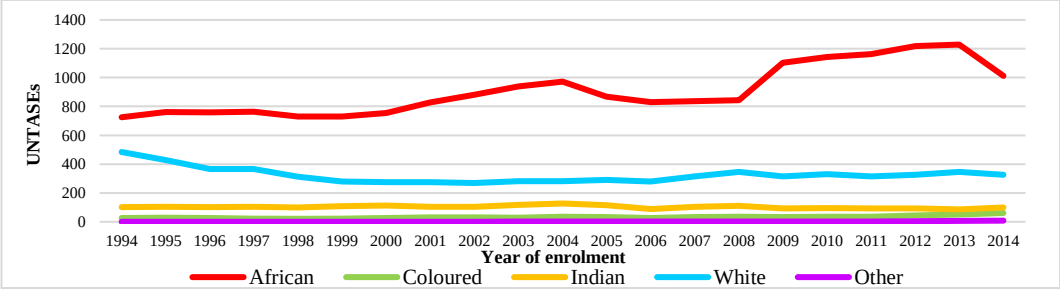
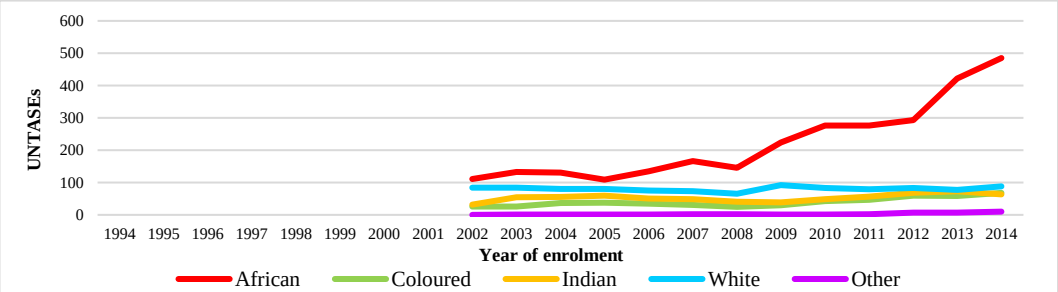


Figure 18: Change in the number of UNTASEs at Wits Plus according to race



5.2.5. UNTASEs according to race and gender

When results for race and gender are compared in Table 15 below, it is observed that most cohorts' representation changed by six per cent or less between 1994 and 2014. However, African women and White men's representation changed considerably more over time. Results suggest that African women (whose representation in the total undergraduate student population increased by 18%) increasingly gained access to university than had previously been the norm. Conversely, White men (whose representation decreased by 23%) decreasingly gained access to university than had previously been the norm.

Table 15: UNTASEs according to race, gender and the year of enrolment

University	Race and gender	1994		2014		1994–2014
		n	% Representation of UNTASEs	*n*	% Representation of UNTASEs	% Increase/decrease in enrolments
SU	African female	6	1	159	14	2 550
	African male	25	3	259	23	936
	Coloured female	42	5	109	10	160
	Coloured male	92	10	102	9	11
	Indian female	2	0	15	1	650
	Indian male	4	0	12	1	200
	White female	169	19	169	15	0
	White male	543	61	296	26	-45
	Unknown	4	0	-	0	-100
	Sub-total (of total)	**887**	**100 (40)**	**1 121**	**100 (34)**	**26**
Wits	African female	215	16	770	35	258
	African male	509	38	726	33	43
	Coloured female	10	1	84	4	740
	Coloured male	17	1	45	2	165
	Indian female	35	3	91	4	160
	Indian male	65	5	71	3	9
	White female	171	13	206	9	20
	White male	313	23	207	9	-34
	Unknown	3	0	10	0	233
	Sub-total (of total)	**1 338**	**100 (60)**	**2 210**	**100 (66)**	**65**
Total UNTASEs	African female	221	10	929	28	320
	African male	534	24	985	30	84
	Coloured female	52	2	193	6	271
	Coloured male	109	5	147	4	35
	Indian female	37	2	106	3	186
	Indian male	69	3	83	2	20
	White female	340	15	375	11	10
	White male	856	38	503	15	-41
	Unknown	7	0	10	0	43
	Total UNTASEs	**2 225**	**100**	**3 331**	**100**	**50**

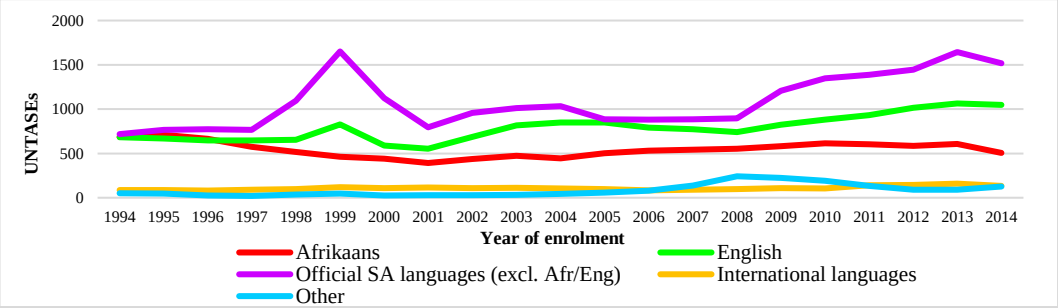
* Includes Wits Plus in 2014

The same trend, where the representation of African women increased, and White men decreased, is also observed at Wits. At SU, however, the representation of African men increased (20%) more than that of African women (14%). There was also a substantial decrease in the representation of White men at SU (-34%), more so than the same cohort at Wits (-14%). Furthermore, Table 15 above illustrates that by 2014 most gender/race categories were on par (only 1% or 2% difference between sub-categories), with the exception of: (1) White men and White women in the combined population of Wits and SU (4% difference); (2) African men and African women at SU (9% difference); and (3) White men and White women at SU (11% difference).

5.2.6. UNTASEs according to the year of enrolment and home language

With respect to home language, in 1994 equal numbers of NTASs in the population spoke English, Afrikaans, and nine of the "other official South African languages" (referring to Ndebele, Northern Sotho, Southern Sotho, Swati, Tsonga, Tswana, Venda, Xhosa, and Zulu). By 2014, most NTASs spoke "other official South African languages (excl. Afrikaans and English)" (111% increase), followed by English (53% increase) and Afrikaans (27% decrease) (see Figure 19 below). Hence, more NTASs who spoke either one or a combination of the said nine official languages, which exclude English and Afrikaans, gained access to university than had previously been the norm. In other words, considerable transformation has taken place in the non-traditional-age, undergraduate student population with respect to ethnicity.

Figure 19: Change in the number of UNTASEs according to home language



Trends in home languages, however, differ between institutions. Figure 20 below illustrates that most NTASs at SU spoke Afrikaans in 1994. These numbers decreased over time (-36%) and by 2014, more equal numbers of NTASs at SU spoke Afrikaans, English (138% increase) and "other official South African languages (excl. Afrikaans and English)" (197% increase). Between 1994 and 2014, most NTASs at Wits spoke "other official South African languages (excl. Afrikaans and English)" (17% increase), followed by English (15% decrease). At Wits Plus, however, slightly more NTASs spoke English until 2008, when "other official South African languages (excl. Afrikaans and English)" increased substantially (307%) from 2009 onwards (following the 2008–2009 global economic crisis). Again, more research would be required to investigate why more NTASs who spoke "other official South African languages (excl. Afrikaans and English)"

increasingly enrolled at Wits Plus post-2008. These results, graphically illustrated below, are also available in table-format (see Appendix 2, Tables 52 and 55).

Figure 20: Change in the number of UNTASEs at SU according to home language

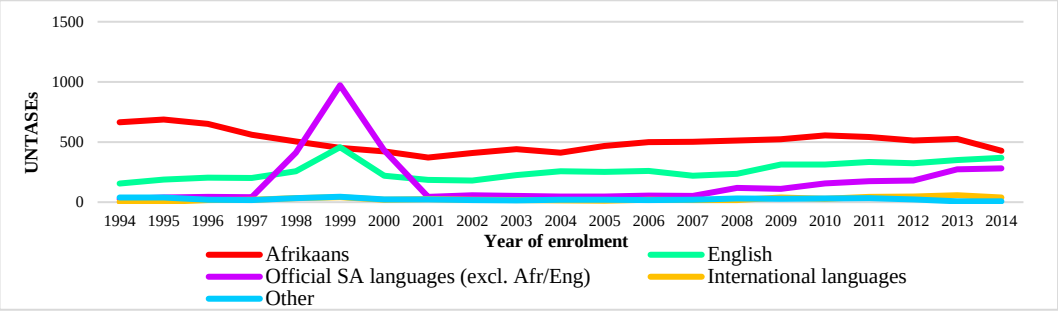


Figure 21: Change in the number of UNTASEs at Wits according to home languages

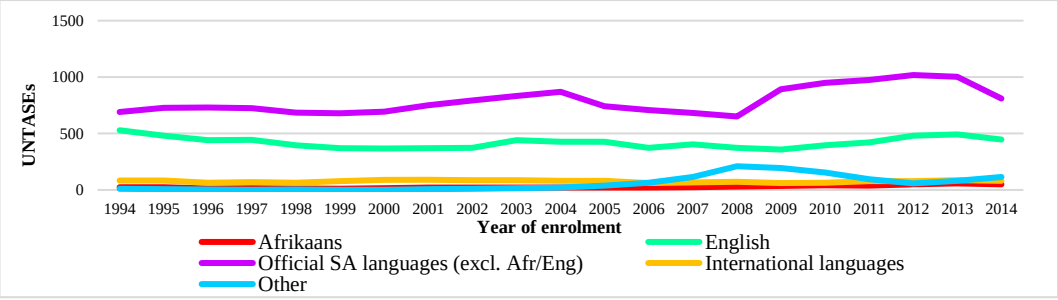
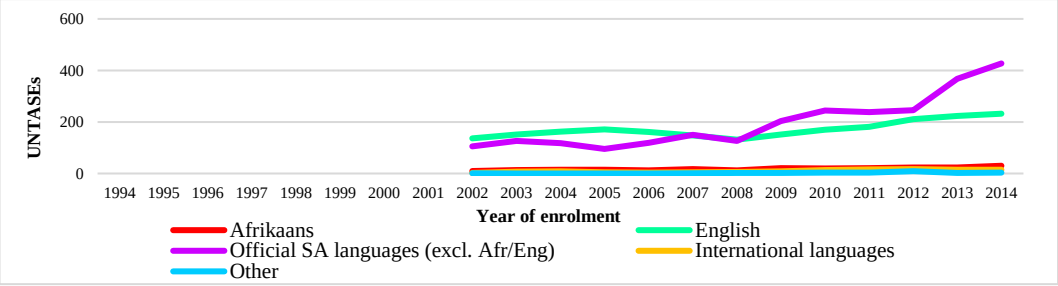


Figure 22: Change in the number of UNTASEs at Wits Plus according to home languages

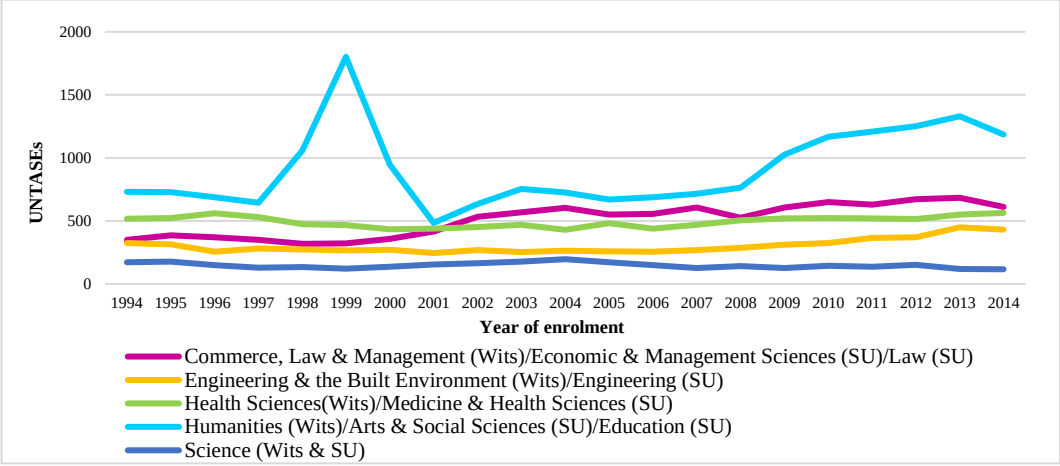


5.2.7. UNTASEs according to the year of enrolment and academic discipline/faculty

Between 1994 and 2014, there was a noticeable increase of UNTASEs at two academic disciplines: "Commerce, Law and Management (Wits)/Economic and Management Sciences (SU)/Law (SU)" (75%) and "Humanities (Wits)/Arts and Social Sciences (SU)/Education (SU)" (62%). Again, it is plausible that the fluctuation between 1997 and 2001 in the Humanities/Social Sciences may be as a result of Mode 2 education postgraduates who were inaccurately captured as undergraduates. Figure 23 below also illustrates that from 2009 onwards (following the 2008–2009 global economic crisis), UNTASEs in the Humanities/Social Sciences increased substantially. In 2013, UNTASEs in the Humanities/Social Sciences declined, which may suggest that students graduated. However, students' throughput rates would have to be investigated to

verify this. The only discipline wherein UNTASEs declined over two decades, was the Sciences (-33%). Next, results according to each institution are reported.

Figure 23: Change in the number of UNTASEs according to academic discipline



At SU in particular, the 1997–2001 fluctuation at the Faculty of Education is evident. This sharp fluctuation makes it difficult to observe trends in enrolments (illustrated in Figure 24 below) at the remaining faculties. Nonetheless, the data indicates that there was a noticeable increase of UNTASEs at two faculties: Theology (696%) and Military Science (293%); with a concomitant decrease at five faculties: the two combined faculties of Economic and Management Sciences and Law (-58%); the combined faculties of Education and the Arts and Social Sciences (-6%); and the Medical and Health Sciences (-12%). Again, the said faculties were combined in order to compare similar faculties between institutions.

Figure 24: Change in the number of UNTASEs at SU according to faculties

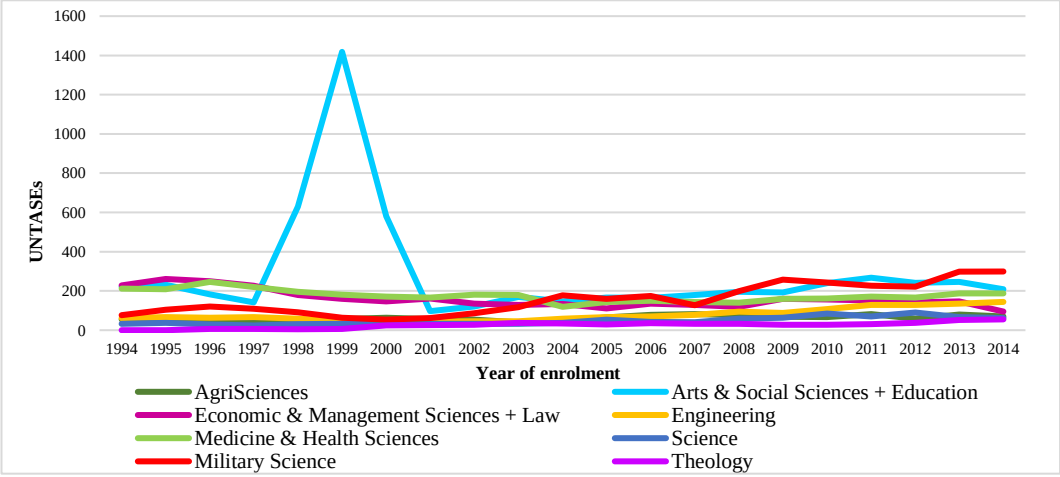


Figure 25 below yet again illustrates a substantial fluctuation in UNTASEs at Wits following the 2008–2009 global economic crisis, which mainly affected the Faculty of Humanities. Over time,

UNTASEs at most faculties increased, with the exception of the Sciences where enrolments deceased (-61%).

Figure 25: Change in the number of UNTASEs at Wits according to faculties

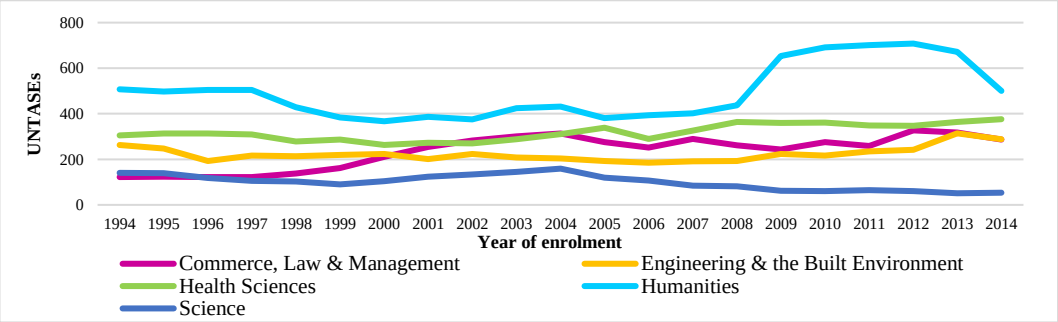
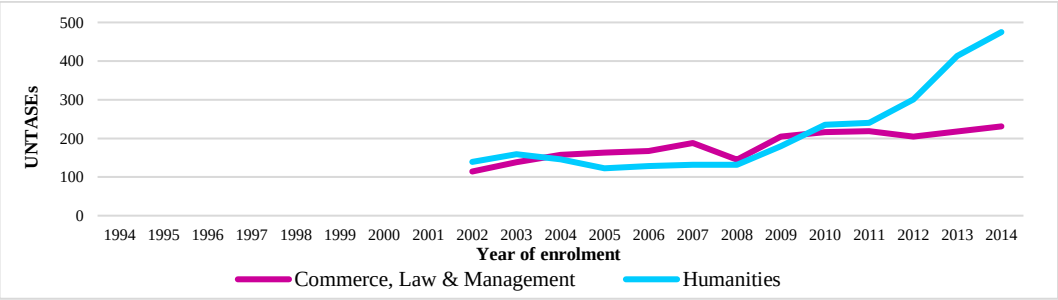


Figure 26 below also illustrates that UNTASEs at Wits Plus increased more substantially in the Humanities (242%) than in Commerce, Law and Management (103%). Again, the results graphically illustrated above, are also available in table-format (see Appendix 2, Tables 56 and 59).

Figure 26: Change in the number of UNTASEs at Wits Plus according to faculties



5.2.8. Summary of results

In response to Buchler *et al.*'s (2007:151) call for more research to illustrate who has increasingly and decreasingly gained access to HE, the results suggest that between 1994 and 2014 the following cohorts' representation within the total undergraduate student population at Wits and SU increased: (1) traditional-age students, as opposed to NTASs; (2) women, as opposed to men (non-age specific); (3) traditional-age men, as opposed to non-traditional-age men; (4) traditional-age undergraduates across all four race categories, as opposed to NTASs across all four race categories; (5) Blacks, as opposed to Whites (non-age specific); (6) non-traditional-age African women, as opposed to non-traditional-age White men (specific to NTASs, not compared to traditional-age students); (7) NTASs who spoke English and one or a combination of the following nine official languages: Ndebele, Northern Sotho, Southern Sotho, Swati, Tsonga, Tswana, Venda, Xhosa, and Zulu – as opposed to Afrikaans (specific to NTASs, not compared to traditional-age students); and (8) NTASs in the disciplines of "Commerce, Law and Management

(Wits)/Economic and Management Sciences (SU)/Law (SU)" and "Humanities (Wits)/Arts and Social Sciences (SU)/Education (SU)", as opposed to NTASs in the Sciences (specific to NTASs, not compared to traditional-age students). This concludes the reporting of results. I now proceed to the discussion of results.

5.3. Discussion of results

5.3.1. Undergraduate student population has not diversified with respect to age

Between 1994 and 2014, proportionately more traditional-age students enrolled at Wits and SU than was previously the norm. This increase in especially younger students can be attributed to the global trend in the massification of HE (CHE, 2016:9–14; Schuetze & Slowey, 2002; UNESCO, 2009:2–17), as well as post-1994 changes in the HE sector to "reshape the social, political and economic inequalities of the race, gender and class system inherited by the new government," thereby increasing accessibility, flexibility, and responsiveness to regional needs (Chisholm, 2009:16; Cloete *et al.*, 2006; DoE, 1997, 2008; DHET, 2013:xi–5; Gordon, 2009:9–10).

However, from a symbolic life course perspective – and student enrolment trends in more developed nations, which are characterised by more homogeneous populations than that of South Africa (Findsen & Formosa, 2011:24; Ross-Gordon *et al.*, 2016:24; Statistics SA, 2016c) – it is postulated that "the age structure of the student population will become more diversified" as older people increasingly enrol in HE later in life to pursue lifelong education (Schuetze & Slowey, 2002:322). Refuting this claim, the results presented in this chapter suggest that the undergraduate student population at Wits and SU has not diversified with respect to age – mainly as UNTASEs' representation decreased over time: from 11% in 1994, to 8% in 2014. Hence, there is no evidence to substantiate that proportionately more undergraduate NTASs are enrolling in undergraduate degree programmes at the said universities later in life than had previously been the norm (Blessinger & Achan, 2015; Findsen & Formosa, 2011). As these results are limited to only two South African universities, more research would be required to substantiate whether these findings hold true across all South African HEIs, across various modes of learning (on-campus and long-distance) and across qualifications types (degrees, diplomas and certificates).

However, unlike this initial indication that the student population has not diversified with respect to age, the results do suggest that students in their 40s have increasingly enrolled at Wits (from representing below one per cent of TUSEs in 1994, to more than one per cent in 2014) – and, more specifically, at Wits Plus where the enrolment of part-time students in their 40s increased by 247%, which was double that of total TUSEs (99%) over the same period. This trend is not substantiated by my review of the literature. Instead, it is emphasised that part-time students (of all ages) increasingly enrolled in HE (Osborne *et al.*, 2004:292; UNESCO, 2009:97–109). To a limited extent then, the increase of particularly part-time students in their 40s support Schuetze and Slowey's (2002:322) supposition that the "participation of adults (during their working life) […]"

will increase. With this in mind, it is suggested that undergraduate NTASs who enrol at university later in life are adopting a deinstitutionalised life course as they pursue traditionally separated roles (such as education, work, and leisure roles) throughout their life span (Foner, 1996:222). It is also suggested that as these students deviate from prescriptive and proscriptive age norms associated with the three boxes of life (Foner, 1996:222; Riley & Riley, 1994a:26, 1994b:111), they are subjected to inadequate levels of formal and informal social support (e.g., age-discriminative policies which exclude NTASs from accessing financial support solely based upon their age and not their employment status), which may potentially hamper their progress at university (Settersten, 2004:84). In this regard, I discuss issues around social support in further detail in Chapter 6 (see Section 6.3.3.) and Chapter 7.

In contrast to Wits, where the proportion of UNTASEs in their 40s increased over time (albeit marginally), the representation of all UNTASEs at SU decreased over time (from 9% in 1994, to 6% in 2014). In order to increase access to HE for this 30+ age cohort, SU intends to implement Mode 2 education by 2030 whereby mostly technologically-mediated, long-distance instruction would be utilised (SU 2015 Annual Report, 2016:45). However, at this stage there is no indication that SU would make undergraduate degree courses available via Mode 2 education (SU 2015 Annual Report, 2016:45).

With regard to adults of retirement age, Schuetze and Slowey (2002:322) also suggest that the "participation of […] retired people" will increase over time – most likely due to changes in technology that require upskilling as reskilling (as discussed in Chapters 2 and 3). However, my results refute their claim as the proportion of 50+ year-olds remained below one per cent between 1994 and 2014. Hence, this study's findings support Anderson and Darkenwald's (1979:3) much earlier finding that as people age they are less likely to participate in HE (Courtney, 1992:6; McGivney, 1993:14), which Dämmrich *et al.* (2014:33–41) attribute to people's perception that the benefits of learning diminish with age. In the next chapter, I further investigate the motivations of different age cohorts to enrol at Wits and SU later in life.

5.3.2. Undergraduate student population has diversified with respect to gender and race

The findings from this study also suggest that women increasingly gained access to Wits and SU over a period of two decades (from 47% of TUSEs in 1994, to 55% in 2014), with a concomitant decrease in men (from 53% of TUSEs in 1994, to 45% in 2014). This increase in women's representation support international trends where women have either achieved parity or outnumbered men (Osborne *et al.*, 2004:292; Vono de Vilhena *et al.*, 2014:362; UNESCO, 2009:6). Again, this can be attributed to post-1994 changes in legislation to ensure a more equal society and, more specifically, changes in the HE sector to ensure increased access for previously disadvantaged groups (Chisholm, 2009:16; Cloete *et al.*, 2006; DoE, 1997, 2008; DHET, 2013:xi–5; Gordon, 2009:9–10).

Despite the increased enrolment of women at Wits and SU, the age structure of this cohort changed little. In other words, women aged 25 and older did not increasingly participate in HE than was previously the norm. Furthermore, even fewer male NTASs pursued degree qualifications later in life as their representation declined over time (from 15% of TUSEs in 1994, to 9% in 2014), with a concomitant increase in younger, traditional-age men (from 85% of TUSEs in 1994, to 91% in 2014). Hence, the male undergraduate student population increasingly became younger over time. Again, as this study's findings are limited to two universities, more research would be required to identify national trends in NTASs' enrolments.

With respect to racial transformation, the results generally suggest a very positive trend in post-1994 transformation. Especially younger, traditional-age African students gained access to Wits and SU over time (from 14% of TUSEs in 1994, to 88% in 2014). This can be attributed to increased numbers of younger people (aged 20–34) who were able to complete the secondary school education (45%), as opposed to their parents who collectively had a much lower throughput rate (18%) (Statistics SA, 2016a). Hence, post-1994 changes in the secondary education sector increased access to HE for previously disadvantaged groups – especially Africans (Statistics SA, 2016a). This again substantiates Anderson and Darkenwald (1979:3), Courtney (1992:5–6) and McGivney's (1993:15) claims that people who have completed their schooling are more likely to participate in HE.

However, as younger Africans increased, the representation of older Africans (25+ years) decreased over time (from 86% of TUSEs in 1994, to 12% in 2014). In a similar vein, Statistics South Africa (2016b:15–16) reported that approximately nine-tenths of Blacks, between the ages of 25–65, did not successfully complete a tertiary qualification. This substantiates claims in the literature wherein it is suggested that people from working class backgrounds are unlikely to participate HE (Schuetze & Slowey, 2002:313; Ross, 1999); and that as adults age, they are less likely to participate in HE (Courtney, 1992:6; McGivney, 1993:14) – which Dämmrich *et al.* (2014:33–41) again attribute to people's perception that the benefits of learning diminish with age. Therefore, it is questionable whether the provision of lifelong learning and alternative access routes into university (e.g., mature age exemption and RPL) for those "whose access to [HE] had been thwarted in the past" has been truly effective (DoE, 1997:S.2.2).

Yet, Blossfeld *et al.* (2014) found that their *improved employment outcomes hypothesis* results attained from several countries (which do not include countries from Africa, Asia and South America) suggest that "formal adult education always has a positive influence on employment outcomes when compared to non-participation" and that "new qualifications contribute to career progress in almost all societies" (Vono de Vilhena *et al.*, 2014:364–371). Although I have not been able to identify whether this hypothesis has been tested on NTASs in Africa, Maassen and Cloete (2006:13) suggest that attaining a degree qualification would increase people's employability. Therefore, scholars such as Blossfeld *et al.* (2014) and the Organisation

for Economic Cooperation and Development (OECD) (2013) suggest that more should be done to actively promote the participation of those whose access to HE has been thwarted in the past.

In South Africa, this may extend beyond the current provision made for lifelong learning in the DoE's (1997) *White Paper 3* and would most likely include community outreaches and/or awareness campaigns to inform older South African citizens of the RPL programmes offered at selected universities (Buchler *et al.*, 2007:132; CHAE, 2017). However, the literature again suggests that such attempts may largely fail as it is unlikely that people from disadvantaged communities "who have not completed high school and those who occupy manual, blue-collar occupations" would participate in HE later in life (Anderson & Darkenwald, 1979:3; Courtney, 1992:5–6; McGivney, 1993:15; Schuetze & Slowey, 2002:313; Vono de Vilhena *et al.*, 2014:369). In the next chapter, I discuss the motivations and experiences of undergraduate NTASs who have been able to overcome barriers to HE.

5.4. Chapter conclusion

Findings presented here provide reliable evidence that traditional-age undergraduates from all race categories, but especially so for young African men, and women (both young and older) increasingly gained access to Wits and SU over a period of two decades. As opposed to trends in the USA where proportionately more NTASs enrolled in HE later in life than had previously been the norm (Ross-Gordon *et al.*, 2016:24), this trend does not hold true at Wits and SU. Between 1994 and 2014, proportionately more traditional-age students, as opposed to NTASs, enrolled at Wits and SU than was previously the norm. Although this coincides with the massification of HE as a global phenomenon (CHE, 2016:9–14; UNESCO, 2009:2–17), it is suggested that the increase of younger students at these two HEIs are due to post-1994 changes in the HE sector to increase access to HE and redress past inequalities in terms of race and, to a lesser extent, gender (Chisholm, 2009:16; Cloete *et al.*, 2006; DoE, 1997, 2008; DHET, 2013:xi–5; Gordon, 2009:9–10).

Furthermore, there is every indication that the provision of lifelong learning for 25+ year-olds "whose access to [HE] had been thwarted in the past" (DoE, 1997:S.2.2) has not been truly effective. With this said, the most obvious limitation of this study is that it is limited to only two universities. Therefore, more research would be required at other South African HEIs to substantiate whether 25+ year-olds are pursuing lifelong education later in life. In addition, changes in technology associated with the FIR and the newly established government-funded HE system in response to student protests may potentially motivate greater numbers of 25+ year-olds to enrol at South African HEIs later in life. Hence, other researchers may also wish to examine the impact of the FIR and government-funded HE on NTASs' future enrolments. Next, the survey results dealing with undergraduate NTASs' perceptions are reported and discussed.

CHAPTER 6 HYPOTHESES DEVELOPMENT: TRIANGULATING RESULTS FOR NON-TRADITIONAL-AGE STUDENTS AS A WHOLE

6.1. Introduction

The purpose of this chapter is twofold. First, to answer my third to sixth research questions which focus on the motivations, experiences and social support structures of NTASs collectively, without distinguishing between the perceptions of respondents according to different socio-demographic variables. Second, to develop three hypotheses – motivation, experience, and social support hypotheses which will be presented and tested in the next chapter – to answer my final research question. In order to do so, this chapter adopts the structure of a quantitative study where the reporting of quantitative and quantified-qualitative data results, and the subsequent discussion thereof, remain separate.

Results are first reported in four sections: motivations, experiences, social support, and recommendations, with a brief introduction at the start of each of these sections. The subsequent discussion of results is organised into three sections: motivations, experiences, and social support (the latter section integrates recommendations). Results suggest that: (1) NTASs are inclined towards integrated regulation (a type of extrinsic motivation that shares characteristics of intrinsic motivation), indicative of a high level of their own human agency and self-determination (Ryan & Deci, 2000:73); (2) NTASs tend to perceive their own experiences as older students in a positive light, which not only corroborates the notion of self-enhancement postulated in social identity theory (Hogg *et al.*, 1995:260), but also refutes Jenkins' (2008:112–117) argument that there is no evidence in the real world for self-enhancement; and (3) there is a lack of adequate academic support and peer support available to on-campus NTASs which, when operating efficiently, have the potential to increase NTASs' sense of relatedness, well-being, quality of life, and ultimately their persistence to complete their degree programmes (Kuh *et al.*, 1991; Ryan & Deci, 2000; Tinto, 1993). Based upon these results, I argue that there is a mismatch between on-campus student organisations and the social support needs of NTASs, indicative of a structural lag (Riley *et al.*, 1994:1; Riley & Riley, 1994b:113). The chapter ends with concluding remarks.

6.2. Reporting of results

6.2.1. Motivations to enrol at university later in life

6.2.1.1. Introduction

With respect to extrinsic motivations, the quantitative data results reveal that most respondents were primarily motivated to enrol at university later in life to: access better employment opportunities; improve their career skills; and increased financial security. In a similar vein, the quantified-qualitative data results reveal that most respondents were primarily motivated to enrol

at university later in life for career-related and degree/qualification-related reasons. With respect to intrinsic motivations, the quantitative data results reveal that most respondents were primarily motivated to pursue lifelong learning and to keep their minds active, which is corroborated by the quantified-qualitative data results where personal development emerged as a prevalent motivation. Next, I report the quantitative data results, followed by the quantified-qualitative data results.

6.2.1.2. Reporting of quantitative data results

Besides the most prevalent motivations mentioned above, the quantitative data results illustrated in Table 16 below also suggest that respondents were least likely to enrol at university due to a personal relationship that had ended, or due to having more free time now that their children were at school/university/left home.

Table 16: Likert-type item results for motivations

Motivations	**Agree**		**Unsure**		**Disagree**	
	n	**%**	***n***	**%**	***n***	**%**
A degree will provide access to better employment opportunities	317	87	16	4	9	2
To improve my career skills	317	87	4	1	15	4
To keep my mind active	281	77	17	5	39	11
A degree will provide increased financial security	279	77	22	6	32	9
To pursue lifelong learning	274	75	27	7	42	12
A desire for a complete career change	257	71	22	6	49	13
I'm able to cope with work and part-time studies at the same time	87	55	26	17	34	22
My parents could not afford university when I was younger	197	54	11	3	101	28
Changes in SA's employment practices	194	53	25	7	95	26
I'm unable to cope with work and full-time studies at the same time	97	47	11	5	57	28
To experience the academic atmosphere on campus	163	45	30	8	127	35
More free time since children are at school/university/left home	39	11	20	5	118	32
A personal relationship had ended	21	6	17	5	159	44

6.2.1.3. Reporting of quantified-qualitative data results

6.2.1.3.1. Motivations to enrol at university later in life

With respect to the quantified-qualitative data, 353 respondents provided numerous reasons for enrolling at their specific institution later in life. These reasons were thematically analysed, thereby quantifying the qualitative data into 15 themes and 584 sub-themes. For the sake of transparency and to circumvent the critique associated with qualitative data analysis that is too subjective (Creswell & Plano Clark, 2011:209; Johnson & Onwuegbuzie, 2004:16; Tashakkori & Teddlie, 2010:391), I listed all the themes and sub-themes in table-format (see Appendix 4, Table 112) to clearly illustrate how sub-themes were categorised into themes.

Table 17: Comparing themes and the individual as the unit of analysis: general motivations

Motivation themes	Sub-themes per theme		Individual as unit of analysis	
	f	%	*n*	%
Career-related motivations	167	29	110	31
Degree/qualification-related motivations	65	11	48	14
Personal development	62	11	40	11
Overcoming previous obstacles to study	54	9	30	8
To improve my/our quality of life	48	8	26	7
Financial-related motivations	47	8	20	6
Institution-specific motivations	39	7	21	6
Pursuing a passion/dream	37	6	23	7
Time-related motivations	18	3	10	3
A preference for full-time studies	15	3	9	3
Philanthropic motivations	11	2	4	1
A preference for part-time studies	5	1	5	1
Political race-related motivations	5	1	2	1
Other personal motivations	12	2	5	1
Total	**585**	**100**	**353**	**100**

As illustrated in Table 17 above, these themes were further disaggregated by assigning to each respondent their first-mentioned theme (i.e., the principle of first-mention). Thus, the unit of analysis is no longer themes, but the individual. The reason for assigning only one theme per individual is to conduct categorical comparisons (discussed in Chapter 7). Table 17 further illustrates that the ranking order of both categories (sub-themes and "theme per individual") remained consistent (e.g., "career-related motivations," "degree/qualification-related motivations"; and "personal development" are still the most prevalent reasons for enrolling at university).

6.2.1.3.2. Motivations as a result of changes in South Africa's employment practices

Although more than half the respondents agreed that changes in South Africa's employment practices motivated them to enrol at university later in life, fewer than half explained why. These responses were thematically analysed and quantified into nine themes and 212 sub-themes (a complete list is available in Appendix 4, Table 113). Similar to the previous section, themes were assigned to each respondent on the basis of first-mention to allow for comparisons between socio-demographic sub-categories to be conducted (discussed in Chapter 7). Table 18 below shows that the ranking order of both categories (sub-themes and "theme per individual") remained consistent.

Table 18: Comparing themes and individual as unit of analysis: South African motivations

Changes in SA's employment practice motivation themes	Sub-themes per theme		Individual as unit of analysis	
	f	%	*n*	%
Degree/qualification-related motivations	87	41	61	39
Changes in the working environment	37	17	30	19
Political race-related motivations	32	15	20	13
Devaluation of non-degree qualifications	21	10	18	12
Career-related motivations	13	6	10	6
Gender/race-related motivations	11	5	8	5
Devaluation of experience	8	4	6	4
Philanthropic motivations	1	0	1	1
Other	2	1	2	1
Total	**212**	**100**	**156**	**100**

6.2.2. Experiences of NTASs as older students

6.2.2.1. Introduction

Quantitative data results reveal that most respondents perceived their experiences as older students to differ from those of younger students, that their studies provided them with a sense of accomplishment, and that they were more disciplined than younger students. Quantified-qualitative data further elucidate that most respondents perceived their experiences as older students to positively differ from those of younger students, which they mainly attribute to being at a different life stage, possessing a different attitude, and socialising less than younger students. These results are reported in more detail below.

6.2.2.2. Reporting of quantitative data results

Besides the most prevalent experiences mentioned above, the quantitative data results illustrated in Table 19 below also suggest that approximately two thirds of respondents neither perceived their age as a barrier to making friends on campus, nor that they lack technological skills, nor that tutors think that they need less help than younger students do.

Table 19: Likert-type item results for experiences

Experiences	Agree		Unsure		Disagree	
	n	%	*n*	%	*n*	%
Experiences as an older student are different from those of a younger student	308	85	17	5	25	7
Studying provides me with a sense of accomplishment	277	76	28	8	44	12
As an older student, I am more disciplined than younger students	266	73	39	11	44	12
It is an advantage to be an older student	216	59	36	10	98	27
I would like to socialise more with other mature-age students	200	55	84	23	64	18
I enjoy being amongst younger students on campus	185	51	93	26	71	20
I feel alienated from the rest of the students	174	48	26	7	149	41
As an older student, time constraints negatively affect my academic performance	127	35	27	7	194	53
I feel isolated on campus	99	27	47	13	203	56
My age is a barrier to making friends on campus	68	19	30	8	250	69
Compared to younger students, I lack technological skills	54	15	24	7	270	74
As an older student, tutors think I need less help than younger students	44	12	65	18	239	66

6.2.2.3. Reporting of quantified-qualitative data results

6.2.2.3.1. Older students' experiences differ from those of younger students

Regarding the quantified-qualitative data results, 277 respondents reported that their experiences as older students at university are different from those of younger students were provided with an opportunity to explain their answers. Again, their responses were thematically analysed and quantified into 27 themes and 669 sub-themes (a complete list is available in Appendix 4, Table 114). Themes were then assigned to each respondent on the basis of first-mention to allow for further categorical comparisons (discussed in Chapter 7). Table 20 below illustrates that the ranking order of both categories (sub-themes and "theme per individual") remained consistent.

Table 20: Experiences: comparing themes and the individual as the unit of analysis

Experience themes	**Sub-themes per theme**		**Individual as unit of analysis**	
	f	**%**	***n***	**%**
Advantages of being a NTASs				
Older students have an academic advantage	158	24	71	26
Older students are clear about their goals	24	4	9	3
Older students are better at time-management	13	2	5	2
Older students have a sense of belonging on campus	5	1	-	-
Disadvantages of being a NTASs				
Older students have more responsibilities	36	5	22	8
Older students lack a sense of belonging on campus	34	5	11	4
Older students have more time constraints	29	4	7	3
Older students have an academic disadvantage	21	3	6	2
Older students face more challenges	8	1	1	0
Group work sessions with younger students are frustrating	3	0	-	-
Differences between younger and older students				
Older students are at a different life stage	51	8	29	10
Older students have a different attitude	41	6	16	6
Older students socialise less	39	6	17	6
Older students act differently than younger students	25	4	8	3
Younger students are at a different life stage	21	3	11	4
Younger students have a different attitude	18	3	5	2
Younger students socialise more	15	2	7	3
Perceptions of part-time versus full-time students	15	2	4	1
Older students pay their own studies	6	1	4	1
Younger students are noisy	3	0	2	1
Advantages: younger students				
Younger students have an academic advantage	43	6	24	9
Younger students have a richer campus experience	7	1	4	1
Disadvantages: younger students				
Younger students have an academic disadvantage	3	0	1	0
Other				
Other perceptions of older students' experiences	26	4	9	3
Older students' critique of university staff	13	2	1	0
Other perceptions older students have of younger students	9	1	2	1
Older students' positive experiences of university staff	3	0	1	0
	669	**100**	**277**	**100**

6.2.2.3.2. Advantages of being a NTAS

In addition to respondents' general experiences as older students, I narrowed my enquiry to specifically focus on the advantages and disadvantages of being an older student. In this regard, more than half of the respondents reported that it is an advantage to be an older student. Their responses were again thematically analysed and quantified into 12 themes and 454 sub-themes (see Table 115, Appendix 4); and themes were assigned to each respondent on the basis of first-mention to allow for further categorical comparisons between socio-demographic sub-categories to be conducted. Table 21 below illustrates that the ranking order of both categories (sub-themes and "theme per individual") remained consistent. For instance, "better developed personal skills" is still the most prevalent theme, with only a slight variation between "clarity concerning goals" and "life experience."

Table 21: Advantages: comparing themes and the individual as the unit of analysis

Advantage to be an older student themes	**Sub-themes per theme**		**Individual as unit of analysis**	
	f	**%**	***n***	***%***
Better developed personal skills	181	40	91	45
Clarity concerning goals	95	21	34	17
Life experience is an advantage	53	12	37	18
Better social skills	27	6	7	3
Work experience is an advantage	23	5	9	4
Improved academic performance	16	4	3	1
Greater sense of independence	13	3	5	2
Less interested in social activities	9	2	3	1
More appreciative	6	1	2	1
More established relationships	5	1	1	0
Respect from others	2	0	1	0
Other	22	5	10	5
Total	**452**	**100**	**203**	**100**

6.2.2.3.3. Disadvantages of being a NTAS

On the other hand, Table 22 below illustrates that the ranking order of the two most prevalent themes, regarding it not being an advantage to be an older student, switched around.

Table 22: Disadvantages: comparing themes and the individual as the unit of analysis

Disadvantage themes	**Sub-themes per theme**		**Individual as unit of analysis**	
	f	**%**	***n***	***%***
More responsibilities	7	28	3	18
Break from previous studies affects learning negatively	5	20	5	29
Other disadvantages	13	52	9	53
Total	**25**	**100**	**17**	**100**

6.2.3. Social support structures

6.2.3.1. Introduction

Quantitative data results suggest that immediate family was perceived as the best source of social support, while social media and student organisations were perceived as the weakest. On the other hand, the quantified-qualitative data results suggest that most respondents stress about their finances while they study, mainly as they were still responsible to meet their day-to-day financial obligations. Results from this data set also suggest that respondents are in favour of engaging in same-age student friendships as this would provide them with an opportunity to share similar concerns and experiences.

6.2.3.2. Reporting of quantitative data results

Respondents had an opportunity to indicate the extent that their immediate family, friends, other students, student organisations, social media, and religious or spiritual affiliations (such as their relationship with God, or involvement with church, mosque, and synagogue) provided them with social support during their undergraduate studies. Besides the most and least prevalent sources of social support mentioned above, Table 23 below illustrates results in more detail:

Table 23: Likert-type item results for social support

Sources of social support	**Good**		**Average**		**Weak**	
	n	**%**	***n***	**%**	***n***	**%**
My immediate family	268	74	30	8	31	9
Other students I befriended on campus	216	59	78	21	22	6
My friends (excluding those befriended on campus)	180	49	77	21	64	18
Religious and spiritual affiliations	144	40	37	10	58	16
Social media (e.g. Facebook)	37	10	46	13	143	39

With respect to financial support, the respondents had an opportunity to indicate the extent that their immediate family, bursaries, student loans, their friends, religious and spiritual affiliations, other students befriended on campus, and an employer who pays for their study fees provided them with financial support during their undergraduate studies. Again, immediate family emerged as the best source of financial support. However, when compared to social support results where immediate family achieved a 74% score, the financial support results of 49% below suggest that financial support is not always forthcoming from family members. Table 24 below illustrates financial support results in more detail:

Table 24: Likert-type item results for financial support

Sources of financial support	Good		Average		Weak	
	n	%	*n*	%	*n*	%
My immediate family	179	49	33	9	98	27
An employer who pays for my study fees	63	23	8	3	78	28
Bursaries	78	21	14	4	139	38
Student loans	69	19	14	4	152	42
My friends (excluding those befriended on campus)	23	6	24	7	219	60
Religious and spiritual affiliations	23	6	11	3	184	51
Other students I have befriended on campus	17	5	17	5	222	61

As part of this study, I wanted respondents to explain whether or not peer support available from other same-age students would improve their level of social support received on campus. I also wanted them to explain whether or not they believe that they stress more about finances than younger students do. In order to do so, I included three additional close-ended questions, of which two were utilised as contingency questions. Results in Table 25 below also illustrates that just over half of respondents reported that same-age student friendship would improve their level of social support received, while more than two-thirds believed that they stress more about their finances than younger students.

Table 25: Likert-type item results for peer support and financial stress

Peer support and financial stress	Agree		Unsure		Disagree	
	n	%	*n*	%	*n*	%
I have to support myself financially while I am studying	256	70	4	1	49	13
I stress more about meeting financial obligations than younger students	246	68	19	5	45	12
Same-age student friendships would improve level of social support received	192	53	70	19	79	22

6.2.3.3. Reporting of quantified-qualitative data results

6.2.3.3.1. Peer support: same-age student friendships would improve level of social support

With respect to same-age student friendships, just under half of the respondents explained how same-age students could improve their level of social support. Again, responses were thematically analysed and quantified into 11 themes and 275 sub-themes (see Table 117 in Appendix 4). As before, these themes were assigned to each respondent on the basis of first-mention to allow for further categorical comparisons (discussed in Chapter 7). Table 26 below illustrates that the ranking order of both categories (sub-themes and "theme per individual") changed little. For instance, "to share similar concerns and experiences" remains the most frequent theme. However, "to provide a sense of being understood" and "to provide opportunities for academic assistance" have switched places.

Table 26: Comparing themes and the individual as the unit of analysis: same-age friendships

Same-age friendships would improve social support themes	Sub-themes per theme		Individual as unit of analysis	
	f	%	*n*	%
To share similar concerns and experiences	111	40	99	57
A sense of being understood	30	11	8	5
Academic assistance	24	9	13	7
Overcoming similar challenges	13	5	7	4
Encouragement	11	4	5	3
Tendency to think alike	10	4	6	3
Easier to relate	7	3	7	4
More mature worldview	7	3	6	3
Similar interests	7	3	5	3
Knowing one's not alone	6	2	-	-
Other	49	18	19	11
Total	**275**	**100**	**175**	**100**

6.2.3.3.2. Peer support: same-age student friendships would not improve level of social support

On the other hand, a few respondents explained how same-age students would not improve their level of social support. Responses were thematically analysed and quantified into four themes and 60 sub-themes (see Table 118 in Appendix 4). Themes were again assigned to each respondent on the basis of first-mention to allow for comparison to be conducted between socio-demographic sub-categories (discussed in Chapter 7). Table 27 below illustrates that the ranking order of both categories (sub-themes and "theme per individual") remained consistent.

Table 27: Comparing themes and the individual as the unit of analysis: same-age friendships

Same-age friendships would not improve social support themes	Sub-themes per theme		Individual as unit of analysis	
	f	%	*n*	%
Social support is available from all age groups	10	17	10	22
Current social support network is sufficient	8	13	5	11
No time to socialise on campus	5	8	2	4
Other	37	62	28	62
Total	**60**	**100**	**45**	**100**

6.2.3.3.3. Financial stress with regards to financial obligations while studying

More than two thirds of respondents explained why they thought that they stressed more about meeting their financial obligations than younger students. Once their responses were thematically analysed and quantified into 13 themes and 343 sub-themes (see Table 119 in Appendix 4), themes were assigned to each respondent on the basis of first-mention to allow for comparisons between categories to be conducted (discussed in Chapter 7). Table 28 below illustrates that the ranking order of both categories (sub-themes and "theme per individual") changed little. For instance, being "responsible for my own expenses" is still the most frequent theme.

Table 28: Financial stress: comparing themes and the individual as the unit of analysis

Financial stress themes	Sub-themes per theme		Individual as unit of analysis	
	f	%	*n*	%
Responsible for own expenses	158	46	127	54
Increased financial responsibilities due to age	28	8	23	10
Younger students receive financial assistance (from parents/financial aid)	31	9	21	9
Employment-related concerns	18	5	8	3
Worried about meeting financial obligations	17	5	8	3
Knowing the value of money and how long it takes to earn it	13	4	10	4
Not wanting to be a financial burden to anyone	11	3	5	2
Younger students generally do not have their own financial overheads	10	3	7	3
Chances of receiving financial aid is minimal due to age	7	2	3	1
Staying within budget	7	2	3	1
Lack of finances will prevent completion of degree	5	1	3	1
Feelings of guilt (or stigmatisation)	3	1	1	0
Other financial concerns	35	10	16	7
Total	**343**	**100**	**235**	**100**

6.2.4. Recommendations to create more supportive institutional cultures for NTASs

6.2.4.1. Reporting of quantified-qualitative data results

Approximately half of the respondents provided suggestions on how to create more supportive institutional cultures for NTASs. As before, responses were thematically analysed and quantified into 19 themes and 282 sub-themes illustrated in Table 29 below (see Appendix 4, Table 120, for a list of themes and sub-themes).

Table 29: Comparing themes and the individual as the unit of analysis: suggestions

Suggestion themes	Sub-themes per theme		Individual as unit of analysis	
	f	%	*n*	%
Provide academic support suited to older students	53	19	31	18
Provide opportunities where older students can interact	42	15	31	18
Provide better social support programmes suited to older students	28	10	16	9
The university provides good service	25	9	20	11
Improve upon poor administration	20	7	12	7
Provide financial support	16	6	13	7
The university should employ dedicated/experienced staff	16	6	6	3
Provide residences suited to older students	11	4	6	3
University staff should not treat older students as if inferior	11	4	6	3
University staff should be more considerate of older students' time	10	4	6	3
Other suggestions regarding university staff (lecturers)	6	2	5	3
The university should offer more work opportunities to students	5	2	4	2
Changes concerning full-time and part-time courses	5	2	3	2
Change class/tutorial/test times	5	2	1	1
Inform older students of current support services	4	1	2	1
Structure degree courses better	4	1	2	1
Capitalise on older students' experiences which can benefit the university	3	1	2	1
Part-time students should not be held to same standard as full-time students	3	1	-	-
Other suggestions	15	5	8	5
Total	**282**	**100**	**174**	**100**

As before, themes were assigned to each respondent on the basis of first-mention to allow for comparisons between socio-demographic sub-categories. Table 29 also illustrates that the ranking order of both categories (sub-themes and "theme per individual") remained consistent. For instance, "provide academic support suited to older students" is still the most prevalent theme. As no quantitative data were collected in this regard, these results were not compared between data sets. I now proceed to the discussion of results.

6.3. Discussion of results

As indicated earlier, the survey results are first triangulated with results from the systematic review, then theorised and discussed with the intent on further hypotheses development. In this section it is argued that: (1) NTASs are inclined towards integrated regulation, indicative of a high level of their own human agency and self-determination (Ryan & Deci, 2000); (2) NTASs' tend to perceive their own experiences as older students in a positive light, which not only corroborates the notion of self-enhancement postulated in social identity theory (Hogg *et al.*, 1995), but also refutes Jenkins' (2008:112–117) argument that there is no evidence in the real world for self-enhancement; and (3) that there is a lack of adequate peer support structures available to on-campus NTASs to facilitate their sense of relatedness and well-being (Kuh *et al.*, 1991; Ryan & Deci, 2000; Tinto, 1993), indicative of a structural lag (Riley *et al.*, 1994; Riley & Riley, 1994b). Again, it should be noted that the three hypotheses developed during the write-up of this chapter will be presented at the start of the next chapter.

6.3.1. Motivations to enrol at university later in life

The systemic review of the literature suggests that NTASs were primarily extrinsically motivated to enrol at university later in life for *career-related reasons* (career-advancement; a complete career change; and to remain competitive in a changing job market) and, to a lesser extent, for *financial security* (Gonzales *et al.*, 2014:143; Osman & Castle, 2006:521; Widoff, 1999:18). Survey data results, corroborated between the quantitative and quantified-qualitative data sets, suggest that respondents from Wits and SU were also primarily extrinsically motivated to enrol at university later in life for: (1) *career-related reasons*, which include: the belief that attaining a degree qualification would provide access to better employment opportunities; career advancement; a complete career change; and to improve one's career skills; (2) *degree/qualification-related reasons*, which include: the desire to attain a degree qualification; complete a previously uncompleted degree; and to improve one's level of qualifications; and (3) *increased financial security*.

Consistent with the basic principles of the data-validation variant of the convergent design (explained in Chapter 1 and Chapter 4, Section 4.9.1.3.), the following direct quotes were selected based upon answers that provided more content to illustrate quantitative and quantified-qualitative data results pertaining to *career-related reasons.* Coincidentally, the following quotes reveal that

respondents range between feeling frustrated in their current careers and absolutely hating it, mainly as their jobs do not provide them with the sense of meaning and joy that they long for (suggestive of deeper-seated and unfulfilled intrinsic desires):

> *I did N6 at the FET College after matric. [W]hen I was in my second year at work, older colleagues used to tell me they have been working 10+ [years] in the company, but same position. At that point I looked at the structure of the company and realised that growth is very limited, then I knew if I wanted to get somewhere, have a nice car and a big house, I need something more than just N6. Another reason is that [I] am an entry clerk in a freight company, my work needs me to sit down [at] my computer the whole day doing the same thing all over again until the year ends. I personally felt this is not what I want to do forever, I love people, I love being part of a strategic team which solve problems, and that is why I chose psychology and marketing as my undergraduate degree* (27-year-old, Xhosa-speaking African woman from the Free State, single with children, and part-time enrolled at Wits Plus).

> *I previously studied Law at the University of Natal (started in 1993), and also majored in business finance and information systems. I worked in commerce and eventually felt I needed to change to a career where I could actually make a difference. Commerce is soul-less and is focused on self-gain, which I really hated* (40-year-old, White, English-speaking man from the Western Cape, single without children, and full-time enrolled at Wits).

> *I really hate my job, I have been looking to make a move for some time but have not been able to find anything. I happened upon a Wits Plus short course as a means of upskilling myself. When I discovered I could do an entire degree it seemed like a good choice* (33-year-old, White, English-speaking woman from Gauteng, single without children, and part-time enrolled at Wits Plus).

With regard to *degree-related reasons*, a full-time student from SU explained that he always wanted to attain a degree, although he already has "a diploma in mechanical engineering and have been working for over 10 years. [He] got tired of doing the same work and saw the advantage a higher qualification would give in the work place and in society" (42-year-old, African man from a region outside of South Africa, home language indicated as "other" and married with children). With regard to *financial security*, a full-time student from Wits explained that she was mainly motivated by "finances – working in a profession that earns real money to support adult expenses such as a bond, etc. and future expenses like the cost of raising children" (32-year-old, White, English-speaking woman from Gauteng and married without children).

In addition to NTASs' more general motivations, I also enquired from respondents whether or not *changes in South Africa's employment practices* motivated them to enrol at university later in life. This line of enquiry relates to important historical and social changes which have occurred in South Africa post-1994 – as discussed in Literature Review Chapter. Despite my initial expectation that most NTASs would be resonate with this given all the changes over the past 20+ years, only half of the respondents (53%) indicated that this was relevant to them (see Table 68 in Appendix 3 for a breakdown according to each socio-demographic variable).

In this regard, their main motivations were related to: (1) *the need to possess a degree qualification to access better employment opportunities* (which emerged as the most prominent reason) and, to a lesser extent, (2) *changes in the working environment* (e.g., instances where employers increasingly align a person's level of education with their income); and (3) *due to the devaluation of their work experience and level of education* (specifically referring to their matric and diploma qualifications). These results strongly support Kilpi-Jakonen *et al.*'s (2014:5–10) argument, which is also evident in the South African literature (Maassen & Cloete, 2006:13) and premised upon Becker's (1962) human capital theory, that NTASs tend to lifelong education in order to remain competitive in a fast-changing job market. The following direct quotes illustrate results with respect to changes in South Africa's employment practices:

> *Employment opportunities have somewhat gotten very competitive, jobs you could do 20 years ago with only Matric are no longer available. When I realized that I needed growth and [a] career change, I was faced with a challenge of not having a degree and it became hard to get decent jobs, most companies require some form of tertiary qualification to consider you for employment, hence I am back at Varsity* (37-year-old, Zulu-speaking African man from KwaZulu-Natal, single without children, and part-time enrolled at Wits Plus).

> *I was unemployed for a long time when I had only my matric certificate which was a different story when people possessed this certificate, say, 10 years ago. This proves that a person needs a tertiary qualification to access [better] employment […] because it is crucial for better life* (27-year-old, Zulu-speaking African man from KwaZulu-Natal, single without children, and full-time enrolled at SU).

> *I live in a township and was working in a retail environment. I saw that without a qualification a person ends up working just to buy groceries. One cannot afford to even dream of buying a house because you know that you are not earning enough to buy a couch. Looking at my son I felt the need to do something that will enable him to have a better life and better education* (32-year-old, Zulu-speaking African man from Gauteng, married with children, and full-time enrolled at Wits).

> *Qualifications are now strictly adhered [to] than before, more [than] the years of experience and skills you have. I applied for a management position and I have all the necessary skills and required experience but HR insisted that I need a degree qualification, in spite of all the certificates that I have acquired which were relevant to the job* (37-year-old, Northern Sotho-speaking African woman from Gauteng, married with children, and part-time enrolled at Wits Plus).

> *I have two other tertiary qualifications. I could not find employment in either of these fields of study. Neither could I find any form of employment. That motivated me to study again and in a field that would somewhat ensure me of employment* (28-year-old, Afrikaans-speaking Coloured woman from the Western Cape, married without children, and full-time enrolled at SU).

With regard to intrinsic motivations, the results from the systematic review suggest that NTASs are less inclined to be intrinsically motivated (e.g., pursuing interesting courses and opportunities to develop one's creative abilities and talents) (Krause *et al.*, 2005:13). Survey data results (from both the quantitative and quantified-qualitative data sets) not only corroborate this, but also highlight issues around the *pursuit of lifelong learning* and *self-development*, which are congruent

with part of the definition provided by Aitchison (1993:9, 2004:2) for lifelong learning as the "fullest possible development in personal, social and professional life." In this regard, I refer to my earlier discussion in Chapter 3 (see Section 3.3.5.) wherein I explain that lifelong learning and self-development can be classified as either intrinsic or extrinsic motivations. As the qualitative data emphasise intrinsic motivations (e.g., for self-improvement; to increase knowledge; for personal growth; for self-empowerment; to be independent; for personal fulfilment; and to pursue other interests), I have opted to classify the *pursuit of lifelong learning* and *self-development* as intrinsic motivations.

In this regard, a student reported: "I'm studying strictly for interest sake. I'm curious about other aspects of life. I've already got two or three realisable career options available to me, so I'm not studying to access other job opportunities" (46-year-old, White, English-speaking man from the Western Cape, single without children, and part-time enrolled at Wits Plus). Furthermore, "for personal enrichment, enlightenment, mainly to gain a better understanding of the country I immigrated to 10 years ago. Also, to improve my English skills on a higher level" (47-year-old, White, German-speaking woman from the Western Cape, married without children, and full-time enrolled at SU). I now proceed to discuss the results with reference to Kilpi-Jakonen *et al.*'s (2014:5–10) earlier argument with reference to self-determination theory.

As indicated earlier, findings specifically related to *changes in South Africa's employment practices* support Kilpi-Jakonen *et al.*'s (2014:5–10) argument that NTASs tend to pursue lifelong education in order to remain competitive in a fast-changing job market. Approaching these results from Ryan and Deci's (2000:69–75) self-determination theory, it is argued that NTASs' more general and predominantly *career-related motivations* are congruent with their internalised desire to improve their quality of life – indicative of the most autonomous form of extrinsic motivation: integrated regulation. This argument also supports, to some extent, Knowles' (1998:64–68) andragogical model wherein he postulates that NTASs are not only responsible for their own decisions, indicative of their own human agency, but are also motivated to learn in order to increase their self-esteem and quality of life.

The implication of NTASs' inclination towards integrated regulation – which is closely associated with intrinsic motivation, but differs in the sense that people's actions are motivated by "separable outcomes rather than for their inherent enjoyment" – is that NTASs would be less likely to display most of the negative characteristics associated with extrinsic motivation, such as a lack of initiative and internalisation, rejecting institutional values, and feeling alienated that manifests itself as ill-being (Ryan & Deci, 2000:69–71). Rather, it is plausible that NTASs would be inclined to express a high level of their own human agency and greater self-determination (Ryan & Deci, 2000:71). This may also explain why NTASs tend to regard their own experiences as older students in a more positive light, which I discuss in more detail in the next section.

6.3.2. Experiences of NTASs as older students

The systemic review of the literature suggests that NTASs tend to regard their experiences as older students in a positive light. Some of the attributes of being a NTAS were associated with: possessing more life experience and maturity; being positive, focussed, disciplined, self-assured and able to manage work-loads; a willingness to engage with coursework; and willingness to seek assistance when needed (Austin & Lockmiller, 2016:53; Carney-Crompton & Tan, 2002:144–149; Gonzales *et al.*, 2014:144; Krause *et al.*, 2005:v–72; Widoff, 1999:18). Survey data results (corroborated between the quantitative and quantified-qualitative data sets) also suggest that when respondents compared their perceived experiences as older students to that of younger students, they reported that they have an academic advantage over younger students – mainly as they are more disciplined, responsible, focussed on their studies, and possess more life- and work experience given their different life stage. With respect to my earlier discussion on theory as part of the literature review, these results also support Knowles' (1998:64–68) idea that NTASs value life experiences as a source for learning.

Furthermore, more than half of the respondents (59%) agreed that it is an advantage to be an older student. Consistent with the data-validation variant of the convergent design (Creswell & Plano Clark, 2011:81), the following direct quotes illustrate results with respect to the advantages of being an older student:

> *Because I am older, I am very focused as I cannot afford to waste time and very disciplined because I know what I want in life. I am employed and [don't] have stress of looking for a job after my studies, all I look forward to is get[ting] a higher position at work and earning a better salary. I have seen a lot of youngsters not attending lectures, not doing their tutorials and performing badly in their test and exam. They often ask me how I manage to do so well with all the responsibilities I have* (37-year-old, Northern Sotho-speaking African woman from Gauteng, married with children, and part-time enrolled at Wits Plus).

> *As an older student I have done all the partying and the fun stuff when I was younger. I am more responsible and because I am paying for my studies. It definitely makes me work harder. In addition I am able to multi-task and have loads of life experience to bring to the learning material received* (38-year-old, White, English-speaking man from Gauteng, married without children, and part-time enrolled at Wits Plus).

> *My experience in life is counting positively on my behalf. I used to work under pressure as a result I learnt to balance my time between family, work, social life and developmental courses. It is now easy for me to balance my time between studies, community participation and family* (45-year-old, Xhosa-speaking man from the Eastern Cape, married with children, and full-time enrolled at SU).

> *I have been exposed to so much more life experiences through work, travel and my social life in general. I therefore have a wealth of knowledge and experiences to help me make sense of theories and new information. I am also more focused on my goals than my younger counterparts who may even be uncertain about their career choice* (45-year-old, English/Xhosa/Tswana-speaking African woman from Gauteng, married with children, and full-time enrolled at Wits).

With respect to NTASs' negative experiences, the results from the systematic review highlighted issues around balancing life roles (family, work and study); feeling alienated and isolated; finding it difficult to learn and conform to academic expectations; financial concerns; the belief that NTASs are violating age norms by enrolling at university later in life; and finally, a lack of access to courses, mentorship, and technological skills (Austin & Lockmiller, 2016; Bergman *et al.*, 2014; Gonzales *et al.*, 2014; Kasworm & Blowers, 1994; Krause *et al.*, 2005; Osman & Castle, 2006; Thompson-Ebanks, 2015; Tones *et al.*, 2009; Widoff, 1999). Although my own survey data results (corroborated between the quantitative and quantified-qualitative data sets) also substantiate results from the systematic review, the respondents reported far fewer negative experiences compared to their predominantly positive experiences. This includes: having more responsibilities and time constraints to contend with (i.e., balancing life roles); and to a much lesser extent, feeling alienated and isolated. More specifically, approximately a quarter of respondents (27%) reported that it is a disadvantage to be an older student, which they mostly attributed to a break from previous studies/schooling. The following direct quotes illustrate some of the respondents' struggles with balancing their life roles:

> *Unlike younger students who have less responsibilities, time management is more critical for me. I have to juggle getting my [three] year old son ready for school in the mornings before I attend class, rush to pick him up after school, take him to his extra mural activities, get home prepare him for bed, cook supper and only then can I attend to my studies* (28-year-old, Xhosa-speaking African woman from the Northern Cape, married with children, and full-time enrolled at Wits).

> *As an older student you have more responsibilities and time constraints. Immediately after classes we have to rush to another appointment or get home late after being out of the house for more than 12 hours. The younger student has more freedom and longer time to complete their assignments* (39-year-old, English-speaking Chinese woman from Gauteng, married with children, and part-time enrolled at Wits Plus).

> *Campus is geared towards the younger generation and their interests. Smaller social circles. I have huge time issues as I have a family so spend every spare minute working/reading. Always feel on the periphery. Have a few friends among my younger peers but still find many intimidated by me. I find them intimidating too. Group work a nightmare. Would like to interact with older students but no means of connecting. There are precious few in my faculty and none in my year* (46-year-old, White, English-speaking woman from the Western Cape, married with children, and full-time enrolled at SU).

By approaching these results from a social identity perspective, I argue that given NTASs' tendency to perceive their own experiences as older students in a positive light, it not only corroborates the notion of self-enhancement postulated in social identity theory (Hogg *et al.*, 1995:260) – "even in the absence of strong leadership or member interdependence, interaction, or cohesion" where they have nothing to lose or gain in doing so (Ashforth & Mael, 1989:24), but also refutes Jenkins' (2008:112–117) argument that there is no evidence in the real world for self-enhancement. Again, self-enhancement refers to in-group members who are inclined to evaluate

themselves in a positive light when asked to compare themselves to out-group members (Hogg *et al.*, 1995:260). Of course, my argument is based upon NTASs' socially constructed realities (Berger & Luckmann, 1966:33; Burr, 1995:1–5), which are not accurate reflections of some objective reality (Hogg *et al.*, 1995:260), but rather accepted as legitimate within this study's pragmatist interpretive framework that does not question the nature of truth (Creswell, 2013:28–29; Feilzer, 2009:9).

6.3.3. Social support and recommendations to create supportive institutional cultures

I approach the social support results from a symbolic (deinstitutionalised) life course perspective (Dannefer *et al.*, 2005:S300–S301; Pilcher, 1995:149; Riley & Riley, 1994b:113). From this perspective, it is anticipated that when people pursue individualised pathways, i.e. deviate from the three boxes of life where they either intermittently (e.g., full-time students) and/or simultaneously (e.g., part-time students) engage in work, leisure, and formal education roles, they would be less likely to receive social support (Dannefer & Kelly-Moore, 2009; Foner, 1996; Kohli, 2000; Riley & Riley, 1994ab; Settersten, 2004). Yet, both involvement theory (Kuh *et al.*, 1991:41–356) and the social integration model (Tinto, 1993:165–188) highlight the importance of adequate levels of social support in an HEI to not only promote the well-being, learning potential and persistence of students, but also to avoid student drop-out. Involvement theory argues that HEIs should provide adequate opportunities for student involvement and, where relevant, implement new policies to adapt to the needs of NTASs (Kuh *et al.*, 1991:41–356). In a similar vein, the social integration model suggests that this contact should occur as early as possible, preferably just after the first year of enrolment (Tinto, 1993:165–188). Nonetheless, Thompson-Ebanks (2015:477) cautions that merely providing NTASs with opportunities to interact is insufficient. Rather, HEIs should ensure that NTASs are well integrated into the student population and share a sense of belonging and purpose on campus.

With respect to students' integration at their host university, self-determination theory (Ryan & Deci, 2000:74) would argue that when students feel alienated and lack intrinsic motivation, they are likely to display diminished initiative and reject their institutions' values. Yet, my results reveal that fewer than half of the respondents (48%) felt alienated from the other students, while just over a quarter (27%) felt isolated on campus. This not only suggests that alienation and isolation is not extremely prevalent in this NTAS cohort, but it is unlikely that these respondents would display a lack of initiative or reject their university's values (given the low percentage scores) and their inclination towards integrated regulation (as argued earlier) (Ryan & Deci, 2000:74). Nonetheless, self-determination theory also cautions that, should institutions fail to provide people with support to improve "competence, autonomy, and relatedness," i.e. supportive institutional cultures, it is likely that their feelings of alienation and ill-being could escalate (Ryan & Deci, 2000:74–75). Thus, it is crucial that HEIs promote competence, autonomy and relatedness

amongst students. Next, I discuss these results with regard to peer support as a way to potentially improve NTASs' integration on campus.

Student organisations have the potential to increase NTASs' sense of relatedness, well-being, quality of life, and persistence to complete degree programmes – as suggested by Durkheim (1897/1951), Kuh *et al.* (1991) and Tinto (1993). However, the results reveal that respondents perceived these organisations as their weakest source of social support (given the list of options provided in the web-based questionnaires). Less than a tenth (6%) of respondents at SU indicated that PSOs were a good source of social support. In a similar vein, approximately a tenth (11%) of respondents at Wits and Wits Plus reported that the FYE programme (aimed at helping students with their academic needs) is a good source of social support, while less than a tenth (7%) indicated that Wits' clubs and societies were a good source of social support.

As discussed earlier, SU automatically assigns new undergraduates to a specific PSO to encourage peer support formation when these students are not living in a university residence. Wits does not have a similar peer-support organisation. Instead of PSOs, Wits offers a FYE programme that mostly provides academic assistance. SU again does not offer a programme similar to Wits' FYE. Rather, students at SU are encouraged to visit the Writing Lab during office hours. A similar service is also on offer at Wits' Writing Centre during office hours. Therefore, SU's PSOs and Wits' FYE are not directly comparable. Although Wits and SU's clubs and societies are comparable, I did not include SU's clubs and societies in my initial exploratory study, which is why it is not compared in this study.

In spite of student organisations emerging as the weakest source of social support, more than half of the respondents (53%) consider same-age student friendships as having the potential to increase their level of social support, mainly as it would provide them with an opportunity to share similar concerns and experiences and a sense of being understood. To a lesser extent, they also regarded same-age student friendships as a potential source of academic support. These results are corroborated by results in the systematic review where Widoff (1999:19–20) also found that NTASs provided each other with "encouragement, […] and practical assistance" that motivated NTASs to work harder towards completing their degree programmes, opportunities to express similar concerns, and to get hints for studying. The following direct quotes illustrate respondents' views regarding the benefits of same-age student friendships:

> *I think this would assist as we are on the same "boat" and will be able to bounce ideas and have a better understanding of time constraints. I would like to make friends with younger students too but the societies and clubs seem geared towards the younger students* (38-year-old, White, English-speaking man from Gauteng, married without children, and part-time enrolled at Wits Plus).

> *I made all my same age friends myself and they do form the core of my campus social group. They are on a similar life stage "wavelength" – so it's easy for us to spend time together and be able to support each other on and off campus both emotionally and practically. Being older we are all better resourced and better at*

> *managing our time – so we can be there for each other and provide practical help (e.g., if we're sick we can collect and drop off work because we have access to a car so living far apart isn't such a big issue). We didn't meet in any WITS initiated clubs or orientations – we just happened to be taking the same subjects in our first year and we connected, perhaps because we were all somewhat vocal in class* (29-year-old, English-speaking mixed-race woman from Gauteng, married without children, and full-time enrolled at Wits).
>
> *We can share information on how we are coping with juggling between our lives. We are also less competitive and more goal orientated and are more willing to work with one another instead of against one another. Most adults that work are more responsible and reliable. It is also motivating when things get tough that you are not alone, there is an entire Wits Plus community that has accomplished what you want to so it gives you the strength, the will and the courage to bite the bullet and have another stab at it* (47-year-old, English-speaking Indian woman from Gauteng, married with children, and part-time enrolled at Wits Plus).
>
> *We are all here because we want to be here. The decision to be here has serious financial, relationship and social implications. People who have made the same decision would be able to understand the frustrations/joys of being a mature student* (36-year-old, White, English-speaking woman from the Western Cape, married without children, and full-time enrolled at SU).

Furthermore, more than half of the respondents (55%) reported that they would like to socialise more with other NTASs. This was also evident in the recommendations they provided where mostly full-time NTASs requested more opportunities to interact with each other. Similar recommendations were also evident in the systematic review where it was recommended that HEIs provide age-appropriate, peer-run, face-to-face, online support groups (Thompson-Ebanks, 2015:491), and orientation programmes where NTASs can form peer support networks (Carney-Crompton & Tan, 2002:150; Tones *et al.*, 2009:511). However, my results suggest that social media (or online platforms) are perceived as one of the weakest sources of social support. Therefore, I highly recommend that online platforms not be implemented at either Wits or SU as the only source of peer support.

Rather, as existing student organisations have the capacity to incorporate NTASs into their social support programmes, it is recommended that these institutional support structures be more accommodating of NTASs' social support needs and adult lifestyles. For example, instead of expecting NTASs to integrate into groups where the average age is 20 and functions revolve around this cohort's interests, rather establish a dedicated support group for NTASs and arrange functions suited to their age cohort (as suggested below by one respondent). However, as Thompson-Ebanks (2015:477) further recommends, merely providing NTASs with opportunities to interact are insufficient. It is crucial that HEIs ensure that undergraduate NTASs make contact as early as possible (e.g., after the official start of the first semester when everybody is back on campus) to facilitate early integration that could potentially increase their sense of belonging, relatedness, and purpose on campus (Kasworm & Blowers, 1994:88–89; Kuh *et al.*, 1991:41–356; Ryan & Deci, 2000:74–75; Thompson-Ebanks, 2015:477; Tinto, 1993:165–188). The following

quotes illustrate respondents' suggestions on how to improve peer support via student organisations:

> *I strongly suggest that the institution implements/establishes clubs and societies for mature-age students that would allow similar aged students to interact. Secondly, more camps such as the first-year-experience camp should be implemented, having attended the camp myself recently, I strongly believe it was beneficial and significant to me as an older student to attend* (26-year-old, Southern Sotho-speaking African man from Gauteng, single without children, and full-time enrolled at Wits).

> *There is definitely a need for a PSO for mature students. I have been forced to pay PSO fees since my first year, and they do not offer anything that interests me in the least. The mature students are often less likely to just approach new people and make friends (using myself as an example here!) – functions and social events would be a perfect way to introduce mature students to each other* (36-year-old, White, English-speaking woman from the Western Cape, married without children, and full-time enrolled at SU).

> [Translated from Afrikaans into English]: *Perhaps they can consider creating a PSO for older students instead of assigning us to the normal PSOs. During that initial period on campus a person feels terribly out of place and knows absolutely no-one. You don't know who is more scared of who. You of the young bunch, or them of you. If you could meet a few older students through a PSO it would help to make friends easier. The activities which are arranged by the normal PSOs are in my view not suited to the older and the younger student. I would much rather attend a cheese-and-wine or a coffee-and-cake than a residence dance, or any of the other activities arranged by the PSOs* (40-year-old, White, Afrikaans-speaking woman from Gauteng, married without children, and full-time enrolled at SU).

> [Original Afrikaans for the quote above]: *Dalk kan hulle oorweeg om 'n PSO vir ouer studente te skep in plaas van gewone PSO indeling. Die eerste ruk op kampus voel mens verskriklik uit plek en ken absoluut niemand nie. Jy weet nie wie is banger vir wie nie. Jy vir die jongklomp of hulle vir jou nie. As jy deur 'n PSO 'n paar ander ouer studente kan ontmoet sal dit help om makliker vriende te maak. Die aktiwiteite wat in die gewone PSO gereël word sodat studente met mekaar kan skakel is in my opinie nie geskik vir die skakeling tussen die ouer en jonger student nie. Ek sal heel eerder gaan vir kaas en wyn of koffie en koek met ander student [as] wat ek na 'n huisdans, of enige van die ander aktiwiteite wat deur die PSOs aangebied word, deelneem.*

I now discuss the second area where policy-makers in HE can potentially make a difference: academic support. In order to create more supportive institutional cultures, predominantly part-time students at Wits Plus recommended that they be provided with after-hours academic support (e.g., have the writing and computer centres open after evening classes and over weekends), which is corroborated by results from the systematic review which also highlights the need for academic support to develop NTASs' academic skills (Kasworm & Blowers, 1994:243–254; Osman & Castle, 2006:524; Tones *et al.*, 2009:521). Furthermore, predominantly part-time students at Wits Plus recommended the University improve upon poor administration and employ experienced/dedicated academic staff to part-time degree courses which, to some extent, substantiates Badat's comment that NTASs would hold "our institutions much more accountable,

because of the discipline they bring from the workplace and union environments" (Buchler & Ralphs, 2000:9). In this regard, the following direct quotes illustrate some of the suggestions made by respondents on how to create more supportive institutional cultures:

> *Because we work full-time, I would expect Wits Plus to be more time sensitive. Course packs must be ready on time. Lecturers must be on time and ready for the class lecture. Every time a post is placed on Sakai I get an email. While this is handy, it would be more useful if this notification came as a sms..... just a suggestion to look into. Something that works just like the banks. Every time a post is loaded onto Sakai, we automatically get a notification on our phones* (47-year-old, English-speaking Indian woman from Gauteng, married with children, and part-time enrolled at Wits Plus).

> *I compare last year to this year, last year we had a dedicated lecturer for […]. That meant we were [his/her] priority, this year we have full time lecturers taking us part time. [T]he experience is dismal in comparison […]. My suggestion, have a dedicated lecturer […]* (29-year-old, Afrikaans and English-speaking African man from Gauteng, single without children, and part-time enrolled at Wits Plus).

> *Provide fully qualified lecturers to teach, not inexperienced Masters and PhD candidate students to teach us. This tendency makes me feel the university undermines us and doesn't take our financial & time investment on our degrees seriously* (39-year-old, Tsonga-speaking African woman from Gauteng, single with children, and part-time enrolled at Wits Plus).

> *I think the computer lab at Wits Plus closes early and we do not have access [to] it over the weekends. It will be nice if we can have access afterhours, if they can close at around 22h00. I will also appreciate it if we can be taken through a short course on what we need to do if we need to get access on previous question papers; research or anything that can help us as students. I got to know about most of the things through young students that I have made friends with. I discovered that there was a lot that I didn't know like loading educational videos on YouTube; getting access on Wits previous research papers. It is also a struggle to get someone to assist with regards to writing skills as we do not have time to come to campus during the day and learn all the important things* (45-year-old, English and Xhosa-speaking African woman from the Eastern Cape, single with children, and part-time enrolled at Wits Plus).

Finally, in the above section, I have presented evidence that there is a lack of adequate academic support and peer support available to on-campus NTASs, which support Settersten's (2004:84) suggestion that people – and in this case, undergraduate NTASs who are in the minority – who pursue individualised pathways would potentially lack in formal and informal support. Hence, the findings suggest that there is a mismatch between on-campus student organisations and the social support needs of NTASs, is indicative of structural lag that affect NTASs at a ground-level (Riley *et al.*, 1994:1; Riley & Riley, 1994b:113). However, this mismatch cannot be placed solely at the feet of universities. Rather, it reveals the pervasiveness of underlying, socially-constructed age norms at the subjective, macro-level where it appears that HEIs either expect: (1) adults of a certain age to work and not attend full-time, on-campus degree programmes, which explains the perceived lack of peer support; and (2) part-time NTASs, who are most likely working full-time, to participate in academic support programmes during working hours.

In spite of these shortcomings, it is commendable that Wits offers part-time degree courses and intends to implement "a digital campus, online courses and high tech classrooms" (VC's 2017 year-end message, 2017), and SU intends to implement Mode 2 technology-mediated education (via distance learning) that could potentially increase access to HE for adults, thereby staying abreast of the challenges posed by the FIR (Schwab, 2015, 2017; SU 2014 Annual Report, 2015:38; SU 2015 Annual Report, 2016:45). Therefore, I also suggest that at an executive level, Wits and SU do not suffer from structural lag as both universities have attended to the educational needs of working adults by implementing, or planning to implement, technologically-mediated courses and, in the case of Wits, a dedicated centre for part-time degree studies. This concludes the discussion of results.

6.4. Summary of results and chapter conclusion

With regard to NTASs' motivations, the corroborated results between the quantitative and quantified-qualitative data sets suggest that most respondents tended to be extrinsically motivated to enrol at university later in life for career-related reasons, degree/qualification-related reasons, and increased financial security. Both data sets also suggest that respondents were intrinsically motivated to pursue lifelong learning (or personal development) and to keep their minds active. Once triangulated with the results from the systematic review, these results were matched to two theories (self-determination theory and human capital theory) to develop the motivation hypothesis that will be tested in the next chapter.

Regarding NTASs' experiences, the corroborated results between the quantitative and quantified-qualitative data sets suggest that most respondents perceived their experiences as older students to differ from those of younger students, that their studies have provided them with a sense of accomplishment, and that they were more disciplined than younger students which they attribute to being at a different life stage, possessing a different attitude, and socialising less than younger students. Once triangulated with the results from the systematic review, these results were abductively matched to two theories (mainly social identity theory and, to a limited extent, self-determination theory) to develop the experience hypothesis that will be tested in the next chapter.

With respect to social support, the results between the quantitative and quantified-qualitative data sets were not directly comparable. Instead, the quantified-qualitative data set serves to provide more information regarding NTASs' perceptions on peer support and ways to improve the level of social support provided by their host university. Therefore, the quantitative data set on the one hand suggests that respondents' immediate family was perceived as the best source of social support, while social media and student organisations were perceived as the weakest. On the other hand, the quantified-qualitative data results not only suggest that most respondents stress about their finances while they study, but also that they favoured same-age student friendships as this would provide them with an opportunity to share similar concerns and experiences. Once triangulated with the results from the systematic review, the life course perspective (which

includes the deinstitutionalised life course and the structural lag perspectives) was utilised to develop the social support hypothesis that will be tested in the next chapter.

CHAPTER 7 HYPOTHESES TESTING: RESPONDENTS' PERCEPTIONS ACCORDING TO THEIR SOCIO-DEMOGRAPHIC CLASSIFICATIONS

7.1. Introduction

A review of the literature suggests that existing scholarship on NTASs tend to focus on the perceptions of NTASs collectively, while omitting the extent that their perceptions vary according to age, institution, gender, race, relationship status, and commencer/returner status. The aim of this chapter is to not only answer my seventh and final research question, but also Buchler *et al*.'s (2007:151) call for more research in this regard and, in doing so, provide an original contribution to scholarly knowledge. In order to do this, I developed three hypotheses to examine the extent that respondents' perceptions are similar or different according to the said six variables. These are stated below. Chi-square test results have been omitted in favour of the percentage score results (as discussed in Chapter 4, Sections 4.8.2.3.3. and 4.11.2.). Only the most prevalent results in the quantitative (75% or more) and quantified-qualitative (ten or more respondents, with percentage scores of 10% or more) data sets are reported and discussed for each variable, starting with age. The separate and more detailed results for each data set are available in Appendix 3 to ensure clarity, transparency and to leave an audit-trail for replicability. By mixing the results from both data sets, a more comprehensive understanding of NTASs' perspectives is provided, more so than either type of data on its own would have been able to provide (Bryman, 2012:635; Creswell & Plano Clark, 2011:12, 54). The chapter ends with a summary of results and concluding remarks.

7.2. Motivation, experience, and social support hypotheses

7.2.1. Motivation hypothesis

It is expected that undergraduate NTASs would be primarily extrinsically motivated to enrol in HE for *career-related reasons,* followed by *degree/qualification-related reasons* and *increased financial security* – which is congruent with self-determination theory's most autonomous form of extrinsic motivation: integrated regulation (a type of extrinsic motivation that is very similar to intrinsic motivation) (Ryan & Deci, 2000), also indicative of NTASs' high level of self-determination and their own human agency – and, to a lesser extent, intrinsically motivated for *lifelong learning* and *self-development*. Furthermore, it is expected that when NTASs respond to *changes in South Africa's employment practices*, their motivations to enrol in HE would be related to upskilling and reskilling in order to remain competitive in a fast-changing job market (Cloete & Maassen, 2006:13; Kilpi-Jakonen *et al.*, 2014:5–10).

7.2.2. Experience hypothesis

As I have argued that undergraduate NTASs' motivations are congruent with self-determination theory's integrated regulation, it is expected that respondents would be less inclined to display

most of the negative characteristics associated with extrinsic motivation, such as *feeling alienated* (Ryan & Deci, 2000). It is also expected that NTASs would *perceive their own experiences as older students in a predominantly positive light*, which in turn corroborates the notion of self-enhancement in social identity theory (referring to in-group members who are inclined to evaluate themselves in a positive light when asked to compare themselves to out-group members) (Hogg *et al.*, 1995). This hold true "even in the absence of strong leadership or member interdependence, interaction, or cohesion" where they have nothing to lose or gain in doing so (Ashforth & Mael, 1989:24), which is relevant to this study as respondents did not formulate their responses during face-to-face interaction.

7.2.3. Social support hypothesis

From a symbolic life course perspective, it is argued that when NTASs adopt a deinstitutionalised life course where they deviate from the three boxes of life (i.e., education for the young, work for adults, and leisure for the elderly), they potentially lack important sources of formal and informal social support (Dannefer & Kelly-Moore, 2009; Foner, 1996; Kohli, 2000; Riley & Riley, 1994ab; Settersten, 2004). With regard to social support available to on-campus NTASs, it is expected that *student support groups* (referring to peer support at the institutional level, such as the PSOs at SU and the FYE programme and clubs/societies at Wits, which excludes counselling services provided by employed professionals) would be perceived by respondents as a weak source of social support, which suggests that *student organisations at a grassroots-level* would have failed to integrate these students into the university's culture. Furthermore, it is expected that NTASs would report limited access to *academic support*, which suggests that the level of practical support provided to NTASs by their university would have to be adjusted to meet their needs. Finally, should findings suggest that there is a lack of suitable *social integration* or *academic support* suitable for NTASs, it would suggest a mismatch between NTASs' social support needs and the social structures that surround them – indicative of a structural lag (Riley *et al.*, 1994:1; Riley & Riley, 1994b:113).

7.3. Reporting and discussion of the most prevalent results

7.3.1. Perceptions of different age cohorts

7.3.1.1. Motivations of different age cohorts to enrol at university later in life

Results according to age partially confirm the motivation hypothesis. The reason for this is that whereas the results suggest that respondents from all four age cohorts tended to be more extrinsically than intrinsically motivated to enrol at university later in life, especially for *career-related reasons*, only the younger two cohorts (25–29 and 30–39-year-olds) stressed *degree/qualification-related reasons*, while the three cohorts under the age of 50 emphasised *increased financial security*. The exclusion of 50–59-year-olds, who comprise five respondents and, therefore, falls below the specified benchmark, is cautiously reported. Results also suggest that the *pursuit of lifelong learning* and a *desire to keep one's mind active* were important to 30+

year-olds. However, the *pursuit of lifelong learning* and *personal development* appear to be most important to respondents in their 40s.

As there is a lack of empirical research that compares the motivations of NTASs according to different age cohorts, I am unable to further corroborate my own results with that from the systematic review. Nevertheless, results for the oldest cohort are comparable to a USA-based study that I excluded from the systematic review of existing scholarship on NTASs due to a small sample (Parks, Evans & Getch, 2013). My own results for a handful of students in their 50s suggest that they enrolled at university to *experience the academic atmosphere on campus*, which is consistent with Parks *et al.*'s (2013:62) findings that 60+ year-olds enrolled at university to experience the campus environment.

Changes in South Africa's employment practices were important to at least half of the respondents (53%). Therefore, it does not meet the 75% benchmark to be included in this chapter. However, I am including these results here as it relates to employment practices discussed in the Literature Review Chapter. Results suggest that all four age cohorts perceive that changes in South Africa's employment practices refer to the need *to attain an undergraduate degree qualification* in order to access better employment opportunities. This supports Kilpi-Jakonen *et al.*'s (2014:5–10) and Maassen and Cloete's (2006:13) claims, premised upon Becker's (1962) human capital theory, that NTASs are inclined to pursue lifelong education to remain competitive in a fast-changing job market. Also congruent with Becker's (1962) human capital theory, respondents in their 30s and 40s suggested that *changes in the working environment* refer to employment practices that increasingly align a person's level of educational attainment with income.

7.3.1.2. The experiences of different age cohorts

Results according to age confirm the experience hypothesis. As illustrated in Table 32 below, all four age cohorts *perceive their experiences as older students in a more positive light*, which in turn corroborates the notion of self-enhancement in social identity theory (Hogg *et al.*, 1995:260). Again, I am unable to further corroborate my own results with the results from the systematic review due to a lack of comparative research according to different age cohorts' motivations. Nevertheless, another finding pertaining to a handful of students in their 50s relates to Parks *et al.*'s (2013:64–72) study that focusses on 60+ year-olds. In the previous chapter, it was argued in terms of Ryan and Deci's (2000:69–75) claim in self-determination theory that people who possess a high level of integrated regulation, would be less inclined to feel alienated from their peers (Ryan & Deci, 2000:69–75). Although students in their 50s may possess a high level of integrated regulation, they also tended to *feel alienated* from the other students on campus. These results are consistent with Parks *et al.*'s (2013:64–72) findings pertaining to 60+ year-olds. In view of this, it is suggested that these *feelings of alienation* are closely associated with older age and social identity's argument that people choose to associate or disassociate themselves with others

based upon their similarities and differences (Hogg *et al.*, 1995; Jenkins, 2008). With this said, these results are cautiously reported as there were only five respondents in their 50s.

Table 30: Comparison of the most prevalent perceptions according to age

	SIMILARITIES (*f*=8; 16%)	**DIFFERENCES (*f*=42; 84%)**			
		25—29 (*f*=9; 18%)	**30—39 (*f*=13; 26%)**	**40—49 (*f*=9; 18%)**	*** 50—59 (*f*=11; 22%)**
EXTRINSIC MOTIVATIONS	1. Access better employment opportunities **QUAN:** 87% (*n*=317) 2. Improve career skills **QUAN:** 87% (*n*=317) 3. Changes in SA's employment practices: degree/qualification related **QUAL:** 15% (*n*=16) to 23% (*n*=12)	1. Career-related **QUAL:** 27% (*n*=29) 2. Degree/qualification related **QUAL:** 15% (*n*=16) 3. Increased financial security Q**UAN:** 75% (*n*=80)	1. Career-related **QUAL:** 32% (*n*=58) 2. Degree/qualification related **QUAL:** 14% (*n*=28) 3. Increased financial security **QUAN:** 79% (*n*=148) 4. Overcame barriers to study **QUAL:** 10% (*n*=17) 5. Improve quality of life **QUAL:** 10% (*n*=17) 6. Changes in SA's employment practices: changes in the working environment **QUAL:** 10% (*n*=15)	1. Career-related **QUAL:** 32% (*n*=23) 2. Increased financial security **QUAN:** 75% (*n*=49)	1. Not due to a relationship that had ended **QUAN:** 80% (*n*=4)
INTRINSIC MOTIVATIONS	n/a	n/a	1. Keep mind active **QUAN:** 76% (*n*=142) 2. Lifelong learning **QUAN:** 75% (*n*=140)	1. Keep mind active **QUAN:** 86% (*n*=56) 2. Lifelong learning **QUAN:** 82% (*n*=53) 3. Personal development **QUAL:** 21% (*n*=13)	1. Keep mind active QUAN: 100% (*n*=5) 2. Lifelong learning **QUAN:** 100% (*n*=5) 3. Experience campus atmosphere **QUAN:** 80% (*n*=4)
EXP.	1. Experiences as older students differ from those of younger students **QUAN:** 85% (*n*=308)	n/a	n/a	n/a	n/a
POSITIVE EXPERIENCES	1. Sense of accomplishment **QUAN:** 76% (*n*=277) 2. Advantage: Better developed personal skills **QUAL:** 22% (*n*=43) to 29% (*n*=31)	1. Do not lack technological skills **QUAN:** 77% (*n*=82) 2. NTASs have an academic advantage **QUAL:** 19% (*n*=20) 3. Advantage: Life experience **QUAL:** 13% (*n*=14) 4. Advantage: Clear concerning goals **QUAL:** 10% (*n*=11)	1. Do not lack technological skills **QUAN:** 75% (*n*=140) 2. NTASs have an academic advantage **QUAL:** 18% (*n*=34) 3. Advantage: Life experience **QUAL:** 10% (*n*=18) 4. Advantage: Clear concerning goals **QUAL:** 10% (*n*=19)	1. More disciplined than younger students **QUAN:** 77% (*n*=55) 2. NTASs have an academic advantage **QUAL:** 30% (*n*=17)	1. More disciplined than younger students **QUAN:** 80% (*n*=4) 2. Time constraints do not negatively affect academic performance **QUAN:** 80% (*n*=4) 3. Age is not a barrier to making friends on campus **QUAN:** 80% (*n*=4) 4. Do not lack technological skills **QUAN:** 80% (*n*=4) 5. Tutors do not think NTASs need less help **QUAN:** 80% (*n*=4)
NEGATIVE EXPERIENCES	n/a	n/a	1. Younger students have an academic advantage **QUAL:** 10% (*n*=18)	n/a	1. Feel alienated from the rest of the students **QUAN:** 80% (*n*=4)
SOCIAL SUPPORT	1. Same-age friendships would provide an opportunity to share similar concerns and experiences **QUAL:** 26% (*n*=46) to 36% (*n*=24)	1. Immediate family is good source of social support **QUAN:** 77% (*n*=82) 2. SU only: PSOs are a weak source of social support **QUAN:** 75% (*n*=27)	n/a	n/a	n/a
	1. Responsible for own expenses while studying **QUAL:** 29% (*n*=31) to 40% (*n*=71)			1. Responsible for own finances while studying **QUAN:** 75% (*n*=49)	1. Responsible for own finances while studying **QUAN:** 80% (*n*=4)
	n/a	n/a	n/a	1. Provide academic support suited to NTASs **QUAL:** 21% (*n*=12)	n/a

* Cautiously reported: fewer than ten respondents

7.3.1.3. Perceptions of social support in different age cohorts

From a symbolic life course perspective, Settersten (2004:84) suggests that people who adopt a deinstitutionalised life course would potentially lack important sources of formal and informal social support. My own results partially substantiate this claim with respect to students aged 30+ who appear to lack in *social* or *financial support* from their immediate families. Only the youngest cohort in their mid-to-late 20s reported a high level of *social support* received from their immediate family, which clearly excludes *financial support* (see Table 30 above). Hence, all age cohorts need increased *financial support.* This need may now have been met, to a large extent, with former president Zuma's departing gift of government-funded HE for poor and working-class students following extensive student protests on campus (Booysen, 2016; Paton, 2017; Van Rensburg & Fengu, 2018). Unless, of course, explicit forms of age discrimination are implemented to prevent NTASs from accessing the same funding as younger students.

Furthermore, it was expected that *student support groups at a grassroots-level* would have failed to integrate on-campus NTASs into their university's culture. Results partially validate the hypothesis in this regard as it pertains specifically to students at SU in their mid-to-late 20s. It was also expected that NTASs' access to *academic support* will be limited. Results partially confirm the hypothesis in this regard as this pertains specifically to 40–49-year-olds, which is substantiated by results from the systematic review which suggest that students aged 45+ had limited access to, or were completely unaware of, *institutional support programmes* suited to NTASs (Tones *et al.*, 2009:509–522). Therefore, it is recommended that PSOs at SU cater for the peer support needs of students in their mid-to-late 20s and that HEIs provide academic support suited to the life roles of students in their 40s. Next, the hypotheses results are discussed according the most prevalent perceptions identified at each institution.

7.3.2. Perceptions of respondents from different institutions

7.3.2.1. Motivations of respondents from different institutions

Results according to institution partially confirm the motivation hypothesis. Even though respondents from all three institutions tended to be more extrinsically than intrinsically motivated (for *career-related* and *degree/qualification-related reasons*, and *increased financial security*), the *pursuit of lifelong learning* was not as important to full-time students from SU. On the other hand, the *pursuit of lifelong learning* and *self-development* emerged as important motivations for part-time students at Wits Plus.

With respect to *changes in South Africa's employment practices, degree/qualification-related reasons* were important to full-time students Wits and part-time students at Wits Plus. These results again partially substantiate Kilpi-Jakonen *et al.*'s (2014:5–10) and Maassen and Cloete's (2006:13) claims that NTASs pursue lifelong education to remain competitive in a fast-changing job market.

Table 31: Comparison of the most prevalent perceptions according to institution

	SIMILARITIES (*f*=9; 20%)	DIFFERENCES (*f*=35; 80%)		
		SU (*f*=5; 11%)	Wits (*f*=13; 30%)	Wits Plus (*f*=17; 39%)
EXTRINSIC MOTIVATIONS	1. Access better employment opportunities **QUAN:** 87% (*n*=317) 2. Improve career skills **QUAN:** 87% (*n*=317) 3. Career-related **QUAL:** 27% (*n*=32) to 33% (*n*=52) 4. Degree/qualification related **QUAL:** 10% (*n*=16) to 17% (*n*=20)	n/a	1. Increased financial security **QUAN:** 85% (*n*=101) 2. Improve quality of life **QUAL:** 11% (*n*=13) 3. Changes in SA's employment practices: degree/qualification related **QUAL:** 20% (*n*=24)	1. Increased financial security **QUAN:** 75% (*n*=118) 2. Overcoming previous obstacles to study **QUAL:** 11% (*n*=18) 3. Changes in SA's employment practices: degree/qualification related **QUAL:** 19% (*n*=29)
INTRINSIC MOTIVATIONS	n/a	n/a	1. Lifelong learning **QUAN:** 84% (*n*=100) 2. Keep mind active **QUAN:** 78% (*n*=93) 3. Pursue passion/dream **QUAL:** 12% (*n*=14)	1. Keep mind active **QUAN:** 86% (*n*=135) 2. Lifelong learning **QUAN:** 80% (*n*=126) 3. Personal development **QUAL:** 17% (*n*=27)
EXP.	1. Experiences as older students differ from those of younger students **QUAN:** 85% (*n*=308)	n/a	n/a	n/a
POSITIVE EXPERIENCES	1. NTASs have an academic advantage **QUAL:** 17% (*n*=15) to 20% (*n*=32) 2. Advantage: Better developed personal skills **QUAL:** 22% (*n*=35) to 33% (*n*=29)	1. Advantage to be a NTAS **QUAN:** 75% (*n*=66) 2. Advantage: Clarity concerning goals **QUAL:** 15% (*n*=13) 3. Advantage: Life experience **QUAL:** 13% (*n*=11) 4. NTASs are at a different life stage **QUAL:** 13% (*n*=11)	1. Sense of accomplishment **QUAN:** 87% (*n*=103) 2. More disciplined than younger students **QUAN:** 78% (*n*=93) 3. Do not feel isolated **QUAN:** 76% (*n*=90) 4. Do not feel alienated QUAN: 75% (*n*=89) 5. Advantage: Clarity concerning goals **QUAL:** 10% (*n*=12)	1. Do not lack technological skills **QUAN:** 81% (*n*=128) 2. Age is not a barrier to making friends on campus **QUAN:** 80% (*n*=126) 3. Tutors do not think NTASs need less help **QUAN:** 77% (*n*=121) 4. Time constraints do not negatively affect academic performance **QUAN:** 75% (*n*=117) 5. Advantage: Life experience **QUAL:** 11% (*n*=17)
NEGATIVE EXPERIENCES	n/a	n/a	n/a	1. Feel alienated from the rest of the students **QUAN:** 83% (*n*=130) 2. Younger students have an academic advantage **QUAL:** 12% (*n*=18) 3. NTASs have more responsibilities **QUAL:** 10% (*n*=16)
SOCIAL SUPPORT	1. Same-age friendships would provide an opportunity to share similar concerns and experiences **QUAL:** 22% (*n*=19) to 32% (*n*=38)	n/a	1. Immediate family is good source of social support **QUAN:** 79% (*n*=94)	n/a
	1. Responsible for own expenses while studying **QUAL:** 28% (*n*=25) to 42% (*n*=50)	n/a	n/a	1. Responsible for own finances while studying **QUAN:** 78% (*n*=122) 2. Increased financial responsibilities due to age **QUAL:** 12% (*n*=19)
	n/a	1. Provide opportunities for NTASs to interact **QUAL:** 13% (*n*=11)	1. Provide opportunities for NTASs to interact **QUAL:** 13% (*n*=16)	1. Provide academic support suited to NTASs **QUAL:** 18% (*n*=28)

7.3.2.2. The experiences of respondents from different institutions

Results according to institution confirm the experience hypothesis that NTASs would *perceive their experiences as older students in a more positive light*, which in turn corroborates the notion of self-enhancement in social identity theory (Hogg *et al.*, 1995:260). Respondents from all three institutions reported more positive than negative experiences. Yet, it is also noted that part-time

students at Wits Plus reported a few more positive than negative experiences (illustrated in Table 31 above), which could not be corroborated by results from the systematic review.

7.3.2.3. Perceptions of social support in respondents from different institutions

Results according to institution partially confirm Settersten's (2004:84) claim that people who adopt a deinstitutionalised life course would potentially lack important sources of formal and informal support, as only full-time students at Wits reported a high level of *social support* received from their immediate family that excludes *financial support*. Hence, the results suggest that NTASs from all three institutions need increased *financial support*. Furthermore, it was expected that *student support groups* would have failed to integrate on-campus NTASs into their university's culture. Results refute the hypothesis in this regard as *student organisations* (such as PSOs, FYE or clubs/societies) were not emphasised as a particularly weak source of social support. Even though respondents from all three institutions reported that same-age student friendships would provide them with an opportunity to share similar concerns and experiences, only full-time students at SU and Wits requested more opportunities for NTASs to interact. It was also expected that NTASs' access to *academic support* will be limited. Results partially confirm the hypothesis in this regard as this pertains specifically to part-time students at Wits Plus.

These results suggest that HEIs should take a different approach to meet the *social support* needs of part-time and full-time NTASs (i.e., to provide part-time students with academic support and full-time students with opportunities to interact with other NTASs). When these results are compared to results from the systematic review, it is evident that most researchers make no distinction between the recommendations provided for full-time and part-time NTASs (see Chapter 3, Section 3.3.8.). Of the theories reviewed, only Kuh *et al.*'s (1991:357) involvement theory specifically provides recommendations aimed at part-time students (e.g., send regular emails to maintain contact and create dedicated spaces to interact with staff and peers).

7.3.3. Perceptions of men and women

7.3.3.1. Motivations of male and female respondents

Results for gender partially confirm the motivation hypothesis. Both genders were more extrinsically than intrinsically motivated to enrol at university later in life for *career-related* and *degree/qualification-related reasons*. However, women tended to emphasise *increased financial security* and the *pursuit of lifelong learning*, while men stressed *personal development.* Considering *changes in South Africa's employment practices*, *degree/qualification-related reasons* emerged as an important motivation for both genders. This again supports Kilpi-Jakonen *et al.*'s (2014:5–10) and Maassen and Cloete's (2006:13) claims that NTASs pursue lifelong education to remain competitive in a fast-changing job market. Due to a lack of research on NTASs that compares both genders in one study, these results cannot be corroborated by results from the systematic review.

Table 32: Comparison of the most prevalent perceptions according to gender

	SIMILARITIES (*f*=11; 52%)	DIFFERENCES (*f*=10; 48%)	
		Male (*f*=2; 10%)	Female (*f*=8; 38%)
EXTRINSIC MOTIVATIONS	1. Access better employment opportunities **QUAN:** 87% (*n*=317) 2. Improve career skills **QUAN:** 87% (*n*=317) 3. Career-related **QUAL:** 28% (*n*=64) to 35% (*n*=46) 4. Degree/qualification related **QUAL:** 11% (*n*=14) to 15% (*n*=34) 5. Changes in SA's employment practices: degree/qualification related **QUAL:** 11% (*n*=14) to 20% (*n*=47)	n/a	1. Increased financial security **QUAN:** 81% (*n*=188)
INTRINSIC MOTIVATIONS	n/a	1. Personal development **QUAL:** 15% (*n*=20)	1. Keep mind active **QUAN:** 81% (*n*=187) 2. Lifelong learning **QUAN:** 80% (*n*=184)
EXP.	1. Experiences as older students differ from those of younger students **QUAN:** 85% (*n*=308)	n/a	n/a
POSITIVE EXPERIENCES	1. NTASs have an academic advantage **QUAL:** 19% (*n*=25) to 20% (*n*=46) 2. Advantage: Better developed personal skills **QUAL:** 22% (*n*=29) to 27% (*n*=62) 3. Advantage: Life experience **QUAL:** 10% (*n*=23) to 11% (*n*=14)	1. Advantage: Clarity concerning goals **QUAL:** 11% (*n*=14)	1. Sense of accomplishment **QUAN:** 78% (*n*=180) 2. Do not lack technological skills **QUAN:** 76% (*n*=175)
NEGATIVE EXPERIENCES	n/a	n/a	n/a
SOCIAL SUPPORT	1. Same-age friendships would provide an opportunity to share similar concerns and experiences **QUAL:** 23% (*n*=30) to 30% (*n*=69)	n/a	1. Immediate family is good source of social support **QUAN:** 78% (*n*=181) 2. SU only: PSOs are a weak source of social support **QUAN:** 76% (*n*=31)
	1. Responsible for own expenses while studying **QUAL:** 29% (*n*=38) to 40% (*n*=89)	n/a	n/a
	n/a	n/a	1. Provide academic support suited to NTASs **QUAL:** 10% (*n*=22)

7.3.3.2. Experiences of male and female respondents

Both genders perceived their *experiences as older students in a more positive light*, thereby confirming the experience hypothesis and the notion of self-enhancement in social identity theory (Hogg *et al.*, 1995:260). Regarding gender-specific differences, results further suggest that men tended to be more *goal-oriented*, while women tended to attain *a sense of accomplishment from studying* and reportedly *lacked technological skills*. There are no prevalent negative experiences observed in either the quantitative or quantified-qualitative data sets.

7.3.3.3. Perceptions of social support in male and female respondents

Results for gender partially confirm Settersten's (2004:84) claim that people who adopt a deinstitutionalised life course would potentially lack important sources of formal and informal support, as only men reportedly lacked a high level of *social support* received from their immediate family. Results also partially confirm that *student organisations* would fail to integrate NTASs into their university's culture and that NTASs would have limited access to *academic*

support as these results specifically pertain to women. Hence, it is recommended that *student organisations* and *academic support* programmes be adapted to suit the life roles of women. Next, the results for race are discussed.

7.3.4. Perceptions of different race categories

7.3.4.1. Motivations of different respondents according to race

Results according to race partially support the motivation hypothesis. Although respondents from all four race categories were more extrinsically than intrinsically motivated to enrol at university later in life for *career-related reasons*, Table 33 below illustrates that both Africans and Whites were more motivated to attain *degree/qualifications,* while both Coloureds and (again) Africans were more motivated by *increased financial security.* Africans also tended to emphasise two intrinsic motivations (the *pursuit of lifelong learning* and *personal development*), while Indians tended to emphasise only one (the *pursuit of lifelong learning*).

In response to *changes in South Africa's employment* practices, Africans explained that these changes were associated with *attaining degree qualifications* to remain competitive in the job market. Therefore, these results partially support Kilpi-Jakonen *et al.*'s (2014:5–10) and Maassen and Cloete's (2006:13) claims in this regard. As there is a lack of empirical research that compares the motivations of NTASs according to race, I am unable to further corroborate my survey results with results from the systematic review.

7.3.4.2. Experiences of respondents according to race

Results according to race support the experience hypothesis that NTASs would *regard their experiences as older students in a more positive light*, which in turn corroborates the notion of self-enhancement in social identity theory (Hogg *et al.*, 1995:260). Reminiscent of a sliding scale, Table 33 below further illustrates that Africans reported the lowest number of positive experiences. The reported positive experiences gradually increased in the Coloured and Indian categories, with the most positive experiences reported by Whites. This comparison rather strikingly and clearly illustrates that NTASs' positive experiences are stratified according to race. Again, there is a lack of empirical research that compares the experiences, which is why I am unable to further corroborate my survey results with results from the systematic review. It is also suggested that more research be conducted on the effect of cumulative advantage-disadvantage (Dannefer, 2003) on students' perceptions according to race.

Table 33: Comparison of the most prevalent perceptions according to race

	SIMILARITIES (*f*=6; 17%)	DIFFERENCES (*f*=30; 83%)			
		Africans (*f*=10; 28%)	**Coloureds (*f*=5; 14%)**	**Indians (*f*=9; 25%)**	**Whites (*f*=18; 50%)**
EXTRINSIC MOTIVATIONS	1. Access better employment opportunities **QUAN:** 87% (*n*=317) 2. Improve career skills **QUAN:** 87% (*n*=317) 3. Career-related **QUAL:** 25% (*n*=46) to 43% (*n*=17)	1. Degree/qualification related **QUAL:** 17% (*n*=32) 2. Increased financial security **QUAN:** 80% (*n*=148) 3. Changes in SA's employment practices: degree/qualification related **QUAL:** 24% (*n*=44) 4. Changes in SA's employmen practices: changes in the working environment **QUAL:** 11% (*n*=20)	1. Increased financial security **QUAN:** 83% (*n*=33)	n/a	1. Degree/qualification related **QUAL:** 12% (*n*=12) 2. Changes in SA's employment practices: political/race-related **QUAL:** 11% (*n*=11)
INTRINSIC MOTIVATIONS	n/a	1. Lifelong learning **QUAN:** 82% (*n*=151) 2. Keep mind active **QUAN:** 79% (*n*=146) 3. Personal development **QUAL:** 11% (*n*=21)	n/a	1. Keep mind active **QUAN:** 88% (*n*=14) 2. Lifelong learning **QUAN:** 81% (*n*=13)	1. Keep mind active **QUAN:** 79% (*n*=77) 2. Pursue passion/dream **QUAL:** 10% (*n*=10)
EXP.	1. Experiences as older students differ from those of younger students **QUAN:** 85% (*n*=308)	n/a	n/a	n/a	n/a
POSITIVE EXPERIENCES	n/a	1. Sense of accomplishment **QUAN:** 79% (*n*=147) 2. Advantage: Better developed personal skills **QUAL:** 19% (*n*=35) 3. NTASs have an academic advantage **QUAL:** 17% (*n*=32)	1. Sense of accomplishment **QUAN:** 80% (*n*=32) 2. More disciplined than younger students **QUAN:** 75% (*n*=30)	1. Do not lack technological skills **QUAN:** 88% (*n*=14) 2. Time constraints do not negatively affect academic performance **QUAN:** 81% (*n*=13) 3. Sense of accomplishment **QUAN:** 75% (*n*=12) 4. Age is not a barrier to making friends on campus **QUAN:** 75% (*n*=12) 5. Tutors do not think NTASs need less help **QUAN:** 75% (*n*=12)	1. Advantage to be a NTAS **QUAN:** 81% (*n*=79) 2. Do not lack technological skills **QUAN:** 80% (*n*=78) 3. More disciplined than younger students **QUAN:** 75% (*n*=73) 4. NTASs have an academic advantage **QUAL:** 24% (*n*=23) 5. NTASs are at a different life stage **QUAL:** 13% (*n*=13) 6. NTASs socialise less **QUAL:** 10% (*n*=10) 7. Advantage: Better developed personal skills **QUAL:** 38% (*n*=37) 8. Advantage: Life experience **QUAL:** 14% (*n*=14) 9. Advantage: Clarity concerning goals **QUAL:** 14% (*n*=14)
NEG EXP	n/a	n/a	n/a	n/a	n/a
SOCIAL SUPPORT	1. Same-age friendships would provide an opportunity to share similar concerns and experiences **QUAL:** 20% (*n*=20) to 30% (*n*=56)	n/a	n/a	1. Immediate family is good source of social support **QUAN:** 88% (*n*=14)	1. Immediate family is good source of social support **QUAN:** 79% (*n*=77) 2. SU only: PSOs are weak source of social support **QUAN:** 86% (*n*=38)
	1. Responsible for own expenses while studying **QUAL:** 32% (*n*=31) to 40% (*n*=16)	n/a	1. Responsible for own finances while studying **QUAN:** 78% (*n*=31) 2. Stress related to financial obligations **QUAN:** 75% (*n*=30)	n/a	1. Responsible for own finances while studying **QUAN:** 75% (*n*=73)
	n/a	1. Provide academic support suited to NTASs **QUAL:** 11% (*n*=20)	n/a	n/a	1. Provide opportunities for NTASs to interact **QUAL:** 12% (*n*=12) 2. My university provides good service **QUAL:** 10% (*n*=10)

7.3.4.3. Perceptions of social support according to race

Results according to race partially confirm Settersten's (2004:84) claim that people who adopt a deinstitutionalised life course would potentially lack important sources of formal and informal support, as high levels of *social support* received from immediate family members were reported by Indians and Whites, but not Africans and Coloureds. Furthermore, the results partially confirm that *student organisations* would fail to integrate NTASs into their university's culture as these results specifically pertain to Whites at SU who reported that PSOs are a weak source of social support. However, the results refute that NTASs would have limited access to *academic support* as none of the respondents from any of the four race categories requested increased academic support (which differ from earlier results where 40–49-year-olds and part-time students from Wits Plus requested increased access to academic support). Again, these results emphasise that findings will diverge when different variables are considered.

7.3.5. Perceptions of respondents according to their relationship status

7.3.5.1. Motivations according to relationship status

Results according to relationship status partially confirm the motivation hypothesis. Respondents from all four sub-categories were more extrinsically than intrinsically motivated to enrol at university later in life, especially for *career-related reasons* and *increased financial security* (with results for respondents who were "single/divorced/widowed without children" falling just below the 75% benchmark). Except for respondents who were "married/living together like a married couple with children," the remaining respondents also identified *degree/qualification-related reasons*. On the other hand, the respondents who were "married/living together like a married couple with children" emphasised one intrinsic motivation (*personal development*) while all four sub-categories reported another (*pursuing lifelong learning*).

With respect to *changes in South Africa's employment practices*, respondents from all four sub-categories associated these changes with *the need for degree qualifications* to remain competitive in the changing job market. This again supports Kilpi-Jakonen *et al.*'s (2014:5–10) and Maassen and Cloete's (2006:13) claims in this regard. As there is a lack of existing scholarship that compares the motivations of NTASs from different relationship status sub-categories, I was unable to further corroborate my own results with the results from the systematic review.

7.3.5.2. Experiences of respondents according to relationship status

Results according to relationship status support the experience hypothesis that NTASs would *regard their experiences as older students in a more positive light*, which in turn corroborates the notion of self-enhancement in social identity theory (Hogg *et al.*, 1995:260). All four relationship status sub-categories tended to attribute this to being *more disciplined than younger students*,

gaining *a sense of accomplishment from their studies*, and having *an academic advantage over younger students* due to possessing *better developed personal skills*. Again, as there is a lack of existing scholarship that compares the experiences of NTASs from different relationship status sub-categories, I am therefore unable to further corroborate my survey results with results from the systematic review.

Table 34: Comparison of the most prevalent perceptions according to relationship status

	SIMILARITIES (*f*=11; 27%)	**DIFFERENCES (*f*=29; 73%)**			
		Married without children (*f*=7; 18%)	**Married with children (*f*=8; 20%)**	**Single without children (*f*=8; 20%)**	**Single with children (*f*=6; 15%)**
EXTRINSIC MOTIVATIONS	1. Access better employment opportunities **QUAN:** 87% (*n*=317) 2. Improve career skills **QUAN:** 87% (*n*=317) 3. Career-related motivations **QUAL:** 25% (*n*=26) to 46% (*n*=24) 4. Changes in SA's employment practices: degree/qualification related **QUAL:** 12% (*n*=13) to 25% (*n*=27)	1. Increased financial security **QUAN:** 77% (*n*=40)	1. Degree/qualification related **QUAL:** 13% (*n*=14) 2. Increased financial security **QUAN:** 78% (*n*=85)	1. Degree/qualification related **QUAL:** 18% (*n*=19) 2. Overcoming previous obstacles to study **QUAL:** 10% (*n*=10)	1. Degree/qualification related **QUAL:** 15% (*n*=11) 2. Increased financial security **QUAN:** 87% (*n*=65) 3. Improve quality of life **QUAL:** 13% (*n*=10) 4. Changes in SA's employment practices: changes in the working environment **QUAL:** 17% (*n*=13)
INTRINSIC MOTIVATIONS	1. Lifelong learning **QUAN:** 75% (*n*=274)	1. Keep mind active **QUAN:** 85% (*n*=44)	1. Keep mind active **QUAN:** 83% (*n*=91) 2. Personal development **QUAL:** 18% (*n*=20)	1. Keep mind active **QUAN:** 75% (*n*=79)	n/a
EXP.	1. Experiences as older students differ from that of younger students **QUAN:** 845 (*n*=308)	n/a	n/a	n/a	n/a
POSITIVE EXPERIENCES	1. Sense of accomplishment **QUAN:** 76% (*n*=277) 2. NTASs have an academic advantage **QUAL:** 16% (*n*=17) to 31% (*n*=16) 3. Advantage: Better developed personal skills **QUAL:** 17% (*n*=18) to 35% (*n*=18)	1. Do not lack technological skills **QUAN:** 79% (*n*=41)	1. Age is not a barrier to making friends on campus **QUAN:** 75% (*n*=82)	1. Do not lack technological skills **QUAN:** 77% (*n*=81) 2. Advantage: Clarity concerning goals QUAL: 16% (*n*=17) 3. Advantage: Life experience **QUAL:** 15% (*n*=16)	1. More disciplined than younger students **QUAN:** 75% (*n*=56) 2. Do not lack technological skills **QUAN:** 75% (*n*=56)
NEGATIVE EXPERIENCES	n/a	n/a	1. Younger students have an academic advantage **QUAL:** 10% (*n*=11) 2. NTASs have more responsibilities **QUAL:** 10% (*n*=11)	n/a	n/a
SOCIAL SUPPORT	1. Same-age friendships would provide an opportunity to share similar concerns and experiences **QUAL:** 24% (*n*=25) to 35% (*n*=26)	1. Immediate family is good source of social support **QUAN:** 81% (*n*=42) 2. SU only: PSOs are a weak source of social support **QUAN:** 100% (*n*=14)	* SU only: PSOs are a weak source of social support **QUAN:** 87% (*n*=7)	1. Immediate family is good source of social support **QUAN:** 76% (*n*=80)	n/a
	1. Responsible for own expenses while studying **QUAL:** 35% (*n*=18) to 39% (*n*=42)	1. Responsible for own finances while studying **QUAN:** 81% (*n*=42) 2. Stress related to financial obligations **QUAN:** 75% (*n*=39)	n/a	n/a	n/a
	n/a	n/a	1. Provide academic support suited to NTASs **QUAL:** 14% (*n*=15)	1. Provide opportunities for NTASs to interact **QUAL:** 10% (*n*=10)	n/a

* Cautiously reported: fewer than ten respondents

7.3.5.3. Perceptions of social support according to relationship status

Results according to relationship status partially confirm Settersten's (2004:84) claim that people who adopt a deinstitutionalised life course would potentially lack important sources of formal and informal support. High levels of *social support* received from immediate family members were reported by students without children, but not students with children. Furthermore, the results partially confirm that *student organisations* would fail to integrate NTASs into their university's culture as these results specifically pertain to respondents who were "married/living together like a married couple, both with and without children" who perceived PSOs at SU as a weak source of social support. Results also partially confirm that NTASs would have limited access to *academic support* as only respondents who were "married/living together like a married couple with children" specifically requested *academic support* suited to NTASs. Hence, it is recommended that PSOs at SU cater for the peer support needs of students who were "married/living together like a married couple, both with and without children" and that HEIs provide academic support suited to the life roles of students who were "married/living together like a married couple with children."

7.3.6. Perceptions of commencers and returners

7.3.6.1. Motivations of commencers and returners

Results for commencers (individuals who enrolled for the first time in on-campus, undergraduate degree courses) and returners (individuals who had previously enrolled for on-campus, undergraduate degree courses) partially confirm the motivation hypothesis – mainly as both cohorts were more extrinsically than intrinsically motivated to enrol at university later in life, especially for *career-related* and *degree/qualification-related reasons*. However, only the commencers stressed *increased financial security*, the *pursuit lifelong learning* and *personal development*. As there is a lack of existing scholarship that compares the motivations of commencers and returners, I was unable to further corroborate my survey results with results from the systematic review.

7.3.6.2. Experiences of commencers and returners

Results for commencers and returners confirm the experience hypothesis that NTASs would perceive *their experiences as older students in a more positive light*, which corroborates the notion of self-enhancement in social identity theory (Hogg *et al.*, 1995:260). It is also noted in Table 35 (below) that returners reported *more advantages* than commencers (e.g., being at a *different life stage*, being *clear about their goals*, and *not lacking technological skills*). Although Kasworm and Blowers (1994) discussed the experiences of new entry and re-entry students, our operational definitions differ. Therefore, the results from this study are not comparable to that of the other (aforementioned) authors' study.

Table 35: Comparison of the most prevalent perceptions according to commencer/returner

	SIMILARITIES (*f*=10; 36%)	DIFFERENCES (*f*=18; 64%)	
		Commencer (*f*=10; 36%)	Returner (*f*=8; 29%)
EXTRINSIC MOTIVATIONS	1. Access better employment opportunities **QUAN:** 87% (*n*=317) 2. Improve career skills **QUAN:** 87% (*n*=317) 3. Career-related **QUAL:** 28% (*n*=74) to 35% (*n*=36) 4. Degree/qualification related **QUAL:** 13% (*n*=13) to 13 (*n*=35)	1. Increased financial security **QUAN:** 80% (*n*=209) 2. Overcoming previous obstacles to study **QUAL:** 10% (*n*=26) 3. Changes in SA's employment practices: degree/qualification related **QUAL:** 21% (*n*=55) 4. Changes in SA's employment practices: changes in the working environment **QUAL:** 10% (*n*=25)	n/a
INTRINSIC MOTIVATIONS	n/a	1. Keep mind active **QUAN:** 81% (*n*=211) 2. Lifelong learning **QUAN:** 79% (*n*=207) 3. Personal development **QUAL:** 13% (*n*=34)	1. Pursue passion/dream **QUAL:** 12% (*n*=12)
EXP.	1. Experiences as older students differ from those of younger students **QUAN:** 85% (*n*=308)	n/a	n/a
POSITIVE EXPERIENCES	1. NTASs have an academic advantage **QUAL:** 16% (*n*=42) to 28% (*n*=29) 2. Advantage: Better developed personal skills **QUAL:** 23% (*n*=61) to 29% (*n*=30) 3. Advantage: Life experience **QUAL:** 10% (*n*=10) to 10% (*n*=27)	1. Sense of accomplishment **QUAN:** 78% (*n*=204) 2. * Do not lack technological skills **QUAN:** 74% (*n*=193)	1. Do not lack technological skills **QUAN:** 75% (*n*=77) 2. Advantage to be a NTASs **QUAN:** 75% (*n*=76) 3. Advantage: Clarity concerning goals **QUAL:** 16% (*n*=16) 4. NTASs are at a different life stage **QUAL:** 13% (*n*=13)
NEGATIVE EXPERIENCES	n/a	n/a	n/a
SOCIAL SUPPORT	1. Same-age friendships would provide an opportunity to share similar concerns and experiences **QUAL:** 22% (*n*=22) to 29% (*n*=77)	n/a	1. Immediate family is good source of social support **QUAN:** 80% (*n*=82) 2. SU only: PSOs are a weak source of social support **QUAN:** 76% (*n*=37)
	1. Responsible for own expenses while studying **QUAL:** 33% (*n*=87) to 39% (*n*=40)	n/a	n/a
	n/a	1. Provide academic support suited to NTASs **QUAL:** 11% (*n*=29)	1. Provide opportunities for NTASs to interact **QUAL:** 10% (*n*=10)

* Just falls short of the 75% benchmark.

7.3.6.3. Commencers and returners perceptions of social support

Results for commencers and returners partially confirm Settersten's (2004:84) claim that people who adopt a deinstitutionalised life course would potentially lack important sources of formal and informal support, as high levels of *social support* received from immediate family members were reported by returners, but not commencers. Furthermore, the results partially confirm that *student organisations* would fail to integrate NTASs into their university's culture as these results specifically pertain to returners at SU who reported that PSOs are a weak source of social support. Returners also suggested that their university should provide *more opportunities for NTASs to interact*. Results also partially confirm that NTASs would have limited access to *academic support* as only commencers specifically requested increased *academic support*. Therefore, it is recommended that PSOs at SU cater for the peer support needs of returners and that HEIs provide academic support suited to commencers. Again, even though Kasworm and Blowers (1994) discussed social support issues pertaining to new entry and re-entry students, our operational

definitions differ. Therefore, the results from this study are not comparable to that of the other (aforementioned) authors' study.

7.4. Summary of results and chapter conclusion

Overall, the results show that male and female respondents views (48% different and 52% similar) were not as varied as those from the remaining variables where respondents shared more differing than similar views. The most differing views were held by respondents from the four age cohorts (84% different and 16% similar), followed by the four race sub-categories (83% different and 17% similar), the three institutions (80% different and 20% similar), the four relationship status sub-categories (73% different and 27% similar), and commencers and returners (64% different and 36% similar).

7.4.1. Summary of respondents' most prevalent extrinsic and intrinsic motivations

Overall, the results confirm the motivation hypothesis that NTASs were primarily extrinsically motivated to enrol at university later in life for *career-related reasons.* This view is shared by respondents across all six variables. Results partially confirm that NTASs enrolled for *degree/qualification-related reasons.* These results pertain to respondents from all three institutions, both genders, and commencer/returner (indicative of similar views) – but specifically also to 25–49-year-olds (cautiously reported with respect to respondents in their 50s who are excluded from these results), Africans, Whites, and all relationship status sub-categories with the exception of students who were "married/living together like a married couple without children" (indicative of different views). Results partially confirm that NTASs enrolled for *increased financial security.* This motivation appears to be most important to 25–49-year-olds (cautiously reported with respect to respondents in their 50s who are excluded from these results), full-time students from Wits and part-time students from Wits Plus, women, Africans, Coloureds, all relationship status sub-categories with the exception of students who were "single/divorced/widowed without children," and commencers (indicative of different views).

Results for the intrinsic motivations partially confirm that the *pursuit of lifelong learning* was an important motivation. These results pertain to respondents from all four relationship status sub-categories (indicative of similar views) – but specifically also to 30–59-year-olds (cautiously reported for students in their 50s), full-time students from Wits and part-time students from Wits Plus, women, Africans, Indians, and commencers (indicative of different views). *Personal development* also emerged as an important motivation for 40–49-year-olds, part-time students from Wits Plus, men, Africans, students who were "married/living together like a married couple with children," and commencers (indicative of different views).

Regarding *changes in South Africa's employment practices*, results support Kilpi-Jakonen *et al.*'s (2014:5–10) and Maassen and Cloete's (2006:13) claims that NTASs pursue lifelong education to remain competitive in a fast-changing job market. More specifically,

degree/qualification-related reasons again emerged as a prevalent motivation across all four age cohorts, both genders, and all four relationship status sub-categories (indicative of similar views) – but specifically also to full-time students from Wits and part-time students from Wits Plus, Africans, Coloureds, Indians, and commencers (indicative of different views). Furthermore, *changes in the working environment* were emphasised by 30–49-year-olds (cautiously reported with respect to respondents in their 50s who are excluded from these results), Africans, students who were "single/divorced/widowed with children," and commencers (indicative of different views).

Table 36: Summary of respondents' most prevalent motivations

	SIMILARITIES	DIFFERENCES
EXTRINSIC MOTIVATIONS	*Access better employment opportunities* **QUAN:** all six variables *Improve career skills* **QUAN:** all six variables *Career-related motivations* **QUAL:** all six variables, except age *Degree/qualification-related motivations* **QUAL:** institution; gender; commencer/returner	*Career-related motivations* **QUAL:** 25─49 year-olds (age) *Degree/qualification-related motivations* **QUAL:** 25─49 year-olds (age); Africans; Whites (race); most relationship status sub-categories, except married without children *Increased financial security* **QUAN:** 25─49 year-olds (age); Wits; Wits Plus (institution); women (gender); Africans; Coloureds (race); most relationship status sub-categories, except single without children; commencers *Overcoming previous obstacles to study* **QUAL:** 30─39 year-olds (age); Wits Plus (institution); single without children (relationship status); commencers *Improve quality of life* **QUAL:** 30─39 year-olds (age); Wits (institution); single with children (relationship status)
	Changes in SA's employment practices: degree/qualification-related	*Changes in SA's employment practices: degree/qualification-related* **QUAL:** Wits; Wits Plus (institution); Africans (race); commencers *Changes in SA's employment practices: changes in working environment* **QUAL:** 30─49 year-olds (age); Africans (race); single with children (relationship status); commencers *Changes in SA's employment practices: political/race-related* **QUAL**: Whites
INTRINSIC MOTIVATIONS	*Lifelong learning* **QUAN:** relationship status	*Lifelong learning* **QUAN:** 30─59 year-olds (age); Wits; Wits Plus (institution); women (gender); Africans; Indians (race); commencers *Personal development* **QUAL:** 40─49 year-olds (age); Wits Plus (institution); men (gender); Africans (race); married with children (relationship status); commencers
	n/a	*Keep mind active* **QUAN:** 30─59 year-olds (age); Wits; Wits Plus (institution); women (gender); Africans, Indians and Whites (race); most relationship status sub-categories, except single with children; commencers *Experience the campus atmosphere* **QUAN:** 50─59 year-olds (age) *Pursue passion/dream* **QUAL:** Wits (institution); Whites (race); returners

7.4.2. Summary of respondents' most prevalent positive and negative experiences

Results confirm the experience hypothesis that NTASs would *perceive their own experiences as older students in a predominantly positive light*, "even in the absence of strong leadership or member interdependence, interaction, or cohesion" where they have nothing to lose or gain in doing so, which in turn corroborates the notion of self-enhancement in social identity theory (Ashforth & Mael, 1989:24; Hogg *et al.*, 1995:260). Although these findings are consistent across

all six variables, Whites reported the most positive experiences, followed by Indians and Coloureds. The lowest number of positive experiences were reported by Africans.

Table 37: Summary of respondents' most prevalent experiences

	SIMILARITIES	DIFFERENCES
POSITIVE EXPERIENCES	*Do not lack technological skills* **QUAN:** commencer/returner *Sense of accomplishment* **QUAN:** age; relationship status	*NTASs are more disciplined than younger students* **QUAN:** 40─59 year-olds (age); Wits (institution); Coloureds; Whites (race); single with children (relationship status) *Do not lack technological skills* **QUAN:** Most age cohorts, except 40─49 year-olds; Wits Plus (institution); women (gender); Whites; Indians (race); most relationship status sub-categories, except married with children *Sense of accomplishment* **QUAN:** Wits (institution); women (gender); most race categories, except Whites; commencers *Age is not a barrier to making friends on campus* **QUAN:** 50─59 year-olds (age); Wits Plus (institution); Indians (race); married with children (relationship status) *Time constraints do not negatively affect academic performance* **QUAN:** 50─59 year-olds (age); Wits Plus (institution); Indians (race) *Tutors do not think NTASs need less help* **QUAN:** 50─59 year-olds (age); Wits Plus (institution); Indians (race) *Do not feel alienated and isolated from the rest of the students* **QUAN:** Wits (institution) *NTASs are at a different life stage* **QUAL:** SU (institution); Whites (race); returners *NTASs socialise less* **QUAL:** Whites (race)
	NTASs have an academic advantage **QUAL:** institution; gender; relationship status; commencer/returner *Advantage: Better developed personal skills* **QUAL:** age; institution; gender; relationship status; commencer/returner *Advantage: Life experience* **QUAL:** gender; commencer/returner	*NTASs have an academic advantage* **QUAL:** 25─49 year-olds (age); Africans, Whites (race) *It is an advantage to be a NTAS* **QUAN:** SU (institution); White (race); returners *Advantage: Better developed personal skills* **QUAL:** Africans and Whites (race) *Advantage: Life experience* **QUAL:** 25─39 year-olds (age); SU; Wits Plus (institution); Whites (race); single without children (relationship status) *Advantage: Clarity concerning goals* **QUAL:** 25─39 year-olds (age); SU; Wits (institution); men (gender); Whites (race); single without children (relationship status); returners
NEGATIVE EXPERIENCES	n/a	*Feel alienated from the rest of the students* **QUAN:** 50─59 year-olds (age); Wits Plus (institution) *Younger students have an academic advantage* **QUAL:** 30─39 year-olds (age); SU (institution); married with children (relationship status) *NTASs have more responsibilities* **QUAL:** Wits Plus (institution); married with children (relationship status)

However, contradicting an earlier argument that people who are integrally regulated would be less likely to display most of the negative characteristics associated with extrinsic motivation (such as alienation) (Ryan & Deci, 2000:69–75), the results suggest also that students in their 50s (again, cautiously reported) and part-time NTASs at Wits Plus tended to feel alienated from the rest of the students on campus. Again, it is suggested that these *feelings of alienation* are closely associated with older age, which resonates with social identity's perspective that people choose to associate or disassociate themselves with others based upon their similarities and differences (Hogg *et al.*, 1995; Jenkins, 2008).

7.4.3. Summary of respondents' most prevalent perceptions regarding social support

With respect to social support, the results partially substantiate Settersten's (2004:84) claim that people who adopt a deinstitutionalised life course would potentially lack important sources of formal and informal social support. Except for students in their mid-to-late 20s, full-time students from Wits, women, Indians, Whites, students without children, and returners, respondents from the remaining sub-categories reportedly received lower levels of *social support* from their immediate family.

Table 38: Summary of respondents' most prevalent perceptions regarding social support

	SIMILARITIES	DIFFERENCES
SOCIAL SUPPORT	*Same-age student friendships would provide an opportunity to share similar concerns and experiences* **QUAL:** all variables	*Immediate family is good source of social support* **QUAN:** 25─29 year-olds (age); Wits (institution); women (gender); Indian; Whites (race); single and married without children (relationship status); returners *SU only: PSOs are a weak source of social support* **QUAN:** 25─29 year-olds (age); women (gender); Whites (race); married with and without children (relationship status); returners
	Responsible for own expenses while studying **QUAL:** all variables	*Responsible for own finances while studying* **QUAN:** 30─59 year-olds (age); Wits Plus (institution); Indians; Whites (race); married without children (relationship status) *Stress due to financial obligations* **QUAN:** Coloureds (race); married without children (relationship status) *Increased financial responsibilities due to age* **QUAL:** Wits Plus (institution)
	n/a	*Provide academic support suited to NTASs* **QUAL:** 40─49 year-olds (age); Wits Plus (institution); Africans (race); married with children (relationship status); commencers *Provide opportunities for NTASs to interact* **QUAL:** SU; Wits (institution); women (gender); Whites (race); single without children (relationship status); returners *The university provides good service* **QUAL:** Whites (race)

Results partially confirm that *student organisations* would fail to integrate NTASs into their university's culture as these results specifically pertain to students in their mid-to-late 20s, women, Whites, students who were "married/living together like a married couple, both with and without children," and returners who reported that PSOs at SU are a weak source of social support. Results also partially confirm that NTASs would have limited access to *academic support* as these findings apply to 40–49-year-olds, part-time students from Wits Plus, students who were "married/living together like a married couple with children," and commencers. Therefore, the findings suggest the structural lag perspective is applicable to certain NTAS cohorts on campus and not to NTASs collectively (Riley *et al.*, 1994:1; Riley & Riley, 1994b:113).

Furthermore, the results suggest that HEIs should take a different approach to meet the *social support* needs of different student cohorts. It is, therefore, recommended that PSOs at SU cater for the *peer support* needs of full-time students mid-to-late 20s, women, Whites, students who were "married/living together like a married couple, both with and without children," and returners. It is also recommended that HEIs provide *academic support* suited to the life roles of part-time

students at Wits Plus, those in their 40s, students who were "married/living together like a married couple with children," and commencers.

Lastly, the findings from this chapter (in particular) makes an original contribution towards scholarly knowledge as it reveals the extent that undergraduate NTASs' motivations, experiences and social support structures tend to differ according to their socio-demographic classifications. Besides this contribution to scholarly knowledge, the findings from this chapter may potentially benefit policymakers at South Africans HEIs who wish to improve the success rates of, and level of social support available to, specific cohorts of future NTASs. This concludes this chapter. To follow is the final chapter.

CHAPTER 8 CONCLUSION AND RECOMMENDATIONS FOR RESEARCH

8.1. Introduction

The broad purpose of this mixed methods study was to compare the changing demographic profile, motivations, experiences, and social support structures of undergraduate NTASs at Wits and SU, which was divided into four specific research objectives. Firstly, to determine theoretical knowledge gaps in the literature on adults' participation in education. Secondly, to determine whether the age structure of the undergraduate student population has diversified with respect to age, as suggested by the literature (Findsen & Formosa, 2011:24; Ross-Gordon *et al.*, 2016:24; Schuetze & Slowey, 2002:322), and to identify which cohorts have increasingly or decreasingly gained access to these two universities. Thirdly, to provide a more comprehensive understanding of NTASs by first examining their perspectives collectively, then as 19 different socio-demographic sub-categories, regarding their motivations, experiences and social support structures. Fourthly, to identify NTASs' social support needs and provide recommendations in this regard. Findings and arguments with respect to the stated objectives are summarised below. The chapter ends with identifying this study's limitations and recommendations for future research.

8.2. Contribution towards theory development

The literature on adults' participation in education suggests that not only is there a lack of hypotheses development and testing, but it is also unlikely that a comprehensive theory of this phenomenon would ever be developed (Courtney, 1992). However, progress has been made towards theory development with cross-cultural hypotheses testing in Northern America, Australia, Britain, Russia, Scandinavia, and Europe – with a noticeable absence of Africa, Asia and South America (Blossfeld *et al.*, 2014). It is anticipated that the findings from the demographic analyses and hypotheses will not only contribute to cross-cultural findings based in South African HE, but also contribute towards the development of a comprehensive theory of adults' participation in education. To the best of my knowledge, this study is the first to utilise the symbolic life course and social identity theory to understand the NTAS phenomenon.

8.3. Trends in undergraduate student enrolments, 1994–2014

Very little is known about the enrolment rates of undergraduate NTASs at South African HEIs. By approaching the anonymised, student demographic data from a symbolic life course perspective (Dannefer & Kelly-Moore, 2009), it is argued that in contrast to trends in the USA, where proportionately more NTASs enrolled in HE later in life (Findsen & Formosa, 2011:24; Ross-Gordon *et al*., 2016:24; Schuetze & Slowey, 2002:322), proportionately fewer NTASs, and more traditional-age students, enrolled at Wits and SU than had previously been the norm. Even though the data at hand cannot explain why NTASs' representation within the total undergraduate student

population decreased over time, the literature suggests that as people age, they are less likely to participate in HE (Courtney, 1992:6; McGivney, 1993:14) as the benefits of an education diminish with age (Dämmrich *et al.*, 2014:33–41).

With this said, the findings also suggest that the provision of lifelong learning for those "whose access to [HE] had been thwarted in the past" (DoE, 1997:S.2.2) has not been successful. Although this includes NTASs from all race categories and not just Blacks, this is especially evident in older Africans (aged 25+) whose representation decreased from a staggering nine-tenths (86%) of TUSEs in 1994, to only a tenth (12%) in 2014. Concomitantly, young Africans' representation increased from over a tenth (14%) of TUSEs in 1994, to nine-tenths (88%) in 2014. Women's representation also increased over time: from just below half (45%) of TUSEs in 1994, to just over half (55%) in 2014. Yet, this is not reflected in their age structure. As the representation of both traditional-age and non-traditional-age female undergraduates changed little over time, there is no indication that either younger or older women increased more than the other. The age structure of men changed substantially. Younger, traditional-age men increased (from 85% of TUSEs in 1994, to 91% in 2014), with a concomitant decrease in older, NTASs (from 15% of TUSEs in 1994, to 9% in 2014) where this decrease is especially evident amongst White men. The increase of traditional-age students (as opposed to NTASs), Blacks (mainly Africans) and women can be attributed to post-1994 changes in the HE sector aimed at increasing previously disadvantaged groups' access to HE and, in so doing, redress past inequalities in terms of race and, to a lesser extent, gender (Chisholm, 2009:16; Cloete *et al.*, 2006; DoE, 1997, 2008; DHET, 2013:xi–5; Gordon, 2009:9–10). With this said, it can also be attributed to the massification of HE that is evident around the world (CHE, 2016:9–14; UNESCO, 2009:2–17).

8.4. The perspectives of undergraduate NTASs

The literature on NTASs is substantial, especially from Northern America and Australia. This cohort, however, not only remains under-researched on the African continent as only limited number of documents have been published in this regard (Adebayo, 2006; Adu-Yeboah & Forde, 2011; Buchler *et al.*, 2007; Castle, 2003; Castle *et al.*, 2006; Langeveldt & Frick, 2016; Tumuheki *et al.*, 2016; Walters & Koetsier, 2006), but the handful of studies which examined NTASs' perspectives according to their socio-demographic characteristics (Bergman *et al*., 2014; Gonzales *et al*., 2014; Krause *et al*., 2005; Tones *et al*., 2009) provide little empirical evidence on the extent that NTASs' perspectives vary regarding their motivations, experiences and social support structures. In addition, the literature suggests that it is unlikely that a comprehensive theory of adults' participation in education would ever be developed (Courtney, 1992:154). The main reason for this is that such a theory would have to include a range of diverse factors and gain widespread allegiance from different academic disciplines (Courtney, 1992:154). Instead, as more recent comparative research by Blossfeld *et al.* (2014) suggests, hypothesis testing may be the best way for making an original contributing to scholarly knowledge.

In view of this, this study intends to make an original contribution to scholarly knowledge by developing and testing hypotheses. This was achieved by first triangulating the quantitative and quantified-qualitative survey data results with the results from the systematic review (i.e., three data sets) for NTASs collectively. Then utilising the three hypotheses (stated at the start of Chapter 7) to identify respondents' perspectives vary across six socio-demographic variables (representing 19 different sub-categories). In doing so, not only were the extent that NTASs' socially-constructed and varying perceptions identified, but a more complete understanding of the NTASs' phenomenon, especially in a Southern African context, was provided.

Motivation hypothesis results: Overall, NTASs collectively tend to emphasise *career-*, *degree/qualification-*, *and finance-related motivations* as the main reasons for enrolling in HE later in life. This suggests a high level of integrated regulation (a type of extrinsic motivation that is very similar to intrinsic motivation), as postulated in Ryan and Deci's (2000:73) self-determination theory. However, whereas *career-related motivations* were important reasons for respondents across all six socio-demographic variables to enrol in HE, *degree/qualification-related motivations* were equally prevalent in respondents across three socio-demographic variables (institution, gender, and commencer/returner status), but more prevalent in certain cohorts from the remaining three variables (age, race and relationship status): 25–49-year-olds, Africans, Whites, and students who were "single/divorced/widowed with and without children" and "married/living together like a married couple with children." On the other hand, *increased financial security* emerged as an important motivation for 25–49-year-olds, full-time students from Wits, part-time students from Wits Plus, women, Africans, Coloureds, students who were "single/divorced/widowed with children" and "married/living together like a married couple with and without children," and commencers (i.e., six variables: age, institution, gender, race, relationship status and commencer/returner). The pursuit of *lifelong learning* was an equally prevalent in respondents from all the relationship status sub-categories, but more prevalent in certain cohorts from the remaining five variables (age, institution, gender, race, and commencer/returner): 30–59-year-olds, full-time students from Wits, part-time students from Wits Plus, women, Africans, Indians, and commencers. *Personal development* also emerged as an important intrinsic motivation for 40–49-year-olds, part-time students from Wits Plus, men, Africans, students who were "married/living together like a married couple with children," and commencers (i.e., six variables: age, institution, gender, race, relationship status and commencer/returner).

Regarding *changes in South Africa's employment practices*, *degree/qualification-related motivations* again emerged as a prevalent motivation in respondents across three socio-demographic variables (age, gender, relationship status), as well as respondents from certain sub-categories in the remaining three variables (institution, race and commencer/returner): full-time students from Wits, part-time students from Wits Plus, Africans, and commencers. Furthermore, *changes in the working environment* were emphasised by 30–49-year-olds, Africans, students who

were "single/divorced/widowed with children," and commencers (i.e., four variables: age, race, relationship status, and commencer/returner). These results support Kilpi-Jakonen *et al.*'s (2014:5–10) and Maassen and Cloete's (2006:13) claims, premised upon Becker's (1962) human capital theory, that NTASs tend to pursue lifelong education to remain competitive in a fast-changing job market.

Experience hypothesis results: NTASs collectively tend to perceive their *experiences as older students in a predominantly positive light*. This supports the notion of self-enhancement in social identity theory, which refer to in-group members who are inclined to evaluate themselves in a positive light when asked to compare themselves to out-group members – "even in the absence of strong leadership or member interdependence, interaction, or cohesion" where they have nothing to lose or gain in doing so (Ashforth & Mael, 1989:24; Hogg *et al.*, 1995:260). This finding refutes Jenkins' (2008:112–117) argument that there is no evidence in the real world for social identity theory' idea of self-enhancement. Although NTASs collectively tend to perceive their *experiences as older students in a predominantly positive light*, Whites reported the most positive experiences, followed by Indians and Coloureds, with the lowest number of positive experiences reported by Africans.

Social support hypothesis results: Findings suggest that M.W. Riley and associates' (Riley *et al*., 1994:1; Riley & Riley, 1994b:113) structural lag is applicable to certain cohorts of NTASs and not NTASs collectively. In terms of peer support, the lag is evident amongst respondents from SU – who were mostly in their mid-to-late 20s, female, White, "married/living together like a married couple, both with and without children," and returners – who reported that PSOs were geared towards the social support needs of traditional-age students and not NTASs. Again, PSOs refer to SU's initiative to integrate private undergraduates (i.e., students not living in university residences) into campus life by automatically assigning new students into groups during their first year of enrolment and hosting regular social events to allow these students to meet and form friendships (this does not form part of SU's voluntary clubs and societies). As Wits does not have a similar compulsory peer-support programme (i.e., not referring to Wits' voluntary clubs and societies, nor the FYE programme aimed at increasing academic support), it was impossible to gain comparative data. In terms of academic support, the lag is evident amongst respondents in their 40s, part-time students at Wits Plus, students who were "married/living together like a married couple with children," and commencers who reported that the academic support that they received from their HEI could be adapted to suit their adult lifestyles.

8.5. Ways to create more supportive institutional cultures for NTASs

From a symbolic deinstitutionalised life course perspective (Dannefer *et al.*, 2005:S300–S301; Dannefer & Kelly-Moore, 2009; Foner, 1996; Kohli, 2000; Pilcher, 1995:149; Riley & Riley, 1994b:113), it was argued that when people pursue individualised pathways – i.e., when they deviate from M.W. Riley and associates three boxes of life: education for the young, work for

adults, and leisure for the elderly (Riley *et al*., 1994; Riley & Riley, 1994ab) – they would be less likely to receive social support (Settersten, 2004). In addition to the above findings regarding social support, which suggest that NTASs' level of peer- and academic support receivable from their HEIs should be improved upon, the results suggest that opportunities for NTASs to meet face-to-face should be increased. Merely implementing social media platforms (e.g., a dedicated Facebook page) may be insufficient as this was identified as a weak source of social support. For Wits, this implies establishing a peer-support organisation to facilitate undergraduate student integration on campus, much like SU's PSO initiative. With this said, both Wits and SU should ensure that the social support needs of not only traditional-age students, but also NTASs are met. Therefore, it is recommended that a dedicated PSO for undergraduate NTASs be established alongside the PSOs geared towards traditional-age students. Again, should policy-makers act upon the recommendations provided, future NTASs may potentially benefit from increased social support from their respective HEIs, which in turn may improve their sense of relatedness, well-being, and ability to successfully complete their degree studies (Kuh *et al*., 1991; Ryan & Deci, 2000; Tinto, 1993).

8.6. Limitations and recommendations for future research

No matter how well planned, there are always limitations in any research study. In this section, I summarise some of the limitations I encountered during this research. Also, future research opportunities that other researchers in HE may wish to pursue.

- *Chi-square statistics proved weak.*

  The chi-square statistics proved too weak to identify differences between cohorts. For this reason, chi-square test results were ignored. Instead, percentage score results were utilised to benchmark respondents more prevalent perceptions at 75% or more in the quantitative survey data set (with a minimum of 10 respondents per factor, except for 50–59-year-olds where results were cautiously reported). In the quantified-qualitative data set, respondents' most prevalent perceptions were benchmarked at 10% or more (with a minimum of 10 respondents per theme). Even though this approach works within this study's pragmatic framework, where "a strong and practical empiricism as the path to determine what works" is valued (Johnson & Onwuegbuzie, 2004:18), other researchers in HE may wish to conduct more quantitative research on a larger sample and with stronger parametric tests to distinguish between multiple sub-categories/groups at one given time (e.g., African women in their 40s who study full-time). This may require the use of existing, or developing new, hypotheses, scales and measuring instruments (e.g., an adaptation of Bergman *et al*.'s (2014) model on student persistence in degree courses, with its many variables, may be considered).

- *Student demographic trends are limited to two universities.*

  The existing student demographic data analysed in this study are limited to two universities. Therefore, more research would be required at other South African HEIs to substantiate whether 25+ year-olds are pursuing lifelong education later in life. It is recommended that future research on the demographic trends of NTASs (at undergraduate or postgraduate levels) be examined: (1) at all South African HEIs; (2) across various modes of learning (on-campus and long-distance); (3) and across qualifications types (degrees, diplomas and certificates); and (4) where comparisons can be made between enrolment and throughput rates.

- *Findings may not be generalisable, but still have the potential to inform policy-makers.*

  A random sample was not selected to examine NTASs' perceptions. Hence, the survey results cannot be generalised from the sample to the population, which implies that the findings may not be relevant to NTASs at large. However, as the survey results for NTASs as a whole were triangulated with results from the systematic review (derived from three regions: Northern America, Australia and Southern Africa), the findings would have to potential to inform policy-makers in HE on ways to create more supportive institutional cultures for future undergraduate NTASs.

- *Existing cross-cultural hypotheses testing do not include Africa, Asia and South America*.

  With the absence of cross-cultural hypotheses testing similar to that of Blossfeld *et al.* (2014) in countries from Africa, Asia and South America, it is recommended that more collaborative research be conducted to yield a scholarly knowledge base specific to each region for comparative research, which in turn will also contribute towards the developments of a comprehensive theory of adults' participation in education. This may include the utilisation of the life course at various levels as discussed in Chapter 2.

- *The entry of undergraduate NTASs at South African HEIs remain undocumented.*

  More than a decade ago, Walters and Koetsier (2006), as subsequently Buchler *et al.* (2007), commented that the entry of undergraduate NTASs (which they identified as 23 and older) at South African HEIs remain undocumented. Given this persistent scholarly knowledge gap, it is recommended that other researchers document the entry of undergraduate NTASs into South African HEIs – perhaps in a similar fashion as that of Kasworm and Blowers (1994). Given the general interest in gender and race disparities, it is highly recommended that indicators gender and race also be included. Furthermore, as there are no indicators for age in open, online longitudinal student data sets on the CHE and CHET web-sites (CHE, 2013; CHET, 2012; Van Schalkwyk *et al.*, 2014), it is recommended that indicators for age be included on these platforms (along with gender and race). This, of course, will make it easier for researchers who are interested in documenting: (1) the entry of NTASs and (2) changes in the age structure of student populations.

- *The impact of the FIR and government-funded HE on the future enrolments of NTASs.*
  It is anticipated that changes in technology associated with the FIR (Schwab, 2015, 2017) and the newly established government-funded HE system in response to student protests (Booysen, 2016; Paton, 2017; Van Rensburg & Fengu, 2018) may potentially motivate greater numbers of 25+ year-olds to enrol at South African HEIs later in life. Hence, other researchers may also wish to examine the impact of the FIR and government-funded HE on NTASs' future enrolments.

- *The exclusion of SES measures.*
  SES measures were deliberately omitted as it not only exceeds the scope of this study, but also to prevent a low response rate. With acknowledgement to Christine Adu-Yeboah and Linda Dzama Forde's (2011) excellent research on the implication of SES and class on Ghanaian women's level of social support, the exclusion of SES in this study provides another research opportunity where CAPSES, developed by Peter Rossi and Michael Oakes, may be included to measure: (1) human capital, e.g., skills, credentials, and abilities (similar to Pierre Bourdieu's symbolic capital); (2) material capital, e.g., income, savings, and wealth (similar to Bourdieu's economic capital); and (3) social capital, e.g., being friends with people in high places (similar to Bourdieu's social capital) (Bourdieu, 1987:4; Oakes, 2016:S.5).

- *Research that compares the stress levels of traditional-age students and NTASs.*
  Existing scholarship that compares the stress levels of traditional-age students and NTASs (Austin & Lockmiller, 2016; Carney-Crompton & Tan, 2002) are subject to Kasworm and Blowers' (1994:2) critique where traditional-age students (with a seven- or eight-year span) are merely compared to NTASs (with a 35+ year span). Therefore, it is recommended that future research that compare traditional-age students with NTASs clearly identify results pertaining to older age cohorts (as illustrated in this study).

- *Age norms research.*
  There is a lack of research on age norms from an African perspective. Therefore, future research opportunities exist where Neugarten *et al.*'s (1965) study may be replicated, or repeated as a series of similar studies, to measure how citizens in Africa's perspectives on age norms change over time.

- *Test the hypotheses results at other universities and regions in Africa.*
  Lastly, it is recommended the results for the motivation, experience, and social support hypotheses according to different socio-demographic variables be tested at other universities and regions in Africa.

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APPENDICES

Appendix 1: Institutional permission and ethical clearance

This appendix presents the documentation granting ethical clearance to conduct this research. This includes: permission to administer questionnaires to students at Wits; an agreement to keep Wits students anonymised student email address and anonymised demographic data confidential; and permission from SU re-analyse anonymised data collected via an exploratory study.

Document 1: Human research ethics committee (non-medical) clearance certificate

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Nilsson

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: H15/06/68**
PROJECT TITLE	Witsies vs Maties: Comparing the changing demographic profile and experiences of matureage undergraduate students - a mixed methods approach
INVESTIGATOR(S)	Ms L Nilsson
SCHOOL/DEPARTMENT	Social Sciences/
DATE CONSIDERED	26 June 2015
DECISION OF THE COMMITTEE	Approved unconditionally
EXPIRY DATE	12 July 2018

DATE 13 July 2015 **CHAIRPERSON** J. Knight (Professor J Knight)

cc: Supervisor : Professor K Lewins

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10005, 10th Floor, Senate House, University.

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. **I agree to completion of a yearly progress report.**

Signature

16/07/2015
Date

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Document 2: Approval letter from the office of the Deputy Registrar

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

OFFICE OF THE DEPUTY REGISTRAR

10 July 2015

TO WHOM IT MAY CONCERN

"Witsies vs Maties: Comparing the changing demographic profile and experiences of mature-age undergraduate students – a mixed methods approach"

It is hereby confirmed that the enclosed research material has been distributed in accordance with the University's approval procedures for such a project. Please be advised that it is your right to withdraw from participating in the process if you find the contents intrusive, too time-consuming, or inappropriate. The necessary ethical clearance has been obtained.

Should the University's internal mailing system be the mechanism whereby this questionnaire has been distributed, this notice serves as proof that permission to use it has been granted.

Students conducting surveys must seek permission in advance from Heads of Schools or individual academics concerned should surveys be conducted during teaching time.

Nicoleen Potgieter
Deputy Registrar

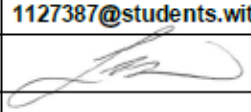
Private Bag 3, Wits, 2050, South Africa | T +27 11 717 1204/8 | F +27 86 553 2271 | www.wits.ac.za

Document 3: Academic Information and Systems Unit confidentiality agreement

University of the Witwatersrand, Johannesburg
Academic Information and Systems Unit

PRESERVATION OF CONFIDENTIALIT Y OF STUDENTS' INFORMATION

I do hereby declare that I understand and acknowledge that I am bound to act ethically and in accordance with the University Policy insofar as it relates to the Protection of Confidential Information. I accordingly agree to keep confidential all University Confidential Information that I may come across in working on my project. I undertake to take all necessary steps to prevent unauthorized access to students' information and will not act improperly upon such information provided to me by Academic Information and Systems Unit (AISU).

Student's Name	Liza Nilsson
Student Number	1127387
Programme	MA by Dissertation (Sociology)
Telephone No.	
Email Address	1127387@students.wits.ac.za
Student's Signature	
Date	12 August 2015

Document 4: Institutional permission from Stellenbosch University

UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvennoot • your knowledge partner

10 June 2015

Ms Liza Nilsson
Department of Sociology
University of the Witwatersrand

Dear Ms Nilsson

Concerning research project: ***Witsies vs Maties: Comparing the changing demographic profile and experiences of mature-age undergraduate students – a mixed methods approach***

The researcher has institutional permission for the reuse data collected at and from Stellenbosch University as part of her Honours project, ***An exploratory study of the motivations, experiences and support structures of mature age undergraduates at Stellenbosch University,*** as undertaken at Stellenbosch University in 2014.

This data set includes:

1. De-identified information relating to Stellenbosch University undergraduates for the period between 1994 and 2014, as well as,
2. A set of anonymised responses to a survey that was collected for the purpose of the same study.

Institutional permission is awarded for the reuse of this data set for the purpose of the researcher's Master's research project at the University of the Witwatersrand, ***Witsies vs Maties: Comparing the changing demographic profile and experiences of mature-age undergraduate students – a mixed methods approach***. This permission solely relates to the data, as described above.

Institutional permission for the reuse of this data is granted on the following conditions:

- The researcher must submit proof of ethical clearance from the University of Witwatersrand before commencing with this study.
- The researcher must ensure that the data is be responsibly and suitably protected.
- This data may only be employed by the researcher and solely for the purpose of her proposed study.
- The data must remain anonymous and may at no point to linked to an individual; data may not be re-identified.

Best wishes,

I. Cloete.

Prof Ian Cloete
Senior Director: Institutional Research and Planning

Afdeling Institusionele Navorsing en Beplanning • Institutional Research and Planning Division
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Appendix 2: Longitudinal UNTASEs for the period 1994–2014

This appendix presents the anonymised, longitudinal demographic data for UNTASEs, between 1994 and 2014, in table-format according to seven variables: the year of enrolment, age, institution, gender, race, home language, and academic discipline or faculty.

2A.1. Age and the year of enrolment

Table 39: UNTASEs according to age and the year of enrolment, 1994–2014

Year of enrolment	25-29 year-olds					30-39 year-olds					40-49 year-olds					50+ year-olds					Total UNTASEs				
	n	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of NTASE population	Mean age	SD
1994	1 621	n/a	72.9	26.2	1.3	504	n/a	22.7	33.1	2.7	85	n/a	3.8	43.0	2.6	15	n/a	0.7	52.9	2.4	2 225	n/a	4.1	28.6	4.9
1995	1 654	2.0	72.7	26.3	1.3	511	1.4	22.5	33.2	2.7	95	11.8	4.2	42.6	2.4	16	6.7	0.7	53.4	2.4	2 276	2.3	4.2	28.7	4.9
1996	1 579	-4.5	72.2	26.3	1.3	506	-1.0	23.1	33.1	2.7	89	-6.3	4.1	43.5	2.6	14	-12.5	0.6	53.9	3.0	2 188	-3.9	4.0	28.7	5.0
1997	1 522	-3.6	72.5	26.3	1.3	496	-2.0	23.6	33.2	2.7	67	-24.7	3.2	43.2	2.6	14	0.0	0.7	52.3	2.6	2 099	-4.1	3.8	28.6	4.8
1998	1 509	-0.9	62.8	26.4	1.4	687	38.5	28.6	33.5	2.8	170	153.7	7.1	43.4	2.7	37	164.3	1.5	55.2	7.7	2 403	14.5	4.4	30.1	6.3
1999	1 623	7.6	52.3	26.5	1.4	1 048	52.5	33.7	33.6	2.8	361	112.4	11.6	43.5	2.7	74	100.0	2.4	53.6	4.5	3 106	29.3	5.7	31.5	6.9
2000	1 493	-8.0	65.3	26.3	1.3	676	-35.5	29.6	33.2	2.7	100	-72.3	4.4	43.2	2.6	17	-77.0	0.7	53.6	4.6	2 286	-26.4	4.2	29.3	5.2
2001	1 438	-3.7	76.3	26.2	1.3	382	-43.5	20.3	33.0	2.6	52	-48.0	2.8	42.8	2.8	12	-29.4	0.6	55.2	6.0	1 884	-17.6	3.4	28.2	4.6
2002	1 606	11.7	72.4	26.3	1.3	499	30.6	22.5	33.0	2.6	83	59.6	3.7	43.2	2.7	30	150.0	1.4	53.8	5.3	2 218	17.7	4.1	28.8	5.3
2003	1 757	9.4	72.7	26.3	1.3	536	7.4	22.2	33.0	2.7	101	21.7	4.2	43.7	3.0	22	-26.7	0.9	55.0	5.4	2 416	8.9	4.4	28.8	5.2
2004	1 741	-0.9	70.4	26.3	1.4	588	9.7	23.8	33.0	2.6	120	18.8	4.9	43.4	2.9	23	4.5	0.9	54.6	4.9	2 472	2.3	4.5	29.0	5.4
2005	1 681	-3.4	70.4	26.2	1.3	589	0.2	24.7	33.0	2.7	100	-16.7	4.2	43.1	2.9	19	-17.4	0.8	53.8	4.8	2 389	-3.4	4.4	28.8	5.1
2006	1 694	0.8	71.4	26.3	1.3	555	-5.8	23.4	33.2	2.6	104	4.0	4.4	42.9	2.7	18	-5.3	0.8	54.6	6.3	2 371	-0.8	4.3	28.8	5.1
2007	1 738	2.6	71.7	26.1	1.3	566	2.0	23.3	33.1	2.7	104	0.0	4.3	43.5	2.9	17	-5.6	0.7	54.4	7.1	2 425	2.3	4.4	28.7	5.2
2008	1 870	7.6	74.0	26.1	1.3	532	-6.0	21.0	33.2	2.8	114	9.6	4.5	43.6	2.9	12	-29.4	0.5	55.4	8.6	2 528	4.2	4.6	28.5	5.1
2009	2 013	7.6	68.4	26.1	1.2	669	25.8	22.7	33.9	2.9	237	107.9	8.1	42.5	2.3	23	91.7	0.8	54.0	7.4	2 942	16.4	5.4	29.4	5.8
2010	2 113	5.0	67.2	26.2	1.3	746	11.5	23.7	33.8	2.9	256	8.0	8.1	42.7	2.3	28	21.7	0.9	54.8	6.4	3 143	6.8	5.7	29.6	6.0
2011	2 187	3.5	68.5	26.2	1.3	697	-6.6	21.8	33.8	2.9	282	10.2	8.8	43.0	2.2	29	3.6	0.9	53.4	3.5	3 195	1.7	5.8	29.6	6.0
2012	2 185	-0.1	66.7	26.3	1.3	742	6.5	22.6	33.6	2.9	328	16.3	10.0	43.2	2.4	23	-20.7	0.7	53.6	3.9	3 278	2.6	6.0	29.8	6.1
2013	2 385	9.2	67.0	26.3	1.3	841	13.3	23.6	33.5	2.9	311	-5.2	8.7	43.6	2.6	25	8.7	0.7	52.7	3.2	3 562	8.7	6.5	29.7	6.0
2014	2 239	-6.1	67.2	26.3	1.4	852	1.3	25.6	33.2	2.8	212	-31.8	6.4	43.4	2.7	28	12.0	0.8	53.0	3.3	3 331	-6.5	6.1	29.4	5.6
Total 1994–2014	**37 648**	**30.1**	**68.8**	**26.3**	**1.3**	**13 222**	**69.0**	**24.2**	**33.3**	**2.8**	**3 371**	**149.4**	**6.2**	**43.2**	**2.6**	**496**	**86.7**	**0.9**	**53.9**	**5.2**	**54 737**	**49.7**	**100.0**	**29.3**	**5.6**

2A.2. Institution, age and the year of enrolment

Table 40: UNTASEs according to institution and the year of enrolment, 1994–2014

Year of enrolment	SU					Wits					Wits Plus					Total UNTASEs				
	n	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of NTASE population	Mean age	SD
1994	887	n/a	39.9	29.6	5.8	1 338	n/a	60.1	28.0	4.0	n/a					2 225	n/a	4.1	28.6	4.9
1995	955	7.7	42.0	29.8	5.9	1 321	-1.3	58.0	27.9	3.9						2 276	2.3	4.2	28.7	4.9
1996	937	-1.9	42.8	29.8	6.0	1 251	-5.3	57.2	28.0	3.9						2 188	-3.9	4.0	28.7	5.0
1997	843	-10.0	40.2	29.5	5.6	1 256	0.4	59.8	28.0	4.0						2 099	-4.1	3.8	28.6	4.8
1998	1 242	47.3	51.7	31.9	7.2	1 161	-7.6	48.3	28.1	4.2						2 403	14.5	4.4	30.1	6.3
1999	1 966	58.3	63.3	33.6	7.4	1 140	-1.8	36.7	27.9	4.1						3 106	29.3	5.7	31.5	6.9
2000	1 118	-43.1	48.9	30.7	5.7	1 168	2.5	51.1	28.0	4.2						2 286	-26.4	4.2	29.3	5.2
2001	646	-42.2	34.3	28.5	5.1	1 238	6.0	65.7	28.1	4.3						1 884	-17.6	3.4	28.2	4.6
2002	681	5.4	30.7	28.2	5.0	1 284	3.7	57.9	28.2	4.4	253	n/a	11.4	33.5	7.7	2 218	17.7	4.1	28.8	5.3
2003	752	10.4	31.1	28.4	5.1	1 367	6.5	56.6	28.2	4.5	297	17.4	12.3	32.1	7.2	2 416	8.9	4.4	28.8	5.2
2004	751	-0.1	30.4	29.2	5.4	1 418	3.7	57.4	28.1	4.5	303	2.0	12.3	32.6	6.9	2 472	2.3	4.5	29.0	5.4
2005	795	5.9	33.3	28.7	5.2	1 308	-7.8	54.8	28.2	4.3	286	-5.6	12.0	32.3	6.6	2 389	-3.4	4.4	28.8	5.1
2006	849	6.8	35.8	28.5	5.1	1 227	-6.2	51.8	28.2	4.5	295	3.1	12.4	32.4	6.3	2 371	-0.8	4.3	28.8	5.1
2007	813	-4.2	33.5	28.3	5.0	1 292	5.3	53.3	28.0	4.6	320	8.5	13.2	32.4	6.4	2 425	2.3	4.4	28.7	5.2
2008	915	12.5	36.2	28.2	4.9	1 336	3.4	52.8	27.9	4.4	277	-13.4	11.0	32.8	6.6	2 528	4.2	4.6	28.5	5.1
2009	1 015	10.9	34.5	28.3	4.8	1 542	15.4	52.4	29.6	6.1	385	39.0	13.1	32.0	6.4	2 942	16.4	5.4	29.4	5.8
2010	1 087	7.1	34.6	28.4	5.1	1 605	4.1	51.1	29.6	6.2	451	17.1	14.3	32.3	6.3	3 143	6.8	5.7	29.6	6.0
2011	1 128	3.8	35.3	28.3	4.9	1 608	0.2	50.3	29.7	6.2	459	1.8	14.4	32.7	6.7	3 195	1.7	5.8	29.6	6.0
2012	1 087	-3.6	33.2	28.3	4.7	1 685	4.8	51.4	29.8	6.4	506	10.2	15.4	33.0	6.4	3 278	2.6	6.0	29.8	6.1
2013	1 212	11.5	34.0	28.3	4.6	1 719	2.0	48.3	29.3	6.2	631	24.7	17.7	33.2	6.2	3 562	8.7	6.5	29.7	6.0
2014	1 121	-7.5	33.7	28.5	4.9	1 504	-12.5	45.2	28.1	4.7	706	11.9	21.2	33.5	6.2	3 331	-6.5	6.1	29.4	5.6
Total 1994–2014	**20 800**	**26.4**	**38.0**	**29.45**	**5.8**	**28 768**	**12.4**	**52.6**	**28.49**	**5.0**	**5 169**	**179.1**	**9.4**	**32.77**	**6.5**	**54 737**	**49.7**	**100.0**	**29.26**	**5.6**

Table 41: UNTASEs at SU according to age and the year of enrolment, 1994–2014

Year of enrolment	25-29 year-olds			30-39 year-olds			40-49 year-olds			50+ year-olds			Total: UNTASEs at SU		
	n	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment
1994	579	n/a	65.3	238	n/a	26.8	61	n/a	6.9	9	n/a	1.0	887	n/a	4.3
1995	606	4.7	63.5	267	12.2	28.0	70	14.8	7.3	12	33.3	1.3	955	7.7	4.6
1996	603	-0.5	64.4	258	-3.4	27.5	64	-8.6	6.8	12	0.0	1.3	937	-1.9	4.5
1997	552	-8.5	65.5	237	-8.1	28.1	43	-32.8	5.1	11	-8.3	1.3	843	-10.0	4.1
1998	608	10.1	49.0	455	92.0	36.6	149	246.5	12.0	30	172.7	2.4	1 242	47.3	6.0
1999	729	19.9	37.1	826	81.5	42.0	343	130.2	17.4	68	126.7	3.5	1 966	58.3	9.5
2000	579	-20.6	51.8	448	-45.8	40.1	78	-77.3	7.0	13	-80.9	1.2	1 118	-43.1	5.4
2001	481	-16.9	74.5	135	-69.9	20.9	25	-67.9	3.9	5	-61.5	0.8	646	-42.2	3.1
2002	528	9.8	77.5	122	-9.6	17.9	24	-4.0	3.5	7	40.0	1.0	681	5.4	3.3
2003	574	8.7	76.3	142	16.4	18.9	30	25.0	4.0	6	-14.3	0.8	752	10.4	3.6
2004	512	-10.8	68.2	189	33.1	25.2	44	46.7	5.9	6	0.0	0.8	751	-0.1	3.6
2005	564	10.2	70.9	193	2.1	24.3	31	-29.5	3.9	7	16.7	0.9	795	5.9	3.8
2006	632	12.1	74.4	181	-6.2	21.3	29	-6.5	3.4	7	0.0	0.8	849	6.8	4.1
2007	614	-2.8	75.5	166	-8.3	20.4	27	-6.9	3.3	6	-14.3	0.7	813	-4.2	3.9
2008	714	16.3	78.0	159	-4.2	17.4	38	40.7	4.2	4	-33.3	0.4	915	12.5	4.4
2009	788	10.4	77.6	183	15.1	18.0	37	-2.6	3.6	7	75.0	0.7	1 015	10.9	4.9
2010	828	5.1	76.2	209	14.2	19.2	41	10.8	3.8	9	28.6	0.8	1 087	7.1	5.2
2011	874	5.6	77.5	206	-1.4	18.3	38	-7.3	3.4	10	11.1	0.9	1 128	3.8	5.4
2012	841	-3.8	77.4	200	-2.9	18.4	41	7.9	3.8	5	-50.0	0.5	1 087	-3.6	5.2
2013	919	9.3	75.8	239	19.5	19.7	52	26.8	4.3	2	-60.0	0.2	1 212	11.5	5.8
2014	834	-9.2	74.4	226	-5.4	20.2	56	7.7	5.0	5	150.0	0.4	1 121	-7.5	5.4
Total 1994–2014	**13 959**	**44.0**	**67.1**	**5 279**	**-5.0**	**25.4**	**1 321**	**-8.2**	**6.4**	**241**	**-44.4**	**1.2**	**20 800**	**26.4**	**100.0**

Table 42: UNTASEs at Wits according to age and the year of enrolment, 1994–2014

Year of enrolment	25-29 year-olds			30-39 year-olds			40-49 year-olds			50+ year-olds			Total: UNTASEs at Wits		
	n	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment
1994	1 042	n/a	77.9	266	n/a	19.9	24	n/a	1.8	6	n/a	0.4	1 338	n/a	4.7
1995	1 048	0.6	79.3	244	-8.3	18.5	25	4.2	1.9	4	-33.3	0.3	1 321	-1.3	4.6
1996	976	-6.9	78.0	248	1.6	19.8	25	0.0	2.0	2	-50.0	0.2	1 251	-5.3	4.3
1997	970	-0.6	77.2	259	4.4	20.6	24	-4.0	1.9	3	50.0	0.2	1 256	0.4	4.4
1998	901	-7.1	77.6	232	-10.4	20.0	21	-12.5	1.8	7	133.3	0.6	1 161	-7.6	4.0
1999	894	-0.8	78.4	222	-4.3	19.5	18	-14.3	1.6	6	-14.3	0.5	1 140	-1.8	4.0
2000	914	2.2	78.3	228	2.7	19.5	22	22.2	1.9	4	-33.3	0.3	1 168	2.5	4.1
2001	957	4.7	77.3	247	8.3	20.0	27	22.7	2.2	7	75.0	0.6	1 238	6.0	4.3
2002	987	3.1	76.9	259	4.9	20.2	29	7.4	2.3	9	28.6	0.7	1 284	3.7	4.5
2003	1 040	5.4	76.1	278	7.3	20.3	42	44.8	3.1	7	-22.2	0.5	1 367	6.5	4.8
2004	1 101	5.9	77.6	273	-1.8	19.3	37	-11.9	2.6	7	0.0	0.5	1 418	3.7	4.9
2005	988	-10.3	75.5	282	3.3	21.6	31	-16.2	2.4	7	0.0	0.5	1 308	-7.8	4.5
2006	941	-4.8	76.7	243	-13.8	19.8	37	19.4	3.0	6	-14.3	0.5	1 227	-6.2	4.3
2007	998	6.1	77.2	253	4.1	19.6	37	0.0	2.9	4	-33.3	0.3	1 292	5.3	4.5
2008	1 054	5.6	78.9	241	-4.7	18.0	39	5.4	2.9	2	-50.0	0.1	1 336	3.4	4.6
2009	1 058	0.4	68.6	320	32.8	20.8	155	297.4	10.1	9	350.0	0.6	1 542	15.4	5.4
2010	1 104	4.3	68.8	321	0.3	20.0	169	9.0	10.5	11	22.2	0.7	1 605	4.1	5.6
2011	1 120	1.4	69.7	294	-8.4	18.3	186	10.1	11.6	8	-27.3	0.5	1 608	0.2	5.6
2012	1 159	3.5	68.8	298	1.4	17.7	221	18.8	13.1	7	-12.5	0.4	1 685	4.8	5.9
2013	1 245	7.4	72.4	288	-3.4	16.8	175	-20.8	10.2	11	57.1	0.6	1 719	2.0	6.0
2014	1 178	-5.4	78.3	264	-8.3	17.6	52	-70.3	3.5	10	-9.1	0.7	1 504	-12.5	5.2
Total 1994–2014	**21 675**	**13.1**	**75.3**	**5 560**	**-0.8**	**19.3**	**1 396**	**116.7**	**4.9**	**137**	**66.7**	**0.5**	**28 768**	**12.4**	**100.0**

Table 43: UNTASEs at Wits Plus according to age and the year of enrolment, 1994–2014

Year of enrolment	25-29 year-olds			30-39 year-olds			40-49 year-olds			50+ year-olds			Total: UNTASEs at Wits Plus		
	n	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment
2002	91	n/a	36.0	118	n/a	n/a	30	n/a	11.9	14	n/a	5.5	253	n/a	4.9
2003	143	57.1	48.1	116	-1.7	39.1	29	-3.3	9.8	9	-35.7	3.0	297	17.4	5.7
2004	128	-10.5	42.2	126	8.6	41.6	39	34.5	12.9	10	11.1	3.3	303	2.0	5.9
2005	129	0.8	45.1	114	-9.5	39.9	38	-2.6	13.3	5	-50.0	1.7	286	-5.6	5.5
2006	121	-6.2	41.0	131	14.9	44.4	38	0.0	12.9	5	0.0	1.7	295	3.1	5.7
2007	126	4.1	39.4	147	12.2	45.9	40	5.3	12.5	7	40.0	2.2	320	8.5	6.2
2008	102	-19.0	36.8	132	-10.2	47.7	37	-7.5	13.4	6	-14.3	2.2	277	-13.4	5.4
2009	167	63.7	43.4	166	25.8	43.1	45	21.6	11.7	7	16.7	1.8	385	39.0	7.4
2010	181	8.4	40.1	216	30.1	47.9	46	2.2	10.2	8	14.3	1.8	451	17.1	8.7
2011	193	6.6	42.0	197	-8.8	42.9	58	26.1	12.6	11	37.5	2.4	459	1.8	8.9
2012	185	-4.1	36.6	244	23.9	48.2	66	13.8	13.0	11	0.0	2.2	506	10.2	9.8
2013	221	19.5	35.0	314	28.7	49.8	84	27.3	13.3	12	9.1	1.9	631	24.7	12.2
2014	227	2.7	32.2	362	15.3	51.3	104	23.8	14.7	13	8.3	1.8	706	11.9	13.7
Total 1994–2014	**2 014**	**149.5**	**39.0**	**2 383**	**206.8**	**46.1**	**654**	**246.7**	**12.7**	**118**	**-7.1**	**2.3**	**5 169**	**179.1**	**100.0**

2A.3. Gender and the year of enrolment

Table 44: UNTASEs according to gender and the year of enrolment, 1994–2014

Year of enrolment	Female					Male					Unknown	Total UNTASEs				
	n	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	*n*	% Increase or decrease from previous year	% Representation of NTASE population	Mean age	SD
1994	650	n/a	29.2	29.8	6.2	1 572	n/a	70.7	28.1	4.1	3	2 225	n/a	4.1	28.6	4.9
1995	665	2.3	29.2	29.9	6.3	1 608	2.3	70.7	28.2	4.2	3	2 276	2.3	4.2	28.7	4.9
1996	689	3.6	31.5	29.8	6.3	1 496	-7.0	68.4	28.3	4.2	3	2 188	-3.9	4.0	28.7	5.0
1997	685	-0.6	32.6	29.2	5.6	1 412	-5.6	67.3	28.3	4.3	2	2 099	-4.1	3.8	28.6	4.8
1998	1 007	47.0	41.9	31.6	7.3	1 393	-1.3	58.0	29.0	5.1	3	2 403	14.5	4.4	30.1	6.3
1999	1 577	56.6	50.8	33.2	7.6	1 529	9.8	49.2	29.8	5.7	0	3 106	29.3	5.7	31.5	6.9
2000	828	-47.5	36.2	29.6	5.7	1 457	-4.7	63.7	29.1	4.9	1	2 286	-26.4	4.2	29.3	5.2
2001	662	-20.0	35.1	28.6	5.3	1 221	-16.2	64.8	28.0	4.2	1	1 884	-17.6	3.4	28.2	4.6
2002	817	23.4	36.8	29.4	6.3	1 401	14.7	63.2	28.5	4.6	0	2 218	17.7	4.1	28.8	5.3
2003	884	8.2	36.6	29.3	6.2	1 532	9.4	63.4	28.4	4.6	0	2 416	8.9	4.4	28.8	5.2
2004	904	2.3	36.6	29.3	6.0	1 567	2.3	63.4	28.8	4.9	1	2 472	2.3	4.5	29.0	5.4
2005	928	2.7	38.8	29.0	5.7	1 460	-6.8	61.1	28.7	4.7	1	2 389	-3.4	4.4	28.8	5.1
2006	954	2.8	40.2	29.0	5.5	1 417	-2.9	59.8	28.7	4.9	0	2 371	-0.8	4.3	28.8	5.1
2007	1 000	4.8	41.2	28.9	5.5	1 425	0.6	58.8	28.5	5.0	0	2 425	2.3	4.4	28.7	5.2
2008	1 055	5.5	41.7	28.8	5.5	1 473	3.4	58.3	28.3	4.8	0	2 528	4.2	4.6	28.5	5.1
2009	1 362	29.1	46.3	30.5	6.5	1 580	7.3	53.7	28.5	5.0	0	2 942	16.4	5.4	29.4	5.8
2010	1 481	8.7	47.1	30.6	6.5	1 662	5.2	52.9	28.7	5.2	0	3 143	6.8	5.7	29.6	6.0
2011	1 578	6.5	49.4	30.6	6.7	1 617	-2.7	50.6	28.6	5.0	0	3 195	1.7	5.8	29.6	6.0
2012	1 640	3.9	50.0	30.8	6.7	1 638	1.3	50.0	28.9	5.3	0	3 278	2.6	6.0	29.8	6.1
2013	1 756	7.1	49.3	30.4	6.5	1 806	10.3	50.7	29.0	5.3	0	3 562	8.7	6.5	29.7	6.0
2014	1 610	-8.3	48.3	29.7	5.5	1 721	-4.7	51.7	29.1	5.6	0	3 331	-6.5	6.1	29.4	5.6
Total 1994–2014	**22 732**	**147.7**	**41.5**	**30.1**	**6.4**	**31 987**	**9.5**	**58.4**	**28.7**	**4.9**	**18**	**54 737**	**49.7**	**100.0**	**29.3**	**5.6**

Table 45: UNTASEs at SU according to gender and the year of enrolment, 1994–2014

Year of enrolment	Female			Male			Unknown			Total: UNTASEs at SU		
	n	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment
1994	219	n/a	24.7	668	n/a	75.3	0	n/a	n/a	887	n/a	4.3
1995	251	14.6	26.3	704	5.4	73.7	0	n/a	n/a	955	7.7	4.6
1996	272	8.4	29.0	665	-5.5	71.0	0	n/a	n/a	937	-1.9	4.5
1997	246	-9.6	29.2	597	-10.2	70.8	0	n/a	n/a	843	-10.0	4.1
1998	591	140.2	47.6	651	9.0	52.4	0	n/a	n/a	1 242	47.3	6.0
1999	1 148	94.2	58.4	818	25.7	41.6	0	n/a	n/a	1 966	58.3	9.5
2000	414	-63.9	37.0	704	-13.9	63.0	0	n/a	n/a	1 118	-43.1	5.4
2001	211	-49.0	32.7	435	-38.2	67.3	0	n/a	n/a	646	-42.2	3.1
2002	242	14.7	35.5	439	0.9	64.5	0	n/a	n/a	681	5.4	3.3
2003	253	4.5	33.6	499	13.7	66.4	0	n/a	n/a	752	10.4	3.6
2004	253	0.0	33.7	498	-0.2	66.3	0	n/a	n/a	751	-0.1	3.6
2005	284	12.3	35.7	511	2.6	64.3	0	n/a	n/a	795	5.9	3.8
2006	317	11.6	37.3	532	4.1	62.7	0	n/a	n/a	849	6.8	4.1
2007	303	-4.4	37.3	510	-4.1	62.7	0	n/a	n/a	813	-4.2	3.9
2008	345	13.9	37.7	570	11.8	62.3	0	n/a	n/a	915	12.5	4.4
2009	384	11.3	37.8	631	10.7	62.2	0	n/a	n/a	1 015	10.9	4.9
2010	423	10.2	38.9	664	5.2	61.1	0	n/a	n/a	1 087	7.1	5.2
2011	447	5.7	39.6	681	2.6	60.4	0	n/a	n/a	1 128	3.8	5.4
2012	439	-1.8	40.4	648	-4.8	59.6	0	n/a	n/a	1 087	-3.6	5.2
2013	491	11.8	40.5	721	11.3	59.5	0	n/a	n/a	1 212	11.5	5.8
2014	452	-7.9	40.3	669	-7.2	59.7	0	n/a	n/a	1 121	-7.5	5.4
Total 1994–2014	**7 985**	**106.4**	**38.4**	**12 815**	**0.1**	**61.6**	**0**	**n/a**	**n/a**	**20 800**	**26.4**	**100.0**

Table 46: UNTASEs at Wits according to gender and the year of enrolment, 1994–2014

Year of enrolment	Female			Male			Unknown			Total: UNTASEs at Wits		
	n	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment
1994	431	n/a	32.2	904	n/a	67.6	3	n/a	0.2	1 338	n/a	4.7
1995	414	-3.9	31.3	904	0.0	68.4	3	0.0	0.2	1 321	-1.3	4.6
1996	417	0.7	33.3	831	-8.1	66.4	3	0.0	0.2	1 251	-5.3	4.3
1997	439	5.3	35.0	815	-1.9	64.9	2	-33.3	0.2	1 256	0.4	4.4
1998	416	-5.2	35.8	742	-9.0	63.9	3	50.0	0.3	1 161	-7.6	4.0
1999	429	3.1	37.6	711	-4.2	62.4	0	-100.0	0.0	1 140	-1.8	4.0
2000	414	-3.5	35.4	753	5.9	64.5	1	n/a	0.1	1 168	2.5	4.1
2001	451	8.9	36.4	786	4.4	63.5	1	0.0	0.1	1 238	6.0	4.3
2002	438	-2.9	34.1	846	7.6	65.9	0	-100.0	0.0	1 284	3.7	4.5
2003	471	7.5	34.5	896	5.9	65.5	0	n/a	0.0	1 367	6.5	4.8
2004	498	5.7	35.1	919	2.6	64.8	1	n/a	0.1	1 418	3.7	4.9
2005	487	-2.2	37.2	820	-10.8	62.7	1	0.0	0.1	1 308	-7.8	4.5
2006	488	0.2	39.8	739	-9.9	60.2	0	-100.0	0.0	1 227	-6.2	4.3
2007	529	8.4	40.9	763	3.2	59.1	0	n/a	0.0	1 292	5.3	4.5
2008	555	4.9	41.5	781	2.4	58.5	0	n/a	0.0	1 336	3.4	4.6
2009	771	38.9	50.0	771	-1.3	50.0	0	n/a	0.0	1 542	15.4	5.4
2010	810	5.1	50.5	795	3.1	49.5	0	n/a	0.0	1 605	4.1	5.6
2011	854	5.4	53.1	754	-5.2	46.9	0	n/a	0.0	1 608	0.2	5.6
2012	893	4.6	53.0	792	5.0	47.0	0	n/a	0.0	1 685	4.8	5.9
2013	868	-2.8	50.5	851	7.4	49.5	0	n/a	0.0	1 719	2.0	6.0
2014	705	-18.8	46.9	799	-6.1	53.1	0	n/a	0.0	1 504	-12.5	5.2
Total 1994–2014	**11 778**	**63.6**	**40.9**	**16 972**	**-11.6**	**59.0**	**18**	**-100.0**	**0.1**	**28 768**	**12.4**	**100.0**

Table 47: UNTASEs at Wits Plus according to gender and the year of enrolment, 1994–2014

Year of enrolment	Female			Male			Unknown			Total: UNTASEs at Wits Plus		
	n	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment
2002	137	n/a	n/a	116	n/a	n/a	0	n/a	n/a	253	n/a	n/a
2003	160	16.8	53.9	137	18.1	46.1	0	n/a	n/a	297	17.4	5.7
2004	153	-4.4	50.5	150	9.5	49.5	0	n/a	n/a	303	2.0	5.9
2005	157	2.6	54.9	129	-14.0	45.1	0	n/a	n/a	286	-5.6	5.5
2006	149	-5.1	50.5	146	13.2	49.5	0	n/a	n/a	295	3.1	5.7
2007	168	12.8	52.5	152	4.1	47.5	0	n/a	n/a	320	8.5	6.2
2008	155	-7.7	56.0	122	-19.7	44.0	0	n/a	n/a	277	-13.4	5.4
2009	207	33.5	53.8	178	45.9	46.2	0	n/a	n/a	385	39.0	7.4
2010	248	19.8	55.0	203	14.0	45.0	0	n/a	n/a	451	17.1	8.7
2011	277	11.7	60.3	182	-10.3	39.7	0	n/a	n/a	459	1.8	8.9
2012	308	11.2	60.9	198	8.8	39.1	0	n/a	n/a	506	10.2	9.8
2013	397	28.9	62.9	234	18.2	37.1	0	n/a	n/a	631	24.7	12.2
2014	453	14.1	64.2	253	8.1	35.8	0	n/a	n/a	706	11.9	13.7
Total 1994–2014	**2 969**	**230.7**	**57.4**	**2 200**	**118.1**	**42.6**	**0**	**n/a**	**n/a**	**5 169**	**179.1**	**100.0**

2A.4. Race, institution and the year of enrolment

Table 48: UNTASEs according to race and the year of enrolment, 1994–2014

Year of enrolment	African					Coloured					Indian					White					Other	Total UNTASEs				
	n	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	*n*	% Increase or decrease from previous year	% Representation of NTASE population	Mean age	SD
1994	756	n/a	34.0	28.5	4.1	161	n/a	7.2	31.5	5.8	108	n/a	4.9	26.9	3.0	1 196	n/a	53.8	28.5	5.1	4	2 225	n/a	4.1	28.6	4.9
1995	814	7.7	35.8	28.3	3.8	193	19.9	8.5	31.7	5.7	108	0.0	4.7	27.3	3.5	1 159	-3.1	50.9	28.6	5.4	2	2 276	2.3	4.2	28.7	4.9
1996	822	1.0	37.6	28.3	3.9	204	5.7	9.3	31.4	5.7	105	-2.8	4.8	26.8	3.1	1 056	-8.9	48.3	28.8	5.6	1	2 188	-3.9	4.0	28.7	5.0
1997	824	0.2	39.3	28.5	4.2	177	-13.2	8.4	31.0	5.8	111	5.7	5.3	26.9	3.0	986	-6.6	47.0	28.5	5.0	1	2 099	-4.1	3.8	28.6	4.8
1998	1 197	45.3	49.8	30.8	6.5	207	16.9	8.6	32.1	6.3	108	-2.7	4.5	27.1	2.9	890	-9.7	37.0	29.0	6.0	1	2 403	14.5	4.4	30.1	6.3
1999	1 852	54.7	59.6	32.5	7.0	239	15.5	7.7	32.7	7.1	123	13.9	4.0	26.9	2.8	892	0.2	28.7	29.8	6.6	0	3 106	29.3	5.7	31.5	6.9
2000	1 218	-34.2	53.3	29.7	5.0	178	-25.5	7.8	31.1	6.2	122	-0.8	5.3	26.5	2.2	767	-14.0	33.6	28.7	5.3	1	2 286	-26.4	4.2	29.3	5.2
2001	909	-25.4	48.2	28.3	4.2	140	-21.3	7.4	29.2	5.2	114	-6.6	6.1	27.0	3.0	719	-6.3	38.2	28.2	5.2	2	1 884	-17.6	3.4	28.2	4.6
2002	1 097	20.7	49.5	28.9	4.9	190	35.7	8.6	28.8	4.9	144	26.3	6.5	27.9	4.1	787	9.5	35.5	28.9	6.1	0	2 218	17.7	4.1	28.8	5.3
2003	1 192	8.7	49.3	28.9	4.9	198	4.2	8.2	29.4	5.3	190	31.9	7.9	27.7	3.9	834	6.0	34.5	28.7	5.9	2	2 416	8.9	4.4	28.8	5.2
2004	1 259	5.6	50.9	28.9	4.9	225	13.6	9.1	30.4	5.9	204	7.4	8.3	28.0	4.3	782	-6.2	31.6	29.0	6.1	2	2 472	2.3	4.5	29.0	5.4
2005	1 130	-10.2	47.3	28.9	4.8	227	0.9	9.5	30.2	5.7	199	-2.5	8.3	28.0	4.4	832	6.4	34.8	28.5	5.4	1	2 389	-3.4	4.4	28.8	5.1
2006	1 126	-0.4	47.5	28.8	4.6	220	-3.1	9.3	30.5	6.1	157	-21.1	6.6	28.7	4.8	866	4.1	36.5	28.4	5.5	2	2 371	-0.8	4.3	28.8	5.1
2007	1 135	0.8	46.8	28.6	4.7	224	1.8	9.2	30.4	6.4	169	7.6	7.0	28.2	4.1	894	3.2	36.9	28.4	5.5	3	2 425	2.3	4.4	28.7	5.2
2008	1 204	6.1	47.6	28.5	4.8	258	15.2	10.2	30.3	6.5	169	0.0	6.7	28.2	4.3	895	0.1	35.4	28.1	5.2	2	2 528	4.2	4.6	28.5	5.1
2009	1 588	31.9	54.0	30.0	6.0	295	14.3	10.0	30.2	6.1	160	-5.3	5.4	28.2	4.6	895	0.0	30.4	28.4	5.6	4	2 942	16.4	5.4	29.4	5.8
2010	1 728	8.8	55.0	30.2	6.1	330	11.9	10.5	30.4	6.2	160	0.0	5.1	28.6	4.8	924	3.2	29.4	28.4	5.5	1	3 143	6.8	5.7	29.6	6.0
2011	1 761	1.9	55.1	30.4	6.4	317	-3.9	9.9	30.2	6.3	165	3.1	5.2	28.3	4.6	950	2.8	29.7	28.2	5.0	2	3 195	1.7	5.8	29.6	6.0
2012	1 822	3.5	55.6	30.7	6.6	324	2.2	9.9	29.9	5.9	178	7.9	5.4	29.0	5.2	947	-0.3	28.9	28.3	5.0	7	3 278	2.6	6.0	29.8	6.1
2013	2 069	13.6	58.1	30.3	6.4	340	4.9	9.5	30.1	6.1	182	2.2	5.1	29.5	5.4	964	1.8	27.1	28.2	4.8	7	3 562	8.7	6.5	29.7	6.0
2014	1 914	-7.5	57.5	29.7	5.5	340	0.0	10.2	30.4	6.4	189	3.8	5.7	29.2	5.4	878	-8.9	26.4	28.5	5.2	10	3 331	-6.5	6.1	29.4	5.6
Total 1994–2014	**27 417**	**153.2**	**50.1**	**29.7**	**5.7**	**4 987**	**111.2**	**9.1**	**30.5**	**6.1**	**3 165**	**75.0**	**5.8**	**28.0**	**4.3**	**19 113**	**-26.6**	**34.9**	**28.6**	**5.5**	**55**	**54 737**	**49.7**	**100.0**	**29.3**	**5.6**

Table 49: UNTASEs at SU according to race and the year of enrolment, 1994–2014

Year of enrolment	African			Coloured			Indian			White			Other			Total: UNTASEs at SU		
	n	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment
1994	31	n/a	3.5	134	n/a	15.1	6	n/a	0.7	712	n/a	80.3	4	n/a	0.5	887	n/a	4.3
1995	53	71.0	5.5	164	22.4	17.2	5	-16.7	0.5	731	2.7	76.5	2	-50.0	0.2	955	7.7	4.6
1996	63	18.9	6.7	178	8.5	19.0	4	-20.0	0.4	691	-5.5	73.7	1	-50.0	0.1	937	-1.9	4.5
1997	61	-3.2	7.2	154	-13.5	18.3	7	75.0	0.8	620	-10.3	73.5	1	0.0	0.1	843	-10.0	4.1
1998	468	667.2	37.7	186	20.8	15.0	9	28.6	0.7	578	-6.8	46.5	1	0.0	0.1	1 242	47.3	6.0
1999	1 123	140.0	57.1	216	16.1	11.0	15	66.7	0.8	612	5.9	31.1	0	-100.0	0.0	1 966	58.3	9.5
2000	464	-58.7	41.5	151	-30.1	13.5	9	-40.0	0.8	493	-19.4	44.1	1	n/a	0.1	1 118	-43.1	5.4
2001	81	-82.5	12.5	109	-27.8	16.9	10	11.1	1.5	444	-9.9	68.7	2	100.0	0.3	646	-42.2	3.1
2002	105	29.6	15.4	133	22.0	19.5	9	-10.0	1.3	434	-2.3	63.7	0	-100.0	0.0	681	5.4	3.3
2003	120	14.3	16.0	143	7.5	19.0	19	111.1	2.5	469	8.1	62.4	1	n/a	0.1	752	10.4	3.6
2004	155	29.2	20.6	153	7.0	20.4	22	15.8	2.9	420	-10.4	55.9	1	0.0	0.1	751	-0.1	3.6
2005	154	-0.6	19.4	155	1.3	19.5	24	9.1	3.0	462	10.0	58.1	0	-100.0	0.0	795	5.9	3.8
2006	161	4.5	19.0	158	1.9	18.6	19	-20.8	2.2	511	10.6	60.2	0	n/a	0.0	849	6.8	4.1
2007	132	-18.0	16.2	159	0.6	19.6	15	-21.1	1.8	507	-0.8	62.4	0	n/a	0.0	813	-4.2	3.9
2008	214	62.1	23.4	198	24.5	21.6	18	20.0	2.0	485	-4.3	53.0	0	n/a	0.0	915	12.5	4.4
2009	262	22.4	25.8	233	17.7	23.0	28	55.6	2.8	489	0.8	48.2	3	n/a	0.3	1 015	10.9	4.9
2010	309	17.9	28.4	251	7.7	23.1	16	-42.9	1.5	511	4.5	47.0	0	-100.0	0.0	1 087	7.1	5.2
2011	321	3.9	28.5	234	-6.8	20.7	16	0.0	1.4	557	9.0	49.4	0	n/a	0.0	1 128	3.8	5.4
2012	311	-3.1	28.6	221	-5.6	20.3	18	12.5	1.7	537	-3.6	49.4	0	n/a	0.0	1 087	-3.6	5.2
2013	418	34.4	34.5	231	4.5	19.1	23	27.8	1.9	540	0.6	44.6	0	n/a	0.0	1 212	11.5	5.8
2014	418	0.0	37.3	211	-8.7	18.8	27	17.4	2.4	465	-13.9	41.5	0	n/a	0.0	1 121	-7.5	5.4
Total 1994–2014	**5 424**	**1 248.39**	**26.1**	**3 772**	**57.5**	**18.1**	**319**	**350.0**	**1.5**	**11 268**	**-34.7**	**54.2**	**17**	**-100.0**	**0.1**	**20 800**	**26.4**	**100.0**

Table 50: UNTASEs at Wits according to race and the year of enrolment, 1994–2014

Year of enrolment	African			Coloured			Indian			White			Other			Total: UNTASEs at Wits		
	n	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment
1994	725	n/a	54.2	27	n/a	2.0	102	n/a	7.6	484	n/a	36.2	0	n/a	n/a	1 338	n/a	4.7
1995	761	5.0	57.6	29	7.4	2.2	103	1.0	7.8	428	-11.6	32.4	0	n/a	n/a	1 321	-1.3	4.6
1996	759	-0.3	60.7	26	-10.3	2.1	101	-1.9	8.1	365	-14.7	29.2	0	n/a	n/a	1 251	-5.3	4.3
1997	763	0.5	60.7	23	-11.5	1.8	104	3.0	8.3	366	0.3	29.1	0	n/a	n/a	1 256	0.4	4.4
1998	729	-4.5	62.8	21	-8.7	1.8	99	-4.8	8.5	312	-14.8	26.9	0	n/a	n/a	1 161	-7.6	4.0
1999	729	0.0	63.9	23	9.5	2.0	108	9.1	9.5	280	-10.3	24.6	0	n/a	n/a	1 140	-1.8	4.0
2000	754	3.4	64.6	27	17.4	2.3	113	4.6	9.7	274	-2.1	23.5	0	n/a	n/a	1 168	2.5	4.1
2001	828	9.8	66.9	31	14.8	2.5	104	-8.0	8.4	275	0.4	22.2	0	n/a	n/a	1 238	6.0	4.3
2002	881	6.4	68.6	31	0.0	2.4	103	-1.0	8.0	269	-2.2	21.0	0	n/a	n/a	1 284	3.7	4.5
2003	939	6.6	68.7	29	-6.5	2.1	117	13.6	8.6	281	4.5	20.6	1	n/a	0.1	1 367	6.5	4.8
2004	973	3.6	68.6	35	20.7	2.5	127	8.5	9.0	282	0.4	19.9	1	0.0	0.1	1 418	3.7	4.9
2005	867	-10.9	66.3	34	-2.9	2.6	116	-8.7	8.9	290	2.8	22.2	1	0.0	0.1	1 308	-7.8	4.5
2006	830	-4.3	67.6	27	-20.6	2.2	88	-24.1	7.2	280	-3.4	22.8	2	100.0	0.2	1 227	-6.2	4.3
2007	837	0.8	64.8	34	25.9	2.6	105	19.3	8.1	314	12.1	24.3	2	0.0	0.2	1 292	5.3	4.5
2008	844	0.8	63.2	35	2.9	2.6	110	4.8	8.2	345	9.9	25.8	2	0.0	0.1	1 336	3.4	4.6
2009	1 102	30.6	71.5	32	-8.6	2.1	93	-15.5	6.0	314	-9.0	20.4	1	-50.0	0.1	1 542	15.4	5.4
2010	1 143	3.7	71.2	36	12.5	2.2	95	2.2	5.9	330	5.1	20.6	1	0.0	0.1	1 605	4.1	5.6
2011	1 164	1.8	72.4	36	0.0	2.2	93	-2.1	5.8	314	-4.8	19.5	1	0.0	0.1	1 608	0.2	5.6
2012	1 218	4.6	72.3	44	22.2	2.6	92	-1.1	5.5	327	4.1	19.4	4	300.0	0.2	1 685	4.8	5.9
2013	1 229	0.9	71.5	51	15.9	3.0	86	-6.5	5.0	347	6.1	20.2	6	50.0	0.3	1 719	2.0	6.0
2014	1 011	-17.7	67.2	61	19.6	4.1	99	15.1	6.6	325	-6.3	21.6	8	33.3	0.5	1 504	-12.5	5.2
Total 1994–2014	**19 086**	**39.4**	**66.3**	**692**	**125.9**	**2.4**	**2 158**	**-2.9**	**7.5**	**6 802**	**-32.9**	**23.6**	**30**	**700.0**	**0.1**	**28 768**	**12.4**	**100.0**

Table 51: UNTASEs at Wits Plus according to race and the year of enrolment, 1994–2014

Year of enrolment	African			Coloured			Indian			White			Other			Total: UNTASEs at Wits Plus		
	n	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment
2002	111	n/a	n/a	26	n/a	n/a	32	n/a	n/a	84	n/a	n/a	0	n/a	n/a	253	n/a	n/a
2003	133	19.8	44.8	26	0.0	8.8	54	68.8	18.2	84	0.0	28.3	0	n/a	0.0	297	17.4	5.7
2004	131	-1.5	43.2	37	42.3	12.2	55	1.9	18.2	80	-4.8	26.4	0	n/a	0.0	303	2.0	5.9
2005	109	-16.8	38.1	38	2.7	13.3	59	7.3	20.6	80	0.0	28.0	0	n/a	0.0	286	-5.6	5.5
2006	135	23.9	45.8	35	-7.9	11.9	50	-15.3	16.9	75	-6.3	25.4	0	n/a	0.0	295	3.1	5.7
2007	166	23.0	51.9	31	-11.4	9.7	49	-2.0	15.3	73	-2.7	22.8	1	n/a	0.3	320	8.5	6.2
2008	146	-12.0	52.7	25	-19.4	9.0	41	-16.3	14.8	65	-11.0	23.5	0	-100.0	0.0	277	-13.4	5.4
2009	224	53.4	58.2	30	20.0	7.8	39	-4.9	10.1	92	41.5	23.9	0	n/a	0.0	385	39.0	7.4
2010	276	23.2	61.2	43	43.3	9.5	49	25.6	10.9	83	-9.8	18.4	0	n/a	0.0	451	17.1	8.7
2011	276	0.0	60.1	47	9.3	10.2	56	14.3	12.2	79	-4.8	17.2	1	n/a	0.2	459	1.8	8.9
2012	293	6.2	57.9	59	25.5	11.7	68	21.4	13.4	83	5.1	16.4	3	200.0	0.6	506	10.2	9.8
2013	422	44.0	66.9	58	-1.7	9.2	73	7.4	11.6	77	-7.2	12.2	1	-66.7	0.2	631	24.7	12.2
2014	485	14.9	68.7	68	17.2	9.6	63	-13.7	8.9	88	14.3	12.5	2	100.0	0.3	706	11.9	13.7
Total 1994–2014	**2 907**	**336.9**	**56.2**	**523**	**161.5**	**10.1**	**688**	**96.9**	**13.3**	**1 043**	**4.8**	**20.2**	**8**	**100.0**	**0.2**	**5 169**	**179.1**	**100.0**

2A.5. Home language, institution and the year of enrolment

Table 52: UNTASEs according to home language and the year of enrolment, 1994–2014

Year of enrolment	Afrikaans					English					Official SA languages (excl. Afrikaans & English)					International languages					Other	UNTASEs total				
	n	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	*n*	% Increase or decrease from the previous year	% Representation of NTASE population	Mean age	SD
1994	688	n/a	30.9	29.5	5.9	684	n/a	30.7	28.0	4.5	718	n/a	32.3	28.5	4.1	86	n/a	3.9	27.6	3.6	49	2 225	n/a	4.1	28.6	4.9
1995	710	3.2	31.2	29.6	5.9	668	-2.3	29.3	28.3	4.8	766	6.7	33.7	28.2	3.8	86	0.0	3.8	27.5	3.8	46	2 276	2.3	4.2	28.7	4.9
1996	663	-6.6	30.3	29.7	6.1	646	-3.3	29.5	28.5	5.0	773	0.9	35.3	28.2	3.8	81	-5.8	3.7	27.6	3.8	25	2 188	-3.9	4.0	28.7	5.0
1997	576	-13.1	27.4	29.3	5.6	647	0.2	30.8	28.3	4.6	766	-0.9	36.5	28.5	4.1	90	11.1	4.3	27.0	3.7	20	2 099	-4.1	3.8	28.6	4.8
1998	517	-10.2	21.5	29.2	5.5	655	1.2	27.3	29.3	5.5	1 096	43.1	45.6	30.9	6.6	98	8.9	4.1	28.2	4.4	37	2 403	14.5	4.4	30.1	6.3
1999	462	-10.6	14.9	29.6	6.2	827	26.3	26.6	30.5	6.3	1 651	50.6	53.2	32.6	7.2	120	22.4	3.9	28.7	5.1	46	3 106	29.3	5.7	31.5	6.9
2000	439	-5.0	19.2	28.8	5.0	589	-28.8	25.8	29.1	5.6	1 125	-31.9	49.2	29.8	5.0	108	-10.0	4.7	27.7	4.5	25	2 286	-26.4	4.2	29.3	5.2
2001	392	-10.7	20.8	27.8	4.4	553	-6.1	29.4	28.9	5.5	795	-29.3	42.2	28.1	4.0	115	6.5	6.1	27.9	4.7	29	1 884	-17.6	3.4	28.2	4.6
2002	437	11.5	19.7	27.5	3.8	688	24.4	31.0	29.7	6.4	956	20.3	43.1	28.9	5.0	107	-7.0	4.8	28.6	5.5	30	2 218	17.7	4.1	28.8	5.3
2003	475	8.7	19.7	28.1	4.8	788	14.5	32.6	29.2	5.9	1 011	5.8	41.8	28.9	5.0	111	3.7	4.6	27.7	4.1	31	2 416	8.9	4.4	28.8	5.2
2004	446	-6.1	18.0	28.7	5.3	848	7.6	34.3	29.6	5.9	1 032	2.1	41.7	28.8	5.0	104	-6.3	4.2	27.5	3.6	42	2 472	2.3	4.5	29.0	5.4
2005	502	12.6	21.0	28.3	5.0	848	0.0	35.5	29.3	5.6	884	-14.3	37.0	28.8	4.9	98	-5.8	4.1	27.2	3.2	57	2 389	-3.4	4.4	28.8	5.1
2006	532	6.0	22.4	28.2	4.8	793	-6.5	33.4	29.5	5.9	881	-0.3	37.2	28.7	4.5	84	-14.3	3.5	28.3	4.5	81	2 371	-0.8	4.3	28.8	5.1
2007	542	1.9	22.4	28.2	4.7	772	-2.6	31.8	29.3	5.9	884	0.3	36.5	28.6	4.7	90	7.1	3.7	28.6	6.4	137	2 425	2.3	4.4	28.7	5.2
2008	553	2.0	21.9	28.2	4.8	741	-4.0	29.3	29.1	5.7	896	1.4	35.4	28.6	4.8	96	6.7	3.8	28.8	6.8	242	2 528	4.2	4.6	28.5	5.1
2009	581	5.1	19.7	28.5	5.0	822	10.9	27.9	29.1	5.8	1 207	34.7	41.0	30.6	6.2	109	13.5	3.7	28.7	6.4	223	2 942	16.4	5.4	29.4	5.8
2010	616	6.0	19.6	28.6	5.2	881	7.2	28.0	29.2	5.9	1 349	11.8	42.9	30.7	6.4	106	-2.8	3.4	29.3	6.2	191	3 143	6.8	5.7	29.6	6.0
2011	602	-2.3	18.8	28.4	5.1	934	6.0	29.2	29.0	5.5	1 387	2.8	43.4	30.8	6.7	140	32.1	4.4	28.8	5.6	132	3 195	1.7	5.8	29.6	6.0
2012	586	-2.7	17.9	28.2	4.6	1 014	8.6	30.9	29.2	5.7	1 444	4.1	44.1	31.1	6.8	143	2.1	4.4	28.7	5.2	91	3 278	2.6	6.0	29.8	6.1
2013	606	3.4	17.0	28.4	4.6	1 064	4.9	29.9	29.2	5.6	1 643	13.8	46.1	30.6	6.6	159	11.2	4.5	28.5	5.4	90	3 562	8.7	6.5	29.7	6.0
2014	506	-16.5	15.2	28.9	5.2	1 049	-1.4	31.5	29.2	5.7	1 518	-7.6	45.6	29.8	5.6	132	-17.0	4.0	29.2	5.7	126	3 331	-6.5	6.1	29.4	5.6
Total 1994–2014	**11 431**	**-26.5**	**20.9**	**28.7**	**5.2**	**16 511**	**53.4**	**30.2**	**29.2**	**5.7**	**22 782**	**111.4**	**41.6**	**29.8**	**5.8**	**2 263**	**53.5**	**4.1**	**28.3**	**5.1**	**1750**	**54 737**	**49.7**	**100.0**	**29.3**	**5.6**

Table 53: UNTASEs at SU according to home language and the year of enrolment, 1994–2014

Year of enrolment	Afrikaans			English			Official SA languages (excl. Afrikaans & English)			International languages			Other			Total: UNTASEs at SU		
	n	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment
1994	664	n/a	74.9	155	n/a	5166.7	26	26	866.7	3	n/a	0.3	39	n/a	4.4	887	n/a	4.3
1995	687	3.5	71.9	188	21.3	6266.7	38	38.0	1266.7	3	0.0	0.3	39	0.0	4.1	955	7.7	4.6
1996	651	-5.2	69.5	204	8.5	1133.3	44	44.0	244.4	18	500.0	1.9	20	-48.7	2.1	937	-1.9	4.5
1997	560	-14.0	66.4	202	-1.0	961.9	42	42.0	200.0	21	16.7	2.5	18	n/a	2.1	843	-10.0	4.1
1998	505	-9.8	40.7	258	27.7	758.8	412	412.0	1211.8	34	61.9	2.7	33	n/a	2.7	1 242	47.3	6.0
1999	451	-10.7	22.9	457	77.1	1114.6	972	972.0	2370.7	41	20.6	2.1	45	n/a	2.3	1 966	58.3	9.5
2000	422	-6.4	37.7	221	-51.6	1105.0	431	431.0	2155.0	20	-51.2	1.8	24	n/a	2.1	1 118	-43.1	5.4
2001	371	-12.1	57.4	184	-16.7	736.0	44	44.0	176.0	25	25.0	3.9	22	n/a	3.4	646	-42.2	3.1
2002	408	10.0	59.9	179	-2.7	942.1	57	57.0	300.0	19	-24.0	2.8	18	n/a	2.6	681	5.4	3.3
2003	441	8.1	58.6	226	26.3	1255.6	52	52.0	288.9	18	-5.3	2.4	15	n/a	2.0	752	10.4	3.6
2004	411	-6.8	54.7	258	14.2	1612.5	46	46.0	287.5	16	-11.1	2.1	20	n/a	2.7	751	-0.1	3.6
2005	466	13.4	58.6	251	-2.7	1930.8	46	46.0	353.8	13	-18.8	1.6	19	n/a	2.4	795	5.9	3.8
2006	498	6.9	58.7	260	3.6	1300.0	54	54.0	270.0	20	53.8	2.4	17	n/a	2.0	849	6.8	4.1
2007	502	0.8	61.7	221	-15.0	1300.0	52	52.0	305.9	17	-15.0	2.1	21	n/a	2.6	813	-4.2	3.9
2008	512	2.0	56.0	236	6.8	1311.1	119	119.0	661.1	18	5.9	2.0	30	n/a	3.3	915	12.5	4.4
2009	524	2.3	51.6	313	32.6	782.5	111	111.0	277.5	40	122.2	3.9	27	n/a	2.7	1 015	10.9	4.9
2010	556	6.1	51.1	314	0.3	1121.4	157	157.0	560.7	28	-30.0	2.6	32	n/a	2.9	1 087	7.1	5.2
2011	543	-2.3	48.1	333	6.1	740.0	174	174.0	386.7	45	60.7	4.0	33	n/a	2.9	1 128	3.8	5.4
2012	512	-5.7	47.1	323	-3.0	672.9	180	180.0	375.0	48	6.7	4.4	24	n/a	2.2	1 087	-3.6	5.2
2013	525	2.5	43.3	349	8.0	601.7	273	273.0	470.7	58	20.8	4.8	7	n/a	0.6	1 212	11.5	5.8
2014	427	-18.7	38.1	369	5.7	971.1	280	280.0	736.8	38	-34.5	3.4	7	n/a	0.6	1 121	-7.5	5.4
Total 1994–2014	**10 636**	**-35.7**	**51.1**	**5 501**	**138.1**	**1013.08**	**3 610**	**976.9**	**664.8**	**543**	**1166.7**	**2.6**	**510**	**-82.1**	**2.5**	**20 800**	**26.4**	**100.0**

Table 54: UNTASEs at Wits according to home language and the year of enrolment, 1994–2014

Year of enrolment	Afrikaans			English			Official SA languages (excl. Afrikaaans & English)			International languages			Other			Total: UNTASEs at Wits		
	n	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment
1994	24	n/a	1.8	529	n/a	637.3	692	n/a	833.7	83	n/a	6.2	10	n/a	0.7	1 338	n/a	4.7
1995	23	-4.2	1.7	480	-9.3	578.3	728	5.2	877.1	83	0.0	6.3	7	-30.0	0.5	1 321	-1.3	4.6
1996	12	-47.8	1.0	442	-7.9	701.6	729	0.1	1157.1	63	-24.1	5.0	5	-28.6	0.4	1 251	-5.3	4.3
1997	16	33.3	1.3	445	0.7	644.9	724	-0.7	1049.3	69	9.5	5.5	2	-60.0	0.2	1 256	0.4	4.4
1998	12	-25.0	1.0	397	-10.8	620.3	684	-5.5	1068.8	64	-7.2	5.5	4	100.0	0.3	1 161	-7.6	4.0
1999	11	-8.3	1.0	370	-6.8	468.4	679	-0.7	859.5	79	23.4	6.9	1	-75.0	0.1	1 140	-1.8	4.0
2000	17	54.5	1.5	368	-0.5	418.2	694	2.2	788.6	88	11.4	7.5	1	0.0	0.1	1 168	2.5	4.1
2001	21	23.5	1.7	369	0.3	410.0	751	8.2	834.4	90	2.3	7.3	7	600.0	0.6	1 238	6.0	4.3
2002	20	-4.8	1.6	373	1.1	433.7	794	5.7	923.3	86	-4.4	6.7	11	57.1	0.9	1 284	3.7	4.5
2003	21	5.0	1.5	411	10.2	477.9	833	4.9	968.6	86	0.0	6.3	16	45.5	1.2	1 367	6.5	4.8
2004	21	0.0	1.5	427	3.9	533.8	868	4.2	1085.0	80	-7.0	5.6	22	37.5	1.6	1 418	3.7	4.9
2005	21	0.0	1.6	426	-0.2	532.5	743	-14.4	928.8	80	0.0	6.1	38	72.7	2.9	1 308	-7.8	4.5
2006	22	4.8	1.8	372	-12.7	609.8	708	-4.7	1160.7	61	-23.8	5.0	64	68.4	5.2	1 227	-6.2	4.3
2007	23	4.5	1.8	404	8.6	594.1	682	-3.7	1002.9	68	11.5	5.3	115	79.7	8.9	1 292	5.3	4.5
2008	29	26.1	2.2	374	-7.4	519.4	651	-4.5	904.2	72	5.9	5.4	210	82.6	15.7	1 336	3.4	4.6
2009	36	24.1	2.3	358	-4.3	586.9	893	37.2	1463.9	61	-15.3	4.0	194	-7.6	12.6	1 542	15.4	5.4
2010	40	11.1	2.5	397	10.9	610.8	948	6.2	1458.5	65	6.6	4.0	155	-20.1	9.7	1 605	4.1	5.6
2011	38	-5.0	2.4	420	5.8	531.6	975	2.8	1234.2	79	21.5	4.9	96	-38.1	6.0	1 608	0.2	5.6
2012	51	34.2	3.0	480	14.3	615.4	1 018	4.4	1305.1	78	-1.3	4.6	58	-39.6	3.4	1 685	4.8	5.9
2013	58	13.7	3.4	492	2.5	572.1	1 002	-1.6	1165.1	86	10.3	5.0	81	39.7	4.7	1 719	2.0	6.0
2014	49	-15.5	3.3	448	-8.9	560.0	811	-19.1	1013.8	80	-7.0	5.3	116	43.2	7.7	1 504	-12.5	5.2
Total 1994–2014	**565**	**104.2**	**2.0**	**8 782**	**-15.3**	**548.5**	**16 607**	**17.2**	**1037.3**	**1601**	**-3.6**	**5.6**	**1 213**	**1 060.0**	**4.2**	**28 768**	**12.4**	**100.0**

Table 55: UNTASEs at Wits Plus according to home language and the year of enrolment, 1994–2014

Year of enrolment	Afrikaans			English			Official SA languages (excl. Afrikaans & English)			International languages			Other			Total: UNTASEs at Wits Plus		
	n	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment
2002	9	n/a	n/a	136	n/a	n/a	105	n/a	n/a	2	n/a	n/a	3	n/a	n/a	253	n/a	n/a
2003	13	44.4	4.4	151	11.0	2157.1	126	20.0	1800.0	7	250.0	2.4	7	133.3	2.4	297	17.4	5.7
2004	14	7.7	4.6	163	7.9	2037.5	118	-6.3	1475.0	8	14.3	2.6	8	14.3	2.6	303	2.0	5.9
2005	15	7.1	5.2	171	4.9	3420.0	95	-19.5	1900.0	5	-37.5	1.7	5	-37.5	1.7	286	-5.6	5.5
2006	12	-20.0	4.1	161	-5.8	5366.7	119	25.3	3966.7	3	-40.0	1.0	3	-40.0	1.0	295	3.1	5.7
2007	17	41.7	5.3	147	-8.7	2940.0	150	26.1	3000.0	5	66.7	1.6	5	66.7	1.6	320	8.5	6.2
2008	12	-29.4	4.3	131	-10.9	2183.3	126	-16.0	2100.0	6	20.0	2.2	6	20.0	2.2	277	-13.4	5.4
2009	21	75.0	5.5	151	15.3	1887.5	203	61.1	2537.5	8	33.3	2.1	8	33.3	2.1	385	39.0	7.4
2010	20	-4.8	4.4	170	12.6	1307.7	244	20.2	1876.9	13	62.5	2.9	13	62.5	2.9	451	17.1	8.7
2011	21	5.0	4.6	181	6.5	1131.3	238	-2.5	1487.5	16	23.1	3.5	16	23.1	3.5	459	1.8	8.9
2012	23	9.5	4.5	211	16.6	1241.2	246	3.4	1447.1	17	6.3	3.4	17	6.3	3.4	506	10.2	9.8
2013	23	0.0	3.6	223	5.7	1486.7	368	49.6	2453.3	15	-11.8	2.4	15	-11.8	2.4	631	24.7	12.2
2014	30	30.4	4.2	232	4.0	1657.1	427	16.0	3050.0	14	-6.7	2.0	14	-6.7	2.0	706	11.9	13.7
Total 1994–2014	**230**	**233.3**	**4.4**	**2 228**	**70.6**	**1872.3**	**2 565**	**306.7**	**2155.5**	**119**	**600.0**	**2.3**	**120**	**366.7**	**2.3**	**5 169**	**179.1**	**100.0**

2A.6. Academic discipline/faculty, institution and the year of enrolment

Table 56: UNTASEs according to academic discipline and the year of enrolment, 1994–2014

Year of enrolment	AgriSciences					Humanities (Wits) / Arts & Social Sciences (SU)/Education (SU)					Science (Wits & SU)					Commerce, Law& Management (Wits) / Economic & Management Sciences (SU)/Law					Engineering (Wits & SU)					Health Sciences (Wits) / Medical & Health Sciences (SU)					Military Science					Theology					UNTASEs total				
	n	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASEs for year of enrolment	Mean age	SD	*n*	% Increase or decrease from previous year	% Representation of UNTASE population	Mean age	SD
1994	55	na	2.5	27.4	3.7	730	na	32.8	30.1	6.1	172	n/a	7.7	27.8	3.4	350	n/a	15.7	28.9	5.0	325	n/a	14.6	27.1	2.7	517	n/a	23.2	27.9	4.1	76	n/a	3.4	27.5	2.3	0	n/a	0.0	n/a	n/a	2 225	n/a	4.1	28.6	4.9
1995	45	-18.2	2.0	27.6	3.9	729	-0.1	32.0	30.2	6.1	177	2.9	7.8	27.6	3.3	384	9.7	16.9	29.5	5.3	315	-3.1	13.8	27.1	3.0	521	0.8	22.9	27.7	4.0	105	38.2	4.6	27.1	2.2	0	n/a	0.0	n/a	n/a	2 276	2.3	4.2	28.7	4.9
1996	40	-11.1	1.8	28.1	3.8	687	-5.8	31.4	29.9	6.2	148	-16.4	6.8	27.8	3.6	371	-3.4	17.0	29.7	5.3	255	-19.0	11.7	27.1	2.8	560	7.5	25.6	28.0	4.3	120	14.3	5.5	27.0	2.3	7	n/a	0.3	30.1	5.0	2 188	-3.9	4.0	28.7	5.0
1997	49	22.5	2.3	28.6	4.1	645	-6.1	30.7	29.3	5.4	129	-12.8	6.1	27.4	3.3	349	-5.9	16.6	30.0	5.5	282	10.6	13.4	27.3	3.1	529	-5.5	25.2	28.1	4.4	108	-9.2	5.2	27.1	2.4	7	0.0	0.3	31.0	5.2	2 069	-4.1	3.8	28.6	4.8
1998	50	2.0	2.1	28.8	4.0	1 058	64.0	44.0	32.4	7.6	133	3.1	5.5	27.0	3.1	318	-8.9	13.2	29.9	5.4	273	-3.2	11.4	27.5	3.2	474	-10.4	19.7	27.9	3.9	92	-15.6	3.8	27.3	2.6	5	-28.6	0.2	32.4	7.1	2 403	14.5	4.4	30.1	6.3
1999	57	14.0	1.8	28.9	4.9	1 801	70.2	58.0	34.1	7.5	122	-8.3	3.9	27.2	2.8	322	1.3	10.4	29.7	5.1	266	-2.6	8.6	27.4	3.2	467	-1.5	15.0	27.3	3.4	64	-30.4	2.1	27.6	3.9	7	40.0	0.2	30.0	6.0	3 106	29.3	5.7	31.5	6.9
2000	63	10.5	2.8	29.3	5.4	947	-47.4	41.4	31.1	5.9	136	11.5	5.9	27.6	3.0	357	10.9	15.6	29.7	5.4	271	1.9	11.9	27.3	2.9	434	-7.1	19.0	27.2	3.1	54	-15.6	2.4	26.3	1.9	24	242.9	1.0	31.7	7.0	2 286	-26.4	4.2	29.3	5.2
2001	57	-9.5	3.0	29.1	5.4	484	-48.9	25.7	29.3	5.6	155	14.0	8.2	27.5	3.6	416	16.5	22.1	28.8	5.2	245	-9.6	13.0	27.5	3.2	439	1.2	23.3	27.2	3.1	62	14.8	3.3	26.3	1.9	26	8.3	1.4	31.5	6.1	1 884	-17.6	3.4	28.2	4.6
2002	53	-7.0	2.4	28.6	5.5	634	31.0	28.6	30.4	6.9	165	6.5	7.4	27.7	3.6	532	27.9	24.0	28.4	5.4	269	9.8	12.1	27.6	3.7	451	2.7	20.3	27.1	2.9	86	38.7	3.9	27.3	2.3	28	7.7	1.3	31.6	6.2	2 218	17.7	4.1	28.8	5.3
2003	40	-24.5	1.7	27.3	3.4	753	18.8	31.2	29.9	6.6	178	7.9	7.4	27.7	4.0	568	6.8	23.5	28.9	4.9	254	-5.6	10.5	27.9	4.1	468	3.8	19.4	27.3	3.3	117	36.0	4.8	29.3	5.0	38	35.7	1.6	32.4	7.0	2 416	8.9	4.4	28.8	5.2
2004	44	10.0	1.8	29.5	5.4	725	-3.7	29.3	30.2	6.6	196	10.1	7.9	27.6	4.0	604	6.3	24.4	28.9	4.9	262	3.1	10.6	27.5	3.6	429	-8.3	17.4	27.3	3.5	178	52.1	7.2	31.2	5.5	34	-10.5	1.4	33.8	7.3	2 472	2.3	4.5	29.0	5.4
2005	65	47.7	2.7	29.3	5.3	670	-7.6	28.0	29.8	6.2	173	-11.7	7.2	27.7	4.0	550	-8.9	23.0	28.9	4.9	259	-1.1	10.8	27.5	3.7	482	12.4	20.2	27.3	3.4	160	-10.1	6.7	31.4	5.5	30	-11.8	1.3	32.3	7.2	2 389	-3.4	4.4	28.8	5.1
2006	78	20.0	3.3	28.5	4.7	686	2.4	28.9	29.5	5.7	150	-13.3	6.3	27.5	3.8	554	0.7	22.4	29.1	5.4	255	-1.5	10.8	27.3	3.1	439	-8.9	18.5	27.7	3.9	174	8.8	7.3	31.1	5.7	35	16.7	1.5	32.2	8.1	2 371	-0.8	4.3	28.8	5.1
2007	82	5.1	3.4	28.3	4.7	714	4.1	29.4	29.7	6.0	125	-16.7	5.2	27.6	4.4	606	9.4	25.0	28.7	5.2	269	5.5	11.1	27.0	3.0	470	7.1	19.4	27.4	3.5	127	-27.0	5.2	31.4	6.5	32	-8.6	1.3	32.1	7.4	2 425	2.3	4.4	28.7	5.2
2008	76	-7.3	3.0	28.2	4.1	764	7.0	30.2	29.8	5.9	140	12.0	5.5	27.5	4.0	525	-13.4	20.8	28.3	5.3	287	6.7	11.4	26.8	2.6	504	7.2	19.9	27.4	3.6	193	56.7	7.9	29.8	6.2	33	3.1	1.3	32.2	7.1	2 528	4.2	4.6	28.5	5.1
2009	68	-10.5	2.3	28.7	5.2	1 026	34.3	34.9	32.1	6.8	125	-10.7	4.2	27.2	3.7	607	15.6	20.6	28.3	5.5	311	8.4	10.6	26.8	2.7	520	3.2	17.7	27.4	3.6	238	29.6	8.8	29.6	5.5	27	-18.2	0.9	34.9	8.5	2 942	16.4	5.4	29.4	5.8
2010	66	-2.9	2.1	29.3	5.7	1 166	13.6	37.1	32.2	6.8	144	15.2	4.6	27.0	3.1	649	6.9	20.6	28.5	5.7	324	4.2	10.3	26.8	2.6	523	0.6	16.6	27.1	3.0	243	-5.8	7.7	29.8	5.7	28	3.7	0.9	35.8	8.2	3 143	6.8	5.7	29.6	6.0
2011	82	24.2	2.6	29.1	5.7	1 209	3.7	37.8	32.2	7.1	135	-6.3	4.2	26.9	2.5	629	-3.1	19.7	28.6	5.0	364	12.3	11.4	27.0	2.9	519	-0.8	16.2	26.9	2.8	226	-7.0	7.1	30.2	6.2	31	10.7	1.0	33.5	8.8	3 195	1.7	5.8	29.6	6.0
2012	59	-28.0	1.8	28.2	4.9	1 251	3.5	38.2	32.5	7.3	151	11.9	4.6	26.9	2.7	673	7.0	20.5	28.9	5.1	371	1.9	11.3	27.0	2.9	514	-1.0	15.7	27.2	3.3	221	-2.2	6.7	29.9	5.5	30	22.6	1.2	34.0	8.6	3 278	2.6	6.0	29.8	6.1
2013	80	35.6	2.2	27.3	4.1	1 331	6.4	37.4	32.2	7.1	118	-21.9	3.3	27.1	3.0	683	1.5	19.2	29.1	5.1	449	21.0	12.6	26.7	2.5	551	7.2	15.5	27.2	3.3	298	34.8	8.4	30.1	5.4	52	36.8	1.5	33.7	8.0	3 562	8.7	6.5	29.7	6.0
2014	70	-12.5	2.1	27.3	4.8	1 184	-11.0	35.5	31.1	6.4	116	-1.7	3.5	27.0	3.1	612	-10.4	18.4	29.9	5.5	432	-3.8	13.0	26.6	2.3	563	2.2	16.9	27.2	3.2	299	0.3	9.0	30.3	5.7	55	5.8	1.7	34.9	8.1	3 331	-6.5	6.1	29.4	5.6
Total 1994–2014	**1 279**	**27.3**	**2.3**	**28.5**	**4.8**	**19 194**	**62.2**	**35.1**	**31.3**	**6.0**	**3 088**	**-32.6**	**5.6**	**27.4**	**3.5**	**10 659**	**74.9**	**19.5**	**29.1**	**5.2**	**6 338**	**32.9**	**11.6**	**27.1**	**3.0**	**10 374**	**8.9**	**19.0**	**27.4**	**3.6**	**3 288**	**293.4**	**6.0**	**29.5**	**5.3**	**537**	**685.7**	**1.0**	**33.1**	**7.6**	**54 737**	**49.7**	**100.0**	**29.3**	**5.6**

Table 57: UNTASEs at SU according to faculty and the year of enrolment, 1994–2014

Year of enrolment	AgriSciences			Arts & Social Sciences + Education			Economic & Management Sciences + Law			Engineering			Medical & Health Sciences			Science			Military Science			Theology			Total: UNTASEs at SU		
	n	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at SU for year of enrolment
1994	55	n/a	6.2	222	n/a	25.0	228	n/a	25.7	62	n/a	7.0	212	n/a	23.9	32	n/a	3.6	76	n/a	8.6	0	n/a	0.0	887	n/a	4.3
1995	45	-18.2	5.1	231	4.1	26.0	261	14.5	29.4	67	8.1	7.6	208	-1.9	23.4	38	18.8	4.3	105	38.2	11.8	0	n/a	0.0	955	7.7	4.6
1996	40	-11.1	4.5	182	-21.2	20.5	249	-4.6	28.1	63	-6.0	7.1	246	18.3	27.7	30	-21.1	3.4	120	14.3	13.5	7	n/a	0.8	937	-1.9	4.5
1997	49	22.5	5.5	141	-22.5	15.9	227	-8.8	25.6	66	4.8	7.4	220	-10.6	24.8	24	-20.0	2.7	109	-9.2	12.3	7	0.0	0.8	843	-10.0	4.1
1998	50	2.0	5.6	629	346.1	70.9	180	-20.7	20.3	59	-10.6	6.7	196	-10.9	22.1	31	29.2	3.5	92	-15.6	10.4	5	-28.6	0.6	1 242	47.3	6.0
1999	57	14.0	6.4	1 418	125.4	159.9	160	-11.1	18.0	47	-20.3	5.3	181	-7.7	20.4	32	3.2	3.6	64	-30.4	7.2	7	40.0	0.8	1 966	58.3	9.5
2000	63	10.5	7.1	580	-59.1	65.4	146	-8.8	16.5	48	2.1	5.4	171	-5.5	19.3	32	0.0	3.6	54	-15.6	6.1	24	242.9	2.7	1 118	-43.1	5.4
2001	57	-9.5	6.4	97	-83.3	10.9	161	10.3	18.2	44	-8.3	5.0	167	-2.3	18.8	32	0.0	3.6	62	14.8	7.0	26	8.3	2.9	646	-42.2	3.1
2002	53	-7.0	6.0	120	23.7	13.5	135	-16.1	15.2	46	4.5	5.2	181	8.4	20.4	32	0.0	3.6	86	38.7	9.7	28	7.7	3.2	681	5.4	3.3
2003	40	-24.5	4.5	169	40.8	19.1	129	-4.4	14.5	46	0.0	5.2	180	-0.6	20.3	33	3.1	3.7	117	36.0	13.2	38	35.7	4.3	752	10.4	3.6
2004	44	10.0	5.0	147	-13.0	16.6	134	3.9	15.1	58	26.1	6.5	119	-33.9	13.4	37	12.1	4.2	178	52.1	20.1	34	-10.5	3.8	751	-0.1	3.6
2005	65	47.7	7.3	166	12.9	18.7	111	-17.2	12.5	66	13.8	7.4	144	21.0	16.2	53	43.2	6.0	160	-10.1	18.0	30	-11.8	3.4	795	5.9	3.8
2006	78	20.0	8.8	164	-1.2	18.5	135	21.6	15.2	70	6.1	7.9	150	4.2	16.9	43	-18.9	4.8	174	8.8	19.6	35	16.7	3.9	849	6.8	4.1
2007	82	5.1	9.2	180	9.8	20.3	129	-4.4	14.5	78	11.4	8.8	144	-4.0	16.2	41	-4.7	4.6	127	-27.0	14.3	32	-8.6	3.6	813	-4.2	3.9
2008	76	-7.3	8.6	195	8.3	22.0	119	-7.8	13.4	94	20.5	10.6	140	-2.8	15.8	59	43.9	6.7	199	56.7	22.4	33	3.1	3.7	915	12.5	4.4
2009	68	-10.5	7.7	192	-1.5	21.6	159	33.6	17.9	88	-6.4	9.9	160	14.3	18.0	63	6.8	7.1	258	29.6	29.1	27	-18.2	3.0	1 015	10.9	4.9
2010	66	-2.9	7.4	239	24.5	26.9	157	-1.3	17.7	108	22.7	12.2	162	1.3	18.3	84	33.3	9.5	243	-5.8	27.4	28	3.7	3.2	1 087	7.1	5.2
2011	82	24.2	9.2	268	12.1	30.2	151	-3.8	17.0	129	19.4	14.5	171	5.6	19.3	70	-16.7	7.9	226	-7.0	25.5	31	10.7	3.5	1 128	3.8	5.4
2012	59	-28.0	6.7	242	-9.7	27.3	141	-6.6	15.9	129	0.0	14.5	167	-2.3	18.8	90	28.6	10.1	221	-2.2	24.9	38	22.6	4.3	1 087	-3.6	5.2
2013	80	35.6	9.0	246	1.7	27.7	147	4.3	16.6	135	4.7	15.2	187	12.0	21.1	67	-25.6	7.6	298	34.8	33.6	52	36.8	5.9	1 212	11.5	5.8
2014	70	-12.5	7.9	209	-15.0	23.6	95	-35.4	10.7	144	6.7	16.2	187	0.0	21.1	62	-7.5	7.0	299	0.3	33.7	55	5.8	6.2	1 121	-7.5	5.4
Total 1994–2014	**1 279**	**27.3**	**6.1**	**6 037**	**-5.9**	**29.0**	**3 354**	**-58.3**	**16.1**	**1 647**	**132.3**	**7.9**	**3 693**	**-11.8**	**17.8**	**985**	**93.8**	**4.7**	**3 268**	**293.4**	**15.7**	**537**	**685.7**	**2.6**	**20 800**	**26.4**	**100.0**

Table 58: UNTASEs at Wits according to faculty and the year of enrolment, 1994–2014

Year of enrolment	Commerce, Law & Management			Engineering			Health Sciences			Humanities			Science			Total: UNTASEs at Wits		
	n	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits for year of enrolment
1994	122	n/a	9.1	263	n/a	19.7	305	n/a	22.8	508	n/a	38.0	140	n/a	10.5	1 338	n/a	4.7
1995	123	n/a	9.2	248	-5.7	18.5	313	2.6	23.4	498	-2.0	37.2	139	-0.7	10.4	1 321	-1.3	4.6
1996	122	-0.8	9.1	192	-22.6	14.3	314	0.3	23.5	505	1.4	37.7	118	-15.1	8.8	1 251	-5.3	4.3
1997	122	0.0	9.1	216	12.5	16.1	309	-1.6	23.1	504	-0.2	37.7	105	-11.0	7.8	1 256	0.4	4.4
1998	138	13.1	10.3	214	-0.9	16.0	278	-10.0	20.8	429	-14.9	32.1	102	-2.9	7.6	1 161	-7.6	4.0
1999	162	17.4	12.1	219	2.3	16.4	286	2.9	21.4	383	-10.7	28.6	90	-11.8	6.7	1 140	-1.8	4.0
2000	211	30.2	15.8	223	1.8	16.7	263	-8.0	19.7	367	-4.2	27.4	104	15.6	7.8	1 168	2.5	4.1
2001	255	20.9	19.1	201	-9.9	15.0	272	3.4	20.3	387	5.4	28.9	123	18.3	9.2	1 238	6.0	4.3
2002	283	11.0	21.2	223	10.9	16.7	270	-0.7	20.2	375	-3.1	28.0	133	8.1	9.9	1 284	3.7	4.5
2003	301	6.4	22.5	208	-6.7	15.5	288	6.7	21.5	425	13.3	31.8	145	9.0	10.8	1 367	6.5	4.8
2004	313	4.0	23.4	204	-1.9	15.2	310	7.6	23.2	432	1.6	32.3	159	9.7	11.9	1 418	3.7	4.9
2005	276	-11.8	20.6	193	-5.4	14.4	338	9.0	25.3	381	-11.8	28.5	120	-24.5	9.0	1 308	-7.8	4.5
2006	252	-8.7	18.8	185	-4.1	13.8	289	-14.5	21.6	394	3.4	29.4	107	-10.8	8.0	1 227	-6.2	4.3
2007	289	14.7	21.6	191	3.2	14.3	326	12.8	24.4	402	2.0	30.0	84	-21.5	6.3	1 292	5.3	4.5
2008	261	-9.7	19.5	193	1.0	14.4	364	11.7	27.2	437	8.7	32.7	81	-3.6	6.1	1 336	3.4	4.6
2009	243	-6.9	18.2	223	15.5	16.7	360	-1.1	26.9	654	49.7	48.9	62	-23.5	4.6	1 542	15.4	5.4
2010	276	13.6	20.6	216	-3.1	16.1	361	0.3	27.0	692	5.8	51.7	60	-3.2	4.5	1 605	4.1	5.6
2011	259	-6.2	19.4	235	8.8	17.6	348	-3.6	26.0	701	1.3	52.4	65	8.3	4.9	1 608	0.2	5.6
2012	327	26.3	24.4	242	3.0	18.1	347	-0.3	25.9	708	1.0	52.9	61	-6.2	4.6	1 685	4.8	5.9
2013	318	-2.8	23.8	314	29.8	23.5	364	4.9	27.2	672	-5.1	50.2	51	-16.4	3.8	1 719	2.0	6.0
2014	286	-10.1	21.4	288	-8.3	21.5	376	3.3	28.1	500	-25.6	37.4	54	5.9	4.0	1 504	-12.5	5.2
Total 1994–2014	**4 939**	**134.4**	**17.2**	**4 691**	**9.5**	**16.3**	**6 681**	**23.3**	**23.2**	**10 354**	**-1.6**	**36.0**	**2 103**	**-61.4**	**7.3**	**28 768**	**12.4**	**100.0**

Table 59: UNTASEs at Wits Plus according to faculty and the year of enrolment, 1994–2014

Year of enrolment	Commerce, Law & Management			Humanities			Total: UNTASEs at Wits Plus		
	n	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment	*n*	% Increase or decrease from previous year	% Representation at Wits Plus for year of enrolment
2002	114	n/a	n/a	139	n/a	n/a	253	n/a	n/a
2003	138	21.1	46.5	159	14.4	53.5	297	17.4	5.7
2004	157	13.8	51.8	146	-8.2	48.2	303	2.0	5.9
2005	163	3.8	57.0	123	-15.8	43.0	286	-5.6	5.5
2006	167	2.5	56.6	128	4.1	43.4	295	3.1	5.7
2007	188	12.6	58.8	132	3.1	41.3	320	8.5	6.2
2008	145	-22.9	52.3	132	0.0	47.7	277	-13.4	5.4
2009	205	41.4	53.2	180	36.4	46.8	385	39.0	7.4
2010	216	5.4	47.9	235	30.6	52.1	451	17.1	8.7
2011	219	1.4	47.7	240	2.1	52.3	459	1.8	8.9
2012	205	-6.4	40.5	301	25.4	59.5	506	10.2	9.8
2013	218	6.3	34.5	413	37.2	65.5	631	24.7	12.2
2014	231	6.0	32.7	475	15.0	67.3	706	11.9	13.7
Total 1994–2014	**2 366**	**102.6**	**45.8**	**2 803**	**241.7**	**54.2**	**5 169**	**179.1**	**100.0**

Appendix 3: Reporting of survey results: socio-demographic sub-categories

This appendix contains all the results for similarities and differences between socio-demographic sub-categories. These results not only provide an audit trail that would allow for replicability, but also have the potential to serve as a rich source of secondary data for other researchers within HE. Like the previous chapters, this section is organised into three sections: (1) motivation, (2) experiences, and (3) social support. In each of these sections, the quantitative data results are presented first, followed by the qualitative data results.

As explained in Chapter 4, I found the chi-square tests results too weak to determine differences between socio-demographic sub-categories. The Cramer's *V* results also only showed a handful of noteworthy medium to large effect sizes. When the chi-square test results (with Cramer's *V)* were compared to the percentage score results, it was obvious that the percentage score results were a much stronger indicator of respondents' different perceptions. Therefore, I decided to ignore the chi-square test results and resorted to evaluating the percentage scores. This also implied that I had to ignore (the previously formulated) null hypothesis to interpret the chi-square test results that there is no association between each demographic variable and each motivation, experience, and social support factor – with the significance level at which to accept or reject the null hypothesis at $p = 0.05$, which is considered the norm in the social sciences (Gravetter & Wallnau, 2013:593–620; Pallant, 2011:112–118, 217–220; Warner, 2013:317–340, 1075).

In view of this, I decided to benchmark respondents' most prevalent perceptions in the quantitative data set at 75% or more. At the outset, it should be noted that MS Excel defaulted the 74.5% scores to 74%, instead of 75%. The results, which are relevant to the discussion in Chapter 7, were adjusted to show the corrected rounding.

On the other hand, I benchmarked respondents' most prevalent perceptions in the quantified-qualitative data set at 10% or more. In order to be included for further discussion in Chapter 7, each category also had to contain at least 10 or more respondents to reflect a group perspective. It is important to remember that the calculations for the quantitative and quantified-qualitative data sets are different. Therefore, the percentage scores are not directly comparable. For instance, 80% would be a high score in the quantitative data set. On the other hand, 30% or 40% would be regarded as a high score in the quantified-qualitative data set (these calculations were made by assigning the first-mentioned theme to each respondent, then cross-tabulating "theme per individual" with each of the six variables on SPSS). As the results were adequately discussed in Chapter 7, no further discussion is provided here.

A3.1. Motivations according to socio-demographic sub-categories

A3.1.1. Motivations: quantitative data results

Table 60: A degree will provide access to better employment opportunities

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	95	**89**	4	**4**	1	**1**	3.68	.720	6	*67	.073	2	Small
	30–39 years	162	**87**	7	**4**	6	**3**							
	40–49 years	56	**86**	5	**8**	2	**3**							
	50–59 years	4	**80**	0	**0**	0	**0**							
Institutions	SU	71	**81**	6	**7**	1	**1**	5.94	.203	4	*44	.093	2	Small
	Wits	110	**92**	2	**2**	2	**2**							
	WitsPlus	136	**87**	8	**5**	6	**4**							
Gender	Female	203	**88**	11	**5**	6	**3**	.17	.919	2	17	.022	1	Small
	Male	114	**86**	5	**4**	3	**2**							
Race	African	166	**90**	6	**3**	5	**3**	14.12	.079	8	*60	.144	2	Small
	Coloured	36	**90**	3	**8**	0	**0**							
	Indian	13	**81**	1	**6**	0	**0**							
	White	83	**85**	2	**2**	4	**4**							
	Other	19	**76**	4	**16**	0	**0**							
Relationship status	Married – no children	44	**85**	2	**4**	3	**6**	5.35	.720	8	*67	.088	2	Small
	Married – with children	96	**88**	7	**6**	2	**2**							
	Single – no children	91	**87**	4	**4**	3	**3**							
	Single – with children	72	**96**	2	**3**	1	**1**							
	Other type of status	14	**61**	1	**4**	0	**0**							
Commencer / returner	Commencer	234	**89**	10	**4**	6	**2**	1.19	.553	2	*33	.059	1	Small
	Returner	83	**81**	6	**6**	3	**3**							
Column total (for each variable)		**317**	**87**	**16**	**4**	**9**	**2**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 61: I wanted to improve my career skills

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	88	**82**	1	**1**	7	**7**	3.35	.763	6	*67	.071	2	Small
	30–39 years	167	**89**	2	**1**	7	**4**							
	40–49 years	58	**89**	1	**2**	1	**2**							
	50–59 years	4	**80**	0	**0**	0	**0**							
Institutions	SU	66	**75**	2	**2**	5	**6**	4.35	.360	4	*44	.080	2	Small
	Wits	109	**92**	0	**0**	5	**4**							
	WitsPlus	142	**90**	2	**1**	5	**3**							
Gender	Female	207	**90**	2	**1**	9	**4**	.57	.752	2	*33	.041	1	Small
	Male	110	**83**	2	**2**	6	**5**							
Race	African	169	**91**	1	**1**	6	**3**	5.37	.001	8	*60	.257	2	Medium
	Coloured	38	**95**	1	**3**	1	**3**							
	Indian	13	**81**	0	**0**	1	**6**							
	White	79	**81**	2	**2**	5	**5**							
	Other	18	**72**	0	**0**	2	**8**							
Relationship status	Married – no children	44	**85**	0	**0**	4	**8**	5.32	.723	8	*67	.089	2	Small
	Married – with children	98	**90**	1	**1**	5	**5**							
	Single – no children	90	**86**	1	**1**	4	**4**							
	Single – with children	68	**91**	2	**3**	2	**3**							
	Other type of status	17	**74**	0	**0**	0	**0**							
Commencer / returner	Commencer	242	**92**	2	**1**	5	**2**	15.03	.001	2	*50	.212	1	Small
	Returner	75	**74**	2	**2**	10	**10**							
Column total (for each variable)		**317**	**87**	**4**	**1**	**15**	**4**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 62: I wanted to keep my mind active

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	78	**73**	9	**8**	11	**10**	10.41	.108	6	*42	.124	2	Small
	30–39 years	142	**76**	7	**4**	25	**13**							
	40–49 years	56	**86**	1	**2**	3	**5**							
	50–59 years	5	**100**	0	**0**	0	**0**							
Institutions	SU	53	**60**	7	**8**	14	**16**	12.53	.014	4	11	.136	2	Small
	Wits	93	**78**	7	**6**	12	**10**							
	WitsPlus	135	**86**	3	**2**	13	**8**							
Gender	Female	187	**81**	12	**5**	20	**9**	3.76	.157	2	0	.106	1	Small
	Male	94	**71**	5	**4**	19	**14**							
Race	African	146	**79**	7	**4**	18	**10**	16.36	.037	8	*47	.155	2	Small
	Coloured	26	**65**	6	**15**	7	**18**							
	Indian	14	**88**	1	**6**	1	**6**							
	White	77	**79**	3	**3**	8	**8**							
	Other	18	**72**	0	**0**	5	**20**							
Relationship status	Married – no children	44	**85**	2	**4**	3	**6**	13.16	.107	8	*33	.140	2	Small
	Married – with children	91	**83**	2	**2**	10	**9**							
	Single – no children	79	**75**	4	**4**	13	**12**							
	Single – with children	55	**73**	6	**8**	11	**15**							
	Other type of status	12	**52**	3	**13**	2	**9**							
Commencer / returner	Commencer	211	**81**	11	**4**	24	**9**	3.82	.148	2	17	.106	1	Small
	Returner	70	**69**	6	**6**	15	**15**							
Column total (for each variable)		**281**	**77**	**17**	**5**	**39**	**11**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 63: A degree will provide me with increased financial security

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	80	**75**	5	**5**	9	**8**	13.03	.043	6	*33	.140	2	Small
	30–39 years	148	**79**	9	**5**	17	**9**							
	40–49 years	49	**75**	8	**12**	4	**6**							
	50–59 years	2	**40**	0	**0**	2	**40**							
Institutions	SU	60	**68**	3	**3**	10	**11**	12.80	.012	4	11	.139	2	Small
	Wits	101	**85**	2	**2**	8	**7**							
	WitsPlus	118	**75**	17	**11**	14	**9**							
Gender	Female	188	**81**	16	**7**	16	**7**	4.34	.114	2	0	.114	1	Small
	Male	91	**68**	6	**5**	16	**12**							
Race	African	148	**80**	13	**7**	12	**6**	7.67	.466	8	*40	.107	2	Small
	Coloured	33	**83**	3	**8**	2	**5**							
	Indian	11	**69**	0	**0**	2	**13**							
	White	70	**71**	4	**4**	13	**13**							
	Other	17	**68**	2	**8**	3	**12**							
Relationship status	Married – no children	40	**77**	2	**4**	6	**12**	10.48	.233	8	*33	.125	2	Small
	Married – with children	85	**78**	8	**7**	10	**9**							
	Single – no children	77	**73**	6	**6**	10	**10**							
	Single – with children	65	**87**	6	**8**	2	**3**							
	Other type of status	12	**52**	0	**0**	4	**17**							
Commencer / returner	Commencer	209	**80**	18	**7**	17	**6**	7.84	.020	2	0	.153	1	Small
	Returner	70	**69**	4	**4**	15	**15**							
Column total (for each variable)		**279**	**77**	**22**	**6**	**32**	**9**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 64: I am in pursuit of lifelong learning

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	76	**71**	7	**7**	19	**18**	7.13	.309	6	*33	.102	2	Small
	30–39 years	140	**75**	16	**9**	17	**9**							
	40–49 years	53	**82**	4	**6**	6	**9**							
	50–59 years	5	**100**	0	**0**	0	**0**							
Institutions	SU	48	**55**	10	**11**	20	**23**	23.61	.000	4	0	.186	2	Small
	Wits	100	**84**	5	**4**	11	**9**							
	WitsPlus	126	**80**	12	**8**	11	**7**							
Gender	Female	184	**80**	15	**6**	21	**9**	5.60	.061	2	0	.128	1	Small
	Male	90	**68**	12	**9**	21	**16**							
Race	African	151	**82**	12	**6**	14	**8**	14.93	.060	8	*40	.148	2	Small
	Coloured	28	**70**	2	**5**	7	**18**							
	Indian	13	**81**	0	**0**	3	**19**							
	White	62	**63**	12	**12**	16	**16**							
	Other	20	**80**	1	**4**	2	**8**							
Relationship status	Married – no children	39	**75**	7	**13**	4	**8**	16.19	.040	8	20	.154	2	Small
	Married – with children	86	**79**	7	**6**	12	**11**							
	Single – no children	79	**75**	5	**5**	15	**14**							
	Single – with children	62	**83**	4	**5**	7	**9**							
	Other type of status	8	**35**	4	**17**	4	**17**							
Commencer / returner	Commencer	207	**79**	17	**6**	25	**10**	6.07	.048	2	0	.133	1	Small
	Returner	67	**66**	10	**10**	17	**17**							
Column total (for each variable)		**274**	**75**	**27**	**7**	**42**	**12**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 65: I desired a complete career change

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	76	**71**	4	**4**	18	**17**	6.48	.372	6	*33	.099	2	Small
	30–39 years	132	**71**	11	**6**	24	**13**							
	40–49 years	47	**72**	6	**9**	6	**9**							
	50–59 years	2	**40**	1	**20**	1	**20**							
Institutions	SU	58	**66**	4	**5**	8	**9**	1.97	.741	4	11	.055	2	Small
	Wits	88	**74**	6	**5**	17	**14**							
	WitsPlus	111	**71**	12	**8**	24	**15**							
Gender	Female	167	**72**	15	**6**	34	**15**	.41	.814	2	0	.035	1	Small
	Male	90	**68**	7	**5**	15	**11**							
Race	African	136	**74**	11	**6**	20	**11**	17.13	.129	8	*33	.162	2	Small
	Coloured	28	**70**	6	**15**	4	**10**							
	Indian	10	**63**	2	**13**	4	**25**							
	White	70	**71**	2	**2**	14	**14**							
	Other	13	**52**	1	**4**	7	**28**							
Relationship status	Married – no children	38	**73**	2	**4**	9	**17**	1.81	.986	8	*27	.053	2	Small
	Married – with children	77	**71**	7	**6**	15	**14**							
	Single – no children	73	**70**	8	**8**	13	**12**							
	Single – with children	54	**72**	4	**5**	10	**13**							
	Other type of status	15	**65**	1	**4**	2	**9**							
Commencer / returner	Commencer	185	**71**	20	**8**	35	**13**	3.79	.151	2	0	.107	1	Small
	Returner	72	**71**	2	**2**	14	**14**							
Column total (for each variable)		**257**	**71**	**22**	**6**	**49**	**13**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 66: I can cope with work and studies at the same time, therefore I am studying part-time

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	14	**67**	2	**10**	4	**19**	2.37	.882	6	*42	.090	2	Small
	30–39 years	48	**51**	17	**18**	21	**22**							
	40–49 years	23	**59**	7	**18**	8	**21**							
	50–59 years	2	**67**	0	**0**	1	**33**							
Institutions	SU	n/a	**n/a**	n/a	**n/a**	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Wits	n/a	**n/a**	n/a	**n/a**	n/a	**n/a**							
	WitsPlus	87	**55**	26	**17**	34	**22**							
Gender	Female	60	**54**	20	**18**	26	**23**	.05	.592	2	0	.084	1	Small
	Male	27	**60**	6	**13**	8	**18**							
Race	African	44	**49**	16	**18**	24	**27**	20.75	.008	8	*47	.266	2	Medium
	Coloured	10	**59**	2	**12**	5	**29**							
	Indian	9	**90**	0	**0**	1	**10**							
	White	23	**72**	4	**13**	3	**9**							
	Other	1	**13**	4	**50**	1	**13**							
Relationship status	Married – no children	18	**69**	3	**12**	4	**15**	27.21	.001	8	*33	.304	2	Medium
	Married – with children	38	**55**	14	**20**	14	**20**							
	Single – no children	21	**68**	5	**16**	0	**0**							
	Single – with children	10	**33**	4	**13**	15	**50**							
	Other type of status	0	**0**	0	**0**	1	**100**							
Commencer / returner	Commencer	80	**55**	23	**16**	33	**23**	1.67	.434	2	*33	.107	1	Small
	Returner	7	**58**	3	**25**	1	**8**							
Column total (for each variable)		**87**	**55**	**26**	**17**	**34**	**22**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 67: My parents could not afford university when I was younger

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	48	**45**	2	**2**	38	**36**	7.39	.286	6	*42	.109	2	Small
	30–39 years	109	**58**	7	**4**	45	**24**							
	40–49 years	38	**58**	2	**3**	16	**25**							
	50–59 years	2	**40**	0	**0**	2	**40**							
Institutions	SU	31	**35**	1	**1**	33	**38**	12.55	.014	4	*22	.142	2	Small
	Wits	69	**58**	4	**3**	29	**24**							
	WitsPlus	97	**62**	6	**4**	39	**25**							
Gender	Female	132	**57**	4	**2**	63	**27**	4.54	.104	2	17	.121	1	Small
	Male	65	**49**	7	**5**	38	**29**							
Race	African	117	**63**	5	**3**	42	**23**	21.10	.007	8	*33	.185	2	Small
	Coloured	27	**68**	1	**3**	9	**23**							
	Indian	8	**50**	0	**0**	7	**44**							
	White	32	**33**	4	**4**	38	**39**							
	Other	13	**52**	1	**4**	5	**20**							
Relationship status	Married – no children	25	**48**	2	**4**	11	**21**	17.62	.024	8	*33	.169	2	Small
	Married – with children	72	**66**	6	**6**	23	**21**							
	Single – no children	42	**40**	2	**2**	41	**39**							
	Single – with children	48	**64**	1	**1**	20	**27**							
	Other type of status	10	**43**	0	**0**	6	**26**							
Commencer / returner	Commencer	169	**65**	7	**3**	54	**21**	37.35	.000	2	17	.348	1	Medium
	Returner	28	**27**	4	**4**	47	**46**							
Column total (for each variable)		**197**	**54**	**11**	**3**	**101**	**28**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 68: Changes in South Africa's employment practices

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	48	**45**	14	**13**	32	**30**	12.20	.058	6	*33	.139	2	Small
	30–39 years	105	**56**	8	**4**	49	**26**							
	40–49 years	39	**60**	3	**5**	13	**20**							
	50–59 years	2	**40**	0	**0**	1	**20**							
Institutions	SU	27	**31**	10	**11**	24	**27**	14.56	.006	4	11	.152	2	Small
	Wits	77	**65**	4	**3**	29	**24**							
	WitsPlus	90	**57**	11	**7**	42	**27**							
Gender	Female	125	**54**	11	**5**	70	**30**	8.04	.018	2	0	.160	1	Small
	Male	69	**52**	14	**11**	25	**19**							
Race	African	120	**65**	11	**6**	39	**21**	18.43	.018	8	*27	.171	2	Small
	Coloured	23	**58**	3	**8**	11	**28**							
	Indian	6	**38**	1	**6**	5	**31**							
	White	35	**36**	10	**10**	31	**32**							
	Other	10	**40**	0	**0**	9	**36**							
Relationship status	Married – no children	27	**52**	3	**6**	15	**29**	14.05	.081	8	20	.150	2	Small
	Married – with children	62	**57**	3	**3**	31	**28**							
	Single – no children	46	**44**	12	**11**	31	**30**							
	Single – with children	52	**69**	5	**7**	14	**19**							
	Other	7	**30**	2	**9**	4	**17**							
Commencer / returner	Commencer	157	**60**	17	**6**	60	**23**	11.22	.004	2	0	.189	1	Small
	Returner	37	**36**	8	**8**	35	**34**							
Column total (for each variable)		**194**	**53**	**25**	**7**	**95**	**26**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 69: I cannot cope with work and studies at the same time, therefore I am studying full-time

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	43	**50**	9	**10**	20	**23**	12.23	.057	6	*50	.193	2	Small
	30–39 years	38	**41**	2	**2**	30	**32**							
	40–49 years	16	**62**	0	**0**	6	**23**							
	50–59 years	0	**0**	0	**0**	1	**50**							
Institutions	SU	38	**43**	2	**2**	22	**25**	1.90	.388	2	17	.107	1	Small
	Wits	59	**50**	9	**8**	35	**29**							
	WitsPlus	n/a	**n/a**	n/a	**n/a**	n/a	**n/a**							
Gender	Female	60	**50**	6	**5**	34	**29**	.26	.880	2	17	.039	1	Small
	Male	37	**42**	5	**6**	23	**26**							
Race	African	49	**52**	6	**6**	23	**24**	7.34	.501	8	*47	.149	2	Small
	Coloured	10	**43**	1	**4**	10	**43**							
	Indian	1	**17**	0	**0**	3	**50**							
	White	28	**42**	4	**6**	18	**27**							
	Other	9	**53**	0	**0**	3	**18**							
Relationship status	Married – no children	14	**54**	0	**0**	7	**27**	8.68	.370	8	*40	.162	2	Small
	Married – with children	19	**48**	3	**8**	13	**33**							
	Single – no children	33	**45**	6	**8**	16	**22**							
	Single – with children	26	**58**	1	**2**	13	**29**							
	Other type of status	5	**23**	1	**5**	8	**36**							
Commencer / returner	Commencer	61	**52**	7	**6**	30	**26**	1.65	.437	2	17	.100	1	Small
	Returner	36	**40**	4	**4**	27	**30**							
Column total (for each variable)		**97**	**47**	11	**5**	**57**	**28**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 70: I wanted to experience the academic atmosphere on campus

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	45	**42**	9	**8**	39	**36**	6.29	.392	6	*25	.099	2	Small
	30–39 years	80	**43**	17	**9**	68	**36**							
	40–49 years	34	**52**	3	**5**	20	**31**							
	50–59 years	4	**80**	1	**20**	0	**0**							
Institutions	SU	33	**38**	7	**8**	32	**36**	2.86	.582	4	0	.067	2	Small
	Wits	54	**45**	13	**11**	40	**34**							
	WitsPlus	76	**48**	10	**6**	55	**35**							
Gender	Female	107	**46**	19	**8**	84	**36**	.09	.958	2	0	.016	1	Small
	Male	56	**42**	11	**8**	43	**32**							
Race	African	88	**48**	17	**9**	60	**32**	10.41	.238	8	20	.128	2	Small
	Coloured	20	**50**	3	**8**	15	**38**							
	Indian	7	**44**	3	**19**	5	**31**							
	White	34	**35**	6	**6**	42	**43**							
	Other	14	**56**	1	**4**	5	**20**							
Relationship status	Married – no children	17	**33**	7	**13**	20	**38**	6.62	.587	8	13	.102	2	Small
	Married – with children	55	**50**	8	**7**	37	**34**							
	Single – no children	47	**45**	7	**7**	38	**36**							
	Single – with children	38	**51**	7	**9**	24	**32**							
	Other type of status	6	**26**	1	**4**	8	**35**							
Commencer / returner	Commencer	140	**53**	20	**8**	76	**29**	25.87	.000	2	0	.284	1	Small
	Returner	23	**23**	10	**10**	51	**50**							
Column total (for each variable)		**163**	**45**	**30**	**8**	**127**	**35**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 71: I have more free time now that my children are at school/university/left home

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	4	**4**	4	**4**	22	**21**	13.65	.034	6	*33	.196	2	Small
	30–39 years	15	**8**	12	**6**	70	**37**							
	40–49 years	18	**28**	4	**6**	24	**37**							
	50–59 years	2	**40**	0	**0**	2	**40**							
Institutions	SU	5	**6**	0	**0**	19	**22**	8.32	.081	4	11	.153	2	Small
	Wits	11	**9**	12	**10**	40	**34**							
	WitsPlus	23	**15**	8	**5**	59	**38**							
Gender	Female	29	**13**	13	**6**	79	**34**	.86	.650	2	0	.070	1	Small
	Male	10	**8**	7	**5**	39	**29**							
Race	African	17	**9**	17	**9**	75	**41**	12.07	.148	8	*40	.185	2	Small
	Coloured	7	**18**	2	**5**	16	**40**							
	Indian	3	**19**	0	**0**	6	**38**							
	White	7	**7**	1	**1**	15	**15**							
	Other	5	**20**	0	**0**	6	**24**							
Relationship status	Married – no children	0	**0**	4	**8**	8	**15**	11.08	.197	8	*47	.177	2	Small
	Married – with children	21	**19**	7	**6**	58	**53**							
	Single – no children	6	**6**	2	**2**	13	**12**							
	Single – with children	10	**13**	7	**9**	36	**48**							
	Other type of status	2	**9**	0	**0**	3	**13**							
Commencer / returner	Commencer	35	**13**	16	**6**	92	**35**	2.63	.269	2	17	.122	1	Small
	Returner	4	**4**	4	**4**	26	**25**							
Column total (for each variable)		**39**	**11**	**20**	**5**	**118**	**32**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 72: A personal relationship had ended

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	6	**6**	4	**4**	41	**38**	1.17	.978	6	*50	.055	2	Small
	30–39 years	11	**6**	10	**5**	87	**47**							
	40–49 years	4	**6**	3	**5**	27	**42**							
	50–59 years	0	**0**	0	**0**	4	**80**							
Institutions	SU	9	**10**	3	**3**	26	**30**	19.45	.001	4	*22	.222	1	Small
	Wits	11	**9**	8	**7**	50	**42**							
	WitsPlus	1	**1**	6	**4**	83	**53**							
Gender	Female	13	**6**	7	**3**	106	**46**	3.37	.112	2	0	.149	1	Small
	Male	8	**6**	10	**8**	53	**40**							
Race	African	7	**4**	10	**5**	90	**49**	7.74	.459	8	*47	.140	2	Small
	Coloured	3	**8**	2	**5**	17	**43**							
	Indian	0	**0**	0	**0**	7	**44**							
	White	8	**8**	4	**4**	36	**37**							
	Other	3	**12**	1	**4**	9	**36**							
Relationship status	Married – no children	2	**4**	5	**10**	15	**29**	13.73	.189	8	*40	.187	2	Small
	Married – with children	3	**3**	4	**4**	63	**58**							
	Single – no children	9	**9**	4	**4**	34	**32**							
	Single – with children	6	**8**	3	**4**	39	**52**							
	Other type of status	1	**4**	1	**4**	8	**35**							
Commencer / returner	Commencer	12	**5**	12	**5**	116	**44**	2.26	.323	2	17	.107	1	Small
	Returner	9	**9**	5	**5**	43	**42**							
Column total (for each variable)		**21**	**6**	**17**	**5**	**159**	**44**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

A3.1.2. Motivations: quantified-qualitative data results

A3.1.2.1. General motivations: socio-demographic sub-categories as the unit of analysis

Once the motivation themes were allocated to individuals (as discussed in Chapter 4, Section 4.8.2.2.6., and Chapter 6, Section 6.2.1.3.1.), the quantified-qualitative data were cross-tabulated with each demographic variable to determine the extent to which respondents share similar and differing views (i.e., the unit of analysis is socio-demographic sub-categories). Included for further discussion in Chapter 7 were: career-related reasons; followed by degree/qualification-related reasons; and to a lesser extent, personal development; overcoming previous obstacles to study; to improve quality of life; and pursuing a passion/dream. Table 73 below shows that these themes not only have percentage scores of 10 or more, but also represent the views of 10 or more individuals.

Table 73: Motivation themes according to socio-demographic variables and sub-categories

Variables	Sub-categories	Career-related motivations		Degree/qualification-related motivations		Personal development		Overcoming previous obstacles to study		To improve my/our quality of life		Pursuing a passion/dream		Institution-specific motivations		Financial-related motivations		Time-related motivations		A preference for full-time studies		A preference for part-time studies		Philanthropic motivations		Political race-related motivations		Other personal motivations		Not applicable		Row total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Age	25–29 years	29	27.1	16	15.0	8	7.5	10	9.3	5	4.7	9	8.4	7	6.5	6	5.6	3	2.8	5	4.7	1	0.9	1	0.9	-	-	2	1.9	5	4.7	**107**	100
	30–39 years	58	32.0	28	14.0	16	8.8	17	10.0	17	9.5	13	5.7	11	6.1	10	4.9	3	1.8	-	-	4	2.3	3	1.6	1	0.4	2	1.1	4	2.0	**187**	100
	40–49 years	23	32.3	4	6.9	13	20.7	3	4.6	4	5.8	1	1.2	3	4.6	4	6.9	2	3.4	3	4.6	1	1.2	-	-	1	2.3	1	2.3	2	3.4	**65**	100
	50–59 years	-	-	-	-	3	60.0	-	-	-	-	-	-	-	-	-	-	2	40.0	-	-	-	-	-	-	-	-	-	-	-	-	**5**	**100**
	Total	**110**	**30.2**	**48**	**13.2**	**40**	**11.0**	**30**	**8.2**	**26**	**7.1**	**23**	**6.3**	**21**	**5.8**	**20**	**5.5**	**10**	**2.7**	**8**	**2.2**	**6**	**1.6**	**4**	**1.1**	**2**	**0.5**	**5**	**1.4**	**11**	**3.0**	**364**	**100**
Institution	SU	26	29.5	12	13.6	3	3.4	5	5.7	5	5.7	8	9.1	6	6.8	7	8.0	2	2.3	3	3.4	-	-	4	4.5	1	1.1	2	2.3	4	4.5	**88**	100
	Wits	32	27.1	20	16.9	10	8.5	7	5.9	13	11.0	14	11.9	4	3.4	7	5.9	3	2.5	5	4.2	-	-	-	-	1	0.8	-	-	2	1.7	**118**	100
	Wits Plus	52	32.9	16	10.1	27	17.1	18	11.4	8	5.1	1	0.6	11	7.0	6	3.8	5	3.2	-	-	6	3.8	-	-	-	-	3	1.9	5	3.2	**158**	100
	Total	**110**	**30.2**	**48**	**13.2**	**40**	**11.0**	**30**	**8.2**	**26**	**7.1**	**23**	**6.3**	**21**	**5.8**	**20**	**5.5**	**10**	**2.7**	**8**	**2.2**	**6**	**1.6**	**4**	**1.1**	**2**	**0.5**	**5**	**1.4**	**11**	**3.0**	**364**	**100**
Gender	Female	64	27.7	34	14.7	20	8.7	20	8.7	20	8.7	18	7.8	13	5.6	13	5.6	9	3.9	6	2.6	4	1.7	-	-	2	0.9	3	1.3	5	2.2	**231**	100
	Male	46	34.6	14	10.5	20	15.0	10	7.5	6	4.5	5	3.8	8	6.0	7	5.3	1	0.8	2	1.5	2	1.5	4	3.0	-	-	2	1.5	6	4.5	**133**	100
	Total	**110**	**30.2**	**48**	**13.2**	**40**	**11.0**	**30**	**8.2**	**26**	**7.1**	**23**	**6.3**	**21**	**5.8**	**20**	**5.5**	**10**	**2.7**	**8**	**2.2**	**6**	**1.6**	**4**	**1.1**	**2**	**0.5**	**5**	**1.4**	**11**	**3.0**	**364**	**100**
Race	African	46	24.9	32	17.3	21	11.4	15	8.1	15	8.1	8	4.3	11	5.9	9	4.9	5	2.7	3	1.6	6	3.2	2	1.1	2	1.1	3	1.6	7	3.8	**185**	100
	Coloured	17	42.5	3	7.5	2	5.0	6	15.0	5	12.5	1	2.5	3	7.5	1	2.5	1	2.5	-	-	-	-	-	-	-	-	1	2.5	-	-	**40**	100
	Indian	4	25.0	-	-	5	31.3	-	-	1	6.3	2	12.5	1	6.3	2	12.5	1	6.3	-	-	-	-	-	-	-	-	-	-	-	-	**16**	100
	White	36	36.7	12	12.2	8	8.2	8	8.2	3	3.1	10	10.2	5	5.1	7	7.1	1	1.0	3	3.1	-	-	1	1.0	-	-	1	1.0	3	3.1	**98**	100
	Other	7	28.0	1	4.0	4	16.0	1	4.0	2	8.0	2	8.0	1	4.0	1	4.0	2	8.0	2	8.0	-	-	1	4.0	-	-	-	-	1	4.0	**25**	100
	Total	**110**	**30.2**	**48**	**13.2**	**40**	**11.0**	**30**	**8.2**	**26**	**7.1**	**23**	**6.3**	**21**	**5.8**	**20**	**5.5**	**10**	**2.7**	**8**	**2.2**	**6**	**1.6**	**4**	**1.1**	**2**	**0.5**	**5**	**1.4**	**11**	**3.0**	**364**	**100**
Relationship status	Married without children	24	46.2	3	5.8	5	9.6	9	17.3	1	1.9	2	3.8	2	3.8	4	7.7	-	-	1	1.9	-	-	-	-	-	-	1	1.9	-	-	**52**	100
	Married with children	33	30.3	14	12.8	20	18.3	5	4.6	7	6.4	4	3.7	4	3.7	7	6.4	6	5.5	2	1.8	3	2.8	-	-	1	0.9	2	1.8	1	0.9	**109**	100
	Single without children	26	24.8	19	18.1	9	8.6	10	9.5	6	5.7	12	11.4	6	5.7	6	5.7	1	1.0	-	-	2	1.9	3	2.9	-	-	1	1.0	4	3.8	**105**	100
	Single with children	23	30.7	11	14.7	6	8.0	4	5.3	10	13.3	3	4.0	6	8.0	2	2.7	1	1.3	4	5.3	1	1.3	-	-	1	1.3	-	-	3	4.0	**75**	100
	Other type of status	4	17.4	1	4.3	-	-	2	8.7	2	8.7	2	8.7	3	13.0	1	4.3	2	8.7	1	4.3	-	-	1	4.3	-	-	1	4.3	3	13.0	**23**	100
	Total	**110**	**30.2**	**48**	**13.2**	**40**	**11.0**	**30**	**8.2**	**26**	**7.1**	**23**	**6.3**	**21**	**5.8**	**20**	**5.5**	**10**	**2.7**	**8**	**2.2**	**6**	**1.6**	**4**	**1.1**	**2**	**0.5**	**5**	**1.4**	**11**	**3.0**	**364**	**100**
Commencer/ returner	Commencer	74	28.2	35	13.4	34	13.0	26	9.9	21	8.0	11	4.2	13	5.0	14	5.3	9	3.4	6	2.3	4	1.5	1	0.4	1	0.4	4	1.5	9	3.4	**262**	100
	Returner	36	35.3	13	12.7	6	5.9	4	3.9	5	4.9	12	11.8	8	7.8	6	5.9	1	1.0	2	2.0	2	2.0	3	2.9	1	1.0	1	1.0	2	2.0	**102**	100
	Total	**110**	**30.2**	**48**	**13.2**	**40**	**11.0**	**30**	**8.2**	**26**	**7.1**	**23**	**6.3**	**21**	**5.8**	**20**	**5.5**	**10**	**2.7**	**8**	**2.2**	**6**	**1.6**	**4**	**1.1**	**2**	**0.5**	**5**	**1.4**	**11**	**3.0**	**364**	**100**

A3.1.2.2. SA's employment practice motivations: sub-categories as the unit of analysis

Included for further discussion in Chapter 7 were degree/qualification-related motivations and, to a lesser extent, for changes in the working environment and political race-related motivations. Table 74 below illustrates that these themes have percentage scores of 10 or more and represent the views of 10 or more individuals.

Table 74: Motivation themes as a result of changes in South Africa's employment practices according to socio-demographic variables and sub-categories

Variables	Sub-categories	Degree/ qualification-related motivations		Changes in the working environment		Political race-related motivations		Devaluation of non-degree qaulifications		Career-related motivations		Gender/race-related motivations		Devaluation of experience		Philanthropic motivations		Other		Not applicable		Row total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Age	25–29 years	16	15.0	6	5.6	7	6.5	10	9.3	-	-	2	1.9	-	-	-	-	-	-	66	61.7	**107**	100
	30–39 years	32	19.0	15	9.6	7	3.7	7	3.7	8	4.6	4	2.1	5	2.7	1	0.5	1	0.5	107	65.8	**187**	100
	40–49 years	12	22.5	9	17.2	6	9.2	-	-	2	3.7	2	3.1	1	1.5	1	1.5	1	2.9	32	55.1	**65**	100
	50–59 years	1	20.0	-	-	-	-	1	20.0	-	-	-	-	-	-	-	-	-	-	3	60.0	**5**	100
	Total	**61**	**16.8**	**30**	**8.2**	**20**	**5.5**	**18**	**4.9**	**10**	**2.7**	**8**	**2.2**	**6**	**1.6**	**1**	**0.3**	**2**	**0.5**	**208**	**57.1**	**364**	**100**
Institution	SU	8	9.1	5	5.7	2	2.3	3	3.4	3	3.4	2	2.3	1	1.1	1	1.1	-	-	63	71.6	**88**	100
	Wits	24	20.2	9	7.6	4	3.4	11	9.2	5	4.2	1	0.8	-	-	-	-	2	1.7	63	52.9	**119**	100
	Wits Plus	29	18.5	16	10.2	14	8.9	4	2.5	2	1.3	5	3.2	5	3.2	-	-	-	-	82	52.2	**157**	100
	Total	**61**	**16.8**	**30**	**8.2**	**20**	**5.5**	**18**	**4.9**	**10**	**2.7**	**8**	**2.2**	**6**	**1.6**	**1**	**0.3**	**2**	**0.5**	**208**	**57.1**	**364**	**100**
Gender	Female	47	20.3	20	8.7	10	4.3	11	4.8	5	2.2	3	1.3	6	2.6	-	-	2	0.9	127	55.0	**231**	100
	Male	14	10.5	10	7.5	10	7.5	7	5.3	5	3.8	5	3.8	-	-	1	0.8	-	-	81	60.9	**133**	100
	Total	**61**	**16.8**	**30**	**8.2**	**20**	**5.5**	**18**	**4.9**	**10**	**2.7**	**8**	**2.2**	**6**	**1.6**	**1**	**0.3**	**2**	**0.5**	**208**	**57.1**	**364**	**100**
Race	African	44	23.8	20	10.8	4	2.2	15	8.1	5	2.7	2	1.1	3	1.6	-	-	1	0.5	91	49.2	**185**	100
	Coloured	5	12.5	2	5.0	4	10.0	2	5.0	2	5.0	-	-	3	7.5	1	2.5	-	-	21	52.5	**40**	100
	Indian	3	18.8	1	6.3	-	-	-	-	-	-	1	6.3	-	-	-	-	-	-	11	68.8	**16**	100
	White	5	5.1	5	5.1	11	11.2	-	-	2	2.0	5	5.1	-	-	-	-	1	1.0	69	70.4	**98**	100
	Other	4	16.0	2	8.0	1	4.0	1	4.0	1	4.0		-	-	-	-	-	-	-	16	64.0	**25**	100
	Total	**61**	**16.8**	**30**	**8.2**	**20**	**5.5**	**18**	**4.9**	**10**	**2.7**	**8**	**2.2**	**6**	**1.6**	**1**	**0.3**	**2**	**0.5**	**208**	**57.1**	**364**	**100**
Relationship status	Married without children	6	11.5	4	7.7	3	5.8	2	3.8	3	5.8	2	3.8	1	1.9	-	-	1	1.9	30	57.7	**52**	100
	Married with children	27	24.8	7	6.4	7	6.4	4	3.7	3	2.8	-	-	3	2.8	1	0.9	-	-	57	52.3	**109**	100
	Single without children	13	12.4	4	3.8	8	7.6	9	8.6	-	-	4	3.8	-	-	-	-	-	-	67	63.8	**105**	100
	Single with children	13	17.3	13	17.3	1	1.3	3	4.0	2	2.7	2	2.7	2	2.7	-	-	1	1.3	38	50.7	**75**	100
	Other type of status	2	8.7	2	8.7	1	4.3	-	-	2	8.7	-	-	-	-	-	-	-	-	16	69.6	**23**	100
	Total	**61**	**16.8**	**30**	**8.2**	**20**	**5.5**	**18**	**4.9**	**10**	**2.7**	**8**	**2.2**	**6**	**1.6**	**1**	**0.3**	**2**	**0.5**	**208**	**57.1**	**364**	**100**
Commencer/ returner	Commencer	55	21.0	25	9.5	14	5.3	15	5.7	5	1.9	7	2.7	5	1.9	1	0.4	1	0.4	134	51.1	**262**	100
	Returner	6	5.9	5	4.9	6	5.9	3	2.9	5	4.9	1	1.0	1	1.0	-	-	1	1.0	74	72.5	**102**	100
	Total	**61**	**16.8**	**30**	**8.2**	**20**	**5.5**	**18**	**4.9**	**10**	**2.7**	**8**	**2.2**	**6**	**1.6**	**1**	**0.3**	**2**	**0.5**	**208**	**57.1**	**364**	**100**

A3.2. Experiences according to socio-demographic sub-categories

Next, the qualitative data results for experience are presented in table-format. As indicated earlier, sub-categories with percentage scores of 75% or more, with at least 10 or more respondents to reflect a group perspective, were included for further discussion in Chapter 7. Therefore, no further comments are made concerning these tables.

A3.2.1. Experiences: quantitative data results

Table 75: My experiences as an older student differ from those of younger students

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	88	**82**	3	**3**	13	**12**	9.90	.359	9	*56	.095	2	Small
	30–39 years	158	**84**	12	**6**	9	**5**							
	40–49 years	57	**88**	2	**3**	3	**5**							
	50–59 years	5	**100**	0	**0**	0	**0**							
Institutions	SU	72	**82**	6	**7**	6	**7**	4.34	.362	4	11	.079	2	Small
	Wits	102	**86**	4	**3**	12	**10**							
	WitsPlus	134	**85**	7	**4**	7	**4**							
Gender	Female	204	**88**	9	**4**	15	**6**	1.57	.457	2	0	.067	1	Small
	Male	104	**78**	8	**6**	10	**8**							
Race	African	154	**83**	11	**6**	14	**8**	4.92	.766	8	*47	.084	2	Small
	Coloured	36	**90**	1	**3**	2	**5**							
	Indian	14	**88**	0	**0**	1	**6**							
	White	83	**85**	5	**5**	5	**5**							
	Other	21	**84**	0	**0**	3	**12**							
Relationship status	Married – no children	46	**88**	3	**6**	2	**4**	3.88	.868	8	*40	.074	2	Small
	Married – with children	93	**85**	5	**5**	6	**6**							
	Single – no children	89	**85**	6	**6**	7	**7**							
	Single – with children	64	**85**	2	**3**	8	**11**							
	Other type of status	16	**70**	1	**4**	2	**9**							
Commencer / returner	Commencer	218	**83**	14	**5**	19	**7**	1.31	.520	2	17	.061	1	Small
	Returner	90	**88**	3	**3**	6	**6**							
Column total (for each variable)		**308**	**85**	**17**	**5**	**25**	**7**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 76: Studying provides me with a sense of accomplishment

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	80	**75**	11	**10**	12	**11**	6.57	.362	6	*33	.097	2	Small
	30–39 years	146	**78**	9	**5**	24	**13**							
	40–49 years	46	**71**	8	**12**	8	**12**							
	50–59 years	5	**100**	0	**0**	0	**0**							
Institutions	SU	63	**72**	14	**16**	6	**7**	22.00	.000	4	0	.178	2	Small
	Wits	103	**87**	6	**5**	9	**8**							
	WitsPlus	111	**71**	8	**5**	29	**18**							
Gender	Female	180	**78**	15	**6**	33	**14**	3.53	.170	2	0	.101	1	Small
	Male	97	**73**	13	**10**	11	**8**							
Race	African	147	**79**	9	**5**	23	**12**	14.35	.173	8	*40	.143	2	Small
	Coloured	32	**80**	2	**5**	5	**13**							
	Indian	12	**75**	0	**0**	3	**19**							
	White	66	**67**	15	**15**	12	**12**							
	Other	20	**80**	2	**8**	1	**4**							
Relationship status	Married – no children	40	**77**	4	**8**	7	**13**	8.63	.374	8	20	.111	2	Small
	Married – with children	84	**77**	7	**6**	13	**12**							
	Single – no children	80	**76**	12	**11**	10	**10**							
	Single – with children	62	**83**	3	**4**	9	**12**							
	Other type of status	11	**48**	2	**9**	5	**22**							
Commencer / returner	Commencer	204	**78**	15	**6**	32	**12**	5.09	.078	2	0	.121	1	Small
	Returner	73	**72**	13	**13**	12	**12**							
Column total (for each variable)		**277**	**76**	**28**	**8**	**44**	**12**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 77: As an older student, I am more disciplined than younger students

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	76	**71**	13	**12**	14	**13**	1.85	.993	6	*25	.052	2	Small
	30–39 years	136	**73**	20	**11**	23	**12**							
	40–49 years	50	**77**	6	**9**	6	**9**							
	50–59 years	4	**80**	0	**0**	1	**20**							
Institutions	SU	64	**73**	11	**13**	8	**9**	2.17	.705	4	0	.056	2	Small
	Wits	93	**78**	11	**9**	14	**12**							
	WitsPlus	109	**69**	17	**11**	22	**14**							
Gender	Female	168	**73**	24	**10**	36	**16**	6.08	.048	2	0	.132	1	Small
	Male	98	**74**	15	**11**	8	**6**							
Race	African	135	**73**	17	**9**	27	**15**	4.36	.824	8	*40	.079	2	Small
	Coloured	30	**75**	5	**13**	4	**10**							
	Indian	10	**63**	2	**13**	3	**19**							
	White	73	**74**	12	**12**	8	**8**							
	Other	18	**72**	3	**12**	2	**8**							
Relationship status	Married – no children	38	**73**	4	**8**	9	**17**	5.27	.728	8	13	.087	2	Small
	Married – with children	79	**72**	13	**12**	12	**11**							
	Single – no children	78	**74**	12	**11**	12	**11**							
	Single – with children	56	**75**	7	**9**	11	**15**							
	Other type of status	15	**65**	3	**13**	0	**0**							
Commencer / returner	Commencer	191	**73**	32	**12**	28	**11**	3.48	.176	2	0	.100	1	Small
	Returner	75	**74**	7	**7**	16	**16**							
Column total (for each variable)		**266**	**73**	**39**	**11**	**44**	**12**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 78: It is an advantage to be an older student

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	70	**65**	13	**12**	21	**20**	12.37	.193	9	*38	.106	2	Small
	30–39 years	111	**59**	15	**8**	53	**28**							
	40–49 years	33	**51**	6	**9**	23	**35**							
	50–59 years	2	**40**	2	**40**	1	**20**							
Institutions	SU	66	**75**	7	**8**	11	**13**	17.95	.001	4	0	.160	2	Small
	Wits	67	**56**	17	**14**	34	**29**							
	WitsPlus	83	**53**	12	**8**	53	**34**							
Gender	Female	140	**61**	20	**9**	68	**29**	2.25	.325	2	0	.080	1	Small
	Male	76	**57**	16	**12**	30	**23**							
Race	African	86	**46**	25	**14**	68	**37**	41.97	.000	8	*27	.245	2	Medium
	Coloured	25	**63**	2	**5**	12	**30**							
	Indian	7	**44**	3	**19**	5	**31**							
	White	79	**81**	4	**4**	10	**10**							
	Other	19	**76**	2	**8**	3	**12**							
Relationship status	Married – no children	38	**73**	3	**6**	10	**19**	27.53	.001	8	7	.197	2	Small
	Married – with children	50	**46**	12	**11**	42	**39**							
	Single – no children	72	**69**	12	**11**	18	**17**							
	Single – with children	39	**52**	8	**11**	27	**36**							
	Other type of status	17	**74**	1	**4**	1	**4**							
Commencer / returner	Commencer	140	**53**	29	**11**	82	**31**	13.37	.001	2	0	.195	1	Small
	Returner	76	**75**	7	**7**	16	**16**							
Column total (for each variable)		**216**	**59**	**36**	**10**	**98**	**27**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 79: I would like to socialise more with other NTASs

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	61	**57**	27	**25**	15	**14**	3.49	.745	6	*25	.071	2	Small
	30–39 years	97	**52**	42	**22**	39	**21**							
	40–49 years	39	**60**	14	**22**	9	**14**							
	50–59 years	3	**60**	1	**20**	1	**20**							
Institutions	SU	54	**61**	15	**17**	13	**15**	4.23	.375	4	0	.078	2	Small
	Wits	63	**53**	34	**29**	21	**18**							
	WitsPlus	83	**53**	35	**22**	30	**19**							
Gender	Female	135	**58**	51	**22**	42	**18**	1.21	.547	2	0	.059	1	Small
	Male	65	**49**	33	**25**	22	**17**							
Race	African	104	**56**	43	**23**	32	**17**	4.45	.814	8	20	.080	2	Small
	Coloured	23	**58**	6	**15**	10	**25**							
	Indian	8	**50**	4	**25**	3	**19**							
	White	54	**55**	23	**23**	16	**16**							
	Other	11	**44**	8	**32**	3	**12**							
Relationship status	Married – no children	28	**54**	12	**23**	11	**21**	3.97	.860	8	13	.076	2	Small
	Married – with children	55	**50**	26	**24**	23	**21**							
	Single – no children	63	**60**	21	**20**	17	**16**							
	Single – with children	44	**59**	20	**27**	10	**13**							
	Other type of status	10	**43**	5	**22**	3	**13**							
Commencer / returner	Commencer	148	**56**	60	**23**	42	**16**	1.69	.430	2	0	.070	1	Small
	Returner	52	**51**	24	**24**	22	**22**							
Column total (for each variable)		**200**	**55**	**84**	**23**	**64**	**18**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 80: I enjoy being amongst younger students on campus

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	52	**49**	28	**26**	23	**21**	10.18	.117	6	*25	.121	2	Small
	30–39 years	88	**47**	55	**29**	36	**19**							
	40–49 years	43	**66**	8	**12**	11	**17**							
	50–59 years	2	**40**	2	**40**	1	**20**							
Institutions	SU	48	**55**	22	**25**	13	**15**	8.08	.089	4	0	.108	2	Small
	Wits	69	**58**	31	**26**	18	**15**							
	WitsPlus	68	**43**	40	**25**	40	**25**							
Gender	Female	117	**51**	60	**26**	51	**22**	1.71	.426	2	0	.070	1	Small
	Male	68	**51**	33	**25**	20	**15**							
Race	African	95	**51**	45	**24**	39	**21**	4.92	.857	8	20	.076	2	Small
	Coloured	21	**53**	10	**25**	8	**20**							
	Indian	6	**38**	7	**44**	2	**13**							
	White	50	**51**	26	**27**	17	**17**							
	Other	13	**52**	5	**20**	5	**20**							
Relationship status	Married – no children	17	**33**	22	**42**	12	**23**	4.00	.008	8	13	.172	2	Small
	Married – with children	63	**58**	19	**17**	22	**20**							
	Single – no children	61	**58**	21	**20**	20	**19**							
	Single – with children	35	**47**	23	**31**	16	**21**							
	Other type of status	9	**39**	8	**35**	1	**4**							
Commencer / returner	Commencer	135	**52**	64	**24**	52	**20**	.61	.739	2	0	.042	1	Small
	Returner	50	**49**	29	**28**	19	**19**							
Column total (for each variable)		**185**	**51**	**93**	**26**	**71**	**20**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 81: I feel alienated from the rest of the students

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	33	**31**	7	**7**	63	**59**	26.50	.000	6	*33	.195	2	Small
	30–39 years	95	**51**	16	**9**	68	**36**							
	40–49 years	42	**65**	3	**5**	17	**26**							
	50–59 years	4	**80**	0	**0**	1	**20**							
Institutions	SU	21	**24**	9	**10**	53	**60**	165.13	.000	4	0	.486	2	Large
	Wits	23	**19**	6	**5**	89	**75**							
	WitsPlus	130	**83**	11	**7**	7	**4**							
Gender	Female	124	**54**	19	**8**	85	**37**	7.91	.019	2	0	.151	1	Small
	Male	50	**38**	7	**5**	64	**48**							
Race	African	90	**49**	13	**7**	76	**41**	4.94	.764	8	20	.084	2	Small
	Coloured	17	**43**	5	**13**	17	**43**							
	Indian	10	**63**	0	**0**	5	**31**							
	White	44	**45**	7	**7**	42	**43**							
	Other	13	**52**	1	**4**	9	**36**							
Relationship status	Married – no children	28	**54**	4	**8**	19	**37**	19.85	.011	8	13	.169	2	Small
	Married – with children	67	**61**	5	**5**	32	**29**							
	Single – no children	43	**41**	7	**7**	52	**50**							
	Single – with children	32	**43**	8	**11**	34	**45**							
	Other type of status	4	**17**	2	**9**	12	**52**							
Commencer / returner	Commencer	140	**53**	20	**8**	91	**35**	15.29	.000	2	0	.209	1	Small
	Returner	34	**33**	6	**6**	58	**57**							
Column total (for each variable)		**174**	**48**	**26**	**7**	**149**	**41**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 82: Time constraints negatively affect my academic performance

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	37	**35**	12	**11**	53	**50**	8.34	.214	6	*33	.109	2	Small
	30–39 years	60	**32**	13	**7**	106	**57**							
	40–49 years	29	**45**	2	**3**	31	**48**							
	50–59 years	1	**20**	0	**0**	4	**80**							
Institutions	SU	37	**42**	11	**13**	34	**39**	61.01	.000	4	0	.296	2	Medium
	Wits	66	**55**	9	**8**	43	**36**							
	WitsPlus	24	**15**	7	**4**	117	**75**							
Gender	Female	84	**36**	16	**7**	128	**55**	.51	.776	2	0	.038	1	Small
	Male	43	**32**	11	**8**	66	**50**							
Race	African	68	**37**	16	**9**	95	**51**	8.59	.378	8	20	.111	2	Small
	Coloured	12	**30**	3	**8**	24	**60**							
	Indian	1	**6**	1	**6**	13	**81**							
	White	36	**37**	6	**6**	50	**51**							
	Other	10	**40**	1	**4**	12	**48**							
Relationship status	Married – no children	18	**35**	4	**8**	29	**56**	11.46	.177	8	13	.128	2	Small
	Married – with children	41	**38**	6	**6**	57	**52**							
	Single – no children	26	**25**	11	**10**	64	**61**							
	Single – with children	36	**48**	4	**5**	34	**45**							
	Other type of status	6	**26**	2	**9**	10	**43**							
Commencer / returner	Commencer	83	**32**	22	**8**	146	**56**	5.02	.081	2	0	.120	1	Small
	Returner	44	**43**	5	**5**	48	**47**							
Column total (for each variable)		127	**35**	**27**	**7**	**194**	**53**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 83: I feel isolated on campus

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	30	**28**	9	**8**	64	**60**	7.25	.299	6	*25	.102	2	Small
	30–39 years	50	**27**	23	**12**	106	**57**							
	40–49 years	18	**28**	14	**22**	30	**46**							
	50–59 years	1	**20**	1	**20**	3	**60**							
Institutions	SU	26	**30**	7	**8**	50	**57**	33.18	.000	4	0	.218	2	Medium
	Wits	18	**15**	10	**8**	90	**76**							
	WitsPlus	55	**35**	30	**19**	63	**40**							
Gender	Female	67	**29**	30	**13**	131	**57**	.34	.842	2	0	.031	1	Small
	Male	32	**24**	17	**13**	72	**54**							
Race	African	47	**25**	25	**14**	107	**58**	9.83	.277	8	20	.199	2	Small
	Coloured	14	**35**	9	**23**	16	**40**							
	Indian	2	**13**	2	**13**	11	**69**							
	White	30	**31**	8	**8**	55	**56**							
	Other	6	**24**	3	**12**	14	**56**							
Relationship status	Married – no children	10	**19**	6	**12**	35	**67**	11.61	.170	8	7	.129	2	Small
	Married – with children	36	**33**	20	**18**	48	**44**							
	Single – no children	29	**28**	11	**10**	62	**59**							
	Single – with children	20	**27**	9	**12**	45	**60**							
	Other type of status	4	**17**	1	**4**	13	**57**							
Commencer / returner	Commencer	68	**26**	38	**15**	145	**55**	2.39	.302	2	0	.083	1	Small
	Returner	31	**30**	9	**9**	58	**57**							
Column total (for each variable)		**99**	**27**	**47**	**13**	**203**	**56**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 84: My age is a barrier to making friends on campus

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	22	**21**	14	**13**	67	**63**	8.66	.193	6	*25	.112	2	Small
	30–39 years	29	**16**	13	**7**	137	**73**							
	40–49 years	16	**25**	3	**5**	42	**65**							
	50–59 years	1	**20**	0	**0**	4	**80**							
Institutions	SU	24	**27**	9	**10**	49	**56**	26.57	.000	4	0	.195	2	Small
	Wits	33	**28**	10	**8**	75	**63**							
	WitsPlus	11	**7**	11	**7**	126	**80**							
Gender	Female	44	**19**	16	**7**	168	**73**	2.30	.316	2	0	.081	1	Small
	Male	24	**18**	14	**11**	82	**62**							
Race	African	32	**17**	13	**7**	133	**72**	4.98	.760	8	*33	.085	2	Small
	Coloured	7	**18**	4	**10**	28	**70**							
	Indian	2	**13**	1	**6**	12	**75**							
	White	22	**22**	8	**8**	63	**64**							
	Other	5	**20**	4	**16**	14	**56**							
Relationship status	Married – no children	7	**13**	8	**15**	36	**69**	15.25	.055	8	10	.148	2	Small
	Married – with children	17	**16**	4	**4**	82	**75**							
	Single – no children	21	**20**	7	**7**	74	**70**							
	Single – with children	18	**24**	7	**9**	49	**65**							
	Other type of status	5	**22**	4	**17**	9	**39**							
Commencer / returner	Commencer	38	**15**	25	**10**	187	**71**	11.60	.003	2	0	.183	1	Small
	Returner	30	**29**	5	**5**	63	**62**							
Column total (for each variable)		**68**	**19**	**30**	**8**	**250**	**69**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 85: Compared to younger students, I lack technological skills

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	13	**12**	7	**7**	82	**77**	2.81	.832	6	*33	.064	2	Small
	30–39 years	28	**15**	11	**6**	140	**75**							
	40–49 years	12	**18**	6	**9**	44	**68**							
	50–59 years	1	**20**	0	**0**	4	**80**							
Institutions	SU	16	**18**	2	**2**	64	**73**	22.53	.000	4	0	.180	2	Small
	Wits	29	**24**	11	**9**	78	**66**							
	WitsPlus	9	**6**	11	**7**	128	**82**							
Gender	Female	37	**16**	15	**6**	175	**76**	.36	.837	2	0	.032	1	Small
	Male	17	**13**	9	**7**	95	**71**							
Race	African	33	**18**	17	**9**	129	**70**	11.92	.055	8	*33	.131	2	Small
	Coloured	8	**20**	2	**5**	29	**73**							
	Indian	1	**6**	0	**0**	14	**88**							
	White	11	**11**	3	**3**	78	**80**							
	Other	1	**4**	2	**8**	20	**80**							
Relationship status	Married – no children	5	**10**	4	**8**	41	**79**	5.82	.668	8	20	.091	2	Small
	Married – with children	16	**15**	10	**9**	78	**72**							
	Single – no children	17	**16**	4	**4**	81	**77**							
	Single – with children	12	**16**	6	**8**	56	**75**							
	Other type of status	4	**17**	0	**0**	14	**61**							
Commencer / returner	Commencer	37	**14**	21	**8**	193	**74**	3.23	.199	2	0	.096	1	Small
	Returner	17	**17**	3	**3**	77	**75**							
Column total (for each variable)		**54**	**15**	**24**	**7**	**270**	**74**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 86: As an older student, tutors think I need less help than younger students

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	7	**7**	25	**23**	71	**66**	7.53	.725	6	*25	.104	2	Small
	30–39 years	28	**15**	29	**16**	121	**65**							
	40–49 years	9	**14**	10	**15**	43	**66**							
	50–59 years	0	**0**	1	**20**	4	**80**							
Institutions	SU	23	**26**	20	**23**	39	**44**	35.68	.000	4	0	.226	2	Medium
	Wits	13	**11**	26	**22**	79	**66**							
	WitsPlus	8	**5**	19	**12**	121	**77**							
Gender	Female	29	**13**	35	**15**	164	**71**	4.94	.085	2	0	.119	1	Small
	Male	15	**11**	30	**23**	75	**56**							
Race	African	17	**9**	33	**18**	129	**70**	9.49	.303	8	*33	.117	2	Small
	Coloured	6	**15**	8	**20**	25	**63**							
	Indian	0	**0**	3	**19**	12	**75**							
	White	16	**16**	19	**19**	57	**58**							
	Other	5	**20**	2	**8**	16	**64**							
Relationship status	Married – no children	11	**21**	7	**13**	33	**63**	23.86	.002	8	13	.185	2	Small
	Married – with children	12	**11**	17	**16**	75	**69**							
	Single – no children	8	**8**	26	**25**	67	**64**							
	Single – with children	6	**8**	15	**20**	53	**71**							
	Other type of status	7	**30**	0	**0**	11	**48**							
Commencer / returner	Commencer	27	**10**	44	**17**	180	**69**	4.38	.112	2	0	.112	1	Small
	Returner	17	**17**	21	**21**	59	**58**							
Column total (for each variable)		**44**	**12**	**65**	**18**	**239**	**66**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

A3.2.2. Experiences: quantified-qualitative data results

A3.2.2.1. General experiences: socio-demographic sub-categories as the unit of analysis

Table 87: Experience themes according to socio-demographic variables and sub-categories

Variables	Sub-categories	Older students have an academic advantage		Older students are at a different life stage		Younger students have an academic advantage		Older students have more responsibilities		Older students socialise less		Older students have a different attitude		Older students lack a sense of belonging on campus		Younger students are at a different life stage		Older students are clear about their goals		Older students act differently than younger students		Older students have more time constraints		Younger students socialise more		Older students have an academic disadvantage		Older students are better at time-management		Younger students have a different attitude		Older students pay their own studies		Younger students have a richer campus experience		Perceptions of part-time versus full-time students		Younger students are noisy		Older students' critique of university staff		Older students' positive experiences of university staff		Older students face more challenges		Younger students have an academic disadvantage		Other perceptions of older students' experiences		Other perceptions older students have of younger students		Not applicable		Row total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Age	25-29 years	20	18.7	9	8.4	2	1.9	6	5.6	8	7.5	5	4.7	4	3.7	3	2.8	2	1.9	5	4.7	2	1.9	2	1.9	2	1.9	1	2.8	-	-	2	1.9	1	0.9	-	-	-	-	-	-	1	0.9	1	0.9	1	0.9	27	25.2	**107**	100
	30-39 years	34	17.9	15	7.6	18	10.4	11	6.3	6	3.1	9	4.4	5	2.7	4	2.0	6	3.1	4	2.5	4	2.0	2	1.1	6	3.1	4	2.5	4	2.1	3	1.6	6	3.1	1	0.7	3	1.6	2	1.1	-	-	1	0.4	5	2.4	1	0.4	48	26.1	**187**	100
	40-49 years	17	29.8	2	3.4	4	5.8	5	6.9	2	3.4	4	5.8	1	1.2	-	-	-	-	-	-	3	4.6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.8	3	4.6	-	-	12	17.3	**65**	100
	50-59 years	-	-	3	60.0	-	-	-	-	1	20.0	-	-	-	-	-	-	-	-	-	-	1	200	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	**5**	100
	Total	**71**	**19.5**	**29**	**8.0**	**24**	**6.6**	**22**	**6.0**	**17**	**4.7**	**16**	**4.4**	**11**	**3.0**	**11**	**3.0**	**9**	**2.5**	**8**	**2.2**	**7**	**1.9**	**7**	**1.9**	**6**	**1.6**	**5**	**1.4**	**5**	**1.4**	**4**	**1.1**	**4**	**1.1**	**4**	**1.1**	**2**	**0.5**	**1**	**0.3**	**1**	**0.3**	**1**	**0.3**	**2**	**0.5**	**2**	**0.5**	**87**	**23.9**	**364**	**100**
Institution	SU	15	17.0	11	12.5	2	2.3	1	1.1	9	10.2	6	6.8	6	6.8	-	-	3	3.4	1	1.1	2	2.3	1	1.1	1	1.1	1	1.1	2	2.3	1	1.1	1	1.1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.1	**88**	100
	Wits	24	20.2	11	9.2	4	3.4	5	4.2	3	2.5	6	5.0	4	3.4	6	5.0	3	2.5	4	3.4	-	-	2	1.7	3	2.5	2	1.7	2	1.7	1	0.8	2	1.7	-	-	1	0.8	-	-	-	-	-	-	1	0.8	-	-	30	25.2	**119**	100
	Wits Plus	32	20.4	7	4.5	18	11.5	16	10.2	5	3.2	4	2.5	1	0.6	5	3.2	3	1.9	3	1.9	5	3.2	3	1.9	3	1.9	2	1.3	1	0.6	2	1.3	2	1.3	1	0.6	2	1.3	1	0.6	1	0.6	1	0.6	2	1.3	-	-	38	24.2	**157**	100
	Total	**71**	**19.5**	**29**	**8.0**	**24**	**6.6**	**22**	**6.0**	**17**	**4.7**	**16**	**4.4**	**11**	**3.0**	**11**	**3.0**	**9**	**2.5**	**8**	**2.2**	**7**	**1.9**	**7**	**1.9**	**6**	**1.6**	**5**	**1.4**	**5**	**1.4**	**4**	**1.1**	**4**	**1.1**	**4**	**1.1**	**2**	**0.5**	**1**	**0.3**	**1**	**0.3**	**1**	**0.3**	**2**	**0.5**	**2**	**0.5**	**87**	**23.9**	**364**	**100**
Gender	Female	46	19.9	19	8.2	18	7.8	16	6.9	7	3.0	12	5.2	5	2.2	9	3.9	5	2.2	7	3.0	4	1.7	5	2.2	5	2.2	4	1.7	3	1.3	3	1.3	2	0.9	3	1.3	2	0.9	1	0.4	1	0.4	1	0.4	2	0.9	2	0.9	46	19.9	**231**	100
	Male	25	10.8	10	7.5	6	4.5	6	4.5	10	7.5	4	3.0	6	4.5	2	1.5	4	3.0	1	0.8	3	2.3	2	1.5	1	0.8	2	1.5	1	0.8	2	1.5	1	0.8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0.8	**133**	100
	Total	**71**	**19.5**	**29**	**8.0**	**24**	**6.6**	**22**	**6.0**	**17**	**4.7**	**16**	**4.4**	**11**	**3.0**	**11**	**3.0**	**9**	**2.5**	**8**	**2.2**	**7**	**1.9**	**7**	**1.9**	**6**	**1.6**	**5**	**1.4**	**5**	**1.4**	**4**	**1.1**	**4**	**1.1**	**4**	**1.1**	**2**	**0.5**	**1**	**0.3**	**1**	**0.3**	**1**	**0.3**	**2**	**0.5**	**2**	**0.5**	**87**	**23.9**	**364**	**100**
Race	African	32	17.3	9	4.9	17	9.2	13	7.0	5	2.7	9	4.9	4	2.2	4	2.2	4	2.2	6	3.2	3	1.6	5	2.7	1	0.5	3	1.6	2	1.1	2	1.1	1	0.5	3	1.6	2	1.1	-	-	-	-	-	-	-	-	-	-	1	0.5	**185**	100
	Coloured	6	15.0	2	5.0	6	15.0	2	5.0	1	2.5	1	2.5	-	-	2	5.0	2	5.0	2	5.0	-	-	3	7.5	1	2.5	2	5.0	1	2.5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2.5	**40**	100
	Indian	3	10.8	3	10.8	-	-	2	12.5	-	-	-	-	-	-	1	6.3	1	6.3	-	-	-	-	-	-	1	6.3	-	-	-	-	-	-	1	6.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	**16**	100
	White	23	22.5	13	13.3	1	1.0	4	4.1	10	10.2	5	5.1	4	4.1	2	2.0	1	1.0	2	2.0	1	1.0	3	3.1	-	-	1	1.0	-	-	1	1.0	-	-	1	1.0	-	-	-	-	-	-	-	-	1	1.0	2	2.0	4	4.1	**98**	100
	Other	7	28.0	2	8.0	-	-	1	4.0	1	4.0	1	4.0	1	4.0	2	8.0	1	4.0	-	-	-	-	-	-	1	4.0	-	-	-	-	2	8.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	4.0	-	-	**25**	100
	Total	**71**	**19.5**	**29**	**8.0**	**24**	**6.6**	**22**	**6.0**	**17**	**4.7**	**16**	**4.4**	**11**	**3.0**	**11**	**3.0**	**9**	**2.5**	**8**	**2.2**	**7**	**1.9**	**7**	**1.9**	**6**	**1.6**	**5**	**1.4**	**5**	**1.4**	**4**	**1.1**	**4**	**1.1**	**4**	**1.1**	**2**	**0.5**	**1**	**0.3**	**1**	**0.3**	**1**	**0.3**	**2**	**0.5**	**2**	**0.5**	**87**	**23.9**	**364**	**100**
Relationship status	Married without children	16	30.8	4	7.7	3	5.8	1	1.9	3	5.8	1	1.9	1	1.9	2	3.8	1	1.9	1	1.9	2	3.8	1	1.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.9	**52**	100
	Married with children	17	15.6	9	8.3	11	10.1	11	10.1	3	2.8	7	6.4	1	0.9	4	3.7	3	2.8	2	1.8	1	0.9	3	2.8	2	1.8	2	1.8	1	0.9	2	1.8	1	0.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	3.7	**109**	100
	Single without children	23	21.9	9	8.6	1	1.0	4	3.8	7	6.7	4	3.8	7	6.7	3	2.9	3	2.9	3	2.9	-	-	1	0.9	2	1.9	2	1.9	-	-	-	-	-	-	1	1.0	-	-	-	-	-	-	-	-	-	-	-	-	1	1.0	**105**	100
	Single with children	13	17.3	5	6.7	9	12.0	3	4.0	2	2.7	2	2.7	2	2.7	2	2.7	2	2.7	2	2.7	4	5.3	4	5.3	1	1.3	-	-	1	1.3	2	2.7	-	-	1	1.3	-	-	-	-	-	-	-	-	2	2.7	-	-	1	1.3	**75**	100
	Other type of status	2	8.7	2	8.7	-	-	3	13.0	2	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	4.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	4.3	**23**	100
	Total	**71**	**19.5**	**29**	**8.0**	**24**	**6.6**	**22**	**6.0**	**17**	**4.7**	**16**	**4.4**	**11**	**3.0**	**11**	**3.0**	**9**	**2.5**	**8**	**2.2**	**7**	**1.9**	**7**	**1.9**	**6**	**1.6**	**5**	**1.4**	**5**	**1.4**	**4**	**1.1**	**4**	**1.1**	**4**	**1.1**	**2**	**0.5**	**1**	**0.3**	**1**	**0.3**	**1**	**0.3**	**2**	**0.5**	**2**	**0.5**	**87**	**23.9**	**364**	**100**
Commencer/ returner	Commencer	42	16.0	16	6.1	22	8.4	19	7.3	10	3.8	11	4.2	5	1.9	7	2.7	7	2.7	6	2.3	5	1.9	6	2.3	4	1.5	5	1.9	3	1.1	4	1.5	2	0.8	1	0.4	1	0.4	-	-	1	0.4	1	0.4	-	-	1	0.4	**67**	25.6	**262**	100
	Returner	29	28.4	13	12.7	2	2.0	3	2.9	7	6.9	5	4.9	6	5.9	4	3.9	2	2.0	2	2.0	2	2.0	1	1.0	-	-	1	1.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1.0	**20**	19.6	**102**	100
	Total	**71**	**19.5**	**29**	**8.0**	**24**	**6.6**	**22**	**6.0**	**17**	**4.7**	**16**	**4.4**	**11**	**3.0**	**11**	**3.0**	**9**	**2.5**	**8**	**2.2**	**7**	**1.9**	**7**	**1.9**	**6**	**1.6**	**5**	**1.4**	**5**	**1.4**	**4**	**1.1**	**4**	**1.1**	**4**	**1.1**	**2**	**0.5**	**1**	**0.3**	**1**	**0.3**	**1**	**0.3**	**2**	**0.5**	**2**	**0.5**	**87**	**23.9**	**364**	**100**

Once experience themes were allocated to individuals (as discussed in Chapter 4, Section 4.8.2.2.6., and Chapter 6, Section 6.2.2.3.1.), the quantified-qualitative data were cross-tabulated with each demographic variable (see Table 92 above). Included in Chapter 7 for further discussion were: older students have an academic advantage and are at a different life stage; and, to a lesser extent, younger students have an academic advantage; older students have more responsibilities; and older students socialise less.

A3.2.2.2. Advantages of being a NTAS: sub-categories as the unit of analysis

Once advantage themes were allocated to individuals (as discussed in Chapter 4, Section 4.8.2.2.6., and Chapter 6, Section 6.2.2.3.2.), the quantified-qualitative data were cross-tabulated with each demographic variable (see Table 95 below). The themes included for further discussion in Chapter 7 were: better developed personal skills; life experience is an advantage; and clarity concerning goals. Table 90 below shows that these themes not only have percentage scores of 10 or more, but also represent the views of 10 or more individuals.

Table 88: Advantage themes according to socio-demographic variables and sub-categories

Variables	Sub-categories	Better developed personal skills		Life experience is an advantage		Clarity concerning goals		Work experience is an advantage		Better social skills		Greater sense of independence		Improved academic performance		Less interested in social activities		More appreciative		More established relationships		Respect from others		Other advantages		Not applicable		Row total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Age	25–29 years	31	29.0	14	13.1	11	10.3	2	1.9	2	1.9	2	1.9	-	-	1	0.9	2	1.9	-	-	-	-	1	0.9	41	38.3	107	100
	30–39 years	43	22.1	18	9.6	19	10.3	7	3.6	3	1.8	2	0.9	3	1.6	1	0.4	-	-	1	0.7	1	0.4	8	4.5	81	44.0	187	100
	40–49 years	15	25.2	5	8.0	4	6.9	-	-	2	4.5	1	2.3	-	-	1	2.3	-	-	-	-	-	-	1	2.3	36	48.5	65	100
	50–59 years	2	40.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	60.0	5	100
	Total	**91**	**25.0**	**37**	**10.2**	**34**	**9.3**	**9**	**2.5**	**7**	**1.9**	**5**	**1.4**	**3**	**0.8**	**3**	**0.8**	**2**	**0.5**	**1**	**0.3**	**1**	**0.3**	**10**	**2.7**	**161**	**44.2**	**364**	**100**
Institution	SU	29	33.0	11	12.5	13	14.8	1	1.1	3	3.4	1	1.1	2	2.3	2	2.3	1	1.1	-	-	1	1.1	-	-	24	27.3	88	100
	Wits	27	22.7	9	7.6	12	10.1	3	2.5	3	2.5	3	2.5	1	0.8	1	0.8	-	-	-	-	-	-	3	2.5	57	47.9	119	100
	Wits Plus	35	22.3	17	10.8	9	5.7	5	3.2	1	0.6	1	0.6	-	-	-	-	1	0.6	1	0.6	-	-	7	4.5	80	51.0	157	100
	Total	**91**	**25.0**	**37**	**10.2**	**34**	**9.3**	**9**	**2.5**	**7**	**1.9**	**5**	**1.4**	**3**	**0.8**	**3**	**0.8**	**2**	**0.5**	**1**	**0.3**	**1**	**0.3**	**10**	**2.7**	**161**	**44.2**	**364**	**100**
Gender	Female	62	26.8	23	10.0	20	8.7	6	2.6	3	1.3	4	1.7	3	1.3	2	0.9	1	0.4	1	0.4	-	-	7	3.0	99	42.9	231	100
	Male	29	21.8	14	10.5	14	10.5	3	2.3	4	3.0	1	0.8	-	-	1	0.8	1	0.8	-	-	1	0.8	3	2.3	62	46.6	133	100
	Total	**91**	**25.0**	**37**	**10.2**	**34**	**9.3**	**9**	**2.5**	**7**	**1.9**	**5**	**1.4**	**3**	**0.8**	**3**	**0.8**	**2**	**0.5**	**1**	**0.3**	**1**	**0.3**	**10**	**2.7**	**161**	**44.2**	**364**	**100**
Race	African	35	18.9	15	8.1	11	5.9	3	1.6	4	2.2	4	2.2	-	-	1	0.5	-	-	-	-	-	-	7	3.8	105	56.8	185	100
	Coloured	9	22.5	2	5.0	6	15.0	2	5.0	-	-	1	2.5	2	5.0	-	-	-	-	1	2.5	1	2.5	1	2.5	15	37.5	40	100
	Indian	1	6.3	-	-	2	12.5	1	6.3	-	-	-	-	-	-	-	-	1	6.3	-	-	-	-	-	-	11	68.8	16	100
	White	37	37.8	14	14.3	14	14.3	3	3.1	2	2.0	-	-	1	1.0	1	1.0	1	1.0	-	-	-	-	2	2.0	23	23.5	98	100
	Other	9	36.0	6	24.0	1	4.0	-	-	1	4.0	-	-	-	-	1	4.0	-	-	-	-	-	-	-	-	7	28.0	25	100
	Total	**91**	**25.0**	**37**	**10.2**	**34**	**9.3**	**9**	**2.5**	**7**	**1.9**	**5**	**1.4**	**3**	**0.8**	**3**	**0.8**	**2**	**0.5**	**1**	**0.3**	**1**	**0.3**	**10**	**2.7**	**161**	**44.2**	**364**	**100**
Relationship status	Married without children	18	34.6	6	11.5	3	5.8	5	9.6	1	1.9	-	-	-	-	1	1.9	1	1.9	-	-	-	-	2	3.8	15	28.8	52	100
	Married with children	18	16.5	7	6.4	8	7.3	1	0.9	2	1.8	3	2.8	-	-	2	1.8	1	0.9	-	-	-	-	4	3.7	63	57.8	109	100
	Single without children	29	27.6	16	15.2	17	16.2	1	1.0	3	2.9	-	-	-	-	-	-	-	-	1	1.0	-	-	1	1.0	37	35.2	105	100
	Single with children	18	24.0	7	9.3	4	5.3	2	2.7	1	1.3	2	2.7	-	-	-	-	-	-	-	-	-	-	3	4.0	38	50.7	75	100
	Other type of status	8	34.8	1	4.3	2	8.7	-	-	-	-	-	-	3	13.0	-	-	-	-	-	-	1	4.3	-	-	8	34.8	23	100
	Total	**91**	**25.0**	**37**	**10.2**	**34**	**9.3**	**9**	**2.5**	**7**	**1.9**	**5**	**1.4**	**3**	**0.8**	**3**	**0.8**	**2**	**0.5**	**1**	**0.3**	**1**	**0.3**	**10**	**2.7**	**161**	**44.2**	**364**	**100**
Commencer/ returner	Commencer	61	23.3	27	10.3	18	6.9	6	2.3	5	1.9	5	1.9	2	0.8	1	0.4	1	0.4	1	0.4	-	-	4	1.5	131	50.0	262	100
	Returner	30	29.4	10	9.8	16	15.7	3	2.9	2	2.0	-	-	1	1.0	2	2.0	1	1.0	-	-	1	1.0	6	5.9	30	29.4	102	100
	Total	**91**	**25.0**	**37**	**10.2**	**34**	**9.3**	**9**	**2.5**	**7**	**1.9**	**5**	**1.4**	**3**	**0.8**	**3**	**0.8**	**2**	**0.5**	**1**	**0.3**	**1**	**0.3**	**10**	**2.7**	**161**	**44.2**	**364**	**100**

A3.2.2.3. Disadvantages of being a NTAS: sub-categories as the unit of analysis

Again, themes were allocated to individuals (see Chapter 6, Section 6.2.2.3.3.) and cross-tabulated with each demographic variable. Table 89 shows that there are no percentage scores of 10 or more. Therefore, the results were not further discussed in Chapter 7.

Table 89: Disadvantages themes according to socio-demographic variables and sub-categories

Variables	Sub-categories	A break from previous studies negatively affects learning		More responsibilities		Other disadvantages		Not applicable		Row total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%
Age	25–29 years	4	3.7	1	0.9	2	1.9	100	93.5	**107**	100
	30–39 years	1	0.7	2	0.9	5	2.4	179	96.0	**187**	100
	40–49 years	-	-	-	-	2	2.3	63	97.7	**65**	100
	50–59 years	-	-	-	-	-	-	5	100	**5**	100
	Total	**5**	**1.4**	**3**	**0.8**	**9**	**2.5**	**347**	**95.3**	**364**	**100**
Institution	SU	4	4.5	2	2.3	3	3.4	79	89.8	**88**	100
	Wits	1	0.8	-	-	3	2.5	115	96.6	**119**	100
	Wits Plus	-	-	1	0.6	3	1.9	153	97.5	**157**	100
	Total	**5**	**1.4**	**3**	**0.8**	**9**	**2.5**	**347**	**95.3**	**364**	**100**
Gender	Female	2	0.9	3	1.3	5	2.2	221	95.7	**231**	100
	Male	3	2.3	-	-	4	3.0	126	94.7	**133**	100
	Total	**5**	**1.4**	**3**	**0.8**	**9**	**2.5**	**347**	**95.3**	**364**	**100**
Race	African	3	1.6	3	1.6	5	2.7	174	94.1	**185**	100
	Coloured	1	2.5	-	-	-	-	39	97.5	**40**	100
	Indian	-	-	-	-	1	6.3	15	93.8	**16**	100
	White	1	1.0	-	-	2	2.0	95	96.9	**98**	100
	Other	-	-	-	-	1	4.0	24	96.0	**25**	100
	Total	**5**	**1.4**	**3**	**0.8**	**9**	**2.5**	**347**	**95.3**	**364**	**100**
Relationship status	Married without children	-	-	1	1.9	1	1.9	50	96.2	**52**	100
	Married with children	-	-	1	0.9	3	2.8	105	96.3	**109**	100
	Single without children	3	2.9	-	-	3	2.9	99	94.3	**105**	100
	Single with children	2	2.7	1	1.3	2	2.7	70	93.3	**75**	100
	Other type of status	-	-	-	-	-	-	23	100	**23**	100
	Total	**5**	**1.4**	**3**	**0.8**	**9**	**2.5**	**347**	**95.3**	**364**	**100**
Commencer/ returner	Commencer	2	0.8	2	0.8	7	2.7	251	95.8	**262**	100
	Returner	3	2.9	1	1.0	2	2.0	96	94.1	**102**	100
	Total	**5**	**1.4**	**3**	**0.8**	**9**	**2.5**	**347**	**95.3**	**364**	**100**

A3.3. Social support according to socio-demographic sub-categories

Next, the qualitative data results for social support are presented in table-format. As indicated earlier, sub-categories with percentage scores of 75% or more, with at least 10 or more respondents to reflect a group perspective, were included for further discussion in Chapter 7. Therefore, no further comments are made concerning these tables.

A3.3.1. Social support: quantitative data results

Table 90: Same-age friendships would improve level of social support received

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	58	**54**	24	**22**	20	**19**	6.31	.708	9	*31	.076	2	Small
	30–39 years	93	**50**	38	**20**	44	**24**							
	40–49 years	38	**58**	7	**11**	14	**22**							
	50–59 years	3	**60**	1	**20**	1	**20**							
Institutions	SU	44	**50**	21	**24**	16	**18**	2.40	.663	4	0	.059	2	Small
	Wits	67	**56**	20	**17**	28	**24**							
	WitsPlus	81	**52**	29	**18**	35	**22**							
Gender	Female	133	**58**	39	**17**	50	**22**	4.30	.117	2	0	.112	1	Small
	Male	59	**44**	31	**23**	29	**22**							
Race	African	95	**51**	41	**22**	38	**21**	5.28	.728	8	20	.088	2	Small
	Coloured	19	**48**	7	**18**	11	**28**							
	Indian	10	**63**	3	**19**	2	**13**							
	White	54	**55**	17	**17**	21	**21**							
	Other	14	**56**	2	**8**	7	**28**							
Relationship status	Married – no children	31	**60**	7	**13**	12	**23**	3.90	.866	8	13	.076	2	Small
	Married – with children	56	**51**	24	**22**	22	**20**							
	Single – no children	57	**54**	21	**20**	22	**21**							
	Single – with children	41	**55**	13	**17**	19	**25**							
	Other type of status	7	**30**	5	**22**	4	**17**							
Commencer / returner	Commencer	139	**53**	49	**19**	55	**21**	.28	.870	2	0	.029	1	Small
	Returner	53	**52**	21	**21**	24	**24**							
Column total (for each variable)		**192**	**53**	**70**	**19**	**79**	**22**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 91: Immediate family as a source of social support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	82	**77**	12	**11**	7	**7**	4.98	.546	6	*25	.087	2	Small
	30–39 years	138	**74**	13	**7**	16	**9**							
	40–49 years	45	**69**	4	**6**	8	**12**							
	50–59 years	3	**60**	1	**20**	0	**0**							
Institutions	SU	65	**74**	10	**11**	6	**7**	6.42	.170	4	0	.099	2	Small
	Wits	94	**79**	4	**3**	12	**10**							
	WitsPlus	109	**69**	16	**10**	13	**8**							
Gender	Female	181	**78**	12	**5**	19	**8**	9.01	.011	2	0	.166	1	Small
	Male	87	**65**	18	**14**	12	**9**							
Race	African	131	**71**	17	**9**	17	**9**	7.01	.535	8	*40	.103	2	Small
	Coloured	27	**68**	5	**13**	5	**13**							
	Indian	14	**88**	0	**0**	1	**6**							
	White	77	**79**	8	**8**	6	**6**							
	Other	19	**76**	0	**0**	2	**8**							
Relationship status	Married – no children	42	**81**	3	**6**	5	**10**	5.40	.714	8	*27	.091	2	Small
	Married – with children	80	**73**	8	**7**	7	**6**							
	Single – no children	80	**76**	12	**11**	7	**7**							
	Single – with children	54	**72**	5	**7**	10	**13**							
	Other type of status	12	**52**	2	**9**	2	**9**							
Commencer / returner	Commencer	186	**71**	21	**8**	26	**10**	2.83	.243	2	0	.093	1	Small
	Returner	82	**80**	9	**9**	5	**5**							
Column total (for each variable)		**268**	**74**	**30**	**8**	**31**	**9**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 92: Other students befriended on campus as a source of social support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	60	**56**	27	**25**	7	**7**	10.85	.093	6	*33	.131	2	Small
	30–39 years	107	**57**	45	**24**	11	**6**							
	40–49 years	46	**71**	6	**9**	3	**5**							
	50–59 years	3	**60**	0	**0**	1	**20**							
Institutions	SU	52	**59**	20	**23**	8	**9**	5.26	.262	4	0	.091	2	Small
	Wits	68	**57**	32	**27**	5	**4**							
	WitsPlus	96	**61**	26	**17**	9	**6**							
Gender	Female	141	**61**	48	**21**	12	**5**	1.19	.553	2	0	.061	1	Small
	Male	75	**56**	30	**23**	10	**8**							
Race	African	109	**59**	37	**20**	9	**5**	4.98	.759	8	*33	.089	2	Small
	Coloured	28	**70**	7	**18**	2	**5**							
	Indian	11	**69**	2	**13**	2	**13**							
	White	56	**57**	26	**27**	7	**7**							
	Other	12	**48**	6	**24**	2	**8**							
Relationship status	Married – no children	27	**52**	13	**25**	7	**13**	12.62	.126	8	*27	.141	2	Small
	Married – with children	66	**61**	19	**17**	7	**6**							
	Single – no children	61	**58**	28	**27**	5	**5**							
	Single – with children	50	**67**	16	**21**	1	**1**							
	Other type of status	12	**52**	2	**9**	2	**9**							
Commencer / returner	Commencer	160	**61**	50	**19**	15	**6**	2.88	.236	2	0	.096	1	Small
	Returner	56	**55**	28	**27**	7	**7**							
Column total (for each variable)		**216**	**59**	**78**	**21**	**22**	**6**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 93: My friends as a source of social support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	56	**52**	24	**22**	17	**16**	1.25	.974	6	*25	.044	2	Small
	30–39 years	91	**49**	41	**22**	33	**18**							
	40–49 years	31	**48**	11	**17**	13	**20**							
	50–59 years	2	**40**	1	**20**	1	**20**							
Institutions	SU	42	**48**	19	**22**	20	**23**	2.86	.581	4	0	.067	2	Small
	Wits	67	**56**	24	**20**	18	**15**							
	WitsPlus	71	**45**	34	**22**	26	**17**							
Gender	Female	118	**51**	52	**23**	34	**15**	3.84	.146	2	0	.109	1	Small
	Male	62	**47**	25	**19**	30	**23**							
Race	African	84	**45**	41	**22**	35	**19**	3.62	.890	8	*27	.075	2	Small
	Coloured	20	**50**	9	**23**	6	**15**							
	Indian	10	**63**	2	**13**	3	**19**							
	White	56	**57**	20	**20**	15	**15**							
	Other	8	**32**	3	**12**	3	**12**							
Relationship status	Married – no children	34	**65**	6	**12**	8	**15**	7.97	.436	8	*13	.111	2	Small
	Married – with children	48	**44**	24	**22**	20	**18**							
	Single – no children	56	**53**	25	**24**	17	**16**							
	Single – with children	32	**43**	19	**25**	16	**21**							
	Other type of status	10	**43**	3	**13**	3	**13**							
Commencer / returner	Commencer	127	**48**	49	**19**	50	**19**	3.53	.172	2	0	.105	1	Small
	Returner	53	**52**	28	**27**	14	**14**							
Column total (for each variable)		**180**	**49**	**77**	**21**	**64**	**18**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 94: Religious and spiritual affiliations as a source of social support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	44	**41**	18	**17**	18	**17**	5.50	.482	6	*25	.107	2	Small
	30–39 years	74	**40**	13	**7**	30	**16**							
	40–49 years	23	**35**	6	**9**	9	**14**							
	50–59 years	3	**60**	0	**0**	1	**20**							
Institutions	SU	47	**53**	10	**11**	23	**26**	4.03	.402	4	0	.092	2	Small
	Wits	51	**43**	13	**11**	13	**11**							
	WitsPlus	46	**29**	14	**9**	22	**14**							
Gender	Female	95	**41**	25	**11**	32	**14**	2.38	.304	2	0	.100	1	Small
	Male	49	**37**	12	**9**	26	**20**							
Race	African	78	**42**	24	**13**	19	**10**	18.20	.020	8	*33	.195	2	Small
	Coloured	18	**45**	2	**5**	10	**25**							
	Indian	8	**50**	1	**6**	1	**6**							
	White	35	**36**	9	**9**	21	**21**							
	Other	5	**20**	1	**4**	7	**28**							
Relationship status	Married – no children	14	**27**	3	**6**	17	**33**	23.43	.003	8	13	.221	2	Medium
	Married – with children	45	**41**	6	**6**	16	**15**							
	Single – no children	46	**44**	14	**13**	14	**13**							
	Single – with children	28	**37**	13	**17**	10	**13**							
	Other type of status	11	**48**	1	**4**	1	**4**							
Commencer / returner	Commencer	104	**40**	27	**10**	34	**13**	3.90	.143	2	0	.128	1	Small
	Returner	40	**39**	10	**10**	24	**24**							
Column total (for each variable)		**144**	**40**	**37**	**10**	**58**	**16**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 95: Social media as a source of social support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	12	**11**	18	**17**	52	**49**	1.42	.965	6	*25	.056	2	Small
	30–39 years	20	**11**	21	**11**	68	**36**							
	40–49 years	5	**8**	6	**9**	21	**32**							
	50–59 years	0	**0**	1	**20**	2	**40**							
Institutions	SU	9	**10**	16	**18**	55	**63**	2.92	.571	4	0	.080	2	Small
	Wits	16	**13**	16	**13**	45	**38**							
	WitsPlus	12	**8**	14	**9**	43	**27**							
Gender	Female	21	**9**	29	**13**	84	**36**	.36	.825	2	0	.041	1	Small
	Male	16	**12**	17	**13**	59	**44**							
Race	African	18	**10**	26	**14**	59	**32**	11.63	.168	8	*33	.160	2	Small
	Coloured	6	**15**	6	**15**	17	**43**							
	Indian	1	**6**	3	**19**	4	**25**							
	White	7	**7**	9	**9**	53	**54**							
	Other	5	**20**	2	**8**	10	**40**							
Relationship status	Married – no children	3	**6**	3	**6**	26	**50**	18.46	.018	8	13	.202	2	Small
	Married – with children	5	**5**	9	**8**	44	**40**							
	Single – no children	15	**14**	15	**14**	45	**43**							
	Single – with children	11	**15**	13	**17**	22	**29**							
	Other type of status	3	**13**	6	**26**	6	**26**							
Commencer / returner	Commencer	29	**11**	29	**11**	90	**34**	3.25	.197	2	0	.120	1	Small
	Returner	8	**8**	17	**17**	53	**52**							
Column total (for each variable)		**37**	**10**	**46**	**13**	**143**	**39**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 96: Wits' FYE as a source of social support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	8	**11**	7	**10**	17	**24**	7.05	.721	10	*39	.171	2	Small
	30–39 years	11	**8**	12	**8**	37	**26**							
	40–49 years	10	**18**	5	**9**	10	**18**							
	50–59 years	0	**0**	1	**20**	2	**40**							
Institutions	SU	n/a	**n/a**	n/a	**n/a**	n/a	**n/a**	.42	.810	2	0	.059	1	Small
	Wits	15	**13**	14	**12**	32	**27**							
	WitsPlus	14	**9**	11	**7**	34	**22**							
Gender	Female	22	**12**	11	**6**	43	**23**	6.08	.048	2	0	.225	1	Small
	Male	7	**8**	14	**16**	23	**27**							
Race	African	24	**15**	20	**12**	36	**22**	14.79	.063	8	*67	.248	1	Medium
	Coloured	2	**8**	0	**0**	10	**42**							
	Indian	1	**6**	0	**0**	4	**25**							
	White	-	-	4	**8**	12	**24**							
	Other	2	**13**	1	**6**	4	**25**							
Relationship status	Married – no children	2	**5**	4	**11**	9	**24**	5.50	.703	10	*33	.151	2	Small
	Married – with children	12	**12**	7	**7**	28	**28**							
	Single – no children	8	**12**	7	**10**	11	**16**							
	Single – with children	7	**11**	7	**11**	16	**25**							
	Other type of status	0	**0**	0	**0**	2	**50**							
Commencer / returner	Commencer	27	**12**	24	**11**	49	**22**	8.81	.012	2	*33	.271	1	Small
	Returner	2	**4**	1	**2**	17	**32**							
Column total (for each variable)		**29**	**11**	**25**	**9**	**66**	**24**	n/a				n/a		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 97: Wits' clubs and societies as a source of social support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	2	**3**	15	**21**	18	**25**	17.90	.057	10	*50	.287	2	Medium
	30–39 years	10	**7**	12	**8**	30	**21**							
	40–49 years	6	**11**	2	**4**	12	**21**							
	50–59 years	0	**0**	0	**0**	2	**40**							
Institutions	SU	n/a	**n/a**	n/a	**n/a**	n/a	**n/a**							
	Wits	10	**8**	23	**19**	32	**27**	6.45	.040	2	0	.243	1	Small
	WitsPlus	8	**5**	6	**4**	30	**19**							
Gender	Female	7	**4**	16	**8**	41	**22**	4.48	.107	2	0	.203	1	Small
	Male	11	**13**	13	**15**	21	**24**							
Race	African	15	**9**	20	**12**	33	**20**	9.79	.280	8	*60	.212	2	Medium
	Coloured	0	**0**	1	**4**	9	**38**							
	Indian	1	**6**	1	**6**	4	**25**							
	White	2	**4**	6	**12**	11	**22**							
	Other	0	**0**	1	**6**	5	**31**							
Relationship status	Married – no children	1	**3**	2	**5**	9	**24**	18.12	.020	8	*47	.288	2	Medium
	Married – with children	2	**2**	7	**7**	27	**27**							
	Single – no children	6	**9**	13	**19**	11	**16**							
	Single – with children	8	**12**	6	**9**	15	**23**							
	Other type of status	1	**25**	1	**25**	0	**0**							
Commencer / returner	Commencer	15	**7**	21	**9**	48	**22**	.76	.684	2	17	.083	1	Small
	Returner	3	**6**	8	**15**	14	**26**							
Column total (for each variable)		**18**	**7**	**29**	**11**	**62**	**22**	n/a				n/a		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 98: SU's PSOs as a source of social support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	2	**6**	3	**8**	27	**75**	.67	.568	8	*80	.206	2	Medium
	30–39 years	2	**5**	7	**16**	31	**72**							
	40–49 years	1	**11**	1	**11**	5	**56**							
	50–59 years	0	**0**	0	**0**	0	**0**							
Institutions	SU	5	**6**	11	**13**	63	**72**	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Wits	n/a	**n/a**	n/a	**n/a**	n/a	**n/a**							
	WitsPlus	n/a	**n/a**	n/a	**n/a**	n/a	**n/a**							
Gender	Female	2	**5**	4	**10**	31	**76**	.72	.698	2	*33	.095	1	Small
	Male	3	**6**	7	**15**	32	**68**							
Race	African	4	**21**	1	**5**	11	**58**	24.57	.002	6	*58	.363	2	Large
	Coloured	1	**2**	5	**11**	9	**20**							
	White	0	**0**	3	**33**	38	**86**							
	Other	0	**0**	2	**22**	2	**22**							
	Indian	0	**0**	0	**0**	0	**0**							
Relationship status	Married – no children	0	**0**	0	**0**	14	**100**	8.49	.387	8	*67	.232	2	Medium
	Married – with children	0	**0**	1	**11**	7	**78**							
	Single – no children	4	**11**	5	**14**	26	**72**							
	Single – with children	0	**0**	3	**30**	7	**70**							
	Other type of status	1	**5**	2	**11**	9	**47**							
Commencer / returner	Commencer	4	**10**	5	**13**	26	**67**	2.82	.244	2	*50	.189	1	Small
	Returner	1	**2**	6	**12**	37	**76**							
Column total (for each variable)		**5**	**6**	**11**	**13**	**63**	**72**	n/a				n/a		

* Violates chi-square assumption that cells should have expected frequencies of five or more

A3.3.2. Social support: quantified-qualitative data results

A3.3.2.1. Same-age student friendships would improve level of social support: sub-categories as the unit of analysis

Again, themes per individual were cross-tabulated with each demographic variable (see Table 99 below). Included for further discussion in Chapter 7 is one theme: to share similar concerns and experiences.

Table 99: Same-age student friends would improve the level of social support received themes according to socio-demographic variables and sub-categories

Variables	Sub-categories	To share similar concerns and experiences		Academic assistance		A sense of being understood		Easier to relate		Overcoming similar challenges		More mature worldview		Tendency to think alike		Similar interests		Encouragement		Other		Not applicable		Row total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Age	25–29 years	28	26.2	4	3.7	2	1.9	4	3.7	1	0.9	2	1.9	2	1.9	2	1.9	3	2.8	4	3.7	55	51.4	**107**	100
	30–39 years	46	25.7	6	2.9	5	2.2	3	1.6	4	2.3	3	1.3	2	2.8	3	1.6	1	0.4	11	6.1	103	54.6	**187**	100
	40–49 years	24	35.7	2	3.4	1	2.3	-	-	2	3.4	1	1.2	2	4.5	-	-	1	2.3	3	4.6	29	42.6	**65**	100
	50–59 years	1	20.0	1	20.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	20.0	2	40.0	**5**	100
	Total	**99**	**27.2**	**13**	**3.6**	**8**	**2.2**	**7**	**1.9**	**7**	**1.9**	**6**	**1.6**	**6**	**1.6**	**5**	**1.4**	**5**	**1.4**	**19**	**5.2**	**189**	**51.9**	**364**	**100**
Institution	SU	19	21.6	1	1.1	5	5.7	2	2.3	1	1.1	-	-	-	-	5	5.7	1	1.1	9	10.2	45	51.1	**88**	100
	Wits	38	31.9	3	2.5	2	1.7	2	1.7	2	1.7	5	4.2	2	1.7	0	-	1	0.8	3	2.5	61	51.3	**119**	100
	Wits Plus	42	26.8	9	5.7	1	0.6	3	1.9	4	2.5	1	0.6	4	2.5	0	-	3	1.9	7	4.5	83	52.9	**157**	100
	Total	**99**	**27.2**	**13**	**3.6**	**8**	**2.2**	**7**	**1.9**	**7**	**1.9**	**6**	**1.6**	**6**	**1.6**	**5**	**1.4**	**5**	**1.4**	**19**	**5.2**	**189**	**51.9**	**364**	**100**
Gender	Female	69	29.9	11	4.8	6	2.6	5	2.2	3	1.3	5	2.2	5	2.2	2	0.9	3	1.3	12	5.2	110	47.6	**231**	100
	Male	30	22.6	2	1.5	2	1.5	2	1.5	4	3.0	1	0.8	1	0.8	3	2.3	2	1.5	7	5.3	79	59.4	**133**	100
	Total	**99**	**27.2**	**13**	**3.6**	**8**	**2.2**	**7**	**1.9**	**7**	**1.9**	**6**	**1.6**	**6**	**1.6**	**5**	**1.4**	**5**	**1.4**	**19**	**5.2**	**189**	**51.9**	**364**	**100**
Race	African	56	30.3	4	2.2	3	1.6	2	1.1	4	2.2	6	3.2	4	2.2	-	-	1	0.5	5	2.7	100	54.1	**185**	100
	Coloured	7	17.5	3	7.5	-	-	-	-	1	2.5	-	-	-	-	2	5.0	2	5.0	2	5.0	23	57.5	**40**	100
	Indian	7	43.8	1	6.3	-	-	-	-	-	-	-	-	-	-	-	-	1	6.3	1	6.3	6	37.5	**16**	100
	White	20	20.4	3	3.1	4	4.1	4	4.1	2	2.0	-	-	2	2.0	3	3.1	1	1.0	10	10.2	49	50.0	**98**	100
	Other	9	36.0	2	8.0	1	4.0	1	4.0	-	-	-	-	-	-	0	-	-	-	1	4.0	11	44.0	**25**	100
	Total	**99**	**27.2**	**13**	**3.6**	**8**	**2.2**	**7**	**1.9**	**7**	**1.9**	**6**	**1.6**	**6**	**1.6**	**5**	**1.4**	**5**	**1.4**	**19**	**5.2**	**189**	**51.9**	**364**	**100**
Relationship status	Married without children	14	26.9	1	1.9	2	3.8	-	-	1	1.9	1	1.9	2	3.8	2	3.8	2	3.8	4	7.7	23	44.2	**52**	100
	Married with children	32	29.4	5	4.6	2	1.8	1	0.9	1	0.9	2	1.8	1	0.9	1	0.9	1	0.9	5	4.6	58	53.2	**109**	100
	Single without children	25	23.8	3	2.9	3	2.9	5	4.8	4	3.8	1	1.0	-	-	2	1.9	1	1.0	6	5.7	55	52.4	**105**	100
	Single with children	26	35.1	3	4.1	1	1.4	1	1.4	1	1.4	2	2.7	3	4.1	-	-	-	-	-	-	37	50.0	**74**	100
	Other type of status	2	8.7	1	4.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	17.4	16	69.6	**23**	100
	Total	**99**	**27.2**	**13**	**3.6**	**8**	**2.2**	**7**	**1.9**	**7**	**1.9**	**6**	**1.6**	**6**	**1.6**	**5**	**1.4**	**5**	**1.4**	**19**	**5.2**	**189**	**51.9**	**364**	**100**
Commencer/ returner	Commencer	77	29.4	11	4.2	3	1.1	4	1.5	6	2.3	6	2.3	4	1.5	2	0.8	4	1.5	10	3.8	135	51.5	**262**	100
	Returner	22	21.6	2	2.0	5	4.9	3	2.9	1	1.0	-	-	2	2.0	3	2.9	1	1.0	9	8.8	54	52.9	**102**	100
	Total	**99**	**27.2**	**13**	**3.6**	**8**	**2.2**	**7**	**1.9**	**7**	**1.9**	**6**	**1.6**	**6**	**1.6**	**5**	**1.4**	**5**	**1.4**	**19**	**5.2**	**189**	**51.9**	**364**	**100**

A3.3.2.2. Same-age student friendships would not improve level of social support: sub-categories as the unit of analysis

Once themes had been allocated to individuals and cross-tabulated with each demographic variable, there were no percentage scores of 10% or more (see Table 100). Therefore, none of these themes were further discussed in Chapter 7.

Table 100: Same-age student friends would not improve the level of social support received themes according to socio-demographic variables and sub-categories

Variables	Sub-categories	Social support is available from all age groups		Current social support network is sufficient		No time to socialise on campus		Other		Not applicable		Row total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Age	25–29 years	5	4.7	-	-	-	-	6	6.3	96	89.7	**107**	100
	30–39 years	5	2.2	5	2.2	1	0.4	17	11.0	159	85.7	**187**	100
	40–49 years	-	-	-	-	1	1.2	5	7.6	59	91.9	**65**	100
	50–59 years	-	-	-	-	-	-	-	-	5	100	**5**	100
	Total	**10**	**2.7**	**5**	**1.4**	**2**	**0.5**	**28**	**8.8**	**319**	**87.6**	**364**	**100**
Institution	SU	8	9.1	2	2.3	-	-	6	8.3	72	81.8	**88**	100
	Wits	2	1.7	1	0.8	1	0.8	14	13.9	101	84.9	**119**	100
	Wits Plus	-	-	2	1.3	1	0.6	8	5.5	146	93.0	**157**	100
	Total	**10**	**2.7**	**5**	**1.4**	**2**	**0.5**	**28**	**8.8**	**319**	**87.6**	**364**	**100**
Gender	Female	2	0.9	4	1.7	2	0.9	20	9.9	203	87.9	**231**	100
	Male	8	6.0	1	0.8	-	-	8	6.9	116	87.2	**133**	100
	Total	**10**	**2.7**	**5**	**1.4**	**2**	**0.5**	**28**	**8.8**	**319**	**87.6**	**364**	**100**
Race	African	4	2.2	3	1.6	-	-	17	10.6	161	87.0	**185**	100
	Coloured	1	2.5	-	-	1	2.5	5	15.2	33	82.5	**40**	100
	Indian	-	-	-	-	-	-	-	-	16	100.0	**16**	100
	White	5	5.1	1	1.0	-	-	4	4.5	88	89.8	**98**	100
	Other	-	-	1	4.0	1	4.0	2	9.5	21	84.0	**25**	100
	Total	**10**	**2.7**	**5**	**1.4**	**2**	**0.5**	**28**	**8.8**	**319**	**87.6**	**364**	**100**
Relationship status	Married without children	2	3.8	2	3.8	-	-	1	2.1	47	90.4	**52**	100
	Married with children	1	0.9	1	0.9	2	1.8	7	7.1	98	89.9	**109**	100
	Single without children	5	4.8	2	1.9	-	-	6	6.5	92	87.6	**105**	100
	Single with children	1	1.3	-	-	-	-	11	17.5	63	84.0	**75**	100
	Other type of status	1	5.0	-	-	-	-	-	-	19	95.0	**20**	100
	Total	**10**	**2.7**	**5**	**1.4**	**2**	**0.5**	**28**	**8.8**	**319**	**87.6**	**364**	**100**
Commencer/ returner	Commencer	5	1.9	2	0.8	2	0.8	21	9.1	232	88.5	**262**	100
	Returner	5	4.9	3	2.9	-	-	7	8.0	87	85.3	**102**	100
	Total	**10**	**2.7**	**5**	**1.4**	**2**	**0.5**	**28**	**8.8**	**319**	**87.6**	**364**	**100**

A3.3.3. Financial support: quantitative data results

Table 101: I have to support myself financially while studying

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	65	**61**	0	**0**	28	**26**	22.83	.001	6	*50	.192	2	Small
	30–39 years	138	**74**	3	**2**	18	**10**							
	40–49 years	49	**75**	1	**2**	3	**5**							
	50–59 years	4	**80**	0	**0**	0	**0**							
Institutions	SU	60	**68**	2	**2**	14	**16**	15.19	.004	4	*33	.157	2	Small
	Wits	74	**62**	1	**1**	25	**21**							
	WitsPlus	122	**78**	1	**1**	10	**6**							
Gender	Female	157	**68**	4	**2**	37	**16**	5.87	.053	2	*33	.138	1	Small
	Male	99	**74**	0	**0**	12	**9**							
Race	African	127	**69**	2	**1**	24	**13**	13.84	.086	8	*48	.150	2	Small
	Coloured	31	**78**	2	**5**	4	**10**							
	Indian	9	**56**	0	**0**	6	**38**							
	White	73	**74**	0	**0**	13	**13**							
	Other	16	**64**	0	**0**	2	**8**							
Relationship status	Married – no children	42	**81**	0	**0**	6	**12**	14.07	.080	8	*40	.151	2	Small
	Married – with children	79	**72**	1	**1**	8	**7**							
	Single – no children	70	**67**	0	**0**	20	**19**							
	Single – with children	52	**69**	3	**4**	13	**17**							
	Other type of status	13	**57**	0	**0**	2	**9**							
Commencer / returner	Commencer	189	**72**	4	**2**	26	**10**	10.26	.006	2	*33	.182	1	Small
	Returner	67	**66**	0	**0**	23	**23**							
Column total (for each variable)		**256**	**70**	**4**	**1**	**49**	**13**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 102: I stress more about meeting financial obligations than younger students

Variables	Sub-categories	Agree		Unsure		Disagree		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	77	**72**	6	**6**	13	**12**	1.99	.921	6	*33	.057	2	Small
	30–39 years	125	**67**	8	**4**	22	**12**							
	40–49 years	41	**63**	5	**8**	9	**14**							
	50–59 years	3	**60**	0	**0**	1	**20**							
Institutions	SU	56	**64**	6	**7**	10	**11**	.87	.929	4	11	.037	2	Small
	Wits	83	**70**	6	**5**	16	**13**							
	WitsPlus	107	**68**	7	**4**	19	**12**							
Gender	Female	165	**71**	13	**6**	26	**11**	1.52	.467	2	0	.070	1	Small
	Male	81	**61**	6	**5**	19	**14**							
Race	African	124	**67**	6	**3**	26	**14**	9.59	.295	8	*40	.124	2	Small
	Coloured	30	**75**	2	**5**	2	**5**							
	Indian	10	**63**	3	**19**	2	**13**							
	White	67	**68**	7	**7**	12	**12**							
	Other	15	**60**	1	**4**	3	**12**							
Relationship status	Married – no children	39	**75**	6	**12**	4	**8**	11.35	.183	8	*27	.135	2	Small
	Married – with children	72	**66**	7	**6**	13	**12**							
	Single – no children	74	**70**	2	**2**	14	**13**							
	Single – with children	53	**71**	2	**3**	11	**15**							
	Other type of status	8	**35**	2	**9**	3	**13**							
Commencer / returner	Commencer	172	**66**	11	**4**	36	**14**	3.45	.178	2	0	.106	1	Small
	Returner	74	**73**	8	**8**	9	**9**							
Column total (for each variable)		**246**	**68**	**19**	**5**	**45**	**12**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 103: My immediate family as a source of financial support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	62	**58**	12	**11**	23	**21**	12.59	.050	6	*25	.142	2	Small
	30–39 years	88	**47**	15	**8**	54	**29**							
	40–49 years	27	**42**	4	**6**	21	**32**							
	50–59 years	2	**40**	2	**40**	0	**0**							
Institutions	SU	47	**53**	10	**11**	24	**27**	18.55	.001	4	0	.173	2	Small
	Wits	76	**64**	10	**8**	20	**17**							
	WitsPlus	56	**36**	13	**8**	54	**34**							
Gender	Female	117	**51**	21	**9**	60	**26**	.47	.790	2	0	.039	1	Small
	Male	62	**47**	12	**9**	38	**29**							
Race	African	84	**45**	19	**10**	48	**26**	2.27	.972	8	*27	.060	2	Small
	Coloured	23	**58**	2	**5**	11	**28**							
	Indian	8	**50**	2	**13**	4	**25**							
	White	52	**53**	8	**8**	28	**29**							
	Other	12	**48**	2	**8**	7	**28**							
Relationship status	Married – no children	28	**54**	4	**8**	16	**31**	7.15	.520	8	7	.107	2	Small
	Married – with children	60	**55**	7	**6**	23	**21**							
	Single – no children	51	**49**	10	**10**	33	**31**							
	Single – with children	30	**40**	10	**13**	22	**29**							
	Other type of status	10	**43**	2	**9**	4	**17**							
Commencer / returner	Commencer	114	**44**	25	**10**	77	**29**	7.29	.026	2	0	.153	1	Small
	Returner	65	**64**	8	**8**	21	**21**							
Column total (for each variable)		**179**	**49**	**33**	**9**	**98**	**27**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 104: An employer who pays for my study fees

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	6	**8**	2	**3**	23	**32**	10.27	.114	6	*50	.186	2	Small
	30–39 years	37	**26**	4	**3**	40	**28**							
	40–49 years	19	**34**	2	**4**	13	**23**							
	50–59 years	1	**20**	0	**0**	2	**40**							
Institutions	SU	n/a	**n/a**	n/a	**n/a**	n/a	**n/a**							
	Wits	1	**1**	1	**1**	34	**29**	34.18	.000	2	17	.479	1	Medium
	WitsPlus	62	**39**	7	**4**	44	**28**							
Gender	Female	46	**24**	5	**3**	52	**27**	.83	.660	2	17	.175	1	Small
	Male	17	**20**	3	**3**	26	**30**							
Race	African	45	**27**	5	**3**	36	**22**	20.25	.009	8	*53	.261	2	Medium
	Coloured	7	**29**	2	**8**	6	**25**							
	Indian	4	**25**	1	**6**	6	**38**							
	White	5	**10**	0	**0**	27	**53**							
	Other	2	**13**	0	**0**	3	**19**							
Relationship status	Married – no children	4	**11**	2	**5**	14	**37**	16.06	.042	8	*47	.232	2	Medium
	Married – with children	34	**34**	4	**4**	25	**25**							
	Single – no children	8	**12**	2	**3**	19	**28**							
	Single – with children	17	**26**	0	**0**	17	**26**							
	Other type of status	0	**0**	0	**0**	3	**75**							
Commencer / returner	Commencer	58	**26**	5	**2**	60	**27**	7.91	.019	2	17	.230	1	Medium
	Returner	5	**9**	3	**6**	18	**34**							
Column total (for each variable)		**63**	**23**	**8**	**3**	**78**	**28**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 105: Bursaries as a source of financial support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Institutions	SU	28	**32**	9	**10**	44	**50**	8.82	.066	4	*22	.138	2	Small
	Wits	25	**21**	4	**3**	38	**32**							
	WitsPlus	25	**16**	1	**1**	57	**36**							
Age	25–29 years	24	**22**	5	**5**	47	**44**	5.00	.544	6	*42	.104	2	Small
	30–39 years	37	**20**	8	**4**	72	**39**							
	40–49 years	17	**26**	1	**2**	18	**28**							
	50–59 years	0	**0**	0	**0**	2	**40**							
Gender	Female	47	**20**	7	**3**	83	**36**	.54	.763	2	0	.048	1	Small
	Male	31	**23**	7	**5**	56	**42**							
Race	African	41	**22**	7	**4**	53	**29**	11.55	.173	8	*57	.158	2	Small
	Coloured	12	**30**	3	**8**	14	**35**							
	Indian	4	**25**	0	**0**	7	**44**							
	White	17	**17**	3	**3**	57	**58**							
	Other	4	**16**	1	**4**	8	**32**							
Relationship status	Married – no children	6	**12**	3	**6**	28	**54**	10.12	.257	8	*33	.148	2	Small
	Married – with children	24	**22**	2	**2**	36	**33**							
	Single – no children	23	**22**	4	**4**	45	**43**							
	Single – with children	19	**25**	3	**4**	23	**31**							
	Other type of status	6	**26**	2	**9**	7	**30**							
Commencer / returner	Commencer	59	**23**	9	**3**	85	**32**	4.72	.095	2	17	.143	2	Small
	Returner	19	**19**	5	**5**	54	**53**							
Column total (for each variable)		**78**	**21**	**14**	**4**	**139**	**38**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 106: Student loans as a source of financial support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	30	**28**	7	**7**	45	**42**	7.18	.305	6	*42	.124	2	Small
	30–39 years	32	**17**	5	**3**	81	**43**							
	40–49 years	7	**11**	2	**3**	23	**35**							
	50–59 years	0	**0**	0	**0**	3	**60**							
Institutions	SU	30	**34**	6	**7**	44	**50**	47.90	.000	4	*33	.319	2	Medium
	Wits	36	**30**	8	**7**	37	**31**							
	WitsPlus	3	**2**	0	**0**	71	**45**							
Gender	Female	33	**14**	7	**3**	97	**42**	5.41	.067	2	0	.152	1	Small
	Male	36	**27**	7	**5**	55	**41**							
Race	African	35	**19**	10	**5**	66	**36**	14.84	.062	8	*57	.078	2	Small
	Coloured	5	**13**	3	**8**	19	**48**							
	Indian	0	**0**	0	**0**	9	**56**							
	White	23	**23**	1	**1**	51	**52**							
	Other	6	**24**	0	**0**	7	**28**							
Relationship status	Married – no children	7	**13**	0	**0**	28	**54**	22.54	.004	8	*40	.219	2	Medium
	Married – with children	8	**7**	3	**3**	48	**44**							
	Single – no children	32	**30**	4	**4**	40	**38**							
	Single – with children	16	**21**	5	**7**	29	**39**							
	Other type of status	6	**26**	2	**9**	7	**30**							
Commencer / returner	Commencer	39	**15**	12	**5**	103	**39**	5.34	.069	2	17	.151	1	Small
	Returner	30	**29**	2	**2**	49	**48**							
Column total (for each variable)		**69**	**19**	**14**	**4**	**152**	**42**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 107: My friends as a source of financial support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	6	**6**	6	**6**	74	**69**	2.47	.872	6	*42	.068	2	Small
	30–39 years	13	**7**	13	**7**	108	**58**							
	40–49 years	4	**6**	5	**8**	33	**51**							
	50–59 years	0	**0**	0	**0**	4	**80**							
Institutions	SU	6	**7**	5	**6**	69	**78**	6.83	.145	4	0	.113	2	Small
	Wits	12	**10**	11	**9**	66	**55**							
	WitsPlus	5	**3**	8	**5**	84	**54**							
Gender	Female	15	**6**	16	**7**	130	**56**	.72	.669	2	0	.052	1	Small
	Male	8	**6**	8	**6**	89	**67**							
Race	African	14	**8**	17	**9**	95	**51**	12.99	.112	8	*40	.156	2	Small
	Coloured	2	**5**	4	**10**	24	**60**							
	Indian	1	**6**	0	**0**	10	**63**							
	White	6	**6**	2	**2**	73	**74**							
	Other	0	**0**	1	**4**	17	**68**							
Relationship status	Married – no children	2	**4**	1	**2**	35	**67**	11.59	.170	8	*40	.148	2	Small
	Married – with children	6	**6**	8	**7**	58	**53**							
	Single – no children	8	**8**	4	**4**	73	**70**							
	Single – with children	7	**9**	8	**11**	40	**53**							
	Other type of status	0	**0**	3	**13**	13	**57**							
Commencer / returner	Commencer	16	**6**	22	**8**	145	**55**	6.54	.038	2	0	.157	1	Small
	Returner	7	**7**	2	**2**	74	**73**							
Column total (for each variable)		**23**	**6**	**24**	**7**	**219**	**60**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 108: Religious and spiritual affiliations as a source of financial support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	6	**6**	4	**4**	62	**58**	3.23	.779	6	*50	.086	2	Small
	30–39 years	11	**6**	6	**3**	93	**50**							
	40–49 years	6	**9**	1	**2**	26	**40**							
	50–59 years	0	**0**	0	**0**	3	**60**							
Institutions	SU	8	**9**	6	**7**	67	**76**	3.51	.476	4	*33	.090	2	Small
	Wits	9	**8**	3	**3**	50	**42**							
	WitsPlus	6	**4**	2	**1**	67	**43**							
Gender	Female	16	**7**	5	**2**	108	**47**	1.90	.386	2	17	.093	1	Small
	Male	7	**5**	6	**5**	76	**57**							
Race	African	10	**5**	8	**4**	81	**44**	15.48	.050	8	*53	.188	1	Small
	Coloured	7	**18**	0	**0**	21	**53**							
	Indian	2	**13**	0	**0**	7	**44**							
	White	3	**3**	2	**2**	67	**68**							
	Other	1	**4**	1	**4**	8	**32**							
Relationship status	Married – no children	2	**4**	0	**0**	33	**63**	6.74	.565	8	*53	.124	2	Small
	Married – with children	8	**7**	2	**2**	51	**47**							
	Single – no children	7	**7**	4	**4**	55	**52**							
	Single – with children	5	**7**	3	**4**	33	**44**							
	Other type of status	1	**4**	2	**9**	12	**52**							
Commencer / returner	Commencer	21	**8**	8	**3**	117	**45**	7.27	.026	2	17	.183	1	Small
	Returner	2	**2**	3	**3**	67	**66**							
Column total (for each variable)		**23**	**6**	**11**	**3**	**184**	**51**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

Table 109: Other students as a source of financial support

Variables	Sub-categories	Good		Average		Weak		Chi-square				Cramer's V		
		n	%	*n*	%	*n*	%	Value	± Sig.	*df*	*assump	Value	*df*	Effect
Age	25–29 years	3	**3**	3	**3**	80	**75**	11.82	.066	6	*42	.152	2	Small
	30–39 years	10	**5**	8	**4**	110	**59**							
	40–49 years	3	**5**	6	**9**	30	**46**							
	50–59 years	1	**20**	0	**0**	2	**40**							
Institutions	SU	2	**2**	3	**3**	75	**85**	7.74	.102	4	0	.123	2	Small
	Wits	6	**5**	9	**8**	66	**55**							
	WitsPlus	9	**6**	5	**3**	81	**52**							
Gender	Female	10	**4**	10	**4**	134	**58**	.03	.986	2	0	.011	1	Small
	Male	7	**5**	7	**5**	88	**66**							
Race	African	11	**6**	11	**6**	95	**51**	18.89	.015	8	*40	.192	2	Small
	Coloured	3	**8**	5	**13**	22	**55**							
	Indian	0	**0**	0	**0**	11	**69**							
	White	2	**2**	0	**0**	77	**79**							
	Other	1	**4**	1	**4**	17	**68**							
Relationship status	Married – no children	1	**2**	0	**0**	35	**67**	13.26	.103	8	*53	.161	2	Small
	Married – with children	8	**7**	7	**6**	56	**51**							
	Single – no children	4	**4**	4	**4**	74	**70**							
	Single – with children	4	**5**	6	**8**	41	**55**							
	Other type of status	0	**0**	0	**0**	16	**70**							
Commencer / returner	Commencer	15	**6**	16	**6**	143	**55**	9.84	.007	2	0	.196	1	Small
	Returner	2	**2**	1	**1**	79	**77**							
Column total (for each variable)		**17**	**5**	**17**	**5**	**222**	**61**	**n/a**				**n/a**		

* Violates chi-square assumption that cells should have expected frequencies of five or more

A3.3.4. Financial support: quantified-qualitative data results

A3.3.4.1. Financial stress with regards to financial obligations while studying: sub-categories as the unit of analysis

Again, themes (per individual) were cross-tabulated with each demographic variable (see Table 110 below). Themes in categories where there are 10 or more individuals, with percentage scores of 10 or more, are: responsible for own expenses while studying and; to lesser extent, increased financial responsibilities due to age.

Table 110: Financial stress themes according to socio-demographic variables and sub-categories

Variables	Sub-categories	Responsible for own expenses		Increased financial responsibilities due to age		Younger students generally receive financial assistance (parents/financial aid)		Knowing the value of money and how long it takes to earn it		Worried about meeting financial obligations		Employment-related concerns		Younger students generally do not have their own financial overheads		Not wanting to be a financial burden to anyone		Chances of receiving financial aid is minimal due to age		Lack of finances will prevent completion of degree		Staying within budget		Feelings of guilt (or stigmatisation)		Other financial concerns		Not applicable		Row total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Age	25–29 years	31	29.0	8	7.5	9	8.4	5	4.7	1	0.9	2	1.9	2	1.9	4	3.7	-	-	1	2.8	1	0.9	-	-	6	5.6	35	32.7	**107**	100
	30–39 years	71	39.7	12	7.0	11	5.3	4	2.0	4	2.0	4	2.0	2	0.9	1	0.4	2	0.9	-	-	2	0.9	1	0.7	5	2.7	68	35.5	**187**	100
	40–49 years	23	36.7	3	4.6	1	2.3	1	1.2	3	3.5	2	3.4	3	5.7	-	-	-	-	1	1.2	-	-	-	-	4	5.8	24	35.7	**65**	100
	50–59 years	2	100	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	**2**	100
	Total	**127**	**34.9**	**23**	**6.3**	**21**	**5.8**	**10**	**2.7**	**8**	**2.2**	**8**	**2.2**	**7**	**1.9**	**5**	**1.4**	**3**	**0.8**	**3**	**0.8**	**3**	**0.8**	**1**	**0.3**	**16**	**4.4**	**129**	**35.4**	**364**	**100**
Institution	SU	25	28.4	-	-	6	6.8	7	8.0	-	-	3	3.4	2	2.3	3	3.4	-	-	1	1.1	2	2.3	1	1.1	5	5.7	33	37.5	**88**	100
	Wits	50	42.0	4	3.4	4	3.4	2	1.7	1	0.8	2	1.7	-	-	2	1.7	3	2.5	-	-	1	0.8	-	-	5	4.2	43	36.1	**119**	100
	Wits Plus	52	33.1	19	12.1	11	7.0	1	0.6	7	4.5	3	1.9	5	3.2	-	-	-	-	-	-	-	-	-	-	6	3.8	53	33.8	**157**	100
	Total	**127**	**34.9**	**23**	**6.3**	**21**	**5.8**	**10**	**2.7**	**8**	**2.2**	**8**	**2.2**	**7**	**1.9**	**5**	**1.4**	**3**	**0.8**	**3**	**0.8**	**3**	**0.8**	**1**	**0.3**	**16**	**4.4**	**129**	**35.4**	**364**	**100**
Gender	Female	89	38.5	15	6.5	18	7.8	7	3.0	5	2.2	6	2.6	4	1.7	1	0.4	2	0.9	-	-	1	0.4	-	-	9	3.9	74	32.0	**231**	100
	Male	38	28.6	8	6.0	3	2.3	3	2.3	3	2.3	2	1.5	3	2.3	4	3.0	1	0.8	3	2.3	2	1.5	1	0.8	7	5.3	55	41.4	**133**	100
	Total	**127**	**34.9**	**23**	**6.3**	**21**	**5.8**	**10**	**2.7**	**8**	**2.2**	**8**	**2.2**	**7**	**1.9**	**5**	**1.4**	**3**	**0.8**	**3**	**0.8**	**3**	**0.8**	**1**	**0.3**	**16**	**4.4**	**129**	**35.4**	**364**	**100**
Race	African	67	36.2	10	5.4	13	7.0	1	0.5	6	3.2	5	2.7	3	1.6	1	0.5	2	1.1	-	-	3	1.6	-	-	4	2.2	70	37.8	**185**	100
	Coloured	16	40.0	1	2.5	5	12.5	-	-	-	-	-	-	1	2.5	1	2.5	-	-	-	-	-	-	1	2.5	5	12.5	10	25.0	**40**	100
	Indian	5	31.3	1	6.3	-	-	1	6.3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	6.3	1	6.3	7	43.8	**16**	100
	White	31	31.6	9	9.2	3	3.1	7	7.1	1	1.0	2	2.0	3	3.1	3	3.1	1	1.0	-	-	1	1.0	-	-	5	5.1	32	32.7	**98**	100
	Other	8	32.0	2	8.0	-	-	1	4.0	1	4.0	1	4.0	-	-	-	-	-	-	-	-	-	-	1	4.0	1	4.0	10	40.0	**25**	100
	Total	**127**	**34.9**	**23**	**6.3**	**21**	**5.8**	**10**	**2.7**	**8**	**2.2**	**8**	**2.2**	**7**	**1.9**	**5**	**1.4**	**3**	**0.8**	**3**	**0.8**	**3**	**0.8**	**1**	**0.3**	**16**	**4.4**	**129**	**35.4**	**364**	**100**
Relationship status	Married without children	18	34.6	8	15.4	5	9.6	2	3.8	-	-	2	3.8	1	1.9	-	-	1	1.9	-	-	-	-	-	-	2	3.8	13	25.0	**52**	100
	Married with children	42	38.5	5	4.6	6	5.5	1	0.9	6	5.5	2	1.8	1	0.9	-	-	-	-	-	-	-	-	-	-	3	2.8	43	39.4	**109**	100
	Single without children	36	34.3	4	3.8	7	6.7	5	4.8	1	1.0	-	-	2	1.9	4	3.8	-	-	2	1.9	3	2.9	-	-	9	8.6	32	30.5	**105**	100
	Single with children	27	36.0	6	8.0	3	4.0	1	1.3	1	1.3	2	2.7	2	2.7	1	1.3	2	2.7	1	1.3	-	-	1	1.3	2	2.7	26	34.7	**75**	100
	Other type of status	4	17.4	-	-	-	-	1	4.3	-	-	2	8.7	1	4.3	-	-	-	-	-	-	-	-	-	-	-	-	15	65.2	**23**	100
	Total	**127**	**34.9**	**23**	**6.3**	**21**	**5.8**	**10**	**2.7**	**8**	**2.2**	**8**	**2.2**	**7**	**1.9**	**5**	**1.4**	**3**	**0.8**	**3**	**0.8**	**3**	**0.8**	**1**	**0.3**	**16**	**4.4**	**129**	**35.4**	**364**	**100**
Commencer/ returner	Commencer	87	33.2	19	7.3	16	6.1	3	1.1	7	2.7	7	2.7	7	2.7	3	1.1	2	0.8	2	0.8	-	-	1	0.4	13	5.0	95	36.3	**262**	100
	Returner	40	39.2	4	3.9	5	4.9	7	6.9	1	1.0	1	1.0	-	-	2	2.0	1	1.0	1	1.0	3	2.9	-	-	3	2.9	34	33.3	**102**	100
	Total	**127**	**34.9**	**23**	**6.3**	**21**	**5.8**	**10**	**2.7**	**8**	**2.2**	**8**	**2.2**	**7**	**1.9**	**5**	**1.4**	**3**	**0.8**	**3**	**0.8**	**3**	**0.8**	**1**	**0.3**	**16**	**4.4**	**129**	**35.4**	**364**	**100**

A3.3.5. Recommendations to create more supportive institutional cultures: s*ub-categories as the unit of analysis*

Again, themes (per individual) were cross-tabulated with each demographic variable (see Table 111 below). Themes in categories where there are 10 or more individuals, with percentage scores of 10 or more, are: provide opportunities where older students can interact; provide academic support suited to older students; and, to a lesser extent, the university provides good service (included for further discussion in Chapter 7).

Table 111: Suggestion themes according to socio-demographic variables and sub-categories

Variables	Sub-categories	Provide opportunities where older students can interact		Provide academic support suited to older students		The university provides good service		Provide better social support programmes suited to older students		Provide financial support		Improve upon poor administration		Provide residences suited to older students		University staff should be more considerate of older students' time constraints		The university should employ dedicated/experienced staff		University staff should not treat older students as if inferior		Other suggestions regarding university staff (lecturers)		The university should offer more work opportunities to students		Changes concerning full-time and part-time courses		Structure degree courses better		Inform older students of current support services		Capitalise on older students' experiences which can benefit the university		Change class/tutorial/test times		Other		Not applicable		Row total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Age	25–29 years	9	8.4	5	4.7	8	7.5	4	3.7	3	2.8	2	1.9	3	2.8	2	1.9	1	0.9	1	0.9	-	-	1	0.9	2	1.9	1	0.9	-	-	1	0.9	-	-	3	2.8	60	56.1	**107**	100
	30–39 years	17	8.7	13	8.0	8	4.0	8	4.0	7	3.6	6	3.4	1	0.4	2	1.1	3	1.8	3	1.6	4	2.5	3	1.3	1	0.4	-	-	1	0.7	2	1.4	-	-	3	1.3	105	55.8	**187**	100
	40–49 years	4	6.9	12	20.6	4	6.9	4	5.8	3	3.5	3	5.7	2	4.5	2	2.3	2	3.4	1	1.2	1	1.2	-	-	-	-	-	-	1	1.2	-	-	-	-	2	3.4	24	33.5	**65**	100
	50–59 years	1	20.0	1	20.0	-	-	-	-	-	-	1	20.0	-	-	-	-	1	20.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	20.0	**5**	100
	Total	**31**	**8.5**	**31**	**8.5**	**20**	**5.5**	**16**	**4.4**	**13**	**3.6**	**12**	**3.3**	**6**	**1.6**	**6**	**1.6**	**6**	**1.6**	**6**	**1.6**	**5**	**1.4**	**4**	**1.1**	**3**	**0.8**	**2**	**0.5**	**2**	**0.5**	**2**	**0.5**	**2**	**0.5**	**1**	**0.3**	**8**	**2.2**	**190**	**52.2**	**364**	**100**
Institution	SU	11	12.5	2	2.3	6	6.8	10	11.4	6	6.8	-	-	4	4.5	-	-	-	-	-	-	2	2.3	1	1.1	1	1.1	2	1.7	1	1.1	-	-	1	1.1	-	-	3	3.4	39	44.3	**88**	100
	Wits	16	13.4	1	0.8	6	5.0	6	5.0	5	4.2	1	0.8	2	1.7	2	1.7	-	-	2	1.7	1	0.8	-	-	-	-	-	-	1	0.8	1	0.8	1	0.8	3	2.5	72	60.5	**119**	100
	Wits Plus	4	2.5	28	17.8	8	5.1	-	-	2	1.3	11	7.0	-	-	4	2.5	6	3.8	3	1.9	4	2.5	1	0.6	2	1.3	1	0.6	-	-	-	-	-	-	2	1.3	79	50.3	**157**	100
	Total	**31**	**8.5**	**31**	**8.5**	**20**	**5.5**	**16**	**4.4**	**13**	**3.6**	**12**	**3.3**	**6**	**1.6**	**6**	**1.6**	**6**	**1.6**	**6**	**1.6**	**5**	**1.4**	**4**	**1.1**	**3**	**0.8**	**2**	**0.5**	**2**	**0.5**	**2**	**0.5**	**2**	**0.5**	**1**	**0.3**	**8**	**2.2**	**190**	**52.2**	**364**	**100**
Gender	Female	20	8.7	22	9.5	12	5.2	10	4.3	5	2.2	9	3.9	1	0.4	5	2.2	4	1.7	2	0.9	3	1.3	3	1.3	2	0.9	1	0.4	-	-	1	0.4	-	-	4	1.7	127	55.0	**231**	100
	Male	11	8.3	9	6.8	8	6.0	6	4.5	8	6.0	3	2.3	5	3.8	1	0.8	2	1.5	4	3.0	2	1.5	1	0.8	1	0.8	1	0.8	2	1.5	1	0.8	2	1.5	4	3.0	63	47.4	**133**	100
	Total	**31**	**8.5**	**31**	**8.5**	**20**	**5.5**	**16**	**4.4**	**13**	**3.6**	**12**	**3.3**	**6**	**1.6**	**6**	**1.6**	**6**	**1.6**	**6**	**1.6**	**5**	**1.4**	**4**	**1.1**	**3**	**0.8**	**2**	**0.5**	**2**	**0.5**	**2**	**0.5**	**2**	**0.5**	**1**	**0.3**	**8**	**2.2**	**190**	**52.2**	**364**	**100**
Race	African	12	6.5	20	10.8	6	3.2	9	4.9	4	2.2	4	2.2	2	1.1	5	2.7	3	1.6	1	0.5	1	0.5	3	1.6	2	1.1	1	0.5	1	0.5	-	-	1	0.5	-	-	1	0.5	109	58.9	**185**	100
	Coloured	3	7.5	5	12.5	3	7.5	4	10.0	2	5.0	1	2.5	2	5.0	-	-	-	-	2	5.0	1	2.5	-	-	-	-	1	2.5	-	-	-	-	-	-	-	-	16	40.0	**40**	100
	Indian	2	12.5	-	-	1	6.3	-	-	-	-	1	6.3	-	-	-	-	-	-	-	-	2	12.5	-	-	-	-	-	-	-	-	-	-	-	1	6.3	-	-	9	56.3	**16**	100
	White	12	12.2	5	5.1	10	10.2	1	1.0	7	7.1	4	4.1	1	1.0	1	1.0	2	2.0	2	2.0	-	-	1	1.0	1	1.0	-	-	-	-	-	-	-	-	6	6.1	44	44.9	**98**	100
	Other	2	8.0	1	4.0	-	-	2	8.0	-	-	2	8.0	1	4.0	-	-	1	4.0	1	4.0	1	4.0	1	4.0	-	-	-	-	-	-	-	-	-	-	1	4.0	12	48.0	**25**	100
	Total	**31**	**8.5**	**31**	**8.5**	**20**	**5.5**	**16**	**4.4**	**13**	**3.6**	**12**	**3.3**	**6**	**1.6**	**6**	**1.6**	**6**	**1.6**	**6**	**1.6**	**5**	**1.4**	**4**	**1.1**	**3**	**0.8**	**2**	**0.5**	**2**	**0.5**	**2**	**0.5**	**2**	**0.5**	**1**	**0.3**	**8**	**2.2**	**190**	**52.2**	**364**	**100**
Relationship status	Married without children	5	9.6	7	13.5	3	5.8	4	7.7	2	3.8	3	5.8	-	-	2	3.8	1	1.9	-	-	1	1.9	-	-	-	-	1	1.9	-	-	-	-	-	-	-	-	1	1.9	22	42.3	**52**	100
	Married with children	9	8.3	15	13.8	4	3.7	4	3.7	2	1.8	2	1.8	1	0.9	2	1.8	2	1.8	2	1.8	1	0.9	1	0.9	1	0.9	1	0.9	1	0.9	1	0.9	-	-	2	1.8	56	51.4	**109**	100
	Single without children	10	9.5	5	4.8	8	7.6	3	2.9	6	5.7	4	3.8	4	3.8	1	1.0	3	2.9	2	1.9	1	1.0	1	1.0	-	-	-	-	-	-	1	1.0	-	-	3	2.9	53	50.5	**105**	100
	Single with children	5	6.7	4	5.3	4	5.3	3	4.0	2	2.7	2	2.7	1	1.3	1	1.3	1	1.3	1	1.3	1	1.3	1	1.3	1	1.3	-	-	1	1.3	-	-	-	-	-	-	47	62.7	**75**	100
	Other type of status	2	8.7	-	-	1	4.3	2	8.7	1	4.3	1	4.3	-	-	-	-	-	-	-	-	-	-	1	4.3	1	4.3	-	-	-	-	-	-	-	-	-	-	2	8.7	12	52.2	**23**	100
	Total	**31**	**8.5**	**31**	**8.5**	**20**	**5.5**	**16**	**4.4**	**13**	**3.6**	**12**	**3.3**	**6**	**1.6**	**6**	**1.6**	**6**	**1.6**	**6**	**1.6**	**5**	**1.4**	**4**	**1.1**	**3**	**0.8**	**2**	**0.5**	**2**	**0.5**	**2**	**0.5**	**2**	**0.5**	**1**	**0.3**	**8**	**2.2**	**190**	**52.2**	**364**	**100**
Commencer/ returner	Commencer	21	8.0	29	11.1	13	5.0	11	4.2	5	1.9	11	4.2	3	1.1	5	1.9	4	1.5	5	1.9	4	1.5	2	0.8	1	0.4	1	0.4	-	-	1	0.4	-	-	5	1.9	137	52.3	**262**	100
	Returner	10	9.8	2	2.0	7	6.9	5	4.9	8	7.8	1	1.0	3	2.9	1	1.0	2	2.0	2	2.0	-	-	-	-	1	1.0	1	1.0	1	1.0	2	2.0	-	-	3	2.9	53	52.0	**102**	100
	Total	**31**	**8.5**	**31**	**8.5**	**20**	**5.5**	**16**	**4.4**	**13**	**3.6**	**12**	**3.3**	**6**	**1.6**	**6**	**1.6**	**6**	**1.6**	**6**	**1.6**	**5**	**1.4**	**4**	**1.1**	**3**	**0.8**	**2**	**0.5**	**2**	**0.5**	**2**	**0.5**	**2**	**0.5**	**1**	**0.3**	**8**	**2.2**	**190**	**52.2**	**364**	**100**

Appendix 4: Thematic analysis results

This appendix presents tables illustrating how sub-themes were categorised into themes. Where possible, the respondents' original wording was included in the formulation of the sub-themes. Not only can these results serve as a source of secondary data for other researchers in HE, but it also provides an audit trail for other researchers to verify results to increase trustworthiness (Bryman, 2012:390–392; Creswell & Plano Clark, 2011:209; Johnson & Onwuegbuzie, 2004:16; Tashakkori & Teddlie, 2010:391).

Table 112: Motivation themes and sub-themes

Themes and sub-themes	*f*	%	*f*	%
Career-related motivations			**167**	**28.6**
Career change	49	29.3		
Career advancement	44	26.3		
Increased career opportunities	33	19.8		
To improve my career skills	15	9.0		
To acquire the skills to start my own business	3	1.8		
Bored with routine work	2	1.2		
Engineering industry requires a degree qualification	2	1.2		
Fear of possible unemployment without a degree qualification	2	1.2		
A desire for a satisfying career	1	0.6		
A lack of recognition at work due to not having a degree qualification	1	0.6		
Employment scarcity	1	0.6		
For job security	1	0.6		
I faced losing my job	1	0.6		
I felt frustrated and trapped in my career	1	0.6		
I hated my job	1	0.6		
I have a clearer understanding of my career aspirations	1	0.6		
Longing to break free from a profit-based environment	1	0.6		
Retrenchment	1	0.6		
Seeking job satisfaction	1	0.6		
The degree I am studying supports my work	1	0.6		
Time to focus on my career aspirations	1	0.6		
To attain a better working environment	1	0.6		
To compete in a competitive environment	1	0.6		
To gain benefits from the remainder of my work life	1	0.6		
To stay ahead in business	1	0.6		
Degree/qualification-related motivations			**65**	**11.1**
A desire for a degree qualification	27	41.5		
To complete a previously uncompleted degree	7	10.8		
To improve my qualifications	7	10.8		
To obtain a second degree qualification	5	7.7		
A desire for a post-graduate qualification necessitates an undergraduate qualification	2	3.1		
I changed the direction of my studies	2	3.1		
I needed a degree qualification	2	3.1		
Life is difficult without a degree qualification	2	3.1		
A degree will expand my options	1	1.5		
Education is important	1	1.5		
I need a degree qualification	1	1.5		
I regret my previous choice for a degree	1	1.5		
I require a degree qualification to match my experience	1	1.5		
If I have a degree qualification, people will respect me	1	1.5		
My diplomas are insufficient	1	1.5		
My prospects are limited without a degree qualification	1	1.5		
Need qualification to match experience	1	1.5		
To have a professional degree as opposed to a general degree	1	1.5		
With a degree, people will value my opinion	1	1.5		

Table 112: Motivation themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Personal development			**62**	**10.6**
Self-improvement	14	22.6		
To increase my knowledge	8	12.9		
For personal growth	6	9.7		
Self-empowerment	5	8.1		
To be independent	3	4.8		
For personal fulfilment	2	3.2		
Pursuing other interests	2	3.2		
For personal accomplishment	1	1.6		
For personal development	1	1.6		
For personal enrichment	1	1.6		
For personal satisfaction	1	1.6		
Personal interest, not to improve my career opportunities	1	1.6		
Pursuing own interests	1	1.6		
Seeking a new challenge	1	1.6		
Self-fulfilment	1	1.6		
To achieve my life goals	1	1.6		
To actualise my potential	1	1.6		
To attain a sense of accomplishment	1	1.6		
To attain more focus	1	1.6		
To challenge myself intellectually	1	1.6		
To find something I am passionate about	1	1.6		
To grow intellectually	1	1.6		
To improve my English-language skills	1	1.6		
To improve self-confidence	1	1.6		
To learn	1	1.6		
To learn a new skill	1	1.6		
To learn more about generation Y	1	1.6		
To learn new things	1	1.6		
To understand SA culture (non-SA national)	1	1.6		
Overcoming previous obstacles to study			**54**	**9.2**
A lack of finances to study earlier in life	26	48.1		
Lack of opportunities to study earlier in life	10	18.5		
I did not know what to study when I was younger	3	5.6		
My matric results prevented me from studying earlier in life	3	5.6		
My parents could not afford university fees	3	5.6		
Not attaining matric exemption prevented degree studies earlier in life	2	3.7		
I am more mature now	1	1.9		
I am no longer homeless	1	1.9		
I could afford full-time studies	1	1.9		
I am more focussed now	1	1.9		
Increased support provided me with an opportunity to study	1	1.9		
Mature age exemption provided me with an opportunity to study later in life	1	1.9		
Work commitments prevented me from studying earlier in life	1	1.9		
To improve my/our quality of life			**48**	**8.2**
To improve the quality of life for my family and I	8	16.7		
For a better future	6	12.5		
To improve my quality of life	6	12.5		
To provide for my family	6	12.5		
To change my life	4	8.3		
To secure a better future for my family and I	3	6.3		
To set a good example for my children to continue with tertiary education	3	6.3		
A lack of finances to study earlier in life	2	4.2		
I wish to immigrate	2	4.2		
A desire to do something different	1	2.1		
I have the potential to achieve more in life	1	2.1		
To a break a family cycle of poverty	1	2.1		
To prosper	1	2.1		
To provide my children with increased opportunities	1	2.1		
To set a good example for my children	1	2.1		
To take back control of my life	1	2.1		
Unhappiness with the situation I was in	1	2.1		

Table 112: Motivation themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Financial-related motivations			**46**	**7.9**
For increased income	23	50.0		
Having the financial means to study full-time	9	19.6		
A bursary provided me with an opportunity to study	6	13.0		
Financial stability	3	6.5		
An employer who pays for my studies	1	2.2		
Financial freedom	1	2.2		
To change my financial status	1	2.2		
To provide financially for retirement	1	2.2		
Trade union provided an opportunity for degree studies at WitsPlus	1	2.2		
Institution-specific motivations			**39**	**6.7**
SU is one of the top universities in SA	4	10.3		
I desire a degree from a reputable institution like Wits	3	7.7		
A degree from SU will enhance my career prospects	2	5.1		
SU is in my area	2	5.1		
Wits has a good reputation	2	5.1		
Wits is a prestigious institution	2	5.1		
Wits is one of the best universities in South Africa	2	5.1		
Wits provides quality education	2	5.1		
WitsPlus affords me the opportunity to work and study at the same time	2	5.1		
WitsPlus is conveniently situated close to work/home	2	5.1		
A desire to graduate at Wits	1	2.6		
Familiarity with the way SU functions	1	2.6		
Only Wits offers graduate entry into medicine	1	2.6		
Quality of SU as an institution	1	2.6		
SU has the best engineering faculty in Africa	1	2.6		
SU is better equipped than most other universities	1	2.6		
Wits gave me the opportunity to study my first choice degree	1	2.6		
Wits is the only university offering part-time classes	1	2.6		
Wits qualifications are recognised by employers	1	2.6		
WitsPlus is preferred for its environment	1	2.6		
WitsPlus is preferred for its lecture times	1	2.6		
WitsPlus is preferred to other institutions	1	2.6		
WitsPlus provides a better quality education than Wits Technikon	1	2.6		
WitsPlus provides flexibility	1	2.6		
WitsPlus provides well-structured courses	1	2.6		
WitsPlus suits my lifestyle and educational needs	1	2.6		
Pursuing a passion/dream			**37**	**6.3**
Pursuing my passion	23	62.2		
Pursuing a passion found later in life	7	18.9		
Pursuing my dream	4	10.8		
A desire to study music	1	2.7		
Fulfilling a life-long desire to attend university	1	2.7		
To fulfil a dream I've always had	1	2.7		
Time-related motivations			**18**	**3.1**
I have more free time now that my children are grown	6	33.3		
More free time	3	16.7		
It is never too late	2	11.1		
One's never too old to learn	2	11.1		
Age should not stop one from studying	1	5.6		
God appointed time	1	5.6		
I am still young enough to study	1	5.6		
It was now or never	1	5.6		
Not having the time to study earlier in life	1	5.6		

Table 112: Motivation themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
A preference for full-time studies			**15**	**2.6**
I prefer full-time studies as part-time studies take too long to complete	6	40.0		
My course requires me to study full-time	3	20.0		
Full-time studies provide better skills	2	13.3		
I am studying full-time due to an inability to cope with work and studies at the same time	1	6.7		
I prefer full-time studies as there is added pressure to complete on time	1	6.7		
I worked to save money for full-time studies	1	6.7		
My degree is very difficult, so I prefer to study full-time	1	6.7		
Other personal motivations			**12**	**2.1**
I am studying just for fun	1	8.3		
Increased support provided me with an opportunity to study	1	8.3		
Making amends for past mistakes	1	8.3		
My Christian faith directed my choice of degree course	1	8.3		
Not having too many responsibilities afforded me the opportunity to study full-time	1	8.3		
Personal motivations	1	8.3		
Support from my family provided me with an opportunity to study	1	8.3		
To fulfil an ambition	1	8.3		
Other personal motivations (continued)				
To fulfil my life purpose	1	8.3		
To make something of my life	1	8.3		
To prove that I can do it	1	8.3		
Valuing the opportunity to study	1	8.3		
Philanthropic motivations			**11**	**1.9**
To make a positive contribution towards society	4	36.4		
A desire to help my community	3	27.3		
A desire to help people	2	18.2		
A desire to help people in my inner circle	1	9.1		
A graduate can set a good example for others to pursue good careers	1	9.1		
A preference for part-time studies			**5**	**0.9**
I am studying part-time due to full-time employment	2	40.0		
I found distance learning very difficult, therefore I am studying part-time at WitsPlus	1	20.0		
I am studying part-time due to full-time employment and a family to support	1	20.0		
Work commitments motivated me to study part-time later in life	1	20.0		
Political race-related motivations			**5**	**0.9**
I wish to immigrate as there are no job opportunities for Whites in SA	1	20.0		
Political changes afforded funding for Blacks to study at university	1	20.0		
Political changes rectified discrimination against Blacks in higher education	1	20.0		
Political unrest in my home country prevented me from studying earlier in life	1	20.0		
School curriculum for non-whites under Apartheid did not meet min. university requirements	1	20.0		
Total			**584**	**100.0**

Table 113: Motivation themes and sub-themes due to changes in South Africa's employment practices

Themes and sub-themes	*f*	%	*f*	%
Degree/qualification-related motivations			**87**	**41.2**
I need a degree to access better employment opportunities	36	41.4		
I need a degree to access better employment opportunities in this competitive job market	4	4.6		
My degree will help me to run my own business	3	3.4		
A degree will enhance my career opportunities	2	2.3		
For a senior management position, one needs a degree qualification	2	2.3		
I need a degree to increase local and international employment opportunities	2	2.3		
Increased access to information made me realise that I need a degree to access better employment opportunities	2	2.3		
A degree qualification provides access to more opportunities	1	1.1		
A degree qualification will make it easier to immigrate	1	1.1		
A degree with honours is required in this competitive job market	1	1.1		
A specialised degree will increase international employment opportunities	1	1.1		
As a manager without a degree qualification, my competence is questioned	1	1.1		
As a senior manager, a degree qualification influences the way I am perceived in the workplace	1	1.1		
Being a refugee in SA, I had to attain a degree or resort to begging	1	1.1		
Being identified as top talent within the financial industry, I received a bursary to attain a degree qualification to match my experience	1	1.1		
Companies now want to employ degreed individuals as opposed to upskilling people once they have been employed	1	1.1		
Due to my age and not having worked for several years, I need a degree qualification to find work	1	1.1		
Employees at the company I work for are now can now study a degree of their choice	1	1.1		
Employment practices have changed to favour people who have both experience and qualifications	1	1.1		
Even without a degree qualification, my experience has been financially rewarded in the workplace	1	1.1		
Favouritism towards younger employees motivated me to study for a degree	1	1.1		
High levels of unemployment increases the need for a good qualification to secure employment	1	1.1		
I need a degree in a specific field to be self-employed	1	1.1		
I need a degree in the right field to access better employment opportunities	1	1.1		
I need a degree qualification for career advancement	1	1.1		
I need a degree qualification to access better employment opportunities	1	1.1		
I need a degree qualification to match my experience	1	1.1		
I need a degree so that my child will not be subjected to the same life I had to endure	1	1.1		
I need a degree to access better paid employment	1	1.1		
I need a degree to break the curse of having to work on farms in the Western Cape	1	1.1		
I need a degree to enhance my career	1	1.1		
I need a degree to match my job requirements	1	1.1		
I need a degree to prove I am intelligent enough to survive in this competitive job market	1	1.1		
I need a degree to teach disabled children	1	1.1		
I noticed that the bank employed young people without degrees to do my job, so I decided to attain a degree	1	1.1		
Increased falsification of credentials motivated me to study for a degree (at WitsPlus)	1	1.1		
Increased state corruption influenced my decision to study for a degree	1	1.1		
Increasingly, people without degree qualifications are unable to find employment	1	1.1		
Most jobs require a degree qualification	1	1.1		
The degree I am studying is in high demand	1	1.1		
To switch careers, I need a degree qualification	1	1.1		
Without a degree qualification I was exploited	1	1.1		
Without a degree qualification, I am not eligible for career advancement	1	1.1		

Table 113: Motivation themes and sub-themes as a result of changes in South Africa's employment practices (continued)

Themes and sub-themes	*f*	%	*f*	%
Changes in the working environment			**36**	**17.1**
Changing employment practices increasingly align level of educational attainment with income	8	22.2		
Compared to when I first started working, the job market is now more competitive	2	5.6		
As society is corrupt, chances of finding employment without political connections are scarce	1	2.8		
As technology increases, the need for unskilled labour is decreasing	1	2.8		
As the engineering field diversified, I need HR skills to manage my team	1	2.8		
Companies require their employees to attain more knowledge, skills and power	1	2.8		
Companies want to employ dynamic, educated, intelligent individuals	1	2.8		
Compared to previous years, the workplace is now dominated by academics	1	2.8		
Due to a lack of employment in SA, one needs to be entrepreneurial	1	2.8		
How things work in SA is general knowledge	1	2.8		
I feel uncertain about future job opportunities in SA	1	2.8		
I felt less secure in my position as a government nurse	1	2.8		
I have a general concern with SA's rising unemployment	1	2.8		
In SA, one needs a good education to secure a good job	1	2.8		
Jobs are not guaranteed and exploitation is rife	1	2.8		
One needs a proper skill or education to be employable	1	2.8		
One needs more skill and competence in this competitive job market	1	2.8		
One needs to keep pace with changing technology	1	2.8		
SA is a qualification orientated	1	2.8		
The need for unskilled labour is decreasing	1	2.8		
The office environment has changed over the years, employees are expected to be much more pro-active	1	2.8		
The retail sector forced employees to work for long hours	1	2.8		
The rising unemployment in SA is due to a lack of education	1	2.8		
The steel industry has declined	1	2.8		
The theatre industry is declining	1	2.8		
There are more employment opportunities in special skill orientated careers	1	2.8		
There are more international employment opportunities for lecturers	1	2.8		
There is a demand for teachers in SA	1	2.8		
Political race-related motivations			**32**	**15.2**
Employment is competitive due to BEE	2	6.3		
An influx of educated foreigners is threating our job opportunities	1	3.1		
As a Coloured person, I have to prove myself more in the workplace compared to a White person	1	3.1		
As a Coloured person, it's more difficult for advance than a White person	1	3.1		
As a new way to exclude Blacks from the job market, they are required to be overqualified to perform menial jobs	1	3.1		
As a White male, I am unable to apply for BEE positions	1	3.1		
As a White person in a competitive job market, one degree is no longer sufficient	1	3.1		
As a White person, I need a degree qualification to access better employment opportunities	1	3.1		
BEE candidates have secured most of the positions in the field I use to work in	1	3.1		
BEE makes it difficult for skilled people to find employment	1	3.1		
BEE makes it difficult for Whites to find employment	1	3.1		
BEE makes it difficult to access well-paid jobs	1	3.1		
Due to employment equity, I was forced out of the workplace	1	3.1		
Employment is competitive due to affirmative action policies	1	3.1		
Employment opportunities for Coloureds are overlooked due to a misperception that they enjoyed White privilege	1	3.1		
I was unable to apply for a job in the radio industry as only non-white individuals were permitted to apply	1	3.1		
I am not eligible for promotions/internal transfers as most positions in our company are reserved for BEE candidates	1	3.1		
In the new SA, there are more opportunities for Blacks	1	3.1		
In this new SA, I have the opportunity to do better	1	3.1		
In this new SA, my voice can also be heard	1	3.1		
Increase BEE legislation motivated me to study for a degree	1	3.1		
Most companies are under the misperception that BEE means only hiring Blacks	1	3.1		
Political changes required that out state department be moved	1	3.1		
SA needs more skilled people from disadvantaged race groups	1	3.1		
Seeing more Black people as professionals motivated me to do more with my life	1	3.1		
Since our democracy, more Blacks have attained leadership positions	1	3.1		
The employment equity act requires Whites to be very well education	1	3.1		
The government enforces the misperception that BEE means only hiring Blacks	1	3.1		
Under the old regime, Blacks were not educated for leadership positions	1	3.1		
Under the old regime, people of colour didn't pursue degree qualifications due to a lack of employment	1	3.1		
Unfair labour practices motivated me to study for a degree	1	3.1		

Table 113: Motivation themes and sub-themes as a result of changes in South Africa's employment practices (continued)

Themes and sub-themes	*f*	%	*f*	%
Devaluation of non-degree qualifications			**21**	**10.0**
Possessing a matric qualification has little value in the current job market	9	42.9		
Possessing a diploma is insufficient, I need a degree qualification for career advancement	6	28.6		
My certificate is insufficient, I need a degree qualification for career advancement	2	9.5		
Possessing certificates/diplomas are insufficient in this competitive job market	1	4.8		
Possessing two other tertiary qualifications, I was unable to find employment	1	4.8		
The jobs you could access 10 years ago with only matric are no longer available	1	4.8		
The jobs you could access 20 years ago with only matric are no longer available	1	4.8		
Career-related motivations			**13**	**6.2**
I was retrenched	5	38.5		
Although I have enough experience for a senior management position, I am afraid that leaving my current job will result in unemployment	1	7.7		
Career advancement is subject to level of education and experience	1	7.7		
I need more skills to work in my industry	1	7.7		
I need to exceed current job market requirements to grow my community	1	7.7		
I want to start my own business	1	7.7		
I was retrenched after the company I worked for liquidated	1	7.7		
I am studying in another field to increase my access to employment opportunities	1	7.7		
My employer encourages me to study	1	7.7		
Gender/race-related motivations			**11**	**5.2**
As a white male, I am now pursuing a highly technical degree to give me the edge over BEE candidates	2	18.2		
As a black female, I need a degree qualification to access better employment opportunities	1	9.1		
As a white male, employment opportunities in low-skill sectors are scarce	1	9.1		
As a white male, future employment opportunities are decreasing as competition increases	1	9.1		
As a white male, I need a degree qualification to access better employment opportunities	1	9.1		
As there are now more opportunities for women, a degree will increase employment opportunities	1	9.1		
BEE makes it difficult for white males to find employment	1	9.1		
Increasingly, BEE is making it difficult for white males to obtain well-paid jobs based on their skills	1	9.1		
Since our new democracy, more job opportunities became available for Indian females	1	9.1		
The job market looks unfavourably upon white males without degree qualifications	1	9.1		
Devaluation of experience			**8**	**3.8**
Changing employment practices increasingly focus on educational qualifications, not skills	2	25.0		
Changing employment practices increasingly focus on educational qualifications, not experience	1	12.5		
Having experience is insufficient, I need a degree to pursue my career	1	12.5		
In the current job market, a degree qualification carries more weight than experience	1	12.5		
Increasingly, employees are required to attain degree qualifications to match their experience	1	12.5		
These days, experience is not sufficient for finding employment	1	12.5		
These days, work experience is valued less	1	12.5		
Philanthropic motivations			**1**	**0.5**
I am studying engineering to make a difference in my community	1	100.0		
Other			**2**	**0.9**
As a performer in the entertainment industry, I am selected based upon a role's demographic requirements	1	50.0		
Closure of teacher training colleges prevented me from studying earlier in life	1	50.0		
Total			**211**	**100.0**

Table 114: Experience themes and sub-themes

Themes and sub-themes	*f*	%	*f*	%
Older students have an academic advantage			**158**	**23.7**
As an older student, I am more focussed on my studies	24	15.2		
As an older student, my work experience gives me an academic advantage	12	7.6		
As an older student, my life experience provides an academic advantage	11	7.0		
As an older student, I am more focussed	9	5.7		
As an older student, I am more disciplined	5	3.2		
As an older student, I am more responsible	5	3.2		
As an older student, I take my studies seriously	4	2.5		
As an older student, I am more motivated	4	2.5		
As an older student, I am more dedicated	3	1.9		
As an older student, I am more focussed on my goals	3	1.9		
As an older student, I have less distractions	2	1.3		
As an older student, I take this chance to study very seriously	2	1.3		
Older students' life experiences give them an academic advantage	2	1.3		
As a working student, I have a mature perspective on how things work in reality compared to theory	1	0.6		
As an older (working) student, I have additional resources (e.g. internet and printing facilities)	1	0.6		
As an older student who has studied before, I find it easy to adjust to university life	1	0.6		
As an older student who has studied before, I am more disciplined	1	0.6		
As an older student with a prior degree, I want to submit a higher quality work	1	0.6		
As an older student with a prior degree, I am more serious about my course work	1	0.6		
As an older student, I can discern what work is important and what is not	1	0.6		
As an older student, I can interact better with my patients	1	0.6		
As an older student, I enjoy learning new skills	1	0.6		
As an older student, I enjoy my studies much more	1	0.6		
As an older student, I enjoy the subjects I have chosen	1	0.6		
As an older student, I feel more motivated to study	1	0.6		
As an older student, I feel more pressured to perform well academically	1	0.6		
As an older student, I feel much calmer about my studies, especially assignments and exams	1	0.6		
As an older student, I feel that I learn much more	1	0.6		
As an older student, I find it easier to select what work is important	1	0.6		
As an older student, I find it easier to study for tests and exams	1	0.6		
As an older student, I find lectures more interesting and fulfilling	1	0.6		
As an older student, I find that my marks are a lot better	1	0.6		
As an older student, I gain more value from learning	1	0.6		
As an older student, I have better report with my lecturers	1	0.6		
As an older student, I have better study methods	1	0.6		
As an older student, I have experienced what I've learnt in the workplace	1	0.6		
As an older student, I have fewer issues with authority figures	1	0.6		
As an older student, I have grown more confident in my writing skills	1	0.6		
As an older student, I have more study skills	1	0.6		
As an older student, I more confident when approaching lecturers	1	0.6		
As an older student, I strive to write very good essays	1	0.6		
As an older student, I take my studies seriously as I am paying for it myself	1	0.6		
As an older student, I tend to grasp course content much better	1	0.6		
As an older student, I understand that studying is hard work	1	0.6		
As an older student, I use my student status to disarm future competition to gain knowledge in a particular field	1	0.6		
As an older student, I work harder to avoid failing	1	0.6		
As an older student, I am able to apply what I learn in class to practice	1	0.6		
As an older student, I am able to communicate better	1	0.6		
As an older student, I am able to conceptualise my coursework better which gives me an academic advantage	1	0.6		
As an older student, I am able to make choices which are in my best interest	1	0.6		
As an older student, I am able to multi-task	1	0.6		
As an older student, I am comfortable to debate with lecturers	1	0.6		
As an older student, I am focussed on acquiring knowledge to help me in my career	1	0.6		
As an older student, I am more determined to finish my degree	1	0.6		
As an older student, I am more determined to get things done	1	0.6		
As an older student, I am more focussed on achieving positive results	1	0.6		
As an older student, I am more focussed on concepts I am studying which I know I may use in future	1	0.6		
As an older student, I am more inclined to stay up-to-date with news events	1	0.6		

Table 114: Experience themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Older students have an academic advantage (continued)				
As an older student, I am more interested in mastery rather than just passing	1	0.6		
As an older student, I am more likely to spend more time studying than socialising	1	0.6		
As an older student, I am more widely read which gives me an academic advantage	1	0.6		
As an older student, I am not bothered by lecturers teaching style	1	0.6		
As an older student, I am not easily overwhelmed by stress	1	0.6		
As an older student, I am not only focussed on attaining good marks, but also in absorbing the course material	1	0.6		
As an older student, I am serious about meeting assignment deadlines	1	0.6		
As an older student, I am studying with a purpose	1	0.6		
As an older student, I've been able to apply my studies to real life situations, thus turning them into commercial value	1	0.6		
As an older student, lecturers notice that I am more focussed on my studies	1	0.6		
As an older student, my level of maturity influences the way I approach my studies	1	0.6		
As an older student, my free time is dedicated to my studies	1	0.6		
As an older student, my life experiences gives me a different perspective	1	0.6		
As an older student, my life experiences have taught me what is needed to be successful	1	0.6		
As this is my second degree, I am not feel as overwhelmed as other students	1	0.6		
I used to be a young C-student studying full-time, I am now an mature A-student studying part-time	1	0.6		
Older students are more determined to achieve	1	0.6		
Older students are more focussed on their studies	1	0.6		
Older students connect better with figures of authority	1	0.6		
Older students have an academic advantage due to previous work experience	1	0.6		
Older students prioritise passing their modules	1	0.6		
Older students suffer less from the negative influences of friends	1	0.6		
Older students tend to ask questions that concerns the workplace	1	0.6		
Older students tend to be more professional than younger students	1	0.6		
Older students tend to procrastinate less	1	0.6		
Older students tend to work harder than younger students	1	0.6		
Older students' working experiences give them an academic advantage	1	0.6		
Older students are at a different life stage			**51**	**7.6**
As an older student, I have more life experience	9	17.6		
As an older student, I am more mature due to my life experience	3	5.9		
As an older student, I am not forced to study due to parental pressure	3	5.9		
As an older student, I have a larger worldview	2	3.9		
As an older student, I have different priorities	2	3.9		
Older students have grown use to freedom from parental authority	2	3.9		
Older students have more life experience	2	3.9		
Over the years, I've had varied life roles wherein I gained experience	2	3.9		
As a wife and mother, I am at a different stage in my life	1	2.0		
As an older student, I am at a different life stage	1	2.0		
As a younger student in 2000, I learned more about myself	1	2.0		
As an older student who has prior working experience, I have a more mature worldview	1	2.0		
As an older student, I don't have to negotiate my freedom	1	2.0		
As an older student, I don't move in the same social circles as younger students	1	2.0		
As an older student, I experience less peer pressure to be part of the in-group	1	2.0		
As an older student, I feel more mature than most other students	1	2.0		
As an older student, I have a different world view than younger students	1	2.0		
As an older student, I have gained life experience via my work, travels and social life	1	2.0		
As an older student, I have had freedom from parental authority for a long time	1	2.0		
As an older student, I no longer feel the need to experiment	1	2.0		
As an older student, I selected the course I wanted to study, not my parents	1	2.0		
As an older student, I think I have solidified my social skills	1	2.0		
As an older student, I am at a different level of cognitive development	1	2.0		
As an older student, I am on a different level of maturity	1	2.0		
As an older student, I am used to being independent from my parents	1	2.0		
As an older student, I've adjusted to the novelty of living on my own	1	2.0		
As an older student, my idea of having fun doesn't match younger students idea of fun	1	2.0		
As an older student, my work experience influences my worldview which differs from that of younger students	1	2.0		
As one grows older, your priorities and interests change	1	2.0		
Being away from their parents for the first time is a novel first experience for most younger students	1	2.0		

Table 114: Experience themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Older students are at a different life stage (continued)				
I am a role model for my children	1	2.0		
The troubles facing an 18-year-old woman is much different from the troubles facing a 33-year-old woman	1	2.0		
Older students are at a different stage to younger students	1	2.0		
Older students are no longer merely preparing for life, but building upon existing experiences	1	2.0		
Younger students have an academic advantage			**43**	**6.4**
Younger students have more time	7	16.3		
Younger students have more time to study	4	9.3		
Younger students only have to focus on their studies	3	7.0		
Younger students have more resources	2	4.7		
Younger students tend to grasp concepts much faster	2	4.7		
Younger students who live on campus have more free time	2	4.7		
Younger students, fresh from school, are stronger academically	2	4.7		
Most younger students know people who have previously completed these courses who could offer them advice	1	2.3		
Younger students (studying full-time) are open to learn new things	1	2.3		
Younger students are at an academic advantage, especially when it comes to writing exams	1	2.3		
Younger students are better with technology	1	2.3		
Younger students are more open to technological advances	1	2.3		
Younger students are on campus full-time	1	2.3		
Younger students do not have similar troubles as older students	1	2.3		
Younger students have better lecturers	1	2.3		
Younger students have more freedom	1	2.3		
Younger students have more support available to them (e.g. FYE)	1	2.3		
Younger students have more time to complete their assignments	1	2.3		
Younger students have more time to cover the course curriculum	1	2.3		
Younger students have more time to develop skills	1	2.3		
Younger students have more time to engage with on-campus support centres	1	2.3		
Younger students receive more lecture time	1	2.3		
Younger students seem to know what's happening on campus	1	2.3		
Younger students speak English better than me	1	2.3		
Younger students who don't have to work can focus more on their studies	1	2.3		
Younger students, fresh from school, are still inclined to think academically	1	2.3		
Younger students, fresh from school, have an academic advantage	1	2.3		
Younger students, fresh from school, have fresh minds	1	2.3		
Older students have a different attitude			**41**	**6.1**
As an older student, I appreciate the opportunity to study	2	4.9		
As an older student, I am more self-confident	2	4.9		
As an older student, I can't afford to fail	1	2.4		
As an older student, I can't afford to repeat classes	1	2.4		
As an older student, I can't afford to waste time	1	2.4		
As an older student, I don’t care what other people think about studying at my age	1	2.4		
As an older student, I don't feel pressurised to conform to a student lifestyle	1	2.4		
As an older student, I don't feel the need to belong to on-campus societies	1	2.4		
As an older student, I feel more grounded	1	2.4		
As an older student, I find life easier	1	2.4		
As an older student, I have a calmer approach to my university experience	1	2.4		
As an older student, I have a realistic expectation of my experience at university	1	2.4		
As an older student, I have to accept my failures due to time constraints	1	2.4		
As an older student, I have to be more resilient	1	2.4		
As an older student, I know what makes me happy in life	1	2.4		
As an older student, I tend think differently than younger students	1	2.4		
As an older student, I tend to think more about the motives behind the social events hosted for students	1	2.4		
As an older student, I understand the world better than a 20-year-old	1	2.4		
As an older student, I understand why I am at university and the cost involved	1	2.4		
As an older student, I value the opportunity to study	1	2.4		
As an older student, I view life differently	1	2.4		
As an older student, I view the work I am studying differently	1	2.4		
As an older student, I am calmer	1	2.4		
As an older student, I am doing this for myself, not because it is expected of me	1	2.4		
As an older student, I am more appreciative	1	2.4		

Table 114: Experience themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Older students have a different attitude (continued)				
As an older student, I am more conscious of the big picture	1	2.4		
As an older student, I am more self-confident	1	2.4		
As an older student, I am more serious	1	2.4		
As an older student, my life experiences shape my worldview	1	2.4		
As an older student, my motivations are different	1	2.4		
As an older student, my priorities are different	1	2.4		
Due to my age, I know that finding employment without a degree can be challenging	1	2.4		
Due to my earlier life experiences, I know that life is cruel without an education	1	2.4		
Due to my earlier life experiences, my worldview is less idealistic than those of younger students	1	2.4		
I had to be selfish in order to attend university	1	2.4		
My previous life experiences made me aware of the challenges ahead	1	2.4		
Older and younger student's views concerning money differ	1	2.4		
The way I grew up is not the same as the younger generation	1	2.4		
The way younger students speak English is an indication that things have changed	1	2.4		
Older students socialise less			**39**	**5.8**
As an older student, I don't always feel like socialising	2	5.1		
As an older student, I don't socialise on-campus	2	5.1		
As an older student, I am less focussed on socialising	2	5.1		
As an older student, I am less interested in socialising	2	5.1		
As I had studied and participated in student activities earlier in life, I no longer have a need to participate in any of the on-campus social activities	2	5.1		
As a wife and mother, I spend my social time with my family	1	2.6		
As an older student, I attach less value to socialising	1	2.6		
As an older student, I attend class and go home	1	2.6		
As an older student, I could care less about social activities	1	2.6		
As an older student, I don't allow social trends to distract me	1	2.6		
As an older student, I don't need to socialise much	1	2.6		
As an older student, I don't deviate as much as younger students do	1	2.6		
As an older student, I don't feel the need to party and get drunk	1	2.6		
As an older student, I don't feel the pressures of an on-campus party lifestyle	1	2.6		
As an older student, I don't indulge in partying at night	1	2.6		
As an older student, I don't really participate in student social events	1	2.6		
As an older student, I don't socialise as much as younger students	1	2.6		
As an older student, I don't socialise much after lectures	1	2.6		
As an older student, I engage less in social activities	1	2.6		
As an older student, I have already participated in more than enough social activities	1	2.6		
As an older student, I no longer feel like clubbing/partying	1	2.6		
As an older student, I no longer have to fit into different cliques	1	2.6		
As an older student, I no longer have to participate in distracting forms of entertainment	1	2.6		
As an older student, I partied enough when I was younger	1	2.6		
As an older student, I spend less time having fun as younger students do	1	2.6		
As an older student, I spend more time with my family	1	2.6		
As an older student, I am attempting to reduce my social circle in order to focus on my studies	1	2.6		
As an older student, I am no longer interested in students' social events	1	2.6		
As an older student, I am unable to socialise much due to work and family responsibilities	1	2.6		
As an older student, my social life is non-existent	1	2.6		
As an older student, socialising is merely an added bonus	1	2.6		
As an older student, socialising is not important	1	2.6		
Even if I had wanted to participate in any of the on-campus social activities, my age would make me reluctant to do so	1	2.6		
I am working and studying full-time which means I have less time to socialise	1	2.6		
Older students have more responsibilities			**36**	**5.4**
As an older student, I have more responsibilities	7	19.4		
As an older student, I have work and family responsibilities	6	16.7		
As an older student, I find it challenging to balance work, family, studies and life responsibilities	5	13.9		
As an older student, I have more responsibilities to attend to	2	5.6		
As a working wife and mother, I have more responsibilities than younger students	1	2.8		
As an older student, I find it challenging to balance work and studies	1	2.8		
As an older student, I find it difficult to balance all my responsibilities	1	2.8		

Table 114: Experience themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Older students socialise less (continued)				
As an older student, I find it difficult to balance work, studies and family responsibilities	1	2.8		
As an older student, I have more responsibilities which result in more complexity	1	2.8		
As an older student, I have more work and family responsibilities	1	2.8		
As an older student, I have other obligations to attend to	1	2.8		
As an older student, I have to balance my studies with family responsibilities (e.g. childcare)	1	2.8		
As an older student, I have to balance work, family and my studies	1	2.8		
As an older student, I have to balance work, family and studies	1	2.8		
As an older student, I have to balance work, studies and life responsibilities	1	2.8		
As an older student, I have to work and study at the same time	1	2.8		
As an older student, I have work, family and other responsibilities	1	2.8		
Compared to my daughter who has all-day to attend to her full-time degree course, I have to work during the day	1	2.8		
In order to study part-time, I had to hire a nanny which adds to my expenses as a single mother	1	2.8		
Most older students have work and domestic responsibilities	1	2.8		
Older students lack a sense of belonging on campus			**34**	**5.1**
The university is geared towards the younger generation and their interests	3	8.8		
As an older student, I find it difficult to relate to younger students on campus	2	5.9		
As an older student attending res, I find it very difficult to fit in with my group of first-years	1	2.9		
As an older student on campus, I feel as if I am following the main stream	1	2.9		
As an older student who received a bantu education, I struggle with the language of instruction	1	2.9		
As an older student, I always feel on the periphery	1	2.9		
As an older student, I experience a daily identity crisis	1	2.9		
As an older student, I feel as if I am stealing opportunities from younger students	1	2.9		
As an older student, I feel embarrassed to be studying at my age	1	2.9		
As an older student, I feel intimidated by younger students	1	2.9		
As an older student, I feel isolated	1	2.9		
As an older student, I feel judged	1	2.9		
As an older student, I feel like a guest on campus	1	2.9		
As an older student, I feel self-conscious amongst younger students	1	2.9		
As an older student, I feel that I should be getting married and having children like other people my own age	1	2.9		
As an older student, I find it difficult to meet like-minded students	1	2.9		
As an older student, I find my experience in residence very depressing	1	2.9		
As an older student, I had a misplaced assumption that the university would place me in a seniors residence	1	2.9		
As an older student, I may be lacking a full university experience with wild parties and many social connections	1	2.9		
As an older student, I often feel isolated and alienated from my classmates	1	2.9		
As an older student, I sometimes feel lonely	1	2.9		
As an older student, I am not catered for by the university	1	2.9		
As an older student, I am treated as the odd one out	1	2.9		
As an older student, it was much more challenging than I anticipated to integrate into a class of younger students	1	2.9		
As an older student, its 'difficult to find common ground with people who are not of the same age group	1	2.9		
As an older student, it's difficult to find common ground with younger students	1	2.9		
As an older student, my first year was especially difficult	1	2.9		
As an older student, the residence does not support my needs (e.g. computer lab)	1	2.9		
Finding common ground with younger students is challenging	1	2.9		
Since all my friends have left university, I have struggled to befriend younger students	1	2.9		
The university is geared towards the younger generation and their interests, but more emphasis should be placed on making older students feel welcome	1	2.9		
Older students have more time constraints			**29**	**4.3**
As an older student, I have more time constraints	3	10.3		
As a part-time student, working and studying at the same time results in time constraints	2	6.9		
As an older student, I have less time	2	6.9		
As a father of two young children, I have to allocate much of my time to caring for them	1	3.4		
As a part-time student, I don't have time to spend on campus to do extra research	1	3.4		
As a part-time student, my academic workload results in time constraints	1	3.4		
As a single mother of two, travelling three hours a day is taking its toll	1	3.4		

Table 114: Experience themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Older students have more time constraints (continued)				
As a working single mother, I have to balance my time between work, studies and my family	1	3.4		
As a working student, my time is precious	1	3.4		
As a working wife and mother, I have little time to assimilate new information	1	3.4		
As an older student, finding enough time is challenging	1	3.4		
As an older student, I don't have enough time to study	1	3.4		
As an older student, I don't have much time to participate in the university's career initiatives	1	3.4		
As an older student, I don't have time to make mistakes	1	3.4		
As an older student, I have less time to focus on my studies	1	3.4		
As an older student, I have less time to focus on my studies as other responsibilities require my attention	1	3.4		
As an older student, I have limited time	1	3.4		
As an older student, I have to balance my time between family and studies	1	3.4		
As an older student, I know that I don't have time to come study again later in life	1	3.4		
As an older student, my demanding job which entails extensive travelling places a lot of pressure on me	1	3.4		
As an older student, time is not on my side	1	3.4		
As an older student, time management in critical	1	3.4		
At times, I just have to get a doctor's note to cope with my hectic schedule	1	3.4		
I don't have enough time for my family (e.g. when I arrive home, my son is asleep)	1	3.4		
Urgent deadlines at work means that I have to miss some of my classes	1	3.4		
Other perceptions of older students' experiences			**26**	**3.9**
As an older student who has prior working experience, I know it can be difficult in the workplace	1	3.8		
As an older student, I feel that I should make the best of this opportunity to study	1	3.8		
As an older student, I have a smaller social circle	1	3.8		
As an older student, I have gained skills due to prior working experience	1	3.8		
As an older student, I have other tertiary qualifications	1	3.8		
As an older student, I haven't joined most of the clubs	1	3.8		
As an older student, I intend on taking full advantage of this opportunity to study	1	3.8		
As an older student, I just want to finish this degree	1	3.8		
As an older student, I know how difficult the job market can be	1	3.8		
As an older student, I know I have lost much doing nothing with my life	1	3.8		
As an older student, I know I have lost much earning nothing	1	3.8		
As an older student, I know that a degree can open doors for me	1	3.8		
As an older student, I know that employment opportunities are better for those who have good qualifications	1	3.8		
As an older student, I know that I need to study now more than ever	1	3.8		
As an older student, I know that the financial costs to study are high	1	3.8		
As an older student, I know that what I've learned in theory does not always apply to practice	1	3.8		
As an older student, I make use of my opportunities	1	3.8		
As an older student, I am looking forward to returning home (KZN) to socialise with people my own age	1	3.8		
Despite failing some courses, I hope to finish next year	1	3.8		
I am currently not supported for my disabilities	1	3.8		
It's easier to befriend other students who have also had difficult life experiences	1	3.8		
My university experience is affirming my worldview	1	3.8		
The high drop-out rate of first-years is an indication of most students' lack of commitment to their studies	1	3.8		
The skills I've acquired at university places me in high demand in the workplace	1	3.8		
There is a big generation gap between younger and older students	1	3.8		
Unlike students who stay in residences, I have to leave as soon as my work is done to avoid transport problems	1	3.8		
Older students act differently than younger students			**23**	**3.4**
When in comes to drinking, I prefer a better quality wine as opposed to cheap box wine to just get drunk	2	8.7		
As a younger student, I was only concerned with getting drunk	1	4.3		
As an older student, I don't arrive at my classes intoxicated	1	4.3		
As an older student, I don't feel the need to disrupt classes by talking to my friends	1	4.3		
As an older student, I don't participate in on-campus team activities	1	4.3		
As an older student, I don't participate in university sports	1	4.3		
As an older student, I don't skip classes	1	4.3		
As an older student, I don't skip classes as much as younger students	1	4.3		

Table 114: Experience themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Older students act differently than younger students (continued)				
As an older student, I find that younger students disruptive when they talk to friends	1	4.3		
As an older student, I have the financial freedom to fulfil my needs	1	4.3		
As an older student, I tend to participate in events that befit my age	1	4.3		
As an older student, I am less influenced by the campus atmosphere	1	4.3		
As an older student, I am less involved in university life	1	4.3		
As an older student, I am no longer subject to peer pressure	1	4.3		
As an older student, I am not affected by peer pressure	1	4.3		
As an older student, I am not prone to peer pressure	1	4.3		
As an older student, I am not sure that younger students would be able to relate to my life experiences	1	4.3		
As an older student, it bothers me when younger students talk in the library while I am studying	1	4.3		
As an older student, my interests differ from those of younger students	1	4.3		
As an older student, other commitments prevent me from engaging with on-campus activities	1	4.3		
As I have an established career, I don't have to worry about finding employment after graduation	1	4.3		
As I am already employed, I stress less about finding work and focus more on promotion	1	4.3		
Compared to younger students who can party all night and arrive fresh for class the next day, I have to go to bed in time to arrive feeling fresh for class the next day	1	4.3		
I had to give up employment in order to attend university	1	4.3		
Older students are clear about their goals			**24**	**3.6**
As an older student, I know what I want	4	16.7		
As an older student, I am clear about my life goals	3	12.5		
As an older student, I am sure of my career choice	2	8.3		
As an older student, I am clear about my goals	2	8.3		
As an older student, I know what I want and how to achieve it	2	8.3		
As an older student, I have a vision	1	4.2		
As an older student, I know how to achieve my life goals	1	4.2		
As an older student, I know what I want to achieve in life	1	4.2		
As an older student, I am clear about my career path	1	4.2		
As an older student, I am clear about my reasons for enrolling at university	1	4.2		
As an older student, I am here to attain a degree to further my career	1	4.2		
As an older student, I am here to attain a strong academic qualification	1	4.2		
As an older student, I am here to study, then return to contributing to the economy	1	4.2		
As an older student, I am know what my goals in life are	1	4.2		
As an older student, my objectives are clearly defined	1	4.2		
Older students know what they want	1	4.2		
Older students have an academic disadvantage			**21**	**3.1**
As an older student who spend most of my day at work, I don't really experience the benefits of being on campus	1	4.8		
As an older student, I don't have social relationships to provide academic support (e.g.. sharing notes)	1	4.8		
As an older student, I feel as if my mind is not as sharp as it used to be when I was younger	1	4.8		
As an older student, I feel fatigued much quicker	1	4.8		
As an older student, I find it difficult to keep up with the pace of the course	1	4.8		
As an older student, I find programming courses very difficult	1	4.8		
As an older student, I find that a break from school makes it difficult to start studying again	1	4.8		
As an older student, I find that it takes me long to understand simple concepts	1	4.8		
As an older student, I find that my concentration is not as good as it used to be	1	4.8		
As an older student, I have forgotten some of the worked I learned at school a decade ago	1	4.8		
As an older student, I have more pressure	1	4.8		
As an older student, I have restricted funding opportunities due to age constraints	1	4.8		
As an older student, I lack technological skills	1	4.8		
As an older student, I struggle to find information on-line	1	4.8		
As an older student, I am not as open to technological advances	1	4.8		
As an older student, I am technologically challenged	1	4.8		
As an older student, my school curriculum was different to that of younger students	1	4.8		
As an older students, I rely on the help of younger students when I forget my password	1	4.8		
As I've completed matric a few years ago, I feel I am at an academic disadvantage compared t	1	4.8		
Due to family responsibilities, I feel less rested when I attend lectures	1	4.8		
Learning becomes more difficult as one grows older	1	4.8		

Table 114: Experience themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Younger students are at a different life stage			**21**	**3.1**
Younger students have less responsibilities	6	28.6		
Younger students are fresh from high school	2	9.5		
Having to cope on their own for the first time, most younger students lack good time management/organisational skills	1	4.8		
Most younger students are experiencing freedom from parental authority for the first time	1	4.8		
Younger and older students don't share a similar knowledge of life	1	4.8		
Younger students are experiencing freedom from parental authority for the first time	1	4.8		
Younger students are preparing for life	1	4.8		
Younger students are still developing their social skills	1	4.8		
Younger students are still stuck in a phase of doing as little as possible	1	4.8		
Younger students do not know how difficult it can be in the workplace	1	4.8		
Younger students experiencing freedom from parental authority for the first-time have more fun	1	4.8		
Younger students have generally not worked before	1	4.8		
Younger students lack life experience	1	4.8		
Younger students' parents sent them to university	1	4.8		
Younger students, fresh from school, tend to experiment more	1	4.8		
Younger students have a different attitude			**18**	**2.7**
Younger students are carefree	4	22.2		
Younger and older students have different values	1	5.6		
Younger students are less appreciative of certain conventions	1	5.6		
Younger students are more exited about entering the workplace	1	5.6		
Younger students are more focussed on being cool	1	5.6		
Younger students are more relaxed	1	5.6		
Younger students are more uncertain about what they want in life	1	5.6		
Younger students are naïve about what lies ahead after graduation	1	5.6		
Younger students care less if they fail because their parents are paying	1	5.6		
Younger students do not appreciate the opportunity to study full-time	1	5.6		
Younger students don’t always see the big picture	1	5.6		
Younger students tend to procrastinate	1	5.6		
Younger students don't always understand that their study fees represent a large part of someone's income	1	5.6		
Younger students don't know how privileged they are	1	5.6		
Younger students interact differently than what I am used to	1	5.6		
Younger students socialise more			**15**	**2.2**
Younger students tend to socialise more	3	20.0		
Younger students tend to focus more on social activities	2	13.3		
Most younger students focus more on partying than and less on studying	1	6.7		
Younger students are more focussed on partying	1	6.7		
Younger students engage more in social activities	1	6.7		
Younger students have less responsibilities and can therefore focus more on their studies	1	6.7		
Younger students might be at university just for fun	1	6.7		
Younger students party a lot	1	6.7		
Younger students party more	1	6.7		
Younger students prioritise social interaction	1	6.7		
Younger students tend to have a much larger group of friends	1	6.7		
Younger students tend to socialise much easier with each other	1	6.7		
Perceptions (negative) of part-time versus full-time students			**15**	**2.2**
As a part-time student, I don't always have access to the library	1	6.7		
As a part-time student, I don't always know about events on campus	1	6.7		
As a part-time student, I don't have access to secure parking	1	6.7		
As a part-time student, I don't have access to the SRC	1	6.7		
As a part-time student, I don't have tutorials like full-time students	1	6.7		
As a part-time student, I find it extremely unfair that I am not allowed to write a supplementary exam (e.g. when 47% is achieved)	1	6.7		
As a part-time student, I find that it difficult to access administrative assistance which is only available until 18:00	1	6.7		
As a part-time student, I am not taught by the course supervisor, but an PhD student	1	6.7		
As a part-time student, I am unable to experience campus life as fully as full-time students	1	6.7		
As a part-time student, the scope of the material suggests that my programme is treated as an afterthought	1	6.7		

Table 114: Experience themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Perceptions (negative) of part-time versus full-time students (continued)				
Full-time students are more carefree	1	6.7		
Full-time students have their lectures spread out over a week	1	6.7		
Full-time students still play around	1	6.7		
Full-time students tend to get more attention than part-time students	1	6.7		
Part-time students' lectures are compressed	1	6.7		
Older students are better at time-management			**13**	**1.9**
As an older student, I am better at time management	3	23.1		
As an older student, I am focussed on completing my degree within the specified time frame to avoid wasting time and money	2	15.4		
As an older student, I am good at time management	2	15.4		
As an older student, I have more time management skills	1	7.7		
As an older student, I know how to manage my time	1	7.7		
As an older student, I manage my time better	1	7.7		
As an older student, I am good balancing my responsibilities	1	7.7		
As an older student, I am more effective at time management	1	7.7		
Due to my earlier work experience, I can more effectively manage my time between family, work, developmental courses and socialising	1	7.7		
Older students' critique of university staff			**13**	**1.9**
As an older student, who is being treated like a child in residence, I am questioning if I made the right decision to attend university at my age	1	7.7		
As an older student with a prior degree, I get irritated with lecturers who waste my time	1	7.7		
As an older student, I don't tolerate being bullied/treated like a child by lecturers	1	7.7		
As an older student, I find the don't care attitude at WitsPlus very concerning	1	7.7		
As an older student, I am more critical of lecturers who are not committed to their work	1	7.7		
As an older student, I am still treated as a child and only allowed to speak when spoken to	1	7.7		
As an older student, I've grown accustomed to refer to everyone as "sir", despite many lecturers being younger than me	1	7.7		
If my experience as a WitsPlus student is anything to go by, I should rather send my son to another university	1	7.7		
It’s annoying when some lecturers treat working students like children	1	7.7		
Lecturers are under the misconception that older students should learn faster	1	7.7		
Lecturers tend to assume that all students are fresh out of high school	1	7.7		
Lectures who treat older students like children, do not earn my respect	1	7.7		
Tutors feel intimidated by older students	1	7.7		
Other perceptions older students have of younger students			**9**	**1.3**
As an older student, I don’t have to play on my cell phone during class times	1	11.1		
Younger students are trying to find their life purpose	1	11.1		
Younger students don't always interpret course content the same way as older students do	1	11.1		
Younger students have pre-existing cliques	1	11.1		
Younger students have taught me that life doesn't have to be so serious	1	11.1		
Younger students have their parents to support them	1	11.1		
Younger students joke about dating	1	11.1		
Younger students should focus on their education	1	11.1		
Younger students tend to assume we are all the same age	1	11.1		
Older students face more challenges			**8**	**1.2**
As an older student, I feel pressured to find employment while studying	1	12.5		
As an older student, I feel pressurised to use my time productively	1	12.5		
As an older student, I feel that I've struggled more in life	1	12.5		
As an older student, I feel trapped	1	12.5		
As an older student, I felt like giving up when I started my studies	1	12.5		
As an older student, I had to figure out how things work on campus as I had no introduction	1	12.5		
As an older student, there is more pressure on me	1	12.5		
I am under severe stress at work to perform	1	12.5		
Younger students have a richer campus experience			**7**	**1.0**
Younger students are more inclined towards the whole student experience	1	14.3		
Younger students engage more fully with their university experience	1	14.3		
Younger students engage with more on-campus activities	1	14.3		
Younger students find campus life much more exciting	1	14.3		
Younger students have a sense that they belong on campus	1	14.3		
Younger students tend to enrich their experience by participating in on-campus activities	1	14.3		

Table 114: Experience themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Younger students have a richer campus experience (continued)				
Younger students, fresh from school, experience university as amazing	1	14.3		
Older students pay their own studies			**6**	**0.9**
As an older student who is paying for my own studies, I am working much harder	1	16.7		
As an older student who pays for my own studies, I am clear about my goals	1	16.7		
As an older student, I feel more responsible towards my studies as my employer is paying for it	1	16.7		
As an older student, I am paying for my own studies	1	16.7		
As an older student, I am paying my own fees which increases my awareness of what is a stake	1	16.7		
As I am paying for my own education, I am more motivated to succeed	1	16.7		
Older students have a sense of belonging on campus			**5**	**0.7**
As an older student, I enjoy the activities offered by the university	1	20.0		
As an older student, I have a lot of friends in my class	1	20.0		
As an older student, I never felt overwhelmed on campus	1	20.0		
As an older student, I relish in the academic atmosphere on campus	1	20.0		
As an older student, I won’t allow anybody to make me feel like I don't belong	1	20.0		
Group work sessions with younger students are frustrating			**3**	**0.4**
As an older student, group work with younger students area challenge as they lack commitment	1	33.3		
As an older student, I find group work challenging as younger students lack seriousness	1	33.3		
As an older student, miscommunication and lack of commitment from younger students during group work frustrate me	1	33.3		
Older students' positive experiences of university staff			**3**	**0.4**
Some lecturers allow for flexibility to suit working students	1	33.3		
Some lecturers tend to respect working students more	1	33.3		
Some lecturers who respect working students' time constraints, stick to their two-hour lecture slots	1	33.3		
Younger students are noisy			**3**	**0.4**
Younger students are noisy	2	66.7		
Younger students in residences make noise all day long	1	33.3		
Younger students have an academic disadvantage			**3**	**0.4**
Younger students don't care if they fail	2	66.7		
Younger students may lack the motivation to work hard	1	33.3		
Total			**667**	**100.0**

Table 115: Advantages of being a NTAS themes and sub-themes

Themes and sub-themes	*f*	%	*f*	%
Better developed personal skills			**181**	**40.0**
I am more disciplined	25	13.8		
I am more focussed	23	12.7		
I am more mature	15	8.3		
I am more determined	10	5.5		
Better developed personal skills	6	3.3		
I know myself better	6	3.3		
I am more responsible	6	3.3		
I am better at time management	5	2.8		
I am committed to working hard	5	2.8		
I am self-confident	4	2.2		
I am self-motivated	4	2.2		
I can cope better	3	1.7		
I am able to prioritise	3	1.7		
I am better at handling stress	3	1.7		
I am better at planning	3	1.7		
I am comfortable with myself	3	1.7		
I am more knowledgeable	3	1.7		
I am more motivated	3	1.7		
I am more serious	3	1.7		
I am willing to give my all	3	1.7		
I am wiser	3	1.7		
I am better at contextualising my course work	2	1.1		
I am more open-minded	2	1.1		
Older students are more motivated	2	1.1		
A holistic view of my skills gives me an academic advantage	1	0.6		
At this age, my cognitive development is complete	1	0.6		
I have a better command of the English language	1	0.6		
I have a greater aptitude for lateral thinking	1	0.6		
I have better study skills	1	0.6		
I have greater perseverance	1	0.6		
I have greater self-acceptance	1	0.6		
I have greater self-awareness	1	0.6		
I have less "wanderlust"	1	0.6		
I know what makes me happy	1	0.6		
I work smarter	1	0.6		
I am able to adjust	1	0.6		
I am better at executing tasks	1	0.6		
I am better at managing my finances	1	0.6		
I am emotionally more mature	1	0.6		
I am emotionally more stable	1	0.6		
I am good at multi-tasking	1	0.6		
I am less distracted	1	0.6		
I am mentally stronger	1	0.6		
I am more cautious	1	0.6		
I am more composed	1	0.6		
I am more diligent	1	0.6		
I am more level-headed	1	0.6		
I am more logical	1	0.6		
I am more mature to cope with pressure	1	0.6		
I am more self-aware	1	0.6		
I am more self-confident	1	0.6		
I am more settled	1	0.6		
I am not distracted	1	0.6		
My level of maturity helps me deal with unpleasant situations in the medical field (e.g. dea	1	0.6		
My level of maturity helps me to work smart	1	0.6		
Older students are better at prioritising	1	0.6		
Older students are better equipped to handle life's problems	1	0.6		
Older students are more responsible	1	0.6		
Older students have more self-control	1	0.6		
Older students think more strategically	1	0.6		

Table 115: Advantages of being a NTAS themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Clarity concerning goals			**95**	**21.0**
I know what I want to achieve in life	36	37.9		
I am more focussed on my studies	14	14.7		
As time is not on my side, I am motivated to finish my degree as soon as possible	8	8.4		
As I am paying for my own studies, I am more determined to excel in my course	6	6.3		
I know what is important and what is not	5	5.3		
I have certainty regarding my choice of career	4	4.2		
I have certainty regarding my choice of degree course	4	4.2		
I am more serious about my studies	3	3.2		
I know what is required to be successful	2	2.1		
I understand the importance of studying for a degree	2	2.1		
I have a pragmatist approach towards my studies	1	1.1		
I have a purpose	1	1.1		
I have purpose	1	1.1		
I am committed to socialising less in order to study more	1	1.1		
I am more focussed on applying what I am learning	1	1.1		
My attention is on what really matters	1	1.1		
Older students are more disciplined	1	1.1		
Older students are more focussed on their studies	1	1.1		
Older students are more goal orientated	1	1.1		
Older students are more realistic about their goals	1	1.1		
Older students know what they want to achieve in life	1	1.1		
Life experience is an advantage			**53**	**11.7**
I have more life experience	24	45.3		
My life experience gives me an academic advantage	22	41.5		
Being older, my experience has shaped my worldview	1	1.9		
I find my course work more relevant	1	1.9		
I am able to think critically due to my life experience	1	1.9		
Life experience has taught me that education is important	1	1.9		
My life experience extends beyond my studies	1	1.9		
My life experiences shape my worldview	1	1.9		
Older students ask questions in class from an experienced point of view	1	1.9		
Better social skills			**27**	**6.0**
I am not subject to peer pressure	9	33.3		
I find it easy to approach lecturers/tutors	5	18.5		
I am able to express myself in class	2	7.4		
I am not intimidated by classmates or lecturers	2	7.4		
I don't act foolishly	1	3.7		
I have a better relationship with my lecturers	1	3.7		
I have acquired a wide social support network in my field of study	1	3.7		
I have better people skills	1	3.7		
I relate to my lecturers on a mature level	1	3.7		
I am able to contribute towards class discussions	1	3.7		
I am able to select my friends wisely	1	3.7		
I am less inclined to indulge in petty politics	1	3.7		
I've been socialised to restrain my actions	1	3.7		
Work experience is an advantage			**23**	**5.1**
My work experience gives me an academic advantage	11	47.8		
I have work experience	7	30.4		
I have practical exposure to my field of study	1	4.3		
I used to work under severe pressure, so I am able to cope with the pressure of studying	1	4.3		
I am able apply what I learn in class to real life	1	4.3		
My work experience helps me to overcome tempting social activities (e.g. drinking)	1	4.3		
Older student can apply what they learn immediately	1	4.3		
Improved academic performance			**16**	**3.5**
I attend all my classes	3	18.8		
I am enjoying my field of study	2	12.5		
I enjoy learning new skills	1	6.3		
I enjoy my studies	1	6.3		
I enjoy supporting other students	1	6.3		
I enjoy the on-campus academic atmosphere	1	6.3		
I understand the course work better	1	6.3		

Table 115: Advantages of being a NTAS themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Improved academic performance (continued)				
I am achieving higher marks	1	6.3		
I am not only focussed on attaining good marks, but also in absorbing the course material	1	6.3		
My familiarity with studying at university gives me an academic advantage	1	6.3		
My previous degrees give me an academic advantage	1	6.3		
Older students study more	1	6.3		
When it comes to my studies, I am able to identify what work is important and what is not	1	6.3		
Greater sense of independence			**13**	**2.9**
I am accustomed to being independent	4	30.8		
I am not pressurised to impress anyone	3	23.1		
I make my own decisions	1	7.7		
I am directing my career	1	7.7		
I am less distracted by university lifestyles	1	7.7		
I am no longer subjected to my parents' authority	1	7.7		
I am not forced to study due to parental pressure	1	7.7		
I am studying by choice	1	7.7		
Less interested in social activities			**9**	**2.0**
I am less interested in social activities	3	33.3		
Being older, I am less inclined to search for new social relationships	1	11.1		
I don't need to socialise as much as I used to	1	11.1		
I am less inclined to suffer from the fear of missing out	1	11.1		
I've passed my partying phase	1	11.1		
My social life is less important	1	11.1		
Older students are less focussed on socialising	1	11.1		
More appreciative			**6**	**1.3**
I am more appreciative of this opportunity to study	4	66.7		
I value this opportunity to study	1	16.7		
I am more appreciative of opportunities in life	1	16.7		
More established relationships			**5**	**1.1**
I have an established social circle	2	40.0		
As I am married, I don't have to worry about boyfriends	1	20.0		
As I am married, I am not subjected to social pressures	1	20.0		
I am less inclined to suffer from new boyfriend syndrome	1	20.0		
Respect from others			**2**	**0.4**
Others look up to me	1	50.0		
Others respect me more	1	50.0		
Other advantages			**22**	**4.9**
I know what is expected of me	3	13.6		
I am able to apply theory to practice in my daily life	1	4.5		
As I am employed, I don't have to worry about finding work after I graduate	1	4.5		
As I am employed, I receive an income every month	1	4.5		
As I've worked before, no-one will take advantage of me	1	4.5		
Being older, I have a realistic perspective of the workplace	1	4.5		
I can afford to pay for my own studies	1	4.5		
I feel less pressurised	1	4.5		
I have more time to focus on my studies	1	4.5		
I have secured future employment	1	4.5		
I know I should do things right the first time	1	4.5		
I know that studying would improve my life	1	4.5		
I know what employers require	1	4.5		
I understand the value of my financial investment to study (full-time)	1	4.5		
I use my student status to disarm future competition to gain knowledge in a particular field	1	4.5		
I am not repeating the same mistakes I made as a younger student	1	4.5		
I am used to working for long hours	1	4.5		
My work experience results in greater understanding of coursework	1	4.5		
Studying part-time is easy compared to working full-time	1	4.5		
Work experience has taught me that a degree is valuable	1	4.5		
Total			**452**	**100.0**

Table 116: Disadvantages of being a NTAS themes and sub-themes

Themes and sub-themes	*f*	%	*f*	%
More responsibilities			**7**	**28.0**
As an older student, I have more responsibilities	2	28.6		
All my responsibilities make it difficult for me to manage my academic workload	1	14.3		
All my responsibilities make me feel overwhelmed	1	14.3		
As a married woman, I have more domestic responsibilities	1	14.3		
I have a children to care for	1	14.3		
I am not in a position to study full-time as I have financial responsibilities	1	14.3		
Break from previous studies affects learning negatively			**5**	**20.0**
After a break from studying, I am finding it difficult to study now	3	60.0		
After a break from studying, I find writing exams challenging	1	20.0		
School leavers learnt things at school which I forgot	1	20.0		
Other disadvantages			**13**	**52.0**
It takes longer to understand the work	2	15.4		
Older does not imply being better	2	15.4		
Lecturers think part-time students need less help	1	7.7		
My age is a barrier to obtaining a bursary	1	7.7		
Older students may not fit into the same groups as younger students	1	7.7		
Older students who do not share similar interests may be a burden to younger students	1	7.7		
School leavers learned things at school which I did not	1	7.7		
The pace at university is hard and fast	1	7.7		
Whether it's an advantage, or a disadvantage, depends upon the type of person you are	1	7.7		
Younger (full-time) students only have to focus on their studies	1	7.7		
Younger students may view older students as a threat	1	7.7		
Total			**25**	**100.0**

Table 117: Same-age student friends would increase level of social support received themes and sub-themes

Themes and sub-themes	*f*	%	*f*	%
To share similar concerns and experiences			**111**	**40.4**
It provides an opportunity to share similar concerns and experiences	111	40.4		
A sense of being understood			**30**	**10.9**
It provides a sense of being understood	30	10.9		
Academic assistance			**24**	**8.7**
It provides opportunities for academic assistance	24	8.7		
Overcoming similar challenges			**13**	**4.7**
As we share similar challenges, we can help each other overcome them	13	4.7		
Encouragement			**11**	**4.0**
It's a source of encouragement	11	4.0		
Tendency to think alike			**10**	**3.6**
Same-age students tend to think alike	10	3.6		
Easier to relate			**7**	**2.5**
I find it easier to relate to people of a similar age	7	2.5		
More mature wordview			**7**	**2.5**
Older students tend to share a more mature worldview	7	2.5		
Similar interests			**7**	**2.5**
I want to converse with emotionally mature peers who share similar interests	7	2.5		
Knowing one's not alone			**6**	**2.2**
To know that I am not alone	6	2.2		
Other			**49**	**17.8**
It increases opportunities to meet other people (networking)	4	1.5		
People my own age are more goal orientated	4	1.5		
It keeps me focussed on my goals	3	1.1		
It provides an opportunity for emotional support	3	1.1		
Same-age students are more focussed on their studies	3	1.1		
People my own age are more responsible	2	0.7		
People of a similar age tend to relate better to each other	2	0.7		
Same-age students inspire me	2	0.7		
To study full-time later in life has serious financial, relational and social implications	2	0.7		
Another same-age student helped me to connect with younger students	1	0.4		
Friends in general support each other	1	0.4		
I enjoy socialising with people who have more life experience	1	0.4		
I find it easier to relate to people of a similar background	1	0.4		
I am unable to identify with younger students	1	0.4		
I am unable to share similar concerns and experiences with younger students	1	0.4		
It provides an opportunity to improve upon one's general life skills	1	0.4		
It provides an opportunity to share ideas	1	0.4		
It provides companionship	1	0.4		
It provides moral support	1	0.4		
It's difficult to befriend students who refer to you as "tannie"	1	0.4		
Lecturers of a similar age are reluctant to cross the lecturer/student power divide	1	0.4		
Older students tend to handle serious matters better than younger students	1	0.4		
People my own age give better advice than younger people	1	0.4		
People my own age won't have the express need to get drunk when we go out	1	0.4		
People of a similar age are intellectually on the same level	1	0.4		
People who share similar interests tend to flock together	1	0.4		
Same-age friendships are important during the first year of university	1	0.4		
Same-age students deal better with stress	1	0.4		
Same-age students share similar responsibilities	1	0.4		
Working people my own age are more knowledgeable	1	0.4		
Younger students are not equipped to give social support	1	0.4		
Younger students dependent on their parents do not have financial overheads	1	0.4		
Younger students do not want to socialise with older students	1	0.4		
Total			**275**	**100.0**

Table 118: Same-age student friends would not increase level of social support received themes and sub-themes

Themes and sub-themes	*f*	%	*f*	%
Social support is available from all age groups			**10**	**16.7**
Social support is available from all age groups	10	40.4		
Current social support network is sufficient			**8**	**13.3**
My current social support network is sufficient	8	10.9		
No time to socialise on campus			**5**	**8.3**
I don't have time to socialise on campus	5	8.3		
Other			**37**	**61.7**
I am here to study, not to make friends	3	5.0		
People tend to connect on the basis of similar interests, not age	3	5.0		
Being the same age does not imply sharing the same interests	2	3.3		
I doesn't matter who your friends are	2	3.3		
By associating with younger students on campus, I feel more like a student and less like a parent	1	1.7		
Friends at university will not make me pass or fail	1	1.7		
Friendships with optimistic young people makes me feel more positive about my future	1	1.7		
Friendships with young people encourage me to do better	1	1.7		
Friendships with younger students provide fresh insights	1	1.7		
I don't have a lot in common with serious people my own age	1	1.7		
I don't look my age, so I fit in well with younger students	1	1.7		
I don't need same-age friendships as I can adapt well	1	1.7		
I don't need social support	1	1.7		
I find same-age friendships demotivating	1	1.7		
I prefer the company of young dreamers	1	1.7		
I prefer to be alone	1	1.7		
If you don't speak English fluently, same-age students look down at you	1	1.7		
It's more beneficial to be friends with both younger and older students	1	1.7		
It's more beneficial to be friends with younger students	1	1.7		
Most older students are postgraduates and do not mingle with undergraduates	1	1.7		
Older students are too serious	1	1.7		
Perhaps older students are more introverted and prefer to keep to themselves	1	1.7		
Same-age campus friends did not improve my level of social support, but they did encourage me in my studies	1	1.7		
Same-age friends make me feel old and tired	1	1.7		
Same-age friends would have helped during my first year which was the most difficult	1	1.7		
Since I left school a long time ago, I need younger students increase my performance	1	1.7		
Social support is up to me, not other people	1	1.7		
Some people are better at connecting for support than others	1	1.7		
There are too many other responsibilities to tend to	1	1.7		
Younger students are more fun and carefree	1	1.7		
Younger students are willing to provide academic assistance	1	1.7		
Total			**60**	**100.0**

Table 119: Financial stress themes and sub-themes

Themes and sub-themes	*f*	%	*f*	%
Responsible for own expenses			**158**	**42.6**
Despite studying full-time, I am still responsible for my household expenses (e.g. school fees)	26	16.5		
As a part-time student, I am still responsible for my study fees and household expenses	23	14.6		
Compared to younger students who receive financial assistance from their parents, I am responsible for my own expenses	21	13.3		
Despite studying full-time, I am still responsible for my own expenses	19	12.0		
Compared to younger students, I am still responsible for household expenses	5	3.2		
Despite studying full-time, I still have to care for my child/ren	5	3.2		
I don't have family who can support me financially	5	3.2		
As a part-time student, I have to pay my own studies	4	2.5		
Compared to younger students who receive financial assistance, I am responsible for my own expenses	4	2.5		
Despite being unemployed and studying full-time, I still have financial obligations to meet	4	2.5		
As a part-time student, I have to work to fund my studies and other household expenses	3	1.9		
Despite studying full-time, both my spouse and I are responsible for our expenses	3	1.9		
I don't receive financial assistance from my parents	3	1.9		
My family depends on me for financial support	3	1.9		
As a part-time student, I am still responsible for my household expenses	2	1.3		
Despite studying full-time, both my spouse and I are responsible for family expenses (e.g. school fees)	2	1.3		
Due to my age, I no longer rely on my parents for financial assistance	2	1.3		
I am reliant on my bursary to pay my expenses	2	1.3		
I am responsible for repaying my student expenses once I start working	2	1.3		
As a part-time student and single parent, I am still responsible for my household expenses	1	0.6		
As a part-time student, I still have to care for my child/ren	1	0.6		
As I am working, I am dependent upon myself for finances	1	0.6		
Attending class twice a week has increased my travelling expenses	1	0.6		
Despite studying full-time, both my partner and I are responsible for our expenses	1	0.6		
Despite studying full-time, I have to place my children's' needs above my own	1	0.6		
Despite studying full-time, I am still have other financial responsibilities	1	0.6		
I am a single parent without any other source of financial assistance	1	0.6		
I am reliant on high interest student loans from banks to pay my expenses	1	0.6		
I am reliant on student loans to pay my expenses	1	0.6		
I am responsible for my own expenses	1	0.6		
Living off one salary, studying part-time us regarded as a luxury	1	0.6		
My family is unwilling to support me financially	1	0.6		
My only source of income is my children's' social grant	1	0.6		
My parents don't assist me financially	1	0.6		
My parents expect me to support myself financially as much as possible	1	0.6		
My parents have to fund my expenses while I am studying full-time	1	0.6		
Older students are less likely to receive financial support from their families	1	0.6		
While I have to support myself financially, I find to hard to focus on one thing	1	0.6		
Younger students don't have to share their scholarship funding with their children as I do	1	0.6		
Younger students generally receive financial assistance (parents/financial aid)			**59**	**15.9**
Younger students generally receive financial assistance from their parents	19	32.2		
Financial aid is aimed at younger students	6	10.2		
Younger students generally receive financial assistance	2	3.4		
Younger students are generally not full-time employed and depend upon their parents	1	1.7		
Younger students do not generally have to pay their tuition fees	1	1.7		
Younger students generally receive financial assistance from their parents, bursaries or sponsorships	1	1.7		
Younger students' parents stress about finances	1	1.7		
Increased financial responsibilities due to age			**28**	**7.5**
Due to my age, I have more financial responsibilities	23	82.1		
As I am independent, I have more financial responsibilities	4	14.3		
Compared to younger students, I have more expenses	1	3.6		

Table 119: Financial stress themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Employment-related concerns			**18**	**4.9**
Due to my age, I am worried that I would have less years to work and earn an income	2	11.1		
As a full-time student, I can only work during the holidays	1	5.6		
As a full-time student, I have to work evenings for an income	1	5.6		
As a full-time student, I have to work on weekends for an income	1	5.6		
As a full-time student, I still have to work for an income	1	5.6		
As a self-employed person, I can't earn an income while I am attending to my studies	1	5.6		
As a working part-time student, I have less time for my studies	1	5.6		
Being paid by the hour, I loose income for leaving work early to come to evening classes	1	5.6		
By not accepting funding from my employer, I am free to resign whenever I like	1	5.6		
Finding a good part-time job is a priority for me	1	5.6		
Having earned an income, I now have to depend on small jobs and financial assistance from my family	1	5.6		
I would rather work and pay my own tuition fees as opposed to incurring debt	1	5.6		
If I accept an employer's study loan, I have to study what they want me to study and I don't want to	1	5.6		
If I don't pass my subjects, my employer will expect a refund	1	5.6		
If I resign from work, my employer will expect a refund on the study fees paid	1	5.6		
My employer is unwilling to fund my studies	1	5.6		
No-one in my family is employed, it places pressure on me to help where I can	1	5.6		
Worried about meeting financial obligations			**17**	**4.6**
I am worried about meeting my financial obligations	4	23.5		
I am stressed when I am unable to meet my financial obligations	3	17.6		
My student loan does not cover all my expenses	2	11.8		
Compared to younger students who receive financial assistance from their parents, I am worried about my sourcing tuition fees	1	5.9		
Financial assistance from NSFAS does not cover all my expenses	1	5.9		
I worry about meeting my financial obligations	1	5.9		
I am constantly stressed about finding work once I am done studying full-time to pay back my student loans	1	5.9		
I am currently behind on my tuition fees	1	5.9		
I am stressed about paying my student loans upon graduation	1	5.9		
My bursary does not cover all my expenses	1	5.9		
My salary does not cover all my household expenses and study fees	1	5.9		
Knowing the value of money and how long it takes to earn it			**13**	**3.5**
Due to my age, I know the value of money and how long it takes to earn it	13	100.0		
Not wanting to be a financial burden to anyone			**11**	**3.0**
Due to my age, I can’t want to approach my family for financial assistance	3	27.3		
Due to my age, I don’t want to be a financial burden to anyone	2	18.2		
Due to my age, I don’t want to be a financial burden to my family	2	18.2		
Due to my age, there is more pressure on me to remain financially independent	2	18.2		
As my parents are about to retire, I don't want to approach them for financial assistance	1	9.1		
Due to my age, I don’t want to be a financial burden to my parents	1	9.1		
Younger students generally do not have their own financial overheads			**10**	**2.7**
Younger students generally do not have their own families and household expenses	3	30.0		
Younger students generally do not have their own financial overheads	3	30.0		
Younger students generally do not have their own financial overheads	2	20.0		
Younger students generally don't have as many financial obligations as older students do	2	20.0		
Chances of receiving financial aid is minimal due to age			**7**	**1.9**
Due to my age, my chances of receiving a bursary is minimal	4	57.1		
Banks are hesitant to give student loans to older students	1	14.3		
Due to my age, it's challenging to secure finances for my studies	1	14.3		
I am concerned that my age may soon prevent me from attaining student loans	1	14.3		
Staying within budget			**7**	**1.9**
Having earned an income, it's difficult to stay within a stringent budget	2	28.6		
I don't have access to an emergency fund if I overspend my monthly budget	1	14.3		
I have to stay within my budget to survive financially	1	14.3		
If I overspend, I can access my savings	1	14.3		
If I overspend, I can ask my parents for assistance	1	14.3		
Spending my own money and staying within budget is stressful	1	14.3		

Table 119: Financial stress themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Lack of finances will prevent completion of degree			**5**	**1.3**
Without money to pay my study fees, I am unable to continue with my studies	3	60.0		
Without a bursary, I am unable to continue with my studies and subsequent career	1	20.0		
Without employment, I would not be able to afford study fees	1	20.0		
Feelings of guilt (or stigmatisation)			**3**	**0.8**
As a full-time student, I feel guilty for not contributing towards our household expenses	1	33.3		
Due to my age, I feel stigmatised when asking for financial assistance	1	33.3		
I feel guilty about giving up my financial independence	1	33.3		
Other (financial concerns)			**35**	**9.4**
Due to my age, I am worried that I would not be able to save a decent pension	2	5.7		
The cost of studying is very high, thus I cannot afford to fail	2	5.7		
Age is not on my side	1	2.9		
Although my employer pays for my tuition, I am responsible for textbooks and travelling costs	1	2.9		
Being a part-time student, doesn't imply having enough finances to pay tuition fees	1	2.9		
Both my spouse and I are experiencing financial difficulties	1	2.9		
Despite excellent marks, I am unable to access a bursary as a part-time student	1	2.9		
Due to my age, everybody expects me to be have enough money	1	2.9		
Due to my age, I don't want debts to prolong	1	2.9		
Due to my age, I have a lot more to lose	1	2.9		
Due to my age, I have a lot more to lose in terms of money, time and status	1	2.9		
Due to my age, I am concerned that I don't have any savings left	1	2.9		
Due to my age, I am more aware of financial implications	1	2.9		
Due to my age, there is more pressure on me to have attained certain financial goals	1	2.9		
Full-time students only have to worry about passing	1	2.9		
I am a single parent who is studying full-time	1	2.9		
I don’t have a bursary or student loan to assist me	1	2.9		
I have to attain good marks to keep my bursary	1	2.9		
I have to maintain a certain standard of living despite paying R30kpa study fees	1	2.9		
I sacrificed a lot to study, therefore my losses would be greater if I can't finish	1	2.9		
I stress about performing well at work to keep my job while studying part-time	1	2.9		
I am retiring soon and have to prepare for it	1	2.9		
I am unable to reach my full academic potential due to financial strains	1	2.9		
I am very aware of all the sacrifices I had to make to study full-time	1	2.9		
In view of interest rates, I want to borrow as little as possible	1	2.9		
It appears as if younger students dress/eat well and don't have to stress about finances	1	2.9		
It is impossible to attain good marks when one has to study and work full-time	1	2.9		
I've relied on the Wits humanitarian programme and foodbank throughout my studies	1	2.9		
Many of the younger students on campus regularly go hungry due to insufficient funds	1	2.9		
My finances are running out	1	2.9		
Not being able to contribute, I fear that my husband and I will loose everything	1	2.9		
Romantic relationships are financially demanding	1	2.9		
When my parents paid for my previous undergraduate degree, I was not stressed about finances	1	2.9		
Total			**371**	**100.0**

Table 120: Suggestions/recommendations from NTASs themes and sub-themes

Themes and sub-themes	*f*	%	*f*	%
Provide academic support suited to older students			**53**	**18.8**
Provide part-time students with 'flexi-time' academic support (e.g. open the writing centre after hours or over weekends)	7	13.2		
Wits Plus should make the computer lab available after-hours (e.g. after class and over	6	11.3		
Provide part-time students with more time to complete assignments	4	7.5		
Post lectures online	3	5.7		
Provide after-hours support sessions (e.g. stress management, note taking, writing skills)	3	5.7		
Provide decent orientation programmes (e.g. one first-year lecture is insufficient)	3	5.7		
Allow for the electronic submission of assignments	2	3.8		
Provide more seminars/workshops/revision classes over weekends	2	3.8		
Provide more time to prepare for tests and exams	2	3.8		
Allow assignments to by submitted until 23:55 on the due date	1	1.9		
Allow part-time students access to the university during the day	1	1.9		
Departments who do not support Wits Plus result in a lack of support to students	1	1.9		
Due to demanding schedules at work, part-time students should not be required to attend	1	1.9		
Help older students who lack technological skills	1	1.9		
Invite undergraduates to attend weekly academic seminars which are generally reserved for postgraduates/staff	1	1.9		
Make a restful area available for older students to eat and do their work between periods	1	1.9		
Part-time students should be provided with tutorials where their assignments are marked	1	1.9		
Provide a more user-friendly website	1	1.9		
Provide discussion rooms for part-time students	1	1.9		
Provide one-on-one tutoring	1	1.9		
Provide part-time students with similar services that full-time students receive (e.g.	1	1.9		
Release assignment marks early so that students can work on the areas that need	1	1.9		
Some Wits Plus courses don't consider the time constraints part-time students are under	1	1.9		
The university should allow part-time students access to paid parking areas during exams	1	1.9		
The university should consider later trading hours for campus bookstores	1	1.9		
Time spent at Wits Plus should be not be aimed theory (which can be read at home), but at providing tuts to help us confront questions with confidence	1	1.9		
When the university selects students for specific classes, try and place older students	1	1.9		
Wits Plus does not "understand the unique needs of older students" (as indicated in their	1	1.9		
Wits Plus should consider employing evening staff until 20:00 to assist students	1	1.9		
Wits Plus should upgrade their computer equipment	1	1.9		
Provide opportunities where older students can interact			**42**	**14.9**
Arrange social events where older students can meet each other	10	23.8		
Establish clubs/societies/PSOs for older students	9	21.4		
Provide platforms where older students can interact	8	19.0		
Although the university arranges functions to integrate new students, these functions are often not suited to older students	1	2.4		
Arrange a welcoming function for older students when they start their studies	1	2.4		
Arrange a welcoming function for part-time students	1	2.4		
Arrange a welcoming function for students in the same faculty	1	2.4		
Arrange a welcoming function once all students have returned from their hometowns	1	2.4		
Arrange activities where all age groups can interact	1	2.4		
Arrange the PSOs so that older students can also meet each other	1	2.4		
Consider an interactive Facebook page for fun	1	2.4		
Consider hosting family day events	1	2.4		
Implement camps (similar to FYE camps) suited to older students	1	2.4		
Market Wits clubs and societies to part-time students	1	2.4		
Provide opportunities where older students can establish their own societies	1	2.4		
PSOs currently cater for younger students, perhaps SU should consider a PSO that caters for older students	1	2.4		
Start something for older students similar to the first year experience	1	2.4		
The university should consider a bar/venue on campus for Wits Plus students to interact socially	1	2.4		
Provide better social support programmes suited to older students			**28**	
Provide forums for older students to raise their concerns	5	17.9		
Provide on-campus childcare facilities	4	14.3		
Provide first-year support programmes suited to older students	3	10.7		
Change university policy to cater for students who are parents (e.g. maternity leave and	2	7.1		
Assess each older student's case on merit, there's normally a reason why older people return to full-time studies	1	3.6		

Table 120: Suggestions/recommendations from NTASs themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Provide better social support programmes suited to older students (continued)				
Establish support groups for older students	1	3.6		
In my view, older students need more support to be able to compete with younger	1	3.6		
Include older students in welcoming programmes	1	3.6		
Inspire confidence levels amongst students to make their own way on campus	1	3.6		
It would be appreciated if there was a service to check on older students' progress	1	3.6		
It's about time that older students' needs are addressed	1	3.6		
Provide counselling sessions for older students prior to registration	1	3.6		
Provide older students with mentorship programmes	1	3.6		
Provide opportunities for the formation of support groups	1	3.6		
Provide support groups for older students	1	3.6		
The university should consult with older students on decisions which affect them	1	3.6		
The university should provide more support to older students whose needs are different from those of younger students	1	3.6		
When considering support groups for older students, bear in mind that singles and parents may have different needs/interests	1	3.6		
The university provides good service			**25**	**8.9**
I am satisfied with the support I receive from the university	6	24.0		
My university provides good service	4	16.0		
I am happy with the culture at my university	3	12.0		
I feel honoured to be a student at this university	2	8.0		
On-campus programmes are sufficient	2	8.0		
I commend my department for providing flexible deadlines when personal issues arise	1	4.0		
I commend my department for treating older students as equals	1	4.0		
I commend my department for trying their best	1	4.0		
I think the part-time degree programmes are excellent	1	4.0		
I've received a lot of support from the university since I fell pregnant (e.g. a flexible academic programme)	1	4.0		
On-campus programmes are sufficient	1	4.0		
SU provides excellent support structures which should be advertised more (e.g. short courses on time management)	1	4.0		
The SRC held a welcoming function for older students at the start of this year which made me feel welcome	1	4.0		
Improve upon poor administration			**20**	**7.1**
Improve upon poor administration	6	30.0		
Provide course packs on time	3	15.0		
Consider posting general notices on a website for easy access (e.g. a Wits Plus homepage	1	5.0		
Consider sending sms notifications when post is loaded onto Sakai	1	5.0		
Eliminate paper-based communication	1	5.0		
Improve communication (e.g. early notification by email or sms when lectures or tutorials are cancelled) e.g. early notification by email or sums when lectures or tutorials are cancelled	1	5.0		
Improve the functionality of Sakai	1	5.0		
Provide course packs before the start of the semester to allow working students to schedule their time accordingly	1	5.0		
Provide more explanatory information in the course outlines	1	5.0		
Send electronic communication timeously	1	5.0		
Send electronic notifications more than 48 hours in advance	1	5.0		
Student loans should be paid out earlier in the year	1	5.0		
University staff should be quicker to respond to emails	1	5.0		
The university should employ dedicated/experienced staff			**16**	**5.7**
The university should not employ inexperienced lecturers	3	18.8		
The university should not employ inexperienced Masters and PhD candidates to lecture	3	18.8		
Lecturers should arrive at their lectures prepared	2	12.5		
Employ lecturers with some external business experience	1	6.3		
Lecturers should arrive on time	1	6.3		
Lecturers should be more patient with inexperienced part-time students	1	6.3		
Lecturers should explain things better	1	6.3		
The university should not employ inexperienced staff as it is a waste of my time and	1	6.3		
The university should not employ inexperienced staff as it is undermining my studies	1	6.3		
University staff should improve upon their don't-care attitude	1	6.3		

Table 120: Suggestions/recommendations from NTASs themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
The university should employ dedicated/experienced staff (continued)				
Wits Plus should employ dedicated evening lecturers (as lecturers who teach full-time and part-time students resulted in a dismal experience)	1	6.3		
Provide financial support			**16**	**5.7**
Provide financial aid to older students	10	62.5		
Provide financial aid to students studying their second undergraduate degrees	3	18.8		
Wits Plus should make financial aid available to part-time students	2	12.5		
Provide a relief benefit for students who have to repeat courses	1	6.3		
University staff should not treat older students as if inferior			**11**	**3.9**
Lecturers should not treat students like children	2	18.2		
Lecturers should not be condescending to students	1	9.1		
Lecturers should not insist that older students address them by their title	1	9.1		
Lecturers should not treat older students as inferior	1	9.1		
Lecturers should not treat older students like 18-year-olds	1	9.1		
Lecturers should treat students equally, not show favour to younger students	1	9.1		
The university should make part-time students feel more welcome and less like a nuisance	1	9.1		
The university should not allow young tutors to undermine older students by treating them as a nuisance	1	9.1		
The university should not allow young tutors to undermine older students by treating them as if they lack intelligence	1	9.1		
University staff should have a better attitude towards students	1	9.1		
Provide residences suited to older students			**11**	**3.9**
The university should provide accommodation for older students with families	2	18.2		
Accommodate older students in residences	1	9.1		
Do not force older students in residence to attend functions which make them feel uncomfortable (e.g. initiation)	1	9.1		
Establish residences for older students where they do not have to participate in first-year initiation	1	9.1		
Establish residences for older students where they do not have to participate in first-year initiation	1	9.1		
If the university is unable to accommodate older students in residences due to their age, grants should be provided for private accommodation	1	9.1		
Provide older students in residences with single rooms	1	9.1		
Provide residences for older students	1	9.1		
The university should allow older students' in residences to receive family visits at least once a year to see their children	1	9.1		
The university should allow students older than 26 years to live in senior residences	1	9.1		
University staff should be more considerate of older students' time constraints			**10**	**3.5**
Lecturers should be mindful of the time pressures that full-time older students are under (e.g. family responsibilities)	3	30.0		
Lecturers should be more lenient with part-time students	3	30.0		
Wits Plus should be more respectful of students' time and end their lectures on time (e.g. have a 10 minute break and end 19:30 sharp)	2	20.0		
Wits Plus should give students an option to submit individual as opposed to group	2	20.0		
Other suggestions regarding university staff (lecturers)			**6**	**2.1**
Lecturers should accommodate students' whose first language is not English	1	16.7		
Lecturers should not assume part-time students have prior knowledge on certain subjects	1	16.7		
Provide training for lecturers to understand the needs of working students	1	16.7		
The university should have a more accepting demeanour of older students	1	16.7		
Wits Plus should communicate more with part-time students to make them feel included	1	16.7		
Wits Plus should treat their students like all other students	1	16.7		
The university should offer more work opportunities to students			**5**	**1.8**
Provide part-time work opportunities	4	80.0		
The university should offer more work opportunities	1	20.0		
Changes concerning full-time and part-time courses			**5**	**1.8**
The university should offer part-time postgraduate degree courses	2	40.0		
I find it confusing to receive my part-time and full-time course information on one email	1	20.0		
SU may consider implementing a school for part-time students	1	20.0		
Wits Plus should make full-time courses available to part-time students (e.g.	1	20.0		

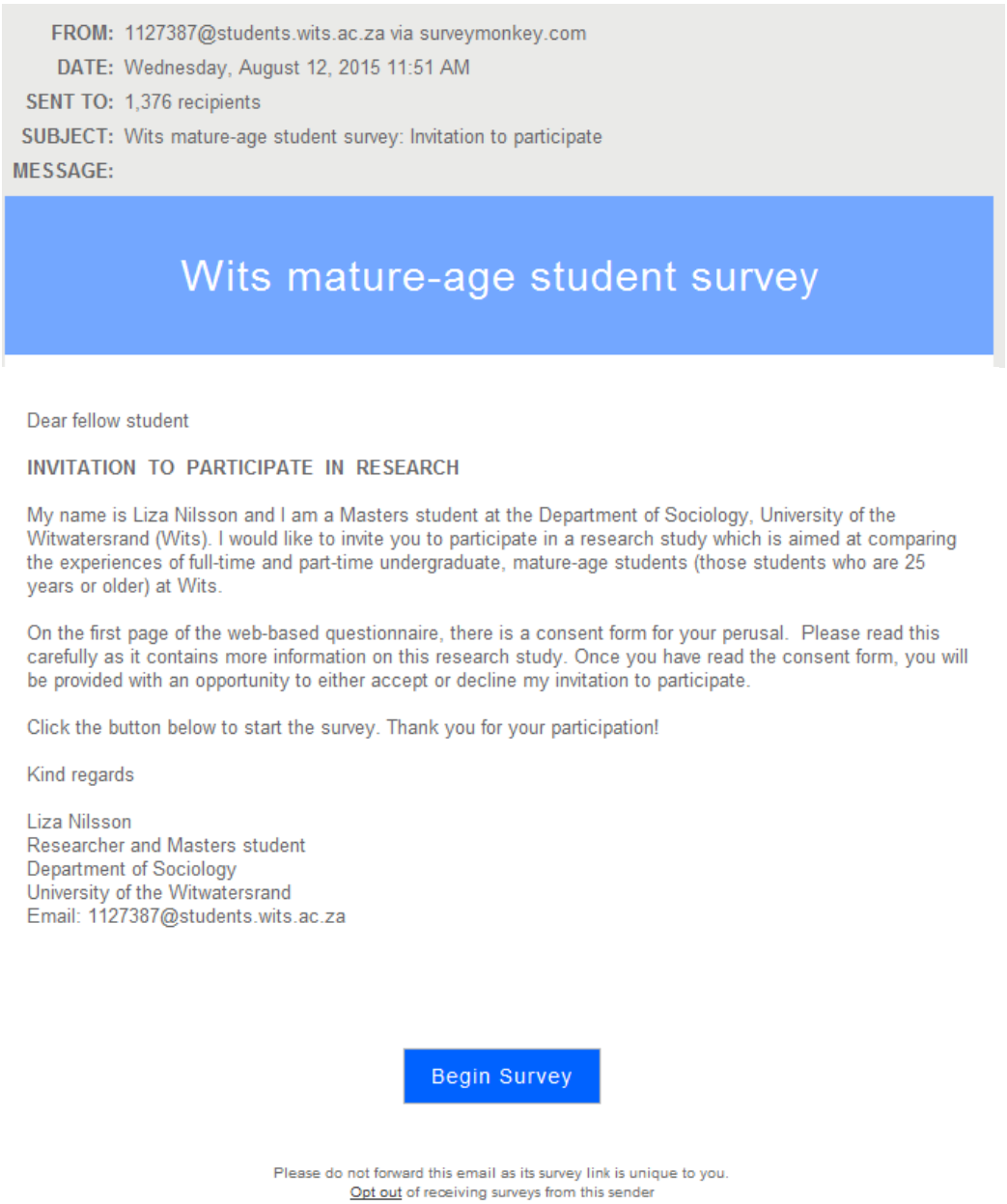
Table 120: Suggestions/recommendations from NTASs themes and sub-themes (continued)

Themes and sub-themes	*f*	%	*f*	%
Change class/tutorial/test times			**5**	**1.8**
Consider clustering lectures in the mornings to allow for part-time work in the	1	20.0		
Lectures should start at 9:00	1	20.0		
Wits Plus should not schedule tests during working hours	1	20.0		
Wits Plus should not schedule tuts over weekends as this is family time	1	20.0		
Wits Plus should provide a choice of either week nights or weekend lectures	1	20.0		
Inform older students of current support services			**4**	**1.4**
Inform older students of current support services	4	100.0		
Structure degree courses better			**4**	**1.4**
Provide a curriculum that applies to real-life circumstances, not just in an academic context (e.g. maths on a PC)	1	25.0		
The Wits Plus syllabus should be harmonised to prevent repeat topics across various courses (e.g. STP in Marketing)	1	25.0		
Wits Plus should attempt to make as many courses as possible available to students without it competing for the same time slots	1	25.0		
Wits Plus should be more consistent regarding what students should do for their year mark	1	25.0		
Capitalise on older students' experiences which can benefit the university			**3**	**1.1**
Capitalise on older students' experiences which can benefit the university	2	66.7		
Recognise the benefits that older students can offer the university	1	33.3		
Part-time students should not be held to the same standard as full-time students			**3**	**1.1**
Part-time students should not be held to the same high standards as full-time students to be elected for postgraduate degree courses	1	33.3		
Part-time students should not be held to the same standard as full-time students while receiving an inferior standard of teaching	1	33.3		
Part-time students should not have to write the same tests/exams as full-time students	1	33.3		
Other suggestions			**15**	**5.3**
It's up to the students themselves to enhance their academic experience	2	13.3		
Marketing material should show that the university accommodates students of all ages	2	13.3		
Provide admission for more older students	2	13.3		
It appears that when Wits Plus requires assistance from other departments, Wits Plus is	1	6.7		
It would have been a great help if I knew about mature age exemption earlier in life	1	6.7		
Provide a shuttle service from the train station	1	6.7		
Provide opportunities to rewrite failed modules	1	6.7		
Provide part-time students with parking before 15:30 (e.g. to visit the library)	1	6.7		
Study areas should be better monitored to avoid too much noise (e.g. when parents bring	1	6.7		
The university should consider one central login for all Wits sites (e.g. Sakai, library, self-	1	6.7		
The university should have security in the parking area to alleviate congestion	1	6.7		
Socialise degree courses	1	6.7		
Total			**282**	**100.0**

Appendix 5: Invitation- and reminder emails

This appendix shows the invitation emails and reminders that were sent to respondents at Wits and Wits Plus.

Email 1: Invitation email sent on 12 August 2015



FROM: 1127387@students.wits.ac.za via surveymonkey.com
DATE: Wednesday, August 12, 2015 11:51 AM
SENT TO: 1,376 recipients
SUBJECT: Wits mature-age student survey: Invitation to participate
MESSAGE:

Wits mature-age student survey

Dear fellow student

INVITATION TO PARTICIPATE IN RESEARCH

My name is Liza Nilsson and I am a Masters student at the Department of Sociology, University of the Witwatersrand (Wits). I would like to invite you to participate in a research study which is aimed at comparing the experiences of full-time and part-time undergraduate, mature-age students (those students who are 25 years or older) at Wits.

On the first page of the web-based questionnaire, there is a consent form for your perusal. Please read this carefully as it contains more information on this research study. Once you have read the consent form, you will be provided with an opportunity to either accept or decline my invitation to participate.

Click the button below to start the survey. Thank you for your participation!

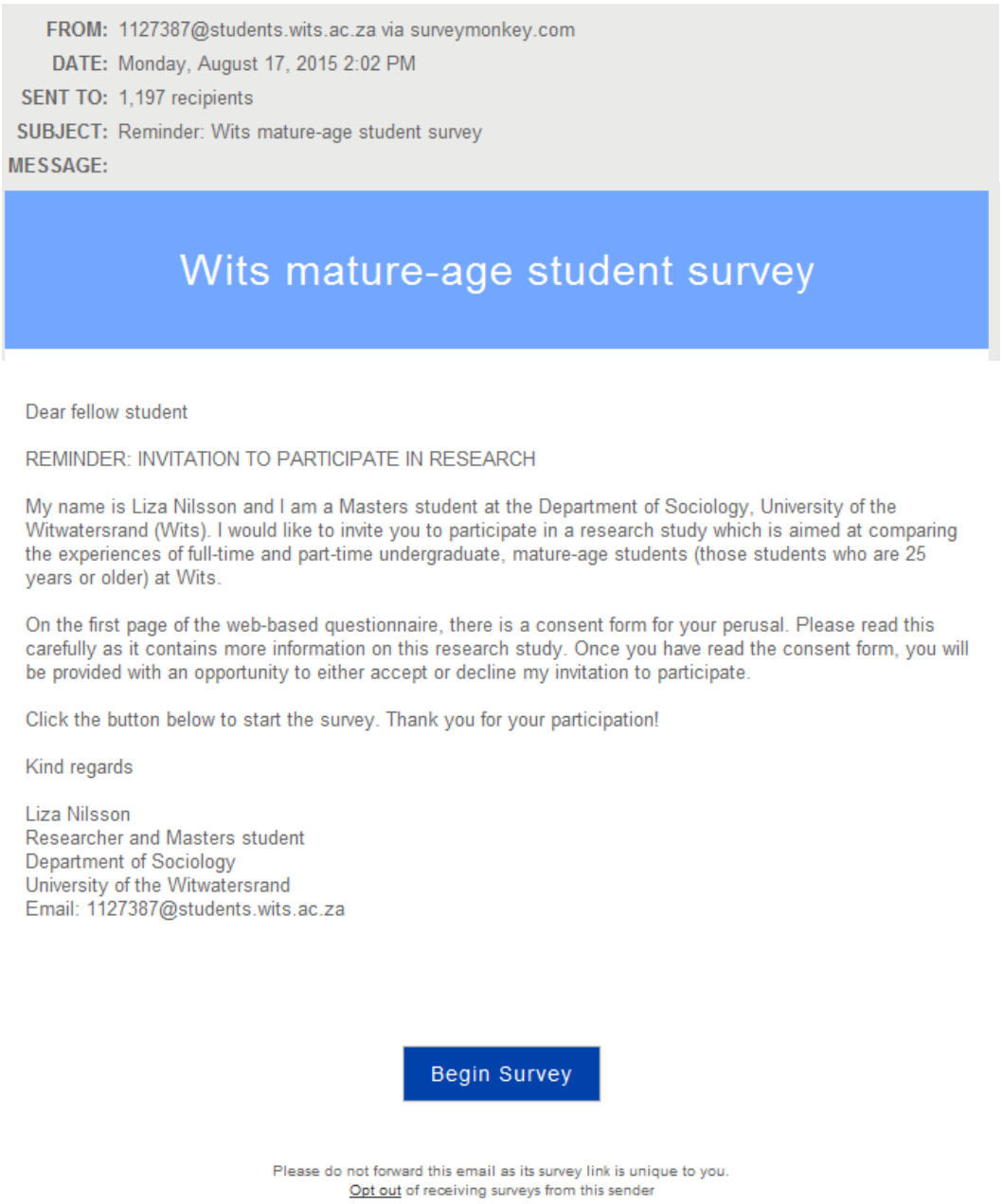
Kind regards

Liza Nilsson
Researcher and Masters student
Department of Sociology
University of the Witwatersrand
Email: 1127387@students.wits.ac.za

Begin Survey

Please do not forward this email as its survey link is unique to you.
Opt out of receiving surveys from this sender

Email 2: First reminder e-mail sent on 17 August 2015



FROM: 1127387@students.wits.ac.za via surveymonkey.com
DATE: Monday, August 17, 2015 2:02 PM
SENT TO: 1,197 recipients
SUBJECT: Reminder: Wits mature-age student survey
MESSAGE:

Wits mature-age student survey

Dear fellow student

REMINDER: INVITATION TO PARTICIPATE IN RESEARCH

My name is Liza Nilsson and I am a Masters student at the Department of Sociology, University of the Witwatersrand (Wits). I would like to invite you to participate in a research study which is aimed at comparing the experiences of full-time and part-time undergraduate, mature-age students (those students who are 25 years or older) at Wits.

On the first page of the web-based questionnaire, there is a consent form for your perusal. Please read this carefully as it contains more information on this research study. Once you have read the consent form, you will be provided with an opportunity to either accept or decline my invitation to participate.

Click the button below to start the survey. Thank you for your participation!

Kind regards

Liza Nilsson
Researcher and Masters student
Department of Sociology
University of the Witwatersrand
Email: 1127387@students.wits.ac.za

Begin Survey

Please do not forward this email as its survey link is unique to you.
Opt out of receiving surveys from this sender

Email 3: Second reminder email sent on 22 August 2015

FROM: 1127387@students.wits.ac.za via surveymonkey.com
DATE: Saturday, August 22, 2015 8:44 AM
SENT TO: 1,102 recipients
SUBJECT: Reminder: Wits mature-age student survey
MESSAGE:

Wits mature-age student survey

Dear fellow student

This is a reminder that you have been invited to participate in a research study. If you do not wish to receive emails from me, please select the "OPT OUT" option at the bottom of this page.

MESSAGE:

My name is Liza Nilsson and I am a Masters student at the Department of Sociology, University of the Witwatersrand (Wits). I would like to invite you to participate in a research study which is aimed at comparing the experiences of full-time and part-time undergraduate, mature-age students (those students who are 25 years or older) at Wits.

On the first page of the web-based questionnaire, there is a consent form for your perusal. Please read this carefully as it contains more information on this research study. Once you have read the consent form, you will be provided with an opportunity to either accept or decline my invitation to participate.

Click the button below to start the survey. Thank you for your participation!

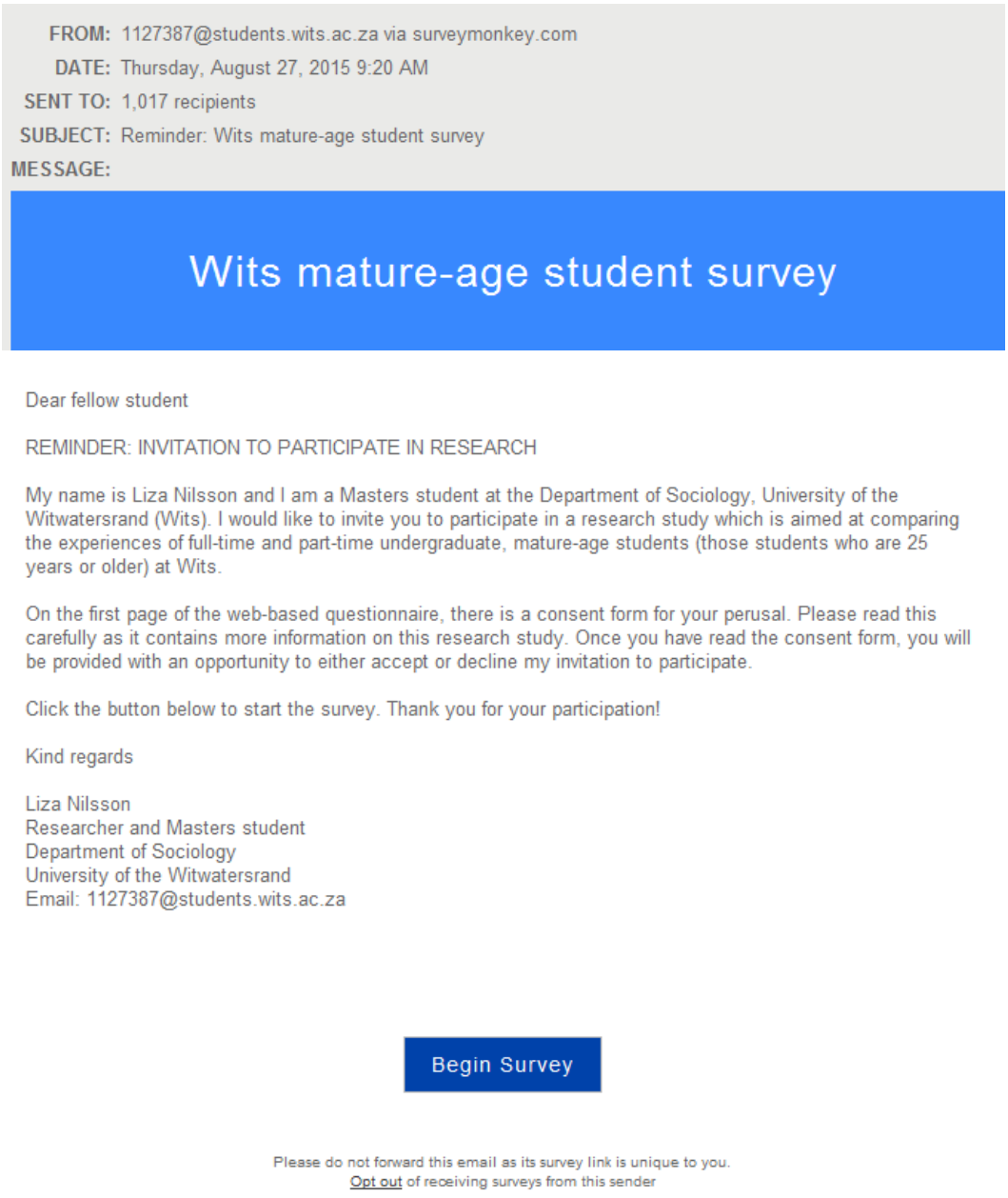
Kind regards

Liza Nilsson
Researcher and Masters student
Department of Sociology
University of the Witwatersrand
Email: 1127387@students.wits.ac.za

Begin Survey

Please do not forward this email as its survey link is unique to you.
Opt out of receiving surveys from this sender

Email 4: Final reminder e-mail sent on 27 August 2015



FROM: 1127387@students.wits.ac.za via surveymonkey.com
DATE: Thursday, August 27, 2015 9:20 AM
SENT TO: 1,017 recipients
SUBJECT: Reminder: Wits mature-age student survey
MESSAGE:

Wits mature-age student survey

Dear fellow student

REMINDER: INVITATION TO PARTICIPATE IN RESEARCH

My name is Liza Nilsson and I am a Masters student at the Department of Sociology, University of the Witwatersrand (Wits). I would like to invite you to participate in a research study which is aimed at comparing the experiences of full-time and part-time undergraduate, mature-age students (those students who are 25 years or older) at Wits.

On the first page of the web-based questionnaire, there is a consent form for your perusal. Please read this carefully as it contains more information on this research study. Once you have read the consent form, you will be provided with an opportunity to either accept or decline my invitation to participate.

Click the button below to start the survey. Thank you for your participation!

Kind regards

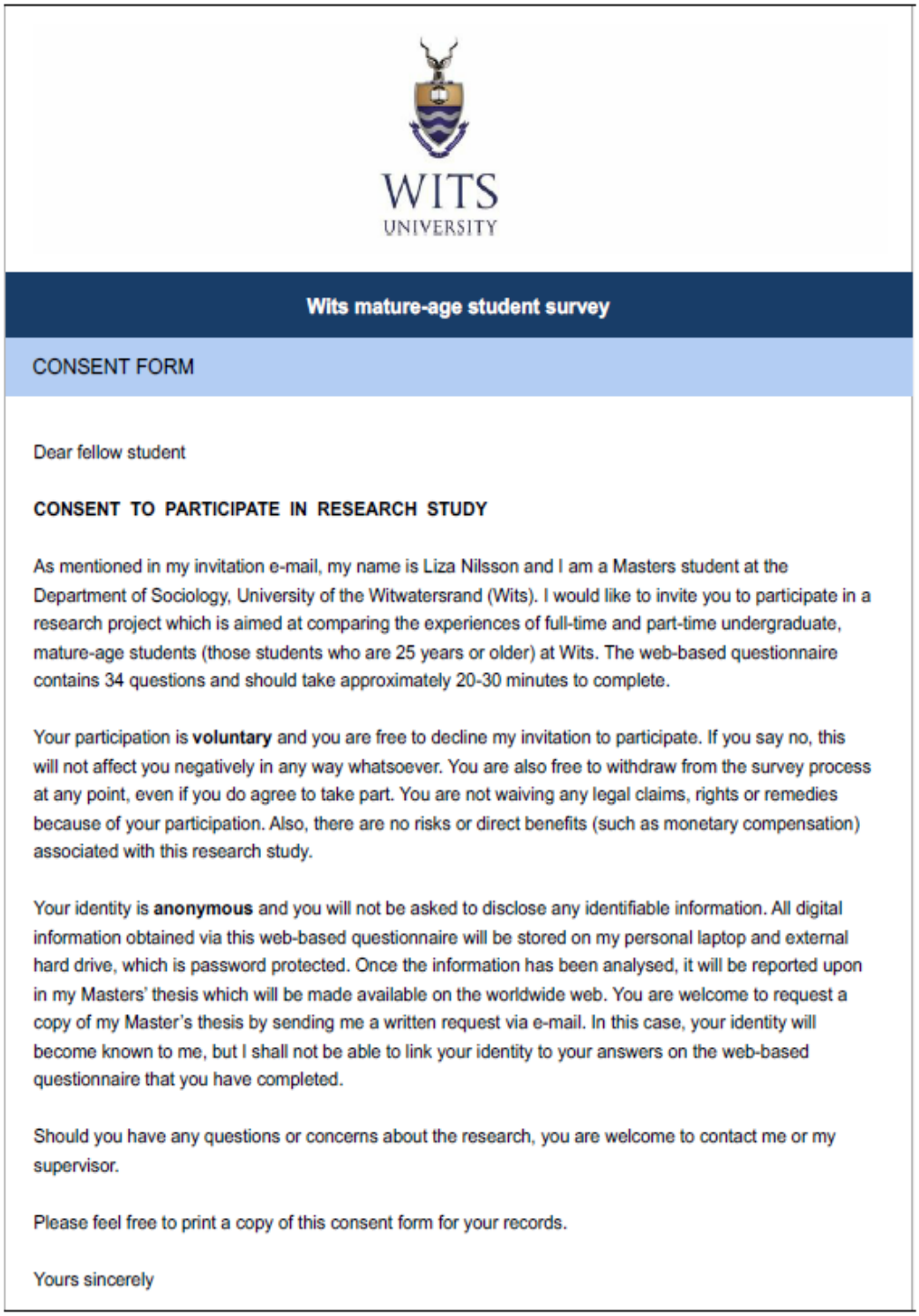
Liza Nilsson
Researcher and Masters student
Department of Sociology
University of the Witwatersrand
Email: 1127387@students.wits.ac.za

Begin Survey

Please do not forward this email as its survey link is unique to you.
Opt out of receiving surveys from this sender

Appendix 6: Wits web-based questionnaire and consent form

This appendix shows the web-based questionnaire sent to the respondents at Wits, which is almost identical to the one sent to the respondents at Wits Plus.



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Wits mature-age student survey

CONSENT FORM

Dear fellow student

CONSENT TO PARTICIPATE IN RESEARCH STUDY

As mentioned in my invitation e-mail, my name is Liza Nilsson and I am a Masters student at the Department of Sociology, University of the Witwatersrand (Wits). I would like to invite you to participate in a research project which is aimed at comparing the experiences of full-time and part-time undergraduate, mature-age students (those students who are 25 years or older) at Wits. The web-based questionnaire contains 34 questions and should take approximately 20-30 minutes to complete.

Your participation is **voluntary** and you are free to decline my invitation to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the survey process at any point, even if you do agree to take part. You are not waiving any legal claims, rights or remedies because of your participation. Also, there are no risks or direct benefits (such as monetary compensation) associated with this research study.

Your identity is **anonymous** and you will not be asked to disclose any identifiable information. All digital information obtained via this web-based questionnaire will be stored on my personal laptop and external hard drive, which is password protected. Once the information has been analysed, it will be reported upon in my Masters' thesis which will be made available on the worldwide web. You are welcome to request a copy of my Master's thesis by sending me a written request via e-mail. In this case, your identity will become known to me, but I shall not be able to link your identity to your answers on the web-based questionnaire that you have completed.

Should you have any questions or concerns about the research, you are welcome to contact me or my supervisor.

Please feel free to print a copy of this consent form for your records.

Yours sincerely

Researcher:
Liza Nilsson
Masters student
Department of Sociology
E-mail: 1127387@students.wits.ac.za

Supervisor:
Kezia Lewins
Lecturer
Department of Sociology
Tel: 011 717 4457
E-mail: kezia.lewins@wits.ac.za

*** 1. Please indicate if you wish to participate:**

- ◯ Yes, I want to participate. I have read and understood the consent form. By clicking this button, it serves as my virtual signature.
- ◯ No thanks, I don't want to participate.

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Wits mature-age student survey

DEMOGRAPHICS

* 2.
Firstly, I would like to determine how people from different backgrounds and age groups vary in their views. Therefore, this section will focus on your demographic background.

Is this the first time that you are studying towards a full-time undergraduate degree on a university campus?

- ◯ Yes
- ◯ No

* 3. **What is your current age?**

* 4. **How old were you when you first registered for your undergraduate degree?**

* 5. **Are you in your final year of undergraduate studies?**

- ◯ Yes
- ◯ No

* 6. **Please indicate which type of university exemption you attained:**

- ◯ Matric exemption
- ◯ Age exemption (where an application was made to Higher Education South Africa when you were 23 years or older)
- ◯ Other (please specify)

*** 7. In which faculty are you currently registered for your undergraduate degree?**

8. Are you male or female?

- ○ Female
- ○ Male

*** 9. What is your home language/s?**

- ☐ Afrikaans
- ☐ English
- ☐ Ndebele
- ☐ Northern Sotho
- ☐ Southern Sotho
- ☐ Swati
- ☐ Tsonga
- ☐ Tswana
- ☐ Venda
- ☐ Xhosa
- ☐ Zulu
- ☐ Other (please specify)

*** 10. How would you classify yourself in terms of race?**

- ○ Black
- ○ Chinese
- ○ Coloured
- ○ Indian
- ○ White
- ○ Decline to answer
- ○ Other (please specify)

*** 11. Which of the following statements best describe your relationship status?**

- ○ Single/ divorced/ widowed -- no children
- ○ Single/ divorced/ widowed -- with children
- ○ Married/ or living like a married couple -- no children
- ○ Married/ or living like a married couple -- with children
- ○ Other (please specify)

*** 12. In which province did you live before you started studying at Wits?**

- ○ Eastern Cape
- ○ Free State
- ○ Gauteng
- ○ KwaZulu-Natal
- ○ Limpopo
- ○ Mpumalanga
- ○ North West
- ○ Northern Cape
- ○ Western Cape
- ○ Other (please specify if you are from another region)

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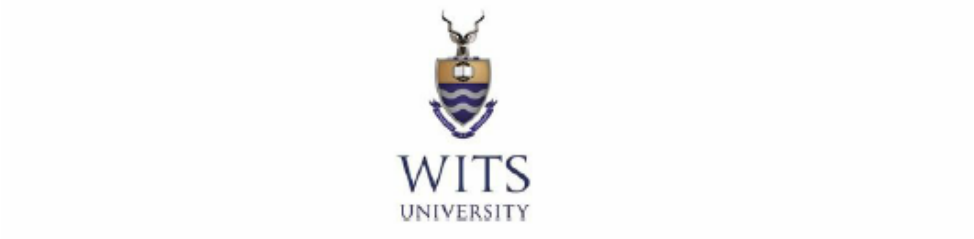
Wits mature-age student survey

MOTIVATIONS

13. What would you consider as your main reasons for studying full-time at Wits at this relatively late stage of your life?



Wits mature-age student survey

MOTIVATIONS (selected)

*** 14.**

In the following section, I want to enquire about some of the more general reasons that may have motivated you to study later in life.

Please indicate to which extent you agree or disagree with the following statement: "Changes in South Africa's employment practices motivated me to enrol for undergraduate degree studies later in life"

- ○ Strongly agree
- ○ Agree
- ○ Unsure
- ○ Disagree
- ○ Strongly disagree
- ○ Not applicable

*** 15. To which extent do you agree or disagree with each of the following statements as a motivation for you studying later in life:**

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree	Not Applicable
I wanted to improve my career skills	○	○	○	○	○	○
I wanted to experience the academic atmosphere on campus	○	○	○	○	○	○
I wanted to keep my mind active	○	○	○	○	○	○
I desired a complete career change	○	○	○	○	○	○
A degree will provide me with the increased financial security that I need	○	○	○	○	○	○
I have more free time now that my children are at school/university/left home	○	○	○	○	○	○
A degree will give me access to better employment opportunities	○	○	○	○	○	○
I am in pursuit of lifelong learning	○	○	○	○	○	○
A personal relationship had ended	○	○	○	○	○	○
My parents could not afford to send me to university when I was younger	○	○	○	○	○	○
I can't cope with work and studies at the same time, therefore I am studying full-time	○	○	○	○	○	○

Respondents, who either “agreed” or “strongly agreed” the statement posed in questions 14, were presented with question 16 below.



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Wits mature-age student survey

EXPERIENCES

*** 17.**
In the following section, I want to find out more about your experiences as an older student.

Firstly, do you think your experiences as an older student at university are different from those of a younger student?

- ◯ Yes
- ◯ No
- ◯ Unsure

*** 18. Do you think its is to your advantage to be an older student?**

- ◯ Yes
- ◯ No
- ◯ Unsure

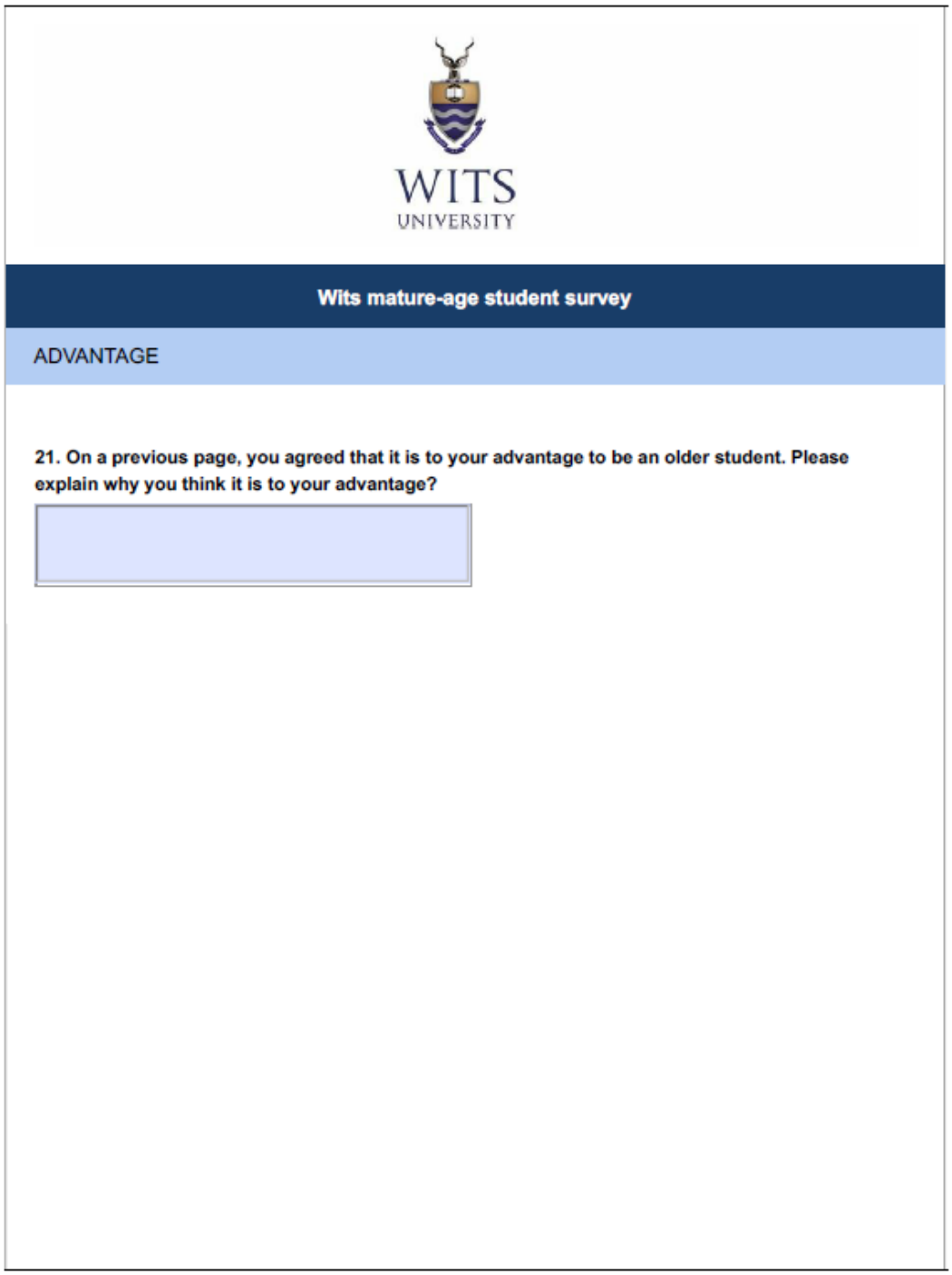
*** 19. Please indicate to which extent you agree or disagree with each of the following statements:**

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
I enjoy being amongst younger students on campus	○	○	○	○	○
My age is a barrier to making friends on campus	○	○	○	○	○
As an older student, I am more disciplined than younger students	○	○	○	○	○
I feel alienated from the rest of the students	○	○	○	○	○
As an older student, tutors think I need less help than younger students	○	○	○	○	○
I feel isolated on campus	○	○	○	○	○
Compared to younger students, I lack technological skills	○	○	○	○	○
As an older student, time constraints negatively affect my academic performance	○	○	○	○	○
Studying full-time provides me with a sense of accomplishment	○	○	○	○	○
I would like to socialise more with mature-age students	○	○	○	○	○

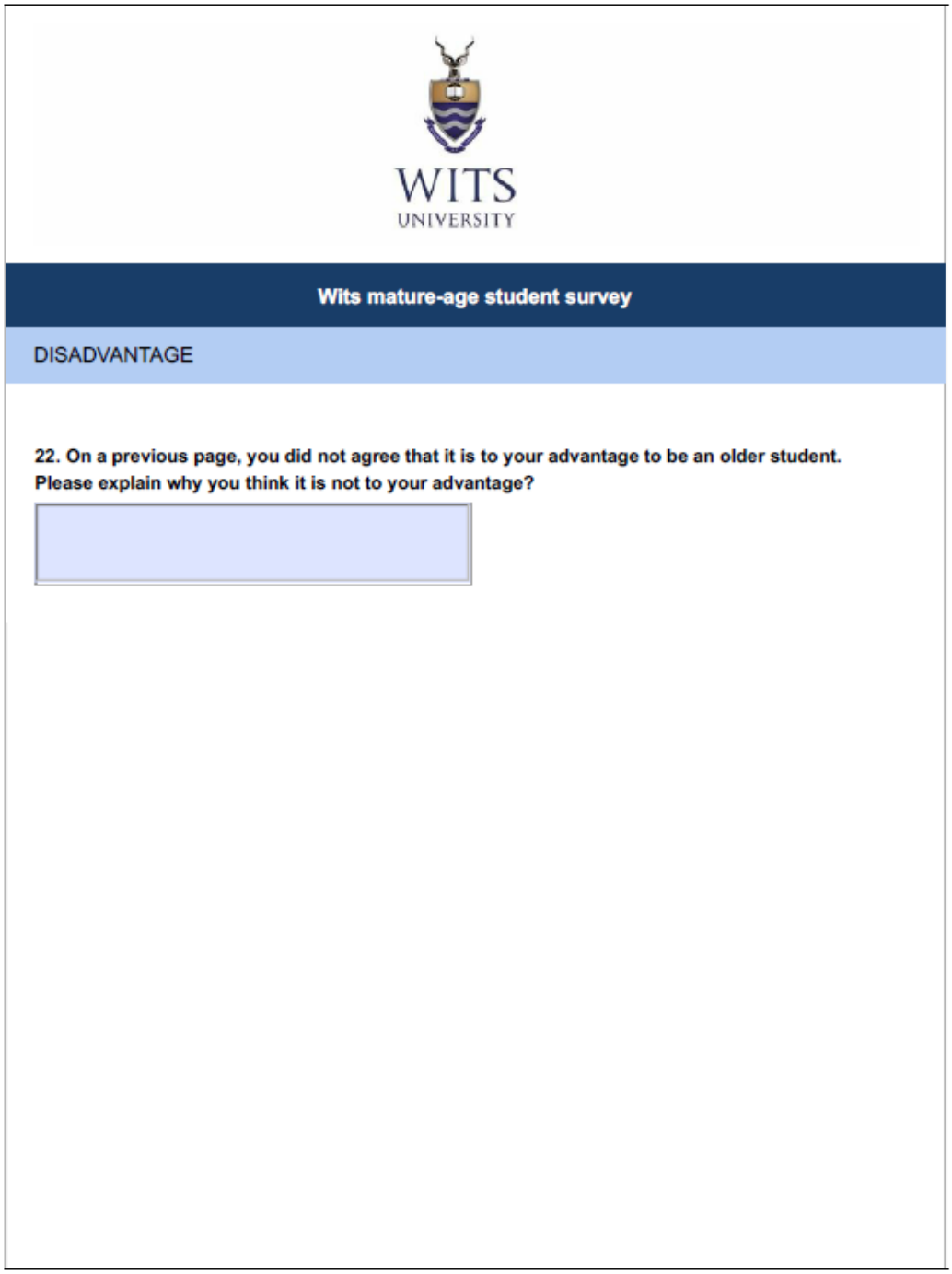
Respondents, who answered “yes” to question 17, were presented with question 20 below.



Respondents, who answered “yes” to question 18, were presented with question 21 below.



Respondents, who answered “no” to question 18, were presented with question 22 below.



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Wits mature-age student survey

SOCIAL SUPPORT

*** 23.**
In the following section, I want to enquire about your social support structure.

Did you have to move away from your home town to study at Wits?

- ◯ Yes
- ◯ No

*** 24. Do you think that friendships with students of a similar age to you would improve the level of social support you receive?**

- ◯ Yes
- ◯ No
- ◯ Unsure

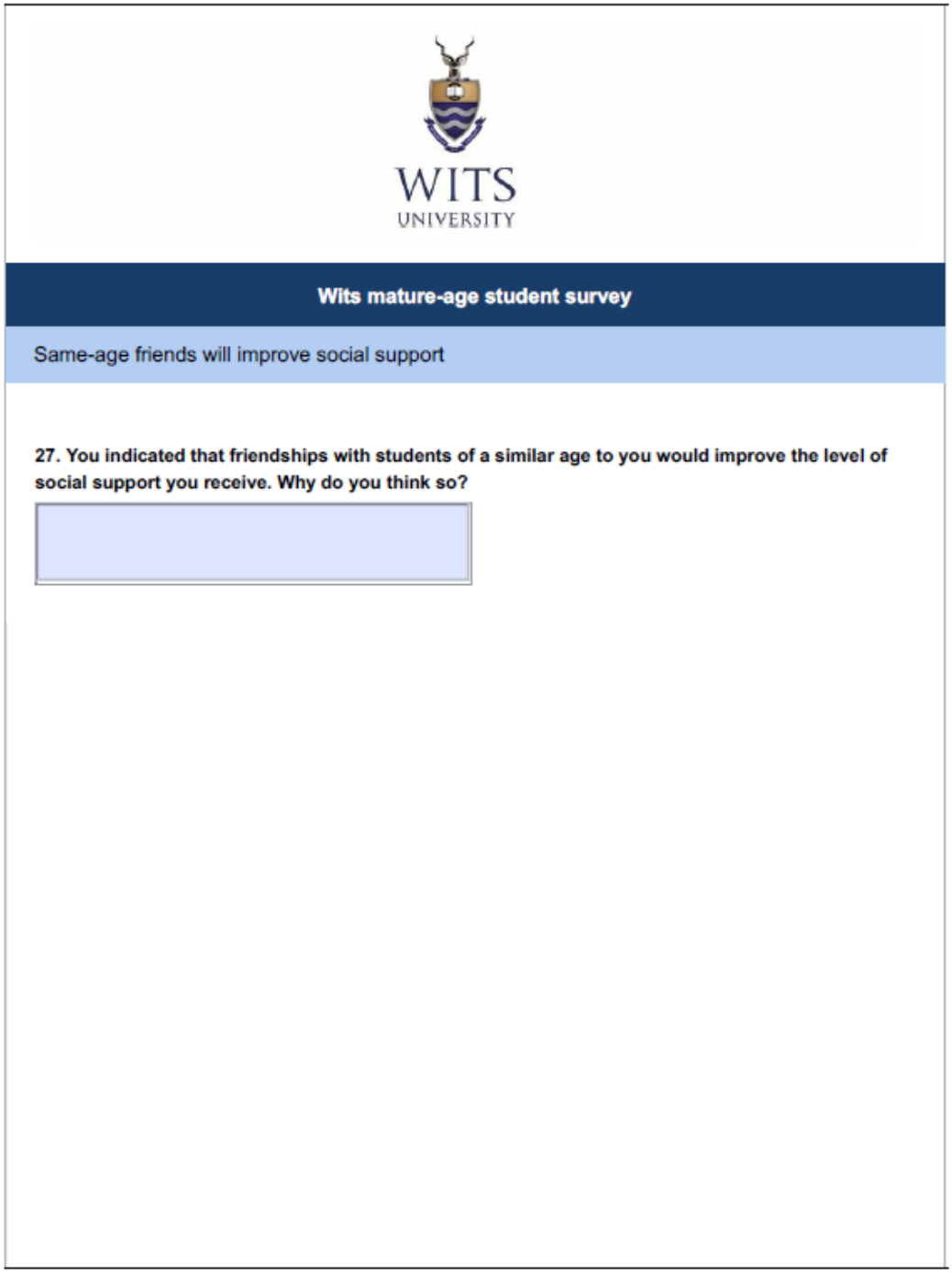
*** 25. Have you had an opportunity to make same-age friends on campus by participating in the Wits "first-year experience programme"?**

- ◯ Yes
- ◯ No
- ◯ Unsure
- ◯ Not applicable

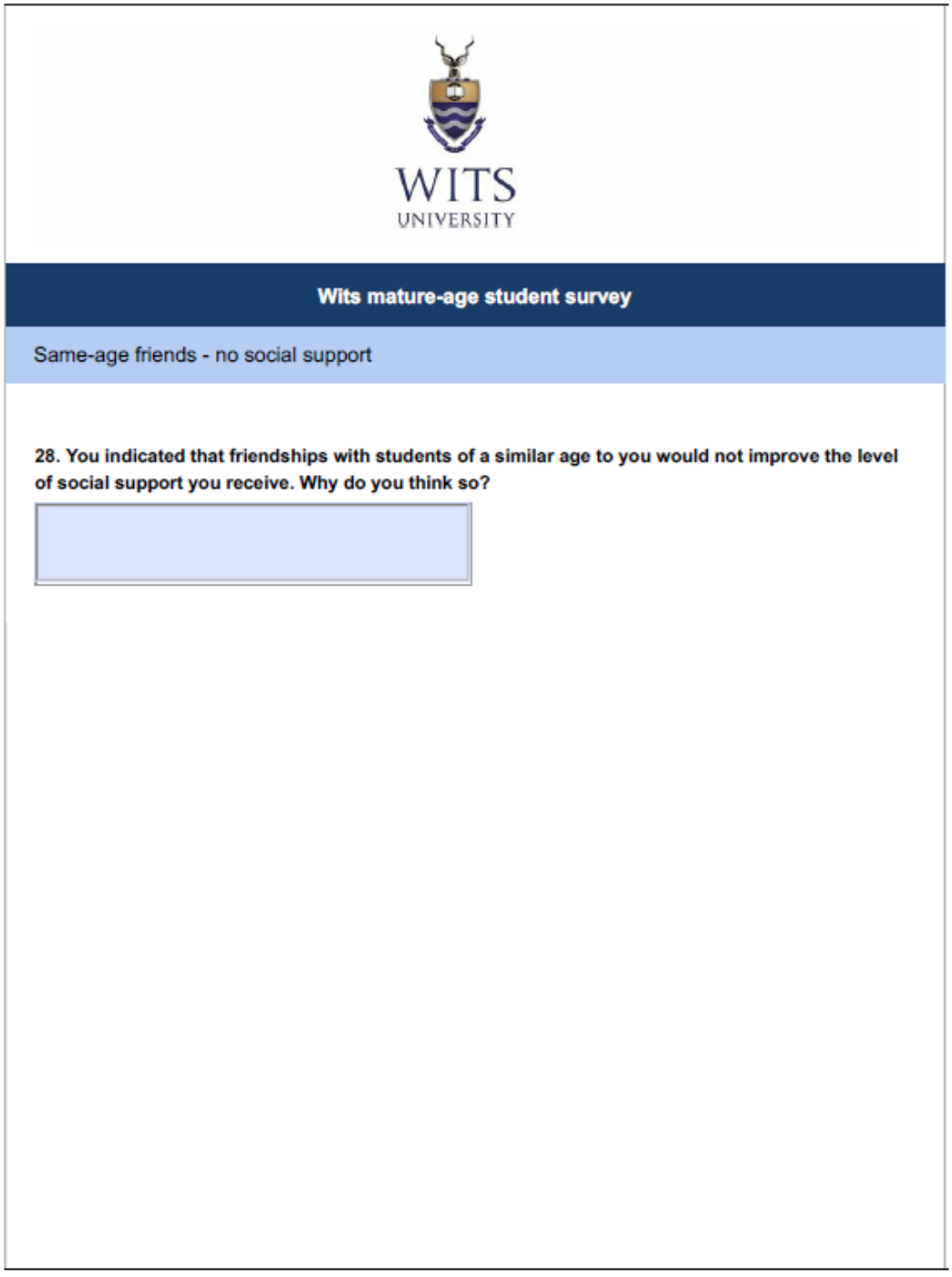
*** 26. Have you had an opportunity to make same-age friends on campus by participating in Wits clubs and societies?**

- ◯ Yes
- ◯ No
- ◯ Unsure
- ◯ Not applicable

Respondents, who answered “yes” to question 24, were presented with question 27 below.



Respondents, who answered “no” to question 24, were presented with question 28 below.





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Wits mature-age student survey

SOCIAL SUPPORT (multiple choice)

*** 29. Please indicate to which extent each of the following groups have provided you with social support during your undergraduate studies:**

	Excellent Source of support	Good Source of support	Average Source of support	Weak Source of support	No Support	Not Applicable
My immediate family	○	○	○	○	○	○
My friends (excluding those befriended on campus)	○	○	○	○	○	○
Other students I befriended on campus	○	○	○	○	○	○
Wits clubs and societies	○	○	○	○	○	○
The Wits' "first-year experience" programme	○	○	○	○	○	○
Social media (e.g. Facebook)	○	○	○	○	○	○
Religious or spiritual affiliations (e.g. relationship with God, or involvement with church, mosque, synagogue, etc.)	○	○	○	○	○	○

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Wits mature-age student survey

FINANCIAL SUPPORT

*** 30.**
In the following section, I want to enquire about your financial support structure.

Please indicate to which extent you agree or disagree with the following statement: "I have to support myself financially while I'm studying"

- ◯ Strongly agree
- ◯ Agree
- ◯ Unsure
- ◯ Disagree
- ◯ Strongly disagree
- ◯ Not applicable

*** 31.**

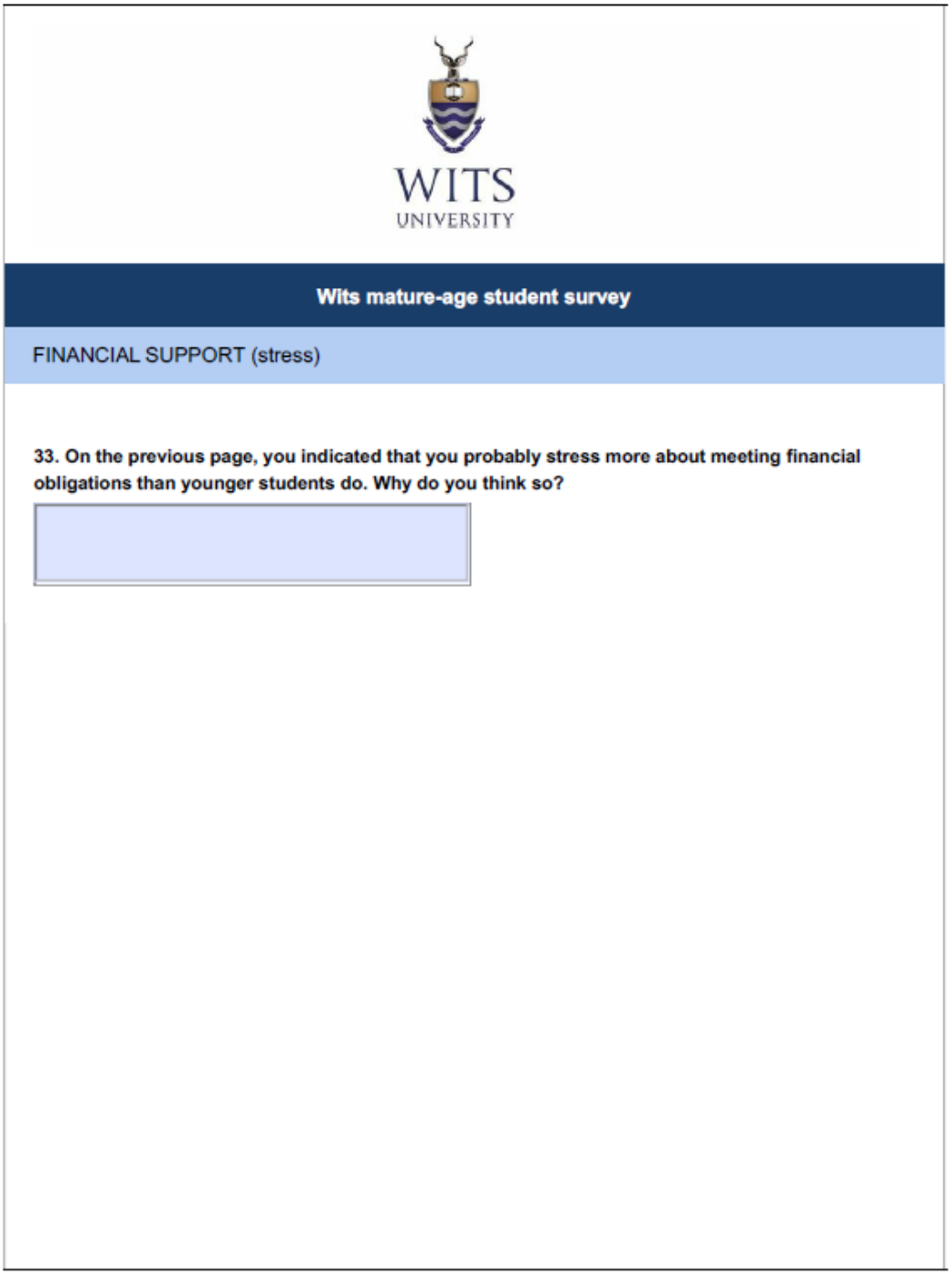
Please indicate to which extent you agree or disagree with the following statement: "I stress more about meeting financial obligations than younger students do"

- ◯ Strongly agree
- ◯ Agree
- ◯ Unsure
- ◯ Disagree
- ◯ Strongly disagree
- ◯ Not applicable

* 32. Please indicate to which extent each of the following groups have provided you with financial support during your undergraduate studies:

	Excellent Source of support	Good Source of support	Average Source of support	Weak Source of support	No Support	Not Applicable
My immediate family	○	○	○	○	○	○
My friends (excluding those befriended on campus)	○	○	○	○	○	○
Other students I have befriended on campus	○	○	○	○	○	○
Student loans	○	○	○	○	○	○
Bursaries	○	○	○	○	○	○
Religious or spiritual affiliations	○	○	○	○	○	○
An employer who pays for my study fees	○	○	○	○	○	○

Respondents, who either “agreed” or “strongly agreed” to the statement made in question 31, were presented with question 33 below.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FINANCIAL SUPPORT (stress)

33. On the previous page, you indicated that you probably stress more about meeting financial obligations than younger students do. Why do you think so?

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RECOMMENDATIONS

34. Lastly, I would like to provide you with an opportunity to offer suggestions on how Wits can improve its relationship with, and services to, older undergraduate students.

If you do not have any suggestions, please click on the "next" button.

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THANK YOU FOR PARTICIPATING!

OFFICE FOR STUDENT SUPPORT:

If you require any counselling or help pertaining to your experience as a student at Wits, please contact the Office for Student Support on **011 717 2008**, or visit their webpage on http://www.wits.ac.za/academic/health/students/9115/office_of_student_support.html.

