



A Comparative study: First-year Hospitality Management students' and lecturers' expectations at higher education institutions in the Western Cape, South Africa

by

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ABSTRACT

Students entering higher education institutions (HEIs) inevitably hold certain expectations, and identifying these expectations is essential to understanding the students' thoughts about and attitudes toward higher education. Unmet expectations are among the reasons why first-year students drop out of university.

As representatives of their institutions, lecturers also have expectations of their students, and these set the standard for student academic success (Martin, 2010:1-2). It is a complaint among lecturers that most of their first-year students do not prepare for nor participate in class activities and that they consequently do not succeed in the first six months after registration (Rausch & Hamilton, 2006:317).

This study presents the expectations of first-year students and lecturers at HEIs offering Hospitality Management (HM) programs in Cape Town. The study further compares the findings from public and private institutions as well as students' and lecturers' expectations. There is limited research on the subject in South Africa, and this study is unusual in that it focuses on both first-year students and lecturers. The participants are drawn from three HEIs – one public and two private – and the results are compared.

A longitudinal research design and a mixed methods approach were used for the study following the post-positivism paradigm. Students and lecturers participated in the study. Convenience sampling was used to collect data from the first-year students and lecturers who consented to participate in the study. Three structured questionnaires with closed-ended questions and Likert-type items scored on a 4-point scale were handed out on three separate occasions (before classes started, after the first term and after the second term) to 120 students. Six semi-structured interviews were conducted with academic lecturers from both institutions. Questionnaire information was captured and analysed using SPSS version 24. Descriptive and inferential statistical analysis was used to interpret the data via percentages in data Tables and reliability results. Interview responses were captured and analysed by the researcher herself using Microsoft Excel and Word. The data were coded, and emerging themes were identified.

The results of the main findings revealed that students expect feedback from their lecturers (99.1%). They also anticipate readily available access to lecturers (91.6%), attending all the lectures (96.7%), having a group of close friends on campus (85%), enjoying lecturer support (90.8%), institutional support (100%), family support (98.3%), and spending 2 hours per day on studying after class (38.7%). The following main findings identified what lecturers expect from their first-year students in the form of themes; independence and hospitality background knowledge, study guide and communicating, feedback duration, motivational communication and assistance, lecturer availability and accessibility, missing class influences success,

recommended study hours and class preparation, language barrier and different student backgrounds, time and workload management, pros and cons of group work. According to the lecturers, first-year students need to be more independent and have some general background knowledge about the HM industry when they enter a higher education institution (HEI). Lecturers expect the student to make an appointment before meeting privately with them to discuss work or just have a general conversation. Lecturers expect the students to attend all classes, as missing a class can snowball into dropping out. The lecturers also expect students to manage their time to be able to devote sufficient study time to studying on their own after class, anywhere between 30 minutes and 4 hours daily. The results show that students and lecturers have varying expectations, both academic and social.

The students' and lecturers' expectations from both public and private higher education were compared by looking at their similarities and differences, thus identifying the gap between students' expectations and lecturers' expectations. The identified gap is that students' expectations are more focused on orientation, feedback, knowing their results to be motivated to work harder, study skills, reminding of upcoming tests and assignments and lecturers to provide all study materials for their studies. Whereas the lecturers' expectations focused on group work, attending class, independent study hours, making the appointment to see the lecturer, independence, communication, maturity, responsibility, student to be focused and motivated as well as having some background knowledge of the hospitality industry. The students from the private HEIs had three additional expectations: they wanted lecturers to teach them study skills, remind them of upcoming tests and assignments, and provide all the materials they required for their studies. The lecturers from the public HEI also expected their students to be mature and responsible, while the lecturers from the private HEIs mentioned that they wanted their students to be focused, motivated and have some background knowledge of the hospitality industry.

These findings provide insight for academics within the HM field into the expectations of their first-year students and vice versa. This may help them to make certain adjustments to improve first-year students' success rates and minimise dropouts.

Key terms: Hospitality management, First-year students' expectations, Lecturers' expectations, Public higher education institutions, Private higher education institutions, Cape Town

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DEDICATION

I dedicate the thesis to my beloved parents and husband: you have been my source of encouragement, love and emotional support during this journey, which would not have been possible without you. You are my strength and I love you always.

TABLE OF CONTENTS

Declaration	i
Abstract	ii
Acknowledgements	iv
Dedication	v
Glossary	Xiii

CHAPTER ONE: BACKGROUND

1.1	Introduction	1
1.2	Background and context	1
1.3	Problem statement	5
1.4	Research aims	6
1.5	Research objectives	6
1.6	Research questions	7
1.7	Significance	7
1.8	Overview of methodology	10
1.9	Ethics approval	10
1.10	Limitations	11
1.11	Thesis outline and chapter structure	11
1.12	Conclusion	12

CHAPTER 2: LITERATURE REVIEW

2.1	Introduction	13
2.2	Higher education institutions	14
2.3	Academic institutions offering Hospitality Studies	15
2.4	Students transition from high school to higher education	15
2.5	Students and lecturers' expectations	16
2.6	Factors influencing students' learning and social expectations	17
2.6.1	Previous learning background	17

2.6.2	Family educational background	17
2.6.3	Support	17
2.6.3 a)	Family support	17
2.6.3 b)	Learning support	18
2.6.4	Institution-related factors	18
2.6.4 a)	Organisational structure	18
2.6.4 b)	Institution class size	18
2.6.4 c)	Orientation	19
2.6.4 d)	Student accommodation	20
2.7	Advantages to the higher education institution of knowing, understanding and meeting students' expectations	20
2.8	Advantages of students' knowing, understanding, and meeting lecturers' expectations	20
2.9	Students learning expectations	21
2.9.1	Feedback	21
2.9.2	Support	22
2.9.3	Access to lecturers	22
2.9.4	Attending lectures	23
2.9.5	Study hours	23
2.10	Students' social expectations	23
2.10.1	Life-long friends	24
2.11	Lecturer teaching expectations	24
2.11.1	Level of readiness and study skills	25
2.11.2	Class attendance	26
2.11.3	Preparation	26
2.11.4	Study hours	27
2.11.5	Group work	27
2.12	The importance of understanding expectations	28
2.13	Conclusion	28

CHAPTER 3: METHODOLOGY

3.1	Introduction	30
3.2	Research objectives	31
3.3	Research questions	31
3.4	Research aims	32
3.5	Research paradigm	32
3.6	Research approach	32
3.7	Research design	33
3.7.1	Pilot study	35
3.8	Population	36
3.9	Sampling	36
3.9.1	Inclusion and exclusion criteria	36
3.10	Data collection instruments	37
3.10.1	Quantitative: questionnaires	37
3.10.2	Qualitative: interviews	38
3.11	Data collection	39
3.11.1	Data collection process: questionnaires	39
3.11.1.1	Validity and reliability	41
3.11.2	Data collection process: interviews	42
3.11.2.1	Validity and reliability	43
3.12	Ethical considerations	44
3.13	Data analysis	46
3.13.1	Quantitative data: questionnaires	46
3.13.2	Qualitative data: interviews	48
3.14	Conclusion	48

CHAPTER 4: RESULTS

4.1	Introduction	50
4.2	PHASE 1: QUANTITATIVE	51
4.2.1	Socio-demographic characteristics	51
4.2.2	Descriptive analysis results of all three HEIs combined	54
4.2.2.1	Questionnaire one	54
4.2.2.2	Questionnaire two	56
4.2.2.3	Questionnaire three	58
4.2.3	Factor analysis results of all three HEIs combined	61
4.2.3.1	Factor analysis results - Questionnaire one	61
4.2.3.2	Factor analysis results - Questionnaire two	62
4.2.3.3	Factor analysis results - Questionnaire three	63
4.2.4	T-Test and Independent sample test results for public vs private HEIs	64
4.2.5	Comparisons between public and private institution students' expectations	66
4.3	PHASE 2: QUALITATIVE	68
4.3.1	Socio-demographic profile and identifiers of the six lecturers interviewed	68
4.3.2	Common response to interview questions	69
4.3.3	Emerging themes	74
4.3.4	Comparisons between public and private lecturers' expectations	78
4.4	Gap identified between students and lecturers from both public and private HEIs	82
4.5	Conclusion	83

CHAPTER 5: DISCUSSION OF RESULTS

5.1	Introduction	85
5.2	PHASE 1: QUANTITATIVE	86
5.2.1	Discussion of the descriptive and factor analysis results	86
5.2.2	Discussion of similarities and differences between public and private HEI students' expectations factors	89
5.3	PHASE 2: QUALITATIVE	90
5.3.1	Emerging themes discussion	90
5.4	Gap between students' and lecturers' expectations: comparison of private HEIs with public HEI	94
5.5	Conclusion	97

CHAPTER 6: CONCLUSION

6.1	Introduction	98
6.2	Summary	98
6.3	Conclusions framed in relation to the aim and research questions	99
6.4	Limitations of the study	101
6.4.1	Literacy/fluency in English	101
6.4.2	Non-participation	101
6.4.3	Research study framework and timeline	102
6.4.4	Previous literature	102
6.5	Recommendations	102
6.6	Contribution of the study	103
6.7	Possibilities for future study	104

LIST OF FIGURES

Figure 1.1: Possible gap conceptual framework	9
Figure 3.1: Conceptual map of research design	33
Figure 4.1: Conceptual framework of gap/misalignment identified between Students and lecturers from both public and private HEIs	81

LIST OF TABLES

Table 1.1: Chapter one summary	1
Table 2.1: Chapter two summary	14
Table 2.2: Readiness characteristics	25
Table 3.1: Chapter three summary	31
Table 3.2: Questionnaire hand-out times at all three HEIs	35
Table 3.3: Times of interviews conducted	35
Table 3.4: Sample for study one (quantitative) and study two (qualitative)	36
Table 3.5: Questionnaires data collection timeframes and totals from all three HEIs	40
Table 3.6: Interviews data collection timeframes and totals from all three HEIs	43
Table 3.7: Quantitative and qualitative ethical considerations	44
Table 4.1: Chapter four summary	51
Table 4.2: Total number of respondents from public and private HEIs for questionnaire one, two and three	52
Table 4.3: Gender of respondents	52
Table 4.4: Age of respondents	52
Table 4.5: Citizenship and place of origin of respondents	53
Table 4.6: Ethnicity of respondents	53
Table 4.7: Questionnaire one: Likert scale questions	55
Table 4.8: Closed-ended questions	56
Table 4.9: Questionnaire two: Likert scale questions	57
Table 4.10: Closed-ended questions	58
Table 4.11: Questionnaire three: Likert scale questions	59
Table 4.12: Closed-ended questions	61

Table 4.13: Questionnaire one factors	62
Table 4.14: Questionnaire two factors	63
Table 4.15: Questionnaire three factors	64
Table 4.16: T-test analysis for public versus private	64
Table 4.17: Independent Sample Test	65
Table 4.18: Comparisons between public and private institutions students' expectations	66
Table 4.19: Demographics of the lecturer's responses	68
Table 4.20: Comparative analysis of interviewees' transcriptions summary	77
Table 4.21: Similarities and differences between public and private HEI lecturers' expectations	78
Table 4.22: Results of students' expectations versus lecturers' expectations	82
Table 5.1: Chapter five summary	85
Table 6.1: Chapter six summary	98
REFERENCES	104
ANNEXURES	
Annexure A: Conceptual map for research design	114
Annexure B: Literature used to develop questionnaires	115
Annexure C: Permission request letters	119
Annexure D: Student consent form	121
Annexure E: Lecturer consent form	122
Annexure F: Student questionnaire one	123
Annexure G: Student questionnaire two	129
Annexure H: Student questionnaire three	133
Annexure I: Lecturer interview guide	137
Annexure J: Student Questionnaires one, two, three & Lecturer interview timeline	140
Annexure K: Summary of interview transcriptions	141
Annexure L: Additional analyses	150
Annexure M: Ethical clearance certificate	193
Annexure N: Language editor certificate	194

GLOSSARY

Abbreviation	Definition
CHE	Council on Higher Education
DoE	Department of Education
HEI	Higher Education Institution
HEIs	Higher Education Institutions
HM	Hospitality management
HSRC	Human Sciences Research Council
No	Number
NSS	National Student Survey
NSSE	National Survey of Student Engagement
OECD	Organisation for Economic Co-operation and Development
SPSS	Statistical Package for the Social Sciences
UK	United Kingdom
USA	United States of America

Concept	Explanation
Entry-level position	Refers to one of two things: either a role that requires no experience or related education or an entry point to a career that requires minimum education and experience. It is generally considered to be the lowest-ranked compared to mid-level, senior-level, or managerial-level roles (Coursera, 2022).
Expectation	Your personal beliefs about experiences develop from a combination of any of your previous experiences and knowledge to prepare you for the possible future (Arna'out, 2016:87).
First-year students' social (non-academic) expectations	Refer to how they see higher education as a means of attaining independence from their parents and developing lifelong friends (Martin, 2010:24).
First-year students' learning (academic) expectations	Refer to how challenging they believe the academic work will be in the higher education environment (Kuh, Kinzie, Buckley, Bridges & Hayek, 2006:10).

Higher education institutions	Designated organisations that provide higher, postsecondary, tertiary and/or third-level education, which include universities, profession-oriented institutions, community colleges, institutes of technology, vocational schools, trade schools and career colleges that award academic degrees, diplomas or professional certificates (IGI Global, 2022:1).
Hospitality management	Involves overseeing general activities and day-to-day operations in various areas such as catering, leisure, entertainment, event planning and hotel or guesthouse management, as well as applying management concepts and structured leadership in areas of accommodation, dining and guest services (Oxbridge academy, 2022:1) (Oxford home study, 2022:1).
Lecturers	Refers to anyone who teaches full-time or part-time in universities or higher education institutions. They are called lecturers rather than teachers, because they give lectures to larger groups than classrooms and may prepare seminars (University of the people, 2022:1).
Lecturers' teaching expectations	Lecturers' teaching expectations reflect what key academic skills they expect students to have acquired by the time they enter higher education (Martin, 2010:26).
Likert Scale	It is a four- to seven-point scale which enables an individual to express how much they agree or disagree with a particular statement (McLeod, 2008).
Private higher education institutions	These are privately owned and do not get government funding, as they are supported primarily by their own funding and students' tuition fees, and rarely offer student bursaries (zabursaries, 2022:1).
Public higher education institutions	Universities or colleges that are state-owned and receive significant public support and funds through the government or donations. They also provide students with state-funded bursaries (zabursaries, 2022:1).
Retention rate	This is a measure of the proportion of students who continue their studies after their first year (Hawkins, 2015:14).
Socio-demographics	Groupings of people by characteristics such as age, gender, sexual orientation, race, religion, income, marital status, birth rate, education etc. These often involve a combination of social and demographic factors (Dobronte,2013:1).

CHAPTER ONE BACKGROUND

“Expectations create and shape reality”

Debasish Mridha

1.1 Introduction

This study focuses on identifying the learning and social expectations held both by first-year HM students entering higher education for the first time and by the lecturers who teach them. The study also compares the expectations of these groups at public and private HEIs. This chapter provides an introduction to the study and some background to the problem statement being investigated, followed by the research aim, objectives and questions. The significance of the study is described, and its structure is outlined.

Table 1.1 Chapter one summary

CHAPTER ONE: BACKGROUND
1.2 Background and context
1.3 Problem statement
1.4 Research aims
1.5 Research objectives
1.6 Research questions
1.7 Significance
1.8 Overview of methodology
1.9 Ethics approval
1.10 Limitations
1.11 Thesis outline and chapter structure
1.12 Conclusion

1.2 Background and context

When prospective first-year students look at possible higher education options, they certainly bring to bear or even create expectations of what the future will be like for them (Martin, 2010:1). The process of transitioning from high school to higher education can be very challenging for both the students involved and their lecturers (Hassel & Ridout, 2018:1). A significant factor in the transitioning process is students' expectations, more precisely, the gap between their expectations before entering university and the actuality of academic life (Smith & Wertlieb, 2005:154). While some students adapt to the unexpected, other students find it difficult to adjust their expectations to deal with reality (Arna'out, 2016:90).

Students entering HEIs for the first time hold expectations of what they believe will happen in their first year of studying (Martin, 2010:13). These expectations – both learning and social – play a considerable role in their path towards graduation (Martin, 2010:4). It seems that these

expectations include fast feedback from their lecturers (Brinkworth, McCann & McCann, 2013:24; Arna'out, 2016:88) by reviewing and responding to work submitted within two weeks (Scutter, Luzeckyj, da Silva, Palmer & Brinkworth, 2011:13; Arna'out, 2016:88); to be in reasonably small classes (Fortes & Tchantchane, 2010:272); to have ready and convenient access to lecturers outside of class time (Scutter et al., 2011:13) and to have a group of close friends on campus (Martin, 2010:26). They expect to have to work harder and for longer in order to meet the challenges of their studies (Martin, 2010:18), but assume that the teaching at university will be the same as at high school (Hassel & Ridout, 2018:1). Students expect lecturers to provide support for their academic and social activities (Crisp et al., 2009:13) by being friendly and helpful (Hassel & Ridout, 2018:3). They expect to experience some form of financial difficulty and to be able to combine paid work with their studies (Hassel & Ridout, 2018:3). In sum, "the majority of students expect to receive some type of individual attention, consistency of staffing and support, enthusiasm and encouragement by friends, family, environment, the university, community and high school" (Briggs, Clark & Hall, 2012:9-10).

First-year students are not the only group at HEIs who hold expectations: according to Tinto (1993:14), lecturers create the learning culture of the institutions by having their own expectations of students. Lecturers present these expectations through curricular design and academic standards, their class syllabi and how they manage their classes (Martin, 2010:26). Lecturers have various expectations of students entering their classrooms for the first time and such expectations set the benchmark for learning success (Martin, 2010:9&27). If students meet these expectations, they will be academically successful (Martin, 2010:9). Lecturers' expectations include the following:

- That first-year students are dedicated to learning and put the necessary amount of time into their coursework, a rule of thumb being two hours of study for every hour spent in the classroom (Martin, 2010:6).
- That they will have a certain level of preparedness and a good set of study skills, for example, proper grammar usage and the ability to read critically (Martin, 2010:6).
- That the students have attained a certain level of higher education readiness and will be able to work well in groups (Martin, 2010:8&9).
- That they will attend and participate in class (Martin, 2010:76).
- That they will attend orientation activities to become familiar with the lecturers and university life (Martin, 2010:83).

If first-year students are unable to meet any of these expectations, they generally end up in academic trouble and are unable to continue with their studies (Martin, 2010:1-2).

One of the biggest challenges that students face when entering higher education is the fact that they are responsible for their own learning, especially when they come from a teacher-

driven learning culture at high school (Hassel & Ridout, 2018:2). According to Lee, Ang & Dipolog-Ubanan (2019:3138), there are five types of challenges that students encounter during their first-year, namely:

- Academic challenges such as coping with the stresses of acquiring learning skills and experiencing difficulties with language, and/or with group and individual assignments, exams, and class preparation (Lee et al., 2019:3138).
- Non-academic challenges such as compulsory extra-curricular activities at the university, which can be very time-consuming, and other commitments that the students might have, such as part-time work. Balancing academic and non-academic commitments is a challenge (Lee et al., 2019:3139).
- Relationship challenges with their peers – the anxiety to find peers who have similar interests; and the relationship challenge with lecturers, due to a language barrier and/or different communication skills (Lee et al., 2019:3139-3140).
- Adapting to a whole new environment: the way things are done at university level, involving time management, participation, attendance, adjusting to different lecturers and complicated timetables, etc. (Lee et al., 2019:3140).
- University resources, policies, facilities, operating systems, and other services provided by the university to the students, especially the functionality of these institutional services (Lee et al., 2019:3140).

All these challenges can overwhelm students, leading many of them to drop out in their first year of studies (Moodley & Singh, 2015:91).

First-year students come to HEIs expecting a certain kind of learning experience, while members of staff expect and prepare for another. This gap between student and staff expectations can promote disengagement and form a less-than-ideal learning environment for both students and staff (Zimmerman, Schmidt, Becker, Peterson, Nyland & Surdick, 2014:1). According to a study by Letseka, Cosser, Breier & Visser (2010:77), lecturers from a university in the Western Cape, South Africa, said that the biggest challenge that HEIs face by far is the result of the poor schooling received by beginning students. This gap between high school and university has grown not only due to the schooling system that generates students unprepared for tertiary education, but also because universities are incapable of helping these students (Nel, de Bruin & Bitzer, 2009:975). It may be up to universities to provide a more realistic image of the academic challenges that students can face in HEIs (Nel et al., 2009:987).

During a keynote speech in Australia, Tinto (2009:3) claimed that “students need to know what to expect about the sorts of actions they must take to succeed in the university.” If students’ backgrounds, experience, and expectations are not taken seriously by HEIs, there is a strong likelihood that most of them will not fully engage with their studies, fail and withdraw during the

first six months after registration (Rausch & Hamilton, 2006:317; Byrne, Flood, Hassall, Joyce, Montano, Gonzalez & Torna-Germanou, 2012:136-137). According to Martin (2010:6), the first place to look to identify why first-year students drop out is universities' ignorance of or indifference to their expectations. In an earlier study, Letseka & Maile (2008) noted that 30% of students dropped out of university within the first year. This surely indicates that South African universities need to be more determined to gain a full understanding of what first-year university students expect, as this could increase students' success and retention rates, especially for the first year of studies (Letseka & Maile, 2008:50).

According to Tinto (2009:3), universities need to hold high and clear expectations of their students for them to continue with their studies and even graduate. To prevent withdrawal, universities and lecturers need to align student expectations with the reality of first-year experience (Harvey, Drew & Smith, 2006:39; Pather & Dorasamy, 2018:50). Crisp et al. (2009:13) hypothesise that students who have unrealistic expectations of their first-year study experience will be confused about the information given to them by the institution on its values and principles, leading to misunderstanding and misalignment between students and institutions.

Investigating the expectations of first-year students upon entering higher education and during their first six months of studies can furnish a better understanding of the extent of the alignment or misalignments with lecturers' expectations. It can help determine the action to be taken to close the school/university 'expectations gap' and raise future student retention rates (Hassel & Ridout, 2018:11).

First-year student drop-out is a global problem for HEIs, not just a local one (Moodley & Singh, 2015:92). Brinkworth et al. (2008:158) highlight the fact that between 25% and 30% of the 2.2 million students studying at universities in the United States (USA) never returned to their institution for a second year. According to Veenstra (2009:19), at the end of their first year of study, students have to make an important decision with four possible outcomes: to continue with the same course at the same university; to transfer to another faculty in the same university; to transfer to another university, or to drop out of university. Students who decide to drop out cause a loss of revenue to the university, which also loses its investment in the students. Society also sustains a loss, because the student will now be limited to an entry-level position at a job, instead of following a university-based career (Veenstra, 2009:20). A study done in Latvia by Paura & Arhipova (2014:1283) found that within the first year of their studies, 34.4% of students left the university, with a drop-out rate of 23.2% within the first six months of their first year and 11.2% between the 7th and 12th months. In the United Kingdom (UK), the academic year 2016-2017 saw a total of only 6.3% of students dropping out of their first year of studies, whereas in Colombia the total first-year student drop-out rate in 2019 was 36% and in Chile it was 21% (Opazo, Moreno, Álvarez-Miranda & Pereira, 2021:1).

The drop-out rates in the South American countries are in line with the global average of 31% (OECD [Organisation for Economic Co-operation and Development], 2009:25). These rates may indicate a transition problem in the educational system, resulting in students' expectations not being met (OECD, 2009:25).

In South Africa, in a HSRC policy brief, Letseka & Maile (2008:1) noted that comparable high university drop-out rates are a big threat to South Africa's future. In 2004, HEIs in South Africa had a drop-out rate of 30% among first-year students (Pocock, 2012:3). The DoE has reported that, typically, 36,000 out of 120,000 students (around 33%) drop out of their universities and technikons within their first year of studies (Letseka et al., 2010:92). The actual first-year student loss between 2000 and 2004 was one in every three students (Moodley & Singh, 2015:93). This is backed up by Macgregor (2007:1), who reported that up to 40% of South African students drop out of university within their first year of study.

Students' dropping out cost the National Treasury of South Africa R4,5 billion in grants and subsidies to HEIs, without a return on the investment (Moodley & Singh, 2015:93; Letseka et al., 2010:92). The high student drop-out rates indicate shortcomings within the educational system (Letseka et al., 2010:91), which is one of the reasons why there are such high unemployment rates in South Africa (Letseka et al., 2010:88). The high drop-out rate of first-year students at HEIs is thus a major concern in terms of people's development and the disappointment of their career ambitions.

1.3 Problem statement

There are various discrepancies between the expectations of students and lecturers at HEIs. Students registering for the first time at HEIs can be unpredictable at best. It is a common complaint among lecturers that many of their first years do not prepare or participate in class activities, nor succeed in the first six months after registration (Rausch & Hamilton, 2006:317). Lecturers and HEIs can make wrongful assumptions about what students' expectations are when they enter higher education for the first time and communicate information to students based on the institution's expectations and not those of the students (Crisp et al., 2009:13-14). This can affect student engagement and lead to dropping out.

Students expect to be dependent on lecturers in terms of receiving support, prompt feedback, ready access and engagement outside of the classroom. On the other hand, lecturers expect students to be independent, manage their own study time, have a set of study skills and be committed to their studies through reading, taking notes, actively taking part in class discussions and group work, as well as attending and coming prepared to all classes. There is thus a misalignment between students' and lecturers' expectations that is likely to lead to the several challenges identified in the literature and described above.

This study therefore assessed the various learning and social expectations that first-year HM students have of their lecturers and what teaching expectations lecturers have of their first-year students. The aim was to identify where expectations were mismatched, and how this might influence students' experience at university and ultimately their academic outcomes (Wong & Chiu, 2020: 55).

Students' expectations keep changing: the problems they face when they arrive are not the same as the problems, they face later in their first year of studies (Harvey et al., 2006: iv; Arna'out, 2016:88). In this study, first-year students' expectations were therefore assessed at three different stages, through having them complete three separate questionnaires – on day one of classes, after three months and after six months of their first year.

The first year of studies is the foundation for a student's learning career (Amri, 2013:55). First-year students' expectations of university, whether realistic or not, may affect their success, satisfaction, and the way they learn within higher education. If HEIs are not aware of these expectations or do not respond to them appropriately (Voss, Gruber & Szmigin, 2007), students may not fully engage with their study course, withdraw, or even fail (Byrne et al., 2012:136-137). The high drop-out and low graduation rates in South Africa universities remain a cause for concern (Lekena & Bayaga, 2018:158).

1.4 Research aims

This study aimed to identify and compare the expectations of first-year HM students who have registered for the first time at public or private HEIs with those of their lecturers, in order to establish whether a mismatch between them might influence students' experience and outcomes.

1.5 Research objectives

- Identify first-year HM students' learning (academic) and social (non-academic) expectations of HEIs in the Cape Metropolitan and Winelands region.
- Identify first-year HM lecturers' teaching (academic) expectations of first-year HM students in HEIs in the Cape Metropolitan and Winelands region.
- Compare and contrast the expectations of first-year HM students at public and private HEIs in the Cape Metropolitan and Winelands region.
- Compare and contrast the expectations of lecturers at public and private HEIs in the Cape Metropolitan and Winelands region.
- Compare and contrast the identified expectations of first-year HM students with those of the lecturers in the Cape Metropolitan and Winelands region.

1.6 Research questions

- What learning (academic) and social (non-academic) expectations do first-year HM students have when registered at HEIs for the first time?
- What teaching (academic) expectations do lecturers (who give classes to first years) have of first-year HM students who register for the first time in HEIs?
- What similarities and differences are there between first-year HM students' expectations at public and at private HEIs?
- What similarities and differences are there between first-year HM lecturers' expectations at public and at private HEIs?

1.7 Significance

Institutions

This research study contributes to the understanding of what first-year HM students expect from a HEI and vice versa. In this way, it adds value to both the field of tourism and hospitality and higher education in general.

Academic literature

The study contributes to the limited literature in the field by identifying what first-year HM students expect from their institutions and vice versa, more specifically in hospitality education, thus giving future researchers an understanding of why first-year students drop-out. By exploring previous literature pertaining to expectations in the HM field in South Africa, the researcher can safely say that this specific study has not been done before within HM in the Western Cape, South Africa. As there were only two studies identified, namely: Anastasiou (2019) who focused on mapping international students' expectations from the hospitality and tourism higher education as an early drop-out indicator in Cyprus. Lu & Adler (2009) who focuses on career goals and expectations of hospitality and tourism students in China. Furthermore, the first study focused more on drop-outs and the second study focused more on career, and this also implies that there is no study of this nature conducted in Africa and specifically South Africa. Making this study the first of its kind in South Africa, by identifying the learning and social expectations of the first-year HM students.

This research study brings new knowledge to add value to academia through methodology in terms of the research approach (mixed method and longitudinal study), which had not been done before, as well as comparing the two groups (students and lecturers) and institutions (public and private) over a period of time to see if the expectations changed once the students are six months into their first-year. The developed designed framework, will also bring both methodological innovation and new subject knowledge to the exciting body of knowledge.

Students and lecturers

This study elucidates, for the benefit of lecturers and students, what it is that they expect from each other. With this awareness, they may be able to find common ground and bridge the school-university gap. The study provides insights for administrators in the hospitality field who design the first-year orientation and other first-year programmes into how they might revise such programmes to improve first-year students' buy-in and success (Nelson, 2015:8-9).

A conceptual framework below illustrates first-year HM students' and lecturers' expectations. This assists with better understanding and alignment between students and lecturers as well as the gaps that exist that need to be addressed. The conceptual framework further showcases comparison of the expectations among the students and lectures and between public and private HEIs (Figure 1.1).

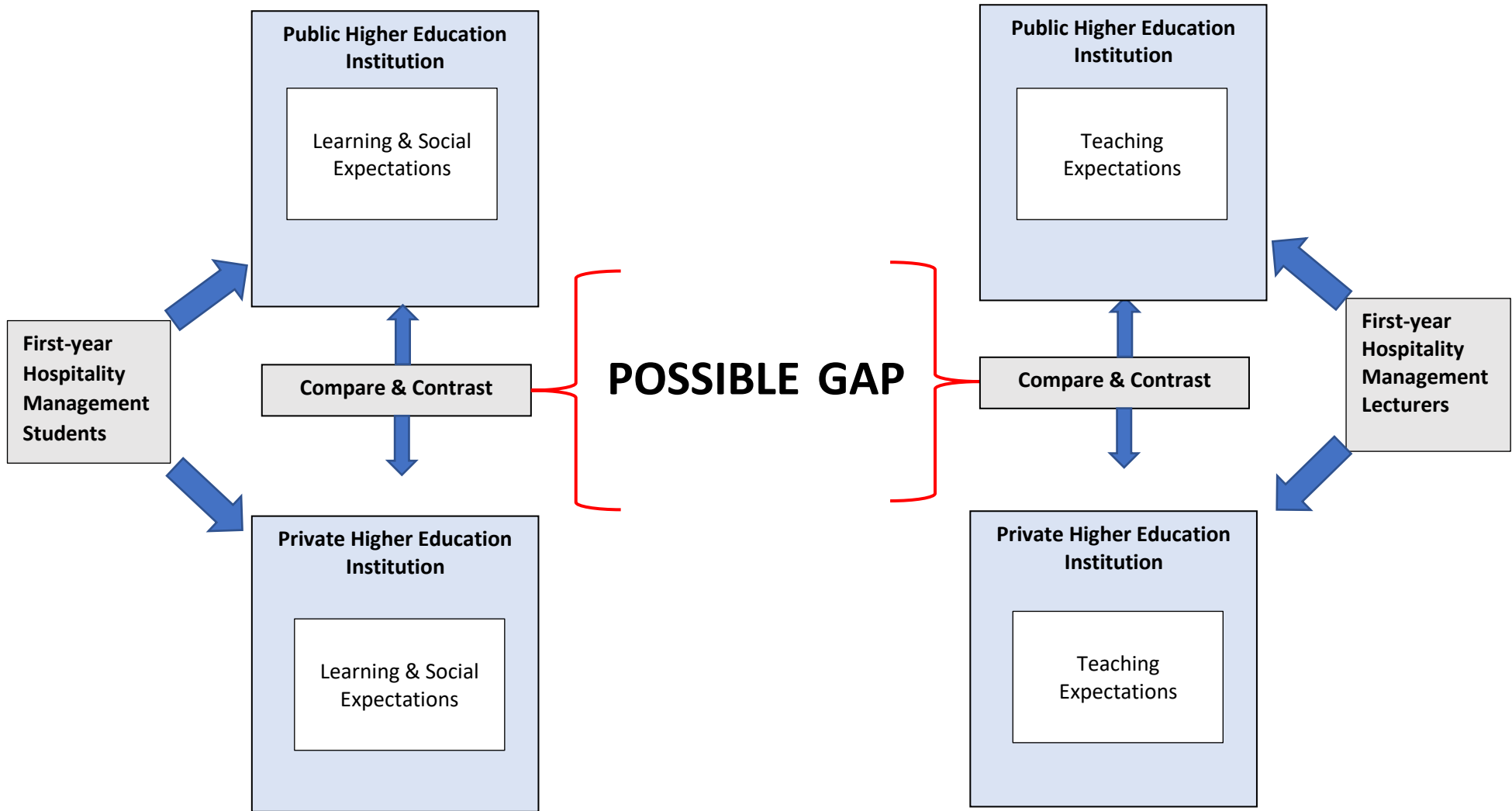


Figure 1.1 Possible gap conceptual framework (Author, 2022)

1.8 Overview of methodology

This section provides an overview of the methodology used in this study. After careful evaluation of the research objectives mentioned above a post-positivism paradigm was chosen to determine the outcomes or effects of a problem as well as identify and determine what affects those outcomes (Creswell & Creswell, 2018:44). A mixed method was used to conduct this study whereby both quantitative and qualitative methods were applied in terms of questionnaires (quantitative) and interviews (qualitative). Questionnaires were used to collect data from first-year HM students and interviews to collect data from first-year academic lecturers. The research design can be divided into three stages; stage one: collect literature; stage two: formulate data collection instruments and stage three: data collection (See Annexure A).

This study only included first-year HM students and lecturers from the three HEIs within the Cape Metropolitan and Winelands region. Two of the selected HEIs were private and one a public institution. Convenience sampling was used for both students and lecturers because their participation was based on their availability. A total of 120 students participated in all three questionnaires and a total of 6 lecturers were interviewed.

Three structured questionnaires were handed out to first-year HM students within the first six months of their first year. The questionnaires consist of closed-ended questions, a 4-point Likert Scale and were handed out in three phases, the first questionnaire just before the first week of class, second questionnaire after the first term and the third questionnaire at the end of the second term. Semi-structured interviews were conducted to give more in-depth data and it enabled the interviewer to probe. Each interview took between 30 – 60 minutes, was audio-recorded and then transcribed verbatim. The transcribed interviews were sent back to the lecturers to validate whether the information given was correct.

Data collected from the questionnaires were captured and analysed using Statistics Package for the Social Science (SPSS) version 24.0. Descriptive and factor analysis were used to interpret the quantitative data and was presented in the form of percentages, averages (Mean) and standard deviations. Data collected from the interviews were transcribed verbatim, then manually coded for certain words or content, where patterns were identified, and themes emerged.

1.9 Ethics approval

- Approval was granted from the Faculty of Business Research Ethics Committee.
- Permission was obtained from the three HEIs where the study commenced.
- Each student and lecturer signed a consent form clearly stating the purpose of the study.
- To ensure anonymity and confidentiality, students were asked to write down the last four digits of their student numbers on the questionnaires and the data collected could only be accessed by the researcher.
- Data collected were kept confidential and only accessed by the researcher.
- The interviews with the lecturers were held in strict confidence and their identity were kept anonymous and confidential by not using their names during the interviews.

1.10 Limitations

Every research study has limitations, and in this study, there were four main limitations that the researcher encountered throughout namely: literacy, non-participation, research framework and timeline. All these limitations had an influence on this specific study conducted at both public and private HEIs that offer HM in the Western Cape, South Africa and cannot be generalisable to other similar institutions in other parts of South Africa.

1.11 Thesis outline and chapter structure

Chapter One introduces the study, explaining what was done and why. It provides some background to the problem to be investigated, listing the research objectives and aims as well as the research questions that guided the research. It offers a diagram of the main concepts framing the enquiry and identifies the significance of the study for first-year students, lecturers, and HEIs.

Chapter Two offers a review of relevant literature, focusing on the following: the nature & structure of academic institutions, the advantages of knowing, understanding and meeting students' & lecturers' expectations, the benefits this might have for HEIs, factors influencing student and HEI expectations, students' learning and social expectations and lecturers' teaching expectations. It shows what gaps there are in the existing literature relating to the research problem and explains the importance of the present study.

Chapter Three describes the research design and methodology of the study, clarifying the mixed methods approach employed. It also identifies the research population of first-year HM students and lecturers, and the size of the sample selected from within the targeted population. The chapter describes the instruments employed for data collection as well as the techniques

used to analyse the collected data (the SPSS program and the manual coding of emerging themes). There is also some discussion of the ethical considerations arising from the study and how they were addressed. Finally, there is mention of certain challenges and limitations encountered in the research process.

Chapter Four outlines all the results and themes found through the data analysis using the SPSS program. These results are discussed statistical (descriptive and factor) analysis of the quantitative data, and thematic analysis of the qualitative data. The results are presented in tables, graphs and other formats.

Chapter five discusses the findings, juxtaposing these with the research aim and objectives.

Chapter six contains a summary of the preceding five chapters, reaches conclusions and makes recommendations for further research in the field.

1.12 Conclusion

The goal of this chapter was to introduce and supply some background about first-year HM students and lecturers' expectations. According to Byrne et al. (2012:137), first-year students' expectations of university are worthy of study because they impact students' learning satisfaction and ultimately their overall success within higher education. The point of departure for the study is the stark fact that students begin their first year with certain learning and social expectations, while lecturers have their own set of expectations, developed from the university's principles and standards. If students do not meet the lecturers' expectations, they find themselves in danger of academic failure or dropping out (Martin, 2010:1). This mismatch of expectations is the problem addressed by the study. It was made clear in the chapter how the aim of the study could be achieved by following the research objectives identified and answering the research questions formulated. The study will provide new insights to administrators within the field of hospitality studies who oversee orientation and first-year programmes, with the goal of improving first-year students' success rate. In this way, it will add value to tourism and hospitality education and higher education in general. The next chapter will discuss literature regarding students and lecturers' expectations within HEIs as well as looking at the advantages of knowing, understanding and meeting each other's expectations.

CHAPTER 2

LITERATURE REVIEW

“High achievement always takes place in the framework of high expectations”

Charles Kettering

2.1 Introduction

This chapter aims to review and evaluate the literature from past and current research with information on the expectations of students entering HEIs for the first time and of their lecturers. This chapter also explores why it is important to know, understand and meet those expectations, as well as what factors might influence the expectations of first-year students as they transition from high school to a public or private HEI.

The transition to HEIs is a very challenging time for students, and their expectations influence their ability to adjust to the new environment (Kahu, Nelson & Picton, 2016:1). They arrive with no clear expectations of how to cope as they generally view tertiary education as a prolongation of secondary education (Hassel & Riddout, 2018:2). Therefore, this affects the first-year students' learning, success, chances of dropping out and overall satisfaction with higher education (Money, Nixon, Tracy, Hennessy, Ball & Dinning, 2017:2). It is relatively easy to find percentage scores indicating whether the students were satisfied or not when they compared their expectations to their experiences after a year or so. However, it is far harder to find information on what precisely students expect of a specific HEI and vice versa (Round, 2005:3).

Apart from students' expectations, lecturers also have expectations of first-year students which are presumed to be fully formed and clear (Wong & Chiu, 2020:54). This is because lecturers are, after all, involved in designing, teaching, and assessing courses of study by following the university's set expectations and standards (Wong & Chiu, 2020:54). Yet “lecturers' expectations remain a crucial yet under explored aspect of the higher education discourse as there is more research on what students expect of lecturers than research on what lecturers expect of their students” (Wong & Chiu, 2020:54). This review will therefore focus on lecturers' teaching expectations of first-year students as well as the learning and social expectations of students.

The greatest loss of students is during the first year of university, especially the first semester (Rausch & Hamilton, 2006:317). This suggests that it would be of great value for institutions and their first-year students to know exactly what is expected of each other. This will lead to students' transitioning into HEIs with a greater degree of success. Martin (2010:6) claims that students whose expectations are not met at university will suffer more stress than students

whose experience meets their initial expectations. Expectations, and the phase at which they are met, play a big role in determining whether the student will fit into the institutional culture (Martin, 2010:34).

Table 2.1 Chapter two summary

CHAPTER TWO: LITERATURE REVIEW
2.2 Higher education institutions
2.3 Academic institutions offering Hospitality Studies
2.4 Students transition from high school to higher education
2.5 Students and lecturers' expectations
2.6 Factors influencing students' learning and social expectations
2.7 Advantages of knowing, understanding and meeting students' expectations
2.8 Advantages of knowing, understanding and meeting lecturers' expectations
2.9 Students' learning expectations
2.10 Students' social expectations
2.11 Lecturers' teaching expectations
2.12 The importance of understanding expectations
2.13 Conclusion

2.2 Higher education institutions

HEIs offer qualifications ranging from Certificates and Diplomas to Bachelor's, Honours, Master's and Doctoral degrees (CHE, 2013:6). These institutions include educational offerings that are vocationally or professionally oriented and that enable students not only to broaden their knowledge and skills but also to access more job opportunities than those who did not study at a HEI (Crosswalk, 2020:1).

HEIs are preparing students to contribute positively to their local, national, and global communities through the learning, beliefs and commitment of faculty, staff and students. HEIs have an obligation to contribute to the community of which the students are a part of by educating them, increasing access to education, creating new knowledge and applying it appropriately (Watson, Hollister, Stroud & Babcock, 2011:23).

The HEIs that offer HM study programmes do not only train students in daily hands-on hospitality operations management but also offer a variety of courses such as finance, accounting, marketing, human resource management, and service/operations management where specific industry examples and applications are used (Tews & Van Hoof, 2011:124). The main focus of HM programmes is to develop the students' higher-level management skills, analytical ability and various functions that entail critical thinking (Tews & Van Hoof, 2011:124). The aim is to provide future hospitality managers with solid specific knowledge and a unique

skill set that will make them better managers (Tews & Van Hoof, 2011:123). According to Tews & Van Hoof (2011), what makes the HM programmes so versatile is the fact that they also prepare students for careers outside the traditional hospitality industry context, such as real estate, retail, property management and financial management.

2.3 Academic institutions offering Hospitality Studies

Universities and colleges are the only professional institutions whose main business is the production, reproduction, and distribution of knowledge, as well as the preparation of the next well-educated or properly qualified generation (Cloete, Maassen & Pillay, 2017:2). In the past decade; HM programmes have changed considerably (Atef, 2018:3). Students now get an understanding of the practical side of the industry in a professional setting as part of their preparation at university (Schoffstall, 2013:1). This is achieved through internship programmes or part-time employment (Schoffstall, 2013:1). The dilemma that tourism- and hospitality-related programmes at university face is that “they must adhere to traditional academic competences to match other business-related bachelor’s degree programmes while at the same time, must consider the industry needs as they prepare the future employees” (Atef, 2018:2-3).

2.4 Students transition from high school to higher education

Existing research suggests that first-year students attending HEIs face considerable life-changing challenges resulting from relocating and adapting to a new environment (Hassim, Strydom & Strydom, 2013:1). They tend to find the transition from high school to university difficult (Lekena & Bayaga, 2018:158) as they effectively encounter a whole different educational system (Amri, 2014:55).

The majority of high school students who pursue tertiary education enter university without the basic skills, understanding, or state of mind they will need to succeed (Venezia & Jaeger, 2013:117). They are unprepared for tertiary education for the following reasons:

- Differences between high school teaching and university expectations;
- The large gap between the guidance given by high schools with a high number of students in poverty and that offered by high schools with more wealthy students;
- Peer influences;
- Parents’ expectations; and
- No experience with environments that motivate the academic study (Venezia & Jaeger, 2013:117).

The level of transitional difficulty depends greatly on the expectations and perceptions that the students have about the university. Although these will change throughout their time at university, the beginning of the first year is a crucial time (Arna'out, 2016: 88).

Venezia & Jaeger (2013:119) observe that there has been a growing disconnect between the teaching of teachers at high schools and what lecturers expect in tertiary education institutions in terms of first-year students' preparation. A more recent study argues that high schools and universities should collaborate to assist first-year students with the transition process (Arna'out, 2016:90).

Universities need to take the initiative to minimise any possible differences between what students expect from the lecturers and the universities themselves and what, in turn, is expected of students (Hassel & Ridout, 2018:2). The majority of universities have introduced specific transition programmes for beginning students, having recognised that the transitioning process from secondary to tertiary education is such a considerable challenge (Crisp et al., 2009:13). These "orientation" programmes include information on how a student can manage to balance their work, social and study lives successfully (Crisp et al., 2009:13).

2.5 Students and lecturers' expectations

Expectations are one's own personal beliefs about any phenomenon that might occur in the near future. Expectations emerge from a combination of one's own knowledge and previous experience. Expectations assist in preparing one for any undertaking, whether there is a slight possibility or definite possibility of occurrence (Arna'out, 2016:87).

First-year students going to university have to adjust to the leaving of friends and family, a new level of independence, academic challenges and forming new expectations (Krieg, 2013:635). These new expectations stem from their reaction to their new environment in HEIs (Gibney, Moore-Cherry, Murphy & O'Sullivan, 2011:359), especially their interaction with faculty members (Arna'out, 2016:88).

It is also imperative to be aware that lecturers have their own expectations of students, founded on their personal teaching experiences and the institutional framework, which can have real consequences for students (Wong & Chiu, 2020:62). The differences between students' expectations and the experiences that HEIs are prepared to offer may be a result of students' unrealistic expectations, or of a misunderstanding arising from the information provided by the university about its values and principles, or even simply because the institution is unaware of these student expectations (Arna'out, 2016:88).

2.6 Factors influencing students' learning and social expectations

According to Money et al. (2017:2), "Students' expectations of higher education are influenced by the type of university and the course they are studying, as they attempt to align their course with their interests, abilities and personalities." There are also several other, less proximate, formative factors, as discussed below.

2.6.1 Previous learning background

Students' expectations of HEIs are inevitably influenced by their previous educational and life experiences (Ozga & Sukhnandan, 1998:316–333). Their level of pre-university preparation plays a key role in their adaptation to university (Lowe & Cook, 2003:54) as poor student preparation can lead to dropping out (Butler, 2006:126). Both parents' involvement and HEIs introductory programmes influence students' pre-university preparation (Kuh et al., 2006:25). Pre-university preparation is the responsibility of both secondary schools and HEIs (Butler, 2006:126). A secondary school should seek to bring student expectations closer to those of HEIs, to ensure that all expectations are met and that students are fully prepared for higher education (Butler, 2006:126).

2.6.2 Family educational background

Pascarella & Terenzini (2005:590) note that "students whose parents held a bachelor's degree or higher were five times more likely to earn a bachelor's degree than similar first-generation students (50% compared to 11%, respectively)". According to the National Survey of Student Engagement (NSSE) of 2005, one out of every three first-year students come from a family where neither parent had any post-secondary education; they are called first-generation students (Kuh et al., 2006:19).

First-year students with a family member who attended university are obviously advantaged by being able to base their expectations on the experience of the family member (Nadelson, Semmelroth, Martinez, Featherstone, Fuhriman & Sell, 2013:51). The HSRC determined that first-year students who were first-generation students contributed significantly to the 40% drop-out rate from South African universities (Moodley & Singh, 2015:108).

2.6.3 Support

a) Family support

A study by Lopez & Gormley (2002:355–364) found that supportive family members can ease the transition to university for first-year students, especially if they have some relevant experience to share. Family-supported students are better prepared and more confident about entering the phase of transition. In another study by Round (2005:68), first-year students who had considered leaving university were asked to specify their reasons for staying, and 36.4% of them said that they decided to stay because they received support from their families (Round, 2005:68).

Support from the family is important for students' motivation, which affects their attitude towards the institution and the academic work they are doing. Motivation helps to determine how much time a student puts into studying, reading, attending classes and working on assignments. Thus motivation – which is linked to a student's expectations – directly affects a student's academic success (Round, 2005:38).

b) Learning support

One of the components in Swail's (1995) retention theory suggests that HEIs should provide support for students in addition to class contact, as this will decrease student drop-out rates (Moodley & Singh 2015:98). This might include tutoring, mentoring and counselling (Moodley & Singh 2015:95). Some students find communication with lecturers and fellow students outside the classroom limited compared with their school experience (Severiens & Schmidt, 2009:60).

2.6.4 Institution-related factors

a) Organisational structure

The organisational structure includes modes of communication and the guidance of behaviours by lecturers at the institution, which can influence students' learning success (Berger, 2002:40-59). Being familiar with the institution's policies and practices that are linked to student success is essential to sustaining a student-friendly campus culture (Pascarella & Terenzini, 2005:602).

Zepke & Leach (2005:52) propose that institutions need to be more accommodating of student requirements, as students are expected to adapt to the specific institution in which they are enrolled. Successful communication of rules and regulations can positively impact student persistence and interaction, which affect student success (Kuh et al., 2006:59).

b) Institution class size

Titus (2004:673–699) found that larger institutions, such as universities, have a more positive impact on student persistence than smaller institutions, as large first-year students' expectations upon entering higher education and during their first six months of studies can better understand and learning-engaged environment. Bailey, Calcagno, Jenkins, Kienzl & Leinbach (2005:25) argue that, although larger institutions have certain positive impacts on students, “graduation rates go down as school size increases”. According to a study by Long, Ferrier & Heagney (2006:106), students disliked large classes because of poor interaction with lecturers. The students preferred smaller classes, where there is greater support. According to Koenig, Gray, Lewis & Martin (2015), the size of the class can influence the student's capability to learn, and smaller classes make it easier for students to take part in class discussions and activities rather than just listening to the lecture.

c) Orientation

Orientation provides the institution and lecturers with an opportunity to academically motivate first-year students and introduce them to student services (Kuh et al., 2006:19). The NSSE of 2005 showed that 87% of first-year students who attended orientation programmes were not only satisfied overall with the university experience and environment but were encouraged to attend more educationally enriching activities (Kuh et al., 2006:19).

Orientation is essentially a programme whereby first-year students are welcomed to their chosen HEI (Schneider & Schupp, 2014:1-3). The orientation programme will help students with access to or information about the following:

- Learning resources to assist their studies;
- Registration for classes;
- Financial aid assistance;
- Meeting lecturers;
- Campus tours. (Schneider & Schupp, 2014:1-3)

According to the University of Pretoria (2017:16), orientation is usually a week-long and is designed to help first-year students with the following:

- Campus layout so that the students can familiarise themselves with their environment;
- Choosing the correct study field;
- How to compile and read timetables;
- Giving students an idea of what happens in a lecture hall;
- Assisting students with registration requirements, e.g., preregistration tests and fees;

- Introducing students to campus life, the Students' Representative Council (SRC) and the substructures;
- Locating where to go for help in case of an emergency (University of Pretoria, 2017:16).

d) Student accommodation

Round (2005:139) concluded that students attend more classes when they live in campus residences (61.9%) than living at home (55.6%). A student's residential setting is an important environmental factor (Kuh et al., 2006:71): students who live on campus have more opportunities to interact with lecturers and other students outside of scheduled class (Kuh et al., 2006:53), and are more likely to be satisfied with their university experience (Hernandez, Black, Williams, Davis, Pampaka & Wake, 2011:23). Living on campus is associated with benefits such as improved learning performance (Turley & Wodtke, 2010:508), higher rates of persistence (Jamelske, 2009:373–391) and better social and learning adjustment (Turley & Wodtke, 2010: 506–532).

2.7 Advantages to the higher education institution of knowing, understanding and meeting students' expectations

An understanding of students' expectations, especially in the first year of their studies can not only increase student retention and success but also inform suitable and helpful first-year support strategies (Pather & Dorasamy, 2018:50). A study by Awang & Ismail (2010) argued that by collecting students' expectations, institutions can check that the services they offer to first-year students are of the highest quality.

Knowing what students perceive as important and what matters to them is one way of closing the expectation gap (Money et al., 2017:10) and predicting students' transition capacities (Arna'out, 2016:88). When this knowledge is aligned with university resources and programmes, a better match is possible between student and university expectations (Arna'out, 2016:88). This will help to boost students' confidence and ensure their emotional and social well-being (Appleton-Knaap & Kretler, 2006; Williamson, Laybourn, Deane & Tait, 2011; Pather & Dorasamy, 2018:50, 52).

2.8 Advantages of students' knowing, understanding, and meeting lecturers' expectations

It is important for students to realise and accept the different expectations and ideas of lecturers in order to properly convey any potential mismatches of expectations, especially if these negatively affect students' outcomes and experience (Wong & Chiu., 2020:55). Apprising students of what expectations the lecturers have of them and assuring them that the lecturers are there to assist them to achieve their goals, will create a sense of belief in them and convince them that in order to succeed, they need to do what is expected of them (Gadinger, 2014:14).

A study by Wong & Chiu (2020) claims that students from backgrounds with limited resources and no experience of higher education will benefit most from learning what specific characteristics lecturers value in their students, thus enabling them to develop these 'ideal student' characteristics (Wong & Chiu, 2020:54). Schoffstall (2013) confirms that students, policy-makers, and lecturers should know and understand the expectations that lecturers have of students in order to correctly address the possible mismatch of expectations that can have an impact on student's experience and success (Schoffstall, 2013:1).

2.9 Students' learning expectations

All students share the expectation of passing their study course and eventually obtaining a degree (Nicholson, Putwain, Connors & Hornby-Atkinson, 2013:294), and research has shown that students' expectations are strong predictors of success and academic performance (Pather & Dorasamy, 2018:52). However, a significant number of previous studies on students' expectations reveal that students have unrealistic expectations of the skills that are required for university study, especially in terms of managing the workload and studying independently (Pather & Dorasamy, 2018:52).

Students thus often come unprepared for studying at university (Hassel & Ridout, 2018:2) and do not fully engage with their study course (Money et al., 2017:3). This causes significant distress and also affects their academic performance and attendance (Money et al., 2017:2). "Students are more likely to persist, learn and graduate when they find themselves in settings that hold high expectations for their learning, provide needed academic and social support and frequent feedback about their learning, and actively involve them with other students and teachers in learning, in particular in the classrooms" (Tinto, 2009:3). Various aspects of student expectations alluded here are discussed below.

2.9.1 Feedback

In the context of higher education, there is a wide-ranging body of research on feedback and its significance in student learning (Mulliner & Tucker, 2015:1). Feedback is defined as critical information that students receive from their lecturers concerning their assignments and exams, which helps them to understand the mark they have earned and how to improve this in future assignments and exams (Ackerman & Gross, 2010:172).

When they receive constructive criticism, students gain motivation and confidence that will encourage them to engage more deeply with their studies. However, students do not always understand the feedback received, or know how to implement the changes suggested by the lecturers (Lamb & Simpson, 2011:51). Effective feedback is vital for making students feel supported within the university environment (Brinkworth et al., 2008:13).

Students expect regular feedback on their draft work, feedback in general and their assignments to be returned to them within two weeks (Scutter et al., 2011:13). The National Student Survey (NSS) of 2012 showed that issues of assessment and feedback received the lowest satisfaction levels among students in the United Kingdom (Bates & Kaye, 2014:33). In contrast, most lecturers believe that they provide their students with timely, extensive and informative feedback (Brinkworth, et al 2013:24; Robinson, Pope & Holyoak, 2013:260). According to a study by Hoppe (2014:32), students would like to receive more feedback and critique from the lecturers, especially for the first few assignments in their first year of studies to help with their transition.

The feedback mostly comprises response to an individual student's work and is how the lecturer communicates his or her expectations regarding the objectives of the study course the student is taking. Some lecturers put a great deal of time and effort into providing students with individual feedback, an especially onerous task when the student-faculty ratio is high (Ackerman & Gross, 2010:172). Early and constant feedback on students' performance, specifically during their first-year of studies, can support them in ways that will enable them to continue with their studies (Hoppe, 2014:32).

2.9.2 Support

When first-year students are faced with the challenges of university, they may need a network of friends, family and community members that they can depend on for support (Motsabi, Diale & van Zyl, 2020:193). Such support can help the students with transitioning to higher education as well as encourage socialisation (Yam, 2010:15; Briggs et al., 2012:4).

According to a study by Money et al. (2017:7), students require support when it comes to assignments in terms of time management and motivation, as well as delivering presentations, referencing and academic reading. They expect additional academic support during examinations because of the anxiety associated with this time.

All forms of support are important for students, who draw from them the strength to persist with their studies (Motsabi et al., 2020:205) and support early on are critical for students' success (Yam,2010:2).

2.9.3 Access to lecturers

Students expect access to their lecturers to be the same as in high school (Brinkworth et al., 2008:3) and think that face-to-face meetings with their lecturers outside of class time will be important to their overall academic success (Scutter et al., 2011:13). Similar findings are reported in a more recent study by Hagenauer & Volet (2014:15), who found that students expect to have 'ready' access to their lecturers to learn successfully, preferring consultation to independent study (Bates & Kaye, 2014:15).

It seems that there is not a lot of awareness among students of the fact that university education is more independent work than contact with or input from lecturers, and this misunderstanding is revealed in students' expectations of contact time with lecturers (Bates & Kaye, 2014:19).

Although students are nevertheless encouraged to get in touch with lecturers, they do not always take advantage of this as they are either unsure of the lecturer's office hours or feel embarrassed about reaching out for help (Hoppe, 2014:37).

2.9.4 Attending lectures

It is important to attend lectures as the lecturer can convey new information on a certain topic that is not covered in the printed course material. Lectures also give students the chance to ask questions to understand better the work being discussed (Koprowski, 2015:1). Students expect to attend most of their lectures because they believe that attending lectures is a major factor in a successful university experience (Scutter et al., 2011:15; Brinkworth, 2013:24). This belief is supported by a strong positive relationship between students who attend classes and better academic performance (Aden, Yahye & Dahir, 2013:415).

2.9.5 Study hours

Study hours are the time a student assigns for him/herself to study in order to gain more knowledge (Ukpong & George, 2013:173). About two hours of studying and preparing are required for every hour spent in class, meaning that students should spend between 25 and 30 hours per week preparing and studying in their own time (Strydom & Mentz, 2010:18; McCormick, 2011:1). Some students even expect to spend between 30-40 hours a week on their studies outside of class time (Martin, 2010:31). Spending insufficient time preparing and studying can obviously undermine students' chances of success (Strydom & Mentz, 2010:18).

2.10 Students' social expectations

Students expect the university to provide support for social and non-academic activities (Williamson et al., 2011:154). Establishing friendships is one such expectation: often students cannot wait to meet other students who are studying the same course and with whom they have mutual interests (Kahu et al., 2016:4). First-year students expect to fit in with classmates and find life-long friends (Martin, 2010:26) through university activities (Martin, 2010:25), a prospect that inspires them to continue with their studies (Kahu et al., 2016:8).

2.10.1 Life-long friends

Friends play various roles in how life is experienced (Picton, Kahu & Nelson, 2017:1). For first-year students entering the unfamiliar environment of the university (Morton, Mergler & Boman, 2013:2), friendships offer social benefits and engagement opportunities (Picton et al., 2017:1). Friendships are useful in dealing with university-related issues (Urquhart & Pooley, 2011:84) by providing a sense of belonging and boost students' self-confidence (Picton et al., 2017:1).

Students expect to have a close group of friends at university who will support them throughout their studies (Scutter, 2011:13; Brinkworth et al., 2013:23), enjoying relationships of mutual benefit (Valeeva, Poldin & Yudkevich, 2014:1).

While friendships provide a positive university experience for most students, some students complain about friendship's being a distraction or not matching academic and social standards. Students without friends, on the other hand, say that it undermines their sense of belonging, which leads to a decline in social engagement (Picton et al., 2017:1). When students feel the sense of belonging or connectedness that friendship provides, they will experience higher levels of satisfaction, which will increase their willingness to participate in learning (Stanton, Zandvliet, Dhaliwal & Black, 2016:96).

A study by Urquhart & Pooley (2011:89) has demonstrated the importance of friendships in helping with university adjustment and encouraging academic determination. They suggest that universities should incorporate social get-togethers into the semester calendar, to encourage students to interact with each other and form friendships. More than social networks, friendships are an aspect of student engagement that can improve universities' ability to retain students (Picton et al., 2017:9).

2.11 Lecturer teaching expectations

According to Wood & Su (2017:11-12), "an excellent lecturer appears to be someone who is dedicated and committed, able to establish motivational learning relationships, has expertise in their subject discipline and is skilled in pedagogic approaches that encourage learner independence and critical thought."

The legitimate expectations of such a lecturer are being downplayed and yet they are at the core of HEIs (Wong & Chiu, 2020:56). Lecturers not only teach and assess but also design the study courses according to the university's expectations and standards (Wong & Chiu, 2020:54). It is important for students as well as lecturers to acknowledge the different expectations that lecturers have of students so that any possible mismatch of expectations can be addressed correctly, particularly those that can influence the students' results and their overall experience (Wong & Chui, 2020:55).

All the participating lecturers in a study by Gadinger (2014:100) did not make use of any negative reinforcement like highlighting low-performance grades in a module, but rather explained that in order to succeed students should adhere to their lecturers' expectations. The lecturers also indicated that they used the first lecture in a semester to explain what they expected from each and every student, what the students could expect to encounter in the module and what the benefits were of attending class (Gadinger, 2014:100).

2.11.1 Level of readiness and study skills

Lecturers assume that when they enter the classroom for the first time, first-year students have a certain level of readiness for higher education (Martin, 2010:8). According to Lemmers

(2010:23), authors like Tinto (1993) have found an immediate relationship between readiness factors and withdrawal.

The following are the characteristics of readiness that lecturers expect from their students.

Table 2.2 Readiness characteristics

Readiness Skill	Description
Decision making	Being able to make reasonable, informed, critical, independent and thoughtful choices.
Knowledge & Imagination	Having an academic foundation for chosen subjects, capable of developing and applying methods of critical thinking and imagination to comprehend several outlooks and complex problems.
Approach to learning	Having the desire and curiosity for learning, having learning skills for university and being an active questioner.
Social relations & networks	Participating in group work and working with a diversity of people to solve problems or complete tasks; being able to form networks and friendships for learning support and leisure.
Respect, dignity & recognition	Having respect for oneself and others, receiving respect, being treated with dignity; not being devalued, or devaluing others because of gender, social class, religion or race; valuing diversity and showing empathy; having a voice to participate in learning.
Emotional health	Not focusing on anxiety or fear diminishes learning; having confidence in one's ability to learn.
Language competence & confidence	Being able to read, write, speak and understand the language of instruction.

(Strydom, 2015:4)

A study by Lemmers (2010:11) found that readiness characteristics have a direct association with both academic success and the decision to withdraw. The first step in understanding the students that enrol in a HEI, as well as measuring the reasons for academic achievement and withdrawal, involves determining the student's readiness for university.

In 2004, the National Centre for Education Statistics reported that 40% of first-year students take at least one remedial course (Conley, 2007:10), suggesting that a sizeable number of students lack the skills to engage in coursework in higher education (Martin, 2010:8). Lecturers also expect students to enter HEIs with a fairly sophisticated set of literacy skills, such as the ability to read and write critically (Martin, 2010:19), as this will have a big influence on their learning performance (Maher, 2011:3). According to Wong & Chiu (2020:60) "several lecturers identified academic writing, or the lack thereof, to be critical to students' success".

Study skills are required for students to study and learn efficiently (Skillsyouneed, 2021:1). The lack of proper study skills leads to a waste of time and energy on the part of the students, even resulting in bad study habits that cause anxiety and confusion (Shahidi, Dolatklah, Avand & Musavi, 2014:46).

There is a significant relationship between the use of study skills and academic success (Fazal, Hussain, Majoka & Masood, 2012:42). These skills include time management, perception, concentration, reading, memorising, summarising, note-taking, organising, rote-learning and writing (Fazal et al., 2012:41). Shahidi et al. (2014:45) recommend that the teaching of study skills be incorporated into the student's study curriculum.

2.11.2 Class attendance

Class attendance is a better predictor of success than any other known variable of academic performance (Credé, Roch & Kieszczynka, 2010:288; Karnik, Kishore & Meraj, 2020:383). Lecturers, therefore, rightly expect students to attend class, as failure to do so often leads to students dropping out (Mehdinezhad, 2011:51-52). Lecturers convey a load of information and experiences in every class that is not in the class notes or reference books provided (Gadinger, 2014:8). Lecturers take the time to prepare for and attend class, so the expectation that students do the same follows logically (Gadinger, 2014:15).

2.11.3 Preparation

Access to higher education is growing and students come to universities with different levels of preparation. More often than not they are unprepared for the level of work that lecturers expect from them, which results in them taking one or more remedial courses (Hoppe, 2014:42, 5). Lecturers expect students to come prepared for class by reviewing their notes (Crabtree, Roberts & Tyler, 2007:5) and for students to commit enough time towards their studies outside of class time (Martin, 2010:67). A study by Venezia & Jaeger (2013:118) shows that lecturers are dissatisfied because students are unprepared for the reading, writing, thinking, and learning that is required at university level. A more recent study by Wong & Chiu (2020:59) indicates that lecturers view students' reading in preparation for class as very important. They can do this by downloading the lecturers' slides, going through their course handbook, or reading recommended literature.

2.11.4 Study hours

Faculty expect students to spend a significant amount of time on their studies, the rule of thumb in higher education being that students devote two hours to private study for every hour spent in class (Martin, 2010:6-7). Although students often do not follow this rule, many lecturers believe that meeting the coursework expectations should be the primary goal of every student (McCormick, 2011:1). A study by McCormick (2011:1) indicates that lecturers expected students to study 16.5 hours on average per week but believed that students only spend about 9 hours on average per week studying for class. First-year students in a study by Strydom & Mentz (2010:30) reported that they spent 11 hours a week studying, whereas the lecturers

thought they spent a mere 7 hours studying. Both figures are lower than the recommended period. Students who study for long hours are unsurprisingly inclined to do better than students who study for a shorter time (Ukpong & George, 2013:175).

2.11.5 Group work

Group work is a teaching method according to which students work together in small or large groups to achieve a mutual learning objective or learning assignment (Rezaei, 2017:6).

Lecturers expect students to have the ability to work well with others in a group and have quality group discussions (Martin, 2010:29). According to Zerilli & Wakely (2013:11), lecturers make it extremely clear from the beginning that every student in the group must make an equal contribution, meaning that the students should pull their weight, but also not take over the groups work. Group discussions help students to remember more information and retain it longer, because it arrives in a different form from that which the lecturer customarily employs (Burke, 2011:88).

Lecturers like students to work in groups because the students learn interpersonal skills and qualities relating to group work, not only how to work with other students, but also how to learn together, important for inter-student relationships (Victoria University of Wellington, 2013:2). It is very important for universities and their lecturers to offer support to students in order to realise their expectations of group work (Wong & Chiu, 2020:63).

2.12 The importance of understanding expectations

Both lecturers and students should recognise the different expectations there are between them to address those expectations appropriately, especially because doing so affects the student experience and academic outcomes (Gadinger, 2014:55). Only by having a clear mutual understanding of their expectations can first-year students and lecturers create an environment conducive to learning (Scutter, 2011:10).

Universities should conduct more surveys to ascertain first-year students' expectations, to improve the quality of services they offer to them (Pather & Dorasamy, 2018:52). They should also generate more awareness among incoming first-year students on how the institution functions, university readiness, opportunities to learn, required academic behaviours and expectations, social engagement, and various environmental factors. All of this can help create more realistic expectations, thereby enhancing opportunities for success (Pather & Dorasamy, 2018:52). Well-prepared students have realistic expectations regarding the required study skills, social connections, finance, course content and teaching methods (Arna'out, 2016:88).

An orientation programme is important, but not in itself a solution. During orientation at university first-year students are not much concerned with academic matters, as they are preoccupied with getting accustomed to the social side of their first year, which includes forming relationships with their classmates as well as their lecturers (Hughes & Small, 2014:10).

2.13 Conclusion

This chapter aimed to report and summarise previous literature on what first-year students and lecturers expect from each other when students enter HEIs for the first time. As mentioned by Martin (2010:1) students are not the only ones that have expectations, the faculty through the standards of the institution also developed their own set of expectations and are the ones that decide if the students learning achievements meets the overall expectations of the institution. Faculty is playing a big part in student success, because if the students do not meet lecturers' expectations, it can lead to academic failure and termination of studies. The consensus among lecturers is that ideally students should engage, commit to their learning, go the extra mile, read to prepare for class and attend class (Wong & Chiu, 2020:59). Among students, the learning and social expectations include regular and helpful feedback, support, access to lecturers, attending lectures, committing to studying hours and making lifelong friends.

The chapter also focuses on factors that influence students' learning and social expectations, such as their previous learning and family educational background, support from their family, the organisations structure in terms of the institutions' policies and practises, the class size, orientation program before academic classes begins and also where students will stay during their first-year studying. This transition from high school to tertiary education is one of the biggest challenges that students will face when entering their new learning environment. Identifying students' learning and social expectations as well as lecturers' teaching expectations at both public and private HEIs will help to see if there is any alignment between their expectations. The advantages of knowing and understanding first-year students' and lecturers' expectations can help identify and possibly assist with the gap between lecturers' and students' expectations, that can intern help increase students' retention rates. The next chapter will discuss the methodology used in order to collect the data.

CHAPTER 3

METHODOLOGY

“Research is creating new knowledge”

Neil Armstrong

3.1 Introduction

The previous chapter presented a review of relevant literature to furnish a theoretical background to the research problem being investigated. This chapter will describe and explain the research methods and processes that were followed to conduct the research.

According to Creswell (2012:3), research involves three basic steps: first, the formulation of a research question, secondly, the collection of data to answer the question, and thirdly, presentation of the answer to the question. As Creswell notes, the aim is to increase understanding of a topic or issue. The information to be analysed can be collected from various sources such as humans, journals, books and experiments (Goundar, 2012:3). The current research first gathered information relevant to the topic from secondary sources such as academic journals, books and articles, then compared this with primary data collected from students and lecturers (for discussions of methodology see Creswell, 2009, 2012, & 2014; Creswell & Creswell, 2018; Gounder, 2012; Hughes, 2016; Saunders, Lewis & Thornhill, 2012; and Sedgwick, 2014).

In this chapter, the research methodology used in the study to collect and analyse data is arranged according to the chapter summary below.

Table 3.1 Chapter three summary

CHAPTER THREE: METHODOLOGY
3.2 Research objectives
3.3 Research questions
3.4 Research aims
3.5 Research paradigm
3.6 Research approach
3.7 Research design
3.8 Population
3.9 Sampling
3.9.1 Inclusion and exclusion criteria
3.10 Data collection instruments
3.10.1 Quantitative: questionnaires
3.10.2 Qualitative: interviews
3.11 Data collection
3.11.1 Data collection process: questionnaires
3.11.1.1 Validity and reliability
3.11.2 Data collection process: interviews
3.11.2.1 Validity and reliability
3.12 Ethical considerations
3.13 Data Analysis
3.13.1 Quantitative data: questionnaires
3.13.2 Qualitative data: interviews
3.14 Conclusion

3.2 Research objectives

- Identify first-year HM students' learning (academic) and social (non-academic) expectations of HEIs in the Cape Metropolitan and Winelands regions.
- Identify first-year HM lecturers' teaching (academic) expectations of first-year HM students in HEIs in the Cape Metropolitan and Winelands regions.
- Compare and contrast the expectations of first-year HM students at public and private HEIs.
- Compare and contrast the expectations of lecturers at public and private higher HEIs.

The research attempts to contribute to existing knowledge regarding the expectations of each other held by students entering HEIs for the first time and the lecturers who teach them.

3.3 Research questions

- What learning (academic) and social (non-academic) expectations do first-year HM students have when registered for HEIs for the first time?
- What teaching (academic) expectations do lecturers (who give classes to first years) have for first-year HM students who registered for the first time in HEIs?

- What comparisons and contrasts are there between first-year HM students' expectations at public and at private HEIs?
- What comparisons and contrasts are there between the first-year HM lecturers' expectations at public and at private HEIs?

3.4 Research aims

This study aimed to identify and compare the expectations of first-year HM students who have registered for the first time at public or private HEIs with those of the lecturers in order to find if there was a possible mismatch between them, that might influence students experience and outcomes.

3.5 Research paradigm

Post-positivism or interpretivism “represents the thinking after positivism, challenging the traditional notion of the absolute truth of knowledge and recognising that we cannot be absolutely positive about our claims of knowledge when studying the behaviour and actions of humans” (Creswell & Creswell, 2018:44). Subject to this reservation, knowledge can be gained through numeric or quantitative enquiry – in this study, the three questionnaires completed by first-year HM students – and careful observation of the behaviour of individuals (qualitative enquiry) – in this study, the interviews conducted with their lecturers (Creswell & Creswell, 2018:44-45).

3.6 Research approach

“The research approach is the entire process of research, from conceptualising a problem to writing research questions to data collection, analysis, interpretation, and report writing” (Creswell, 2013:5). The three research approaches commonly employed are quantitative, qualitative and mixed methods. Researchers choose a quantitative approach to find a relationship between variables, which is measured by a statistical process to produce numerical data for analysis. The qualitative approach focuses on understanding the perspectives of individuals or groups on a social or human problem. It requires the researcher to interpret the meaning of the data so as to identify relevant themes. Mixed methods research involves generating both quantitative and qualitative data to enable a more comprehensive analysis of a phenomenon, drawing on the strengths of both approaches to offset their limitations (Creswell & Creswell, 2018:40-41, 297). Hughes (2016:1) agrees that the advantage of using mixed methods is that the researcher benefits from both types of research to answer the research question better.

In this study, a quantitative method was used to collect data concerning the expectations of first-year HM students, and a qualitative method was used to collect data from lecturers regarding what they expect from first-year students. The students took part in the questionnaire as this is an easier and better way to collect data from a total of 120 students from 3 different HEIs, and according to questionnaires are the most general way to identify expectations (Martin, 2010:8). The 6 lecturers were interviewed, allowing the researcher to obtain a fuller expression of their opinions, beliefs, and motivations as the interviews took place face-to-face and the researcher could probe for more elaborations on answers (Virginia Tech, 2017:1).

3.7 Research design

“Research designs are types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study” (Creswell, 2013:295). A longitudinal research design was used in this research study, as the data was collected from the same samples (First-year students and lecturers) during three separate points in time throughout the data collection period (Learning Hub, 2022:1).

The research design was divided into three stages, namely, Stage one: collect literature; Stage two: identify the problem and formulate a question, and Stage three: collect data. See the diagram below (Figure 3.1) and Annexure A.

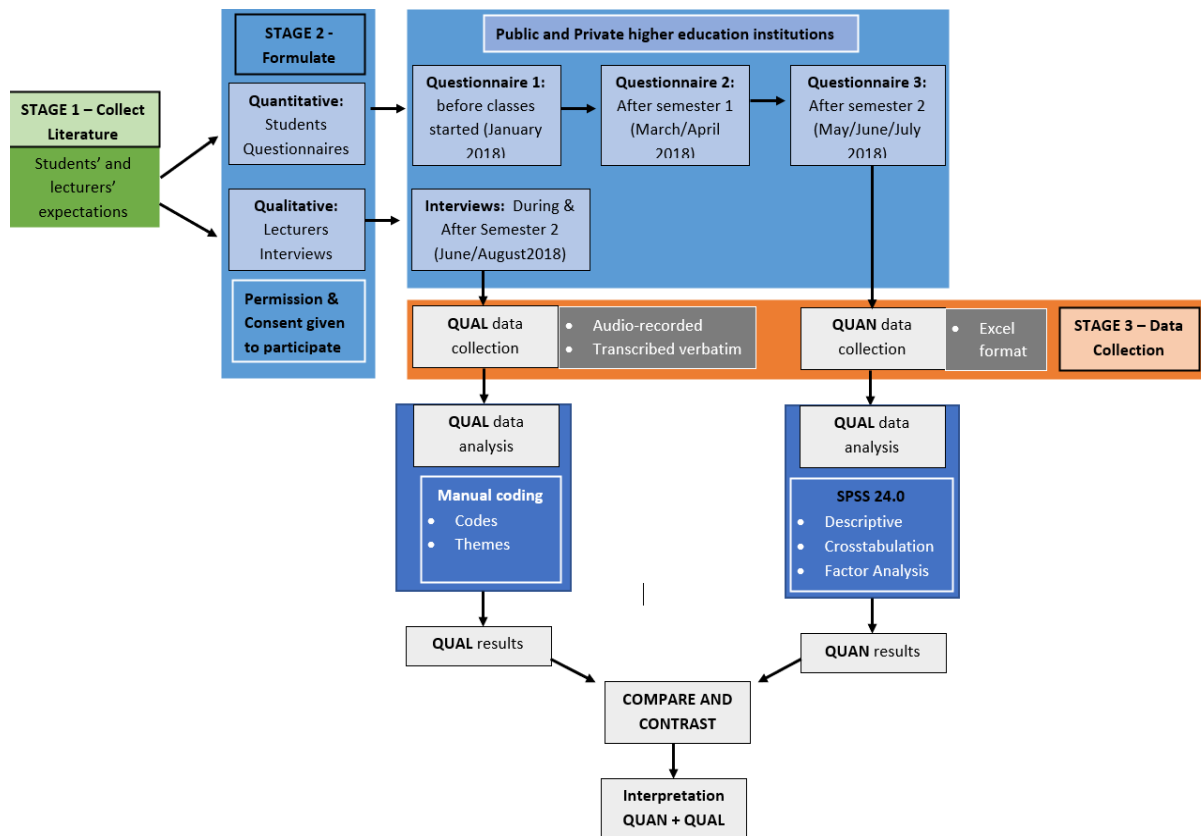


Figure 3.1: Conceptual map of research design

Stage one:

The researcher started by collecting relevant information on first-year students' and lecturers' expectations through a review of books, articles, online journals and online theses. The literature yielded some insight into what knowledge might be missing in the field of HM. This led to the formulation of the study research questions and objectives.

Stage two:

For the researcher to answer the research questions and attain the research objectives, three questionnaires were devised for first-year HM students. The first questionnaire sought to identify what expectations they have when they enter higher education for the first time, while the second and third questionnaires were aimed at establishing how their expectations changed after the first term and the second term, respectively. The second and third questionnaires were both formulated in the past tense to ascertain if any changes in expectations took place during that short period of six months. The questionnaires contained some additional follow-up questions to get more information from the students on certain topics in the questionnaires. The researcher used previous literature as a guide in formulating all three questionnaires (see Annexure B).

The researcher also had to plan interviews to collect in-depth data from the lecturers. The questions in the interview were devised around their expectations of first-year HM students entering higher education for the first time. The interview questions (see Annexure I) paralleled similar questions in the first student questionnaire, with extra questions specifically for the lecturers.

Stage three:

The researcher then had to go out into the field and start the data collection process, first getting permission from all three HEIs to conduct the research. The researcher then had to obtain consent from both first-year students and lecturers willing to participate in the study, having explained the nature and objectives of the study. The quantitative and qualitative data was collected around the same time. The results were analysed separately, but the results were interpreted together. Questionnaires one, two and three were handed out to the first-year students within a 3-month interval (see Table 3.2 and Annexure J). The researcher was the only person that collected the three questionnaires on the same day they were completed by the students. The researcher had to compile interview schedules with the first-year lecturers around the same time-frame as the questionnaires to conclude the interviews when it best suited the lecturers (see Table 3.3 and Annexure J).

In Table 3.2 (Also refer to Annexure J) the different dates indicate when the three separate questionnaires were handed out and completed by the first-year students from all three HEIs. Both the public and private institutions first questionnaire were handed-out/completed in January 2018. The public institution second questionnaire were handed-out/completed in April 2018, whereas the two private institutions were in March 2018. The private institution no.1 last/third questionnaire was handed-out/completed in May 2018, whereas the public institution along with private institutions no.2 last/third questionnaire was handed-out/completed in June 2018.

Table 3.2 Questionnaire hand-out times at all three HEIs

INSTITUTION TYPE	QUESTIONNAIRE NO & MONTH HANDED-OUT/ COMPLETED
PUBLIC	Questionnaire 1 – January 2018 Questionnaire 2 – April 2018 Questionnaire 3 – June 2018
PRIVATE NO.1	Questionnaire 1 – January 2018 Questionnaire 2 – March 2018 Questionnaire 3 – May 2018
PRIVATE NO.2	Questionnaire 1 – January 2018 Questionnaire 2 – March 2018 Questionnaire 3 – June 2018

Table 3.3 (Also refer to Annexure J) indicates the institutions and dates that the interviews took place during 2018. Interviews for all the institutions was conducted during June and August 2018.

Table 3.3 Times of interviews conducted

INSTITUTION TYPE	INTERVIEWS CONCLUDED MONTH
PUBLIC	Interview 1 – August 2018 Interview 2 – August 2018
PRIVATE NO.1	Interview 1 – June 2018 Interview 2 – June 2018
PRIVATE NO.2	Interview 1 – August 2018 Interview 2 – August 2018

3.7.1 Pilot Study

To enhance the credibility and reliability of the questionnaires and interviews, a pilot study took place as a 'trial run' in preparation for the main research study. The pilot study was conducted to assess whether the study was practical and realistic (Van Teijlinger & Hundley, 2001:2). The pilot study for the questionnaire was conducted in December 2017 at one HEI that offered a HM course, where the HM students were in the last month of their first year. Some minor changes were made to the questionnaire according to the feedback received in the pilot study.

The pilot study for the interview questions took place in April 2018 with two first-year lecturers at one HEI. The aim was to see if the questions asked by the researcher were understood correctly and relevant to the research objectives. Many of the questions were understood, and only minor changes were made to the interviewer's question guide. Students and lecturers who completed the pilot study questionnaire and interview did not form part of the actual study.

3.8 Population

A research population is a group of people from which the researcher draws participants (Saunders, et al., 2012:260). In this study the research population comprised two groups:

- First-year students studying at public and private HEIs within the Cape Metropolitan and Winelands regions for the first time.
- Lecturers that teach first-year students at public and private HEIs within the Cape Metropolitan and Winelands regions.

3.9 Sampling

A sample is a subgroup of one or more people selected from the research population (Saunders et al., 2012:681). The sample should be representative of the population as a whole. A non-probability, convenience sampling method was used for both the first-year students and the lecturers, in terms of which their participation is based on their availability (Creswell & Creswell, 2018:212). Only first-year students and lecturers who were willing to participate in the study were included, as shown in Table 3.4 (summarised version), below:

Table 3.4 Sample for study one (quantitative) and study two (qualitative)

Study 1 – Questionnaires	Study 2 - Interviews
<ul style="list-style-type: none"> • HM students • Public HEI = 66 students • Private HEI no 1 = 30 students • Private HEI no 2 = 24 students • Total from both types of HEI = 120 	<ul style="list-style-type: none"> • HM lecturers • Public HEI = 2 • 2 Private HEIs = 4 • Total from both HEI = 6

One private HEI and the public HEI are based in the Cape Metropolitan area, whereas the other private HEI is based in the Winelands region within the Western Cape.

3.9.1 Inclusion and exclusion criteria

Inclusions:

- Students and lecturers of any age, gender or ethnicity;
- May have previous work experience;
- First-year HM students;

- Lecturers who teach first-year students;
- Three HEIs within the Cape Metropolitan and Winelands regions;
- Private and public HEIs that offer a course of study in HM;
- Only first-year students who completed questionnaire one take part in questionnaire two and three.

Exclusions:

- All the students who were not first-time first-year students;
- Students and lecturers who participated in the pilot study could not be included in the main results.

3.10 Data collection instruments

The researcher made use of two different research instruments, namely, the three questionnaires (quantitative) for the first-year HM students and one interview (qualitative) per lecturer. Both research instruments were developed by the researcher, with reference to previous studies for aspects of structure and design, such as the use of the Likert Scale in the questionnaires. The three questionnaires were prepared as Microsoft Word documents, printed and placed between two clear covers with a slide binder.

The interview questions guide (See Annexure I) was developed in light of the questions included in the three questionnaires, in order to ensure alignment between the two research instruments. These are discussed in detail below.

3.10.1 Quantitative: questionnaires

Three structured questionnaires were used for quantitative data collection and were handed out to first-year HM students from three different HEIs within the first six months of their first year. Questionnaires are the most widely used way of identifying expectations (Martin, 2010:18).

The questions in questionnaires one, two and three were adapted from previous literature, namely: Round, 2005; Brinkworth et al., 2008; Crisp et al., 2009; Beck, 2011; Scutter et al., 2011; Spowart, 2011; Wayt, 2012; Brinkworth et al., 2013. (Please see Annexure B for Tables indicating which sources were used for which questions in the three questionnaires).

The first questionnaire that the first-year HM students received, started with Section A, comprising of Likert-type items, a rating scale developed by Rensis Likert in 1932 to measure attitudes by asking people to respond to a series of statements. The Likert-type items were scored on a 4-point scale: (1) Strongly disagree, (2) Disagree, (3) Agree, and (4) Strongly agree. This scale was chosen as it is the most accessible scale that allows individuals to

express how much they agree or disagree with a certain statement (McLeod, 2008:1). These Likert-type items determined the students' learning and social expectations regarding their first year of higher education, the institution and the lecturers. This was followed by Section B, which consisted of closed-ended questions that required more detail in the answers on topics such as how many hours of per day and week the students expected to spend studying on their studies, or the time frame for feedback from their lecturers. The last section, Section C, was devoted to socio-demographics, establishing each student's socio-demographic background as s/he enters their first year of tertiary education.

The second and third questionnaires consisted of more-or-less the same questions, except for the omission of the socio-demographics section, as this information had already been obtained. The Likert-scale questions were placed in the past tense to help determine if the students' expectations had been realistic and/or if they had changed since the first questionnaire, as the same students should complete all three questionnaires. There were also more statements added to the Likert-scale items that the researcher thought would help to better understand and compare questionnaires two and three with each other. The aim was to see if the students' expectations changed at any stage from the beginning of their first term (three months into their first year) to the end of the second term (six months into their first year). Questionnaires were used to ascertain the attitudes and expectations of the students because they constituted a sizeable group.

3.10.2 Qualitative: interviews

The lecturers who taught the first-year HM students at the three different HEIs were interviewed individually during and after the administration of the third questionnaire. The lecturers who were interviewed had various levels of experience in giving classes at first-year level in a HEI, ranging from four months to fifteen years.

The interview was semi-structured and made use of open-ended questions, which gave the lecturers a chance to elaborate on certain answers and provide more in-depth information (Virginia Tech, 2017:1). The interview questions were guided by the questions used in the three HM students' questionnaires for consistency's sake. The researcher did not hand out the interview questions to the interviewee before or during the interview but relied upon an interview guide (see Annexure I) to make sure that all the questions planned were answered and that the interview stayed on track. The interview guide followed the following structure:

- General expectations of first-year students in terms of orientation, attendance, participation, study materials, taking additional notes, group work, study areas, support and study skills;
- Communication of the expectations mentioned above;

- More in depth questions on specific expectations, such as: feedback and duration of feedback, paid work versus studies, availability, class attendance, study hours, readiness, study skills, preparation and group work.

3.11 Data collection

First, approval given on 02 November 2017 from the Faculty of Business Research Ethics Committee at Cape Peninsula University of Technology (CPUT) was obtained. The researcher then approached one public and two private HEIs to take part in the study, but one of the private institutions declined. An invitation extended to another private institution was duly accepted. A letter requesting permission to collect data was sent out to the Head of School in the Faculty of Business and Management Science at the one public institution, and to the Heads of Academia/Directors at the two private institutions (see Annexure C).

After permission was granted by the three institutions, the researcher focused on the process of collecting data from the first-year HM students and lecturers. The information collected represents the two populations, with no manipulation of variables.

3.11.1 Data collection process: questionnaires

For the questionnaires the researcher arranged with all three institutions a suitable date and time to hand out the consent form for the students to sign (see Annexure D). The nature of the study and what it involved were described to those willing to participate, with the researcher providing some background and explaining the reason for the study. The consent form was explained and handed out on the following dates:

- Public HEI – 25th January 2018
- Private HEI no. 1 – 23rd January 2018
- Private HEI no. 2 – 24th January 2018

Thereafter, the first-year HM students who gave their consent and agreed to participate in the study were briefed on what to expect during the data collection process. The first questionnaire was handed out within the first week of their studies, and the second after the first trimester. The third questionnaire, containing the same questions as the second questionnaire, was handed out at the end of the second trimester (after six months of studying). Data collection for the second and third questionnaires were collected from the same students that participated in questionnaire one. The collection of the students' questionnaires at the three HEIs took place on five separate days during the first six months of their first year.

The three questionnaires, as previously mentioned, were handed out on three separate occasions; please see Table 3.5 below for details.

Table 3.5 Questionnaires data collection time-frames and totals from all three HEIs

TYPE OF INSTITUTION	QUESTIONNAIRE NUMBER & DATE	STUDENTS WHO COMPLETED THE QUESTIONNAIRE
Pilot	Questionnaire 1 – 18 th December 2017	6 students
Public HEI	Questionnaire 1 – 25 th January 2018 Questionnaire 2 – 10 th April & 12 th April 2018 Questionnaire 3 – 7 th June 2018	66 students 44 students 61 students
Private no.1 HEI	Questionnaire 1 – 23 rd January 2018 Questionnaire 2 – 13 th March 2018 Questionnaire 3 – 15 th May 2018	30 students 29 students 24 students
Private no.2 HEI	Questionnaire 1 – 24 th January 2018 Questionnaire 2 – 13 th March 2018 Questionnaire 3 – 8 th June 2018	24 students 21 students 22 students

The three institutions will be discussed separately below.

The public higher education institution

The consent forms and first questionnaire were handed out on the 25th of January 2018 during orientation week, the researcher having been slotted in the institution's orientation programme. Although about 150 students attended orientation, not all of them were HM students. This is partly why only 66 students completed questionnaire one. Questionnaire two was conducted and collected on two separate dates, the 10th of April and the 12th of April 2018, due to the AC (accommodation) students and FB (food & beverage) students being in two separate classes. The total number of students that completed the second questionnaire was 44: some students might have skipped this double-period class or were simply absent that day. The last questionnaire was completed by 61 first-year students and collected on the 7th of June 2018.

Private higher education institution no. 1

The consent forms and first questionnaire were handed out just after orientation week on the 23rd of January 2018, during the weekly student meeting. The researcher was informed that there would be a total of 50 students at the meeting, but not all of them were first-year HM students. Questionnaire one was distributed to 30 students and collected the same day (23rd January 2018). Questionnaire two was handed out and collected on the 13th of March 2018, with only one student absent on that day. The last questionnaire was handed out and collected on the 15th of May 2018, just before the students started their mid-year examinations.

Private higher education institution no. 2

The consent forms and questionnaire one was handed out and collected on the same date, the 24th of January 2018. The researcher was informed that there would be a total of 25 students, but one student was off sick so a total of 24 students completed the first questionnaire. Questionnaire two was distributed to and collected from 21 students on the 13th of March 2018. Questionnaire three was administered on the 8th of June 2018, with a total of 21 students completing it. The students had written a test and were told that the researcher would be handing out the last questionnaire after their test, so some of them might have left the premises as soon as they had finished writing (the policy of the institution).

Each questionnaire took roughly 20-30 minutes to complete. All the completed questionnaires from the three rounds were handed back to the researcher, who – before the participants were allowed to leave the class – double-checked that they had completed the whole questionnaire and made use of the right numbering system to keep their identities anonymous.

3.11.1.1 Validity and reliability

a) Content validity

This was assured to an extent by the fact that the questions asked were derived by the researcher from previous research (see Annexure B) as mentioned earlier in under the data collection instrument data. The researcher structured the questions (see Annexure B) in order to match the study research questions and objectives. The following questions in questionnaires 1, 2 and 3 were developed independently by the researcher.

Questionnaire 1

No 19. I expect to pass all my assignments and tests.

No 21. I expect to be reminded by lecturers of all upcoming tests and assignments.

No 2.6 Role of family.

No 2.11 Who will be taking care of your studies.

Questionnaires 2 & 3

No 5. I feel more comfortable and settled in after the first term.

No 7. The first term is how I expected it to be.

No 8. I have done as well as I expected in my assignments and tests.

No 10. Orientation helped me to better understand the institution.

No 16. The lecturers provided me with my results throughout the first term.

No 25. So far, I have passed all my assignments and tests.

No 28. Lecturers reminded us of all upcoming tests and assignments.

All these questions were developed by the researcher alone, prompted by the adjuration to ask additional questions to gain the maximum information from the students to answer the research questions. A pilot study was also conducted to see if the questions in questionnaire one was valid. This resulted in some slight changes to the Likert scale, questions, and layout of the questionnaire.

b) Construct validity

This study made use of factor analysis to test the construct validity of the questionnaires, to confirm that they were testing what they were designed to test. Factor analysis is a statistical application utilised to ascertain whether there are relationships among all the variables and to explain their common underlying factors (Hair, Black, Babin & Anderson, 2010:16). Factor analysis for testing convergent validity was also used in the study.

c) Reliability

Reliability is “the degree to which the observed variable measures the true value and is error free”, meaning that a research instrument is reliable if it measures a particular variable consistently every time that it is used with the same subjects under the same conditions (Yilmaz, 2013:317). Internal consistency is tested in this study, in that the items from the Likert-scale questions are all measured by the same construct and are highly inter-correlated. This is signalled by Cronbach’s alpha value (Steiner, 2003:99; Hair et al., 2010:2).

3.11.2 Data collection process: interviews

An email was sent early in the year asking the lecturers responsible for teaching first-year students if they wanted to take part in the study, and if so, what time and date would suit them to be interviewed. After the researcher had received consent forms from the six lecturers who had agreed to take part in the study, the times and dates were confirmed. The six interviews were conducted over one or two days at each institution, as reported in the Table below. Important to note that the six interview were sufficient in relation to the nature and the scope of the study (Dworkin, 2012:1319-1320).

Table 3.6 Interviews data collection timeframes and totals from all three HEIs

TYPE OF INSTITUTION	INTERVIEWS NUMBER & DATE
Pilot	Interviews 1 & 2 – 25 th April 2018
The public HEI	Interview 1 – 17 th August 2018 Interview 2 – 24 th August 2018
Private HEI no.1	Interviews 1 & 2 – 20 th June 2018
Private HEI no.2	Interviews 1 & 2 – 28 th August 2018

The questions in the interview were semi-structured and the researcher encouraged additional discussion on certain topics through probing. The interviews took place in a private setting within the institutions that was convenient for the lecturers and where they felt at ease. The lecturers were asked before the interview started if they would mind if the researcher recorded their conversation for reference and transcription, and all agreed to being recorded. The interviews proved to be between 30 and 60 minutes in duration.

The interviews were audio-recorded by the researcher on a cell phone. They were then transcribed verbatim, with the researcher listening to the interviews on headphones and typing them out. By using the transcribed interviews in the study, the researcher was better able to explain the interviewees' understanding of the questions asked (Virginia Tech, 2017:1).

3.11.2.1 Validity and reliability

Validity is “one of the strengths of qualitative research and is based on determining whether the findings are accurate” (Creswell & Creswell, 2018:274).

Content validity – The research is in essence concerned with people's expectations in a specific context. By reading previous literature that speaks to similar aspects the researcher made sure that the interview questions were valid. The interviews were developed from questions used in the questionnaires. The researcher amended the questions for an accurate fit with the research questions and objectives specific to the study.

Trustworthiness in respect of the semi-structured interviews was achieved by carefully probing and looking deeper into the responses from various angles. The researcher attempted to remain objective throughout the interviewing process and preserve the honesty, depth, scope and richness of the data collected. Trustworthiness was refined and increased through careful sampling, the accurate design of suitable instruments and appropriate handling of the data.

A pilot study with two lecturers in a HEI that offers a HM study course was conducted to see if the questions asked in the interviews were valid. All the questions appeared to be clear and understood, and the researcher kept the interview guide the same for the actual interviews (see Annexure I).

3.12 Ethical considerations

Ethical guidelines are there to protect the individuals and environments involved in the study against any form of harm, manipulation or malpractice (Creswell, 2009:73-76). The ethical considerations pertaining to quantitative and qualitative data collection are presented in Table 3.7, below.

Table 3.7: Quantitative and qualitative ethical considerations

Quantitative Ethical Consideration	Qualitative Ethical Considerations
Respondents gave written consent – signed consent form before data collection started (Annexure D).	Participants gave written consent – signed consent form before data collection started (Annexure E).
Consent form informed respondents that participation is voluntary and that their identity will remain anonymous – no names will be used during the data collection period.	Consent form informed participants that their participation is voluntary and that their identity will remain anonymous throughout the study.
Respondents fully informed about study and collection process – three separate questionnaires.	Interviewees informed about study and collection process – once-off interview between 30 and 60 minutes in duration.
Before collection started – respondents were verbally told that they could withdraw from the study at any time without reason or suffering any prejudice.	Before collection started – participants were verbally told that they could withdraw from the study at any time without suffering any prejudice.
Respondents were informed that they could omit any questions with which they felt uncomfortable.	Participants were informed that they could decline to answer any questions with which they felt uncomfortable.
At the top of each questionnaire respondents were assured that there was no right or wrong answer.	Interviews were held in strict confidence in an environment where the participants felt most at ease and protected from any intrusions, distress, physical discomfort and/or personal embarrassment.
Ensured anonymity and confidentiality of student's identity through the use of a numbering system – last four digits of their student numbers.	Ensured anonymity and confidentiality of lecturers by omitting the names or identities of each interviewee; instead, numbers were allocated to each participant.
The numbering system verified that the same students who completed the first questionnaire also completed the second and third questionnaires.	Participants were asked if they have any objections or felt uncomfortable if the researcher recorded their interview before the data collection process started.
Only the researcher would see the responses. The questionnaires were all kept locked in a container at the researcher's house.	Interviews were transcribed verbatim by the researcher alone, who was the only one with access to the responses.
The data captured was not amended to support a particular conclusion and analysis only took place once all questionnaires were safely retrieved.	Upon completion of verbatim transcripts, a copy was sent to each participant, to go through it and to see if they were happy with the transcription and that it correctly reflected what they had said during the interview.
	The interview recordings and verbatim transcripts were stored on the researcher's laptop and hard-drive that were password protected.
	The data captured was not amended to support a particular conclusion and analysis only took place once either written or verbal confirmation was received by each participant that the interviews correctly reflected the information given at the time of the interview.

The above-mentioned ethical considerations for both the quantitative and qualitative data collection processes were applied in this study. The researcher was constantly mindful, even when out alone in the fieldwork or working on the data at home, showing respect to all the institutions, respondents and participants involved – respect for their privacy and honesty, as well as strenuously avoiding misrepresentation (Sanjari et al., 2014:3).

Additionally, the researcher was required to follow the CPUT ethical procedures. The Faculty of Business and Management Sciences Research Ethics Committee approved a requisite series of documents to ensure that the researcher observed all ethical considerations during the entire research process. These documents were as follows:

- Registration of the thesis topic, by submitting the proposed topic to the University Higher Degrees Committee (HDC 1.1) to verify and ensure that the research study had not been submitted to any other educational institution to achieve a qualification.
- The Memorandum of Understanding (MOU), which was also (HDC 1.1A) submitted for approval. This is a document of consent or agreement between the researcher and supervisors involved in the research study.
- Registration of the thesis proposal, by submitting the (HDC 1.2) which is a summary of the research proposal. This form is submitted to the Higher Degrees Committee together with a complete proposal. The consent forms for both the students and the lecturers involved in the study, along with the questionnaires and interview guide, were also submitted at this stage.
- The REC 5 form is submitted for approval, comprising answers to questions about the ethical aspects of the study.
- Ethical clearance certificate no. 2017FBREC504 approved 02 November 2017 (see Annexure M).

After all these documents were submitted, the researcher received HDC 1.1 and HDC 1.2 approval, along with an ethical clearance certificate as confirmation of permission to proceed with the study.

Before the study was submitted for examination, it was checked for similarities using Turnitin, the anti-plagiarism software.

3.13 Data analysis

The researcher made use of two different procedures to capture and analyse the data collected from the questionnaires (quantitative) and interviews (qualitative).

3.13.1 Quantitative data: questionnaires

Eight steps were used to analysis the quantitative data: verifying, editing, coding, entering data, describing data, inferring data, interpretation of data and report writing. Adapted from Tebele (2017:66-67), these steps are described below.

1. Verifying: This procedure determines if the questionnaires were understood and if all the questions that the students felt comfortable with answering were answered. The following areas were covered in the questionnaire verification process:
 - Were the respondents qualified to complete the questionnaires, that is, were they first-year HM students?
 - Were all the questionnaires completed as far as possible by the respondents?
 - The researcher collected all the questionnaires alone and double-checked that the students followed the instructions about anonymity and confidentiality.
 - Before the students left the classroom, the researcher checked the completed questionnaires to see if any questions were left unanswered. The researcher allowed for the respondent to leave the question out for personal reasons, had accidentally missed the question or did not understand the question.
2. Editing: The process of assessing and correcting any mistakes in the data collection process and making sure the questionnaires were correctly completed. Mistakes can be made by the researcher who formulated the questionnaire or the respondent themselves. A physical check was done on the following:
 - Checking that all the questions answered from all the questionnaires are recorded and none is skipped or left out.
 - Checking if all answered questions are valid in terms of the Likert scale or the numerical rating scale used throughout the questionnaires for any unknown terms or numbering.
3. Coding: A technique used to assign the numbers allocated in Section A – Likert Scale, Section B – students' expectations and Section C – socio-demographic questions. These numbers replace the answers in each of those sections to enable the statistical software package (SPSS) to read and analyse the material.
4. Data entering: The questionnaire data was captured by the researcher on a Microsoft Excel spreadsheet, grouped according to the HEIs participating in the study. The data from the Excel spreadsheet was directly entered into the SPSS tool to translate and interpret the statistics into understandable results. Before the data from the Excel spreadsheet was imported into the

SPSS format, the coded data was validated, edited and coded to avoid any possible error in the software system. The programme was run to indicate the Cronbach's Alpha value as part of the reliability analysis. In research a Cronbach alpha value scale is between 0 and 1, the optimal value being between 0.7 and 0.9 (Creswell & Creswell, 2018:215).

5. Data cleaning: Before analysis took place and data was entered into the computer, the researcher used an additional observational tool to ascertain whether any data had been mistakenly captured. It came to the researcher's attention that there was some additional data that had not been captured and analysed through SPSS, but the researcher was able to analyse the missing data. The researcher double-checked to see if the total number of questionnaires submitted corresponded with the total number of respondents who completed the questionnaires and whether the Likert-scale items were marked correctly.
6. Describing data: The following further steps were taken for the quantitative data (questionnaires):
 - Descriptive analysis was performed separately for all three questionnaires Section A – Likert-scale items and Section B – Students expectations questions, indicating the Mean, Standard Deviation and Cronbach alpha value for each.
 - Cross-tabulation was done on the Likert-scale items and the students' expectations questions for questionnaires one, two and three together, as well as for the Likert-scale items and students' expectations questions between the one public and two private HEIs.
 - Cross-tabulation was also done for Section C – Socio-demographics of each student in questionnaire one.
 - Factor analysis for questionnaires one, two and three on the Likert-scale items.
7. Inferring statistics: A paired T-test was carried out to compare sample statistics between questionnaires one and three. (Questionnaires two and three are exactly the same, which is why questionnaire two was not part of the paired T-test.)
8. Interpretation of data and report writing: This section is fully explained in Chapters 4 and 5.

All these types of analysis were performed to identify similarities and differences in the first-year students' expectations before and after the first six months of their studies, as well as the lecturer's expectations of the first-year students.

3.13.2 Qualitative data: interviews

There was a total of five steps in the analysis of the qualitative data, including looking for common words among the transcribed interviews, coding the interviews, and content analysis (categorising, coding and theme development). Below are details of the five steps in the process, adapted from Cox (2019:100-101).

1. Overview of transcripts: The researcher read meticulously through the transcribed interviews to get an overview, 'the big picture', and wrote down any comments by lecturers that stood out.
2. Editing: The process of assessing and correcting any mistakes made in the transcribed interviews. This also entails matching responses with the relevant questions, as some participants might have gone off-topic and included information not relevant to the objectives of the study. The alignment of the questions and relevant responses for each interview was performed separately on a Microsoft Word document.
3. Highlighting key words: The researcher carefully went through one edited interview document at a time and highlighted key words or sentences (not more than four words) that spoke to the study objectives.
4. Coding: A technique used where the highlighted key words/sentences were captured on a Microsoft Excel spreadsheet so that the researcher could start identifying codes, main codes and group codes.
5. Data entering: The edited and highlighted interview Microsoft Word document was used to create a summary of the main points (see Annexure K) that surfaced from the interviews. This was used manually to determine emerging themes, which are discussed in Chapter 6.

3.14 Conclusion

In conclusion, this chapter has described and explained the research methodology employed in the study. First, the post-positivist paradigm adopted and the mixed-method research approach, involving the use of quantitative and qualitative methods, were accounted for. This was followed by a description of the longitudinal research design, divided into three stages. The population and sample involved in the research were identified, namely, first-year HM students studying at public and private HEIs for the first time, as well as the lecturers who teach them. In order to collect the data from both samples, three questionnaires were administered to the students at the three HEIs selected, and one interview per lecturer was conducted at the same three HEIs. The collected data spoke to the research objectives of what expectations first-year HM students have of their lecturers when they enter higher education for the first time, and vice versa. Ethical issues taken into consideration were discussed for both the quantitative and qualitative research conducted for this study. The chapter concluded with a discussion of the data analysis steps for both the quantitative (questionnaire) data through the use of SPSS version 24.0 and the qualitative (interviews) which the researcher

manually entered in an Excel and Word document to perform directed content analysis and themes emerged. The next chapter will present the analysis and interpretations of the results from the data collected through both the quantitative and qualitative methods mentioned above.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF RESULTS

“The goal is to turn data into information, and information into insight”

–Carly Fiorina

4.1 Introduction

The previous chapter described the research methodology the researcher used to collect and analyse the quantitative and qualitative data. This chapter presents the interpreted results, reporting and discussing the findings in relation to the objectives of the study, which were to:

1. Identify first-year HM students' learning (academic) and social (non-academic) expectations of HEIs in the Cape Metropolitan and Winelands regions.
2. Identify first-year HM lecturers' teaching (academic) expectations of first-year HM students in HEIs in the Cape Metropolitan and Winelands regions.
3. Compare and contrast the expectations of first-year HM students at public and private HEIs.
4. Compare and contrast the expectations of lecturers at public and private HEIs.

This chapter is divided into two parts or phases, namely:

- Phase 1: Report and discuss the socio-demographic characteristics, descriptive analysis and factor analysis results of the quantitative data collected.
: Compare and contrast the results from public and private HEIs.
- Phase 2: Report and discuss the socio-demographic characteristics, descriptive analysis and factor analysis results of the qualitative data collected.
: Compare and contrast the results from public and private HEIs.

The results in this chapter will focus on the 120 first-year HM students who participated in all three questionnaires as well as the six lecturers interviewed from both public and private institutions.

Table 4.1 Chapter four summary

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF RESULTS
4.2 PHASE 1: QUANTITATIVE
4.2.1 Socio-demographic characteristics
4.2.2 Descriptive analysis results of all three HEIs combined
4.2.3 Factor analysis results of all three HEIs combined
4.2.4 T-Test & independent sample test results for public vs private HEIs
4.2.5 Comparisons between public and private
4.3 PHASE 2: QUALITATIVE
4.3.1 Socio-demographic profile and identifiers
4.3.2 Common response to interview questions
4.3.3 Emerging themes
4.3.4 Comparisons between public and private
4.4 Gap identified between students and lecturers from both public and private HEI
4.5 Conclusion

4.2 PHASE 1: QUANTITATIVE

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

4.2.1 Socio-demographic characteristics

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

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

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

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

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

Table 4.3 Gender of respondents

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

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

Table 4.4 Age of respondents

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

Table 4.5 below indicate that most of the respondents in this study were South African citizens (93.3%) from 8 different provinces and the rest from 5 international countries from the Southern African Developing Community (SADC) as well as Europe countries. The majority were from Western Cape (59.7%), followed by the Eastern Cape (17.6%), Gauteng (10%) and Kwa-Zulu Natal (2.5%). Only one respondent each indicated that their place of origin was the Northern Cape (0.8%), Limpopo (0.8%), North West (0.8%), and the Free State (0.8%). Out of the 7%

of international students, 5% were from neighbouring countries such as Botswana (1%), Zimbabwe (2%), and Namibia (2%). The remainder of the respondents were non-SA citizens from Germany (1%) and Portugal (1%). In line with the ethics protocol of allowing a respondent to omit some of the question which they are not willing to answer, one student did not answer the citizenship question, this would explain why there is only a total of 119 students instead of 120 students.

Table 4.5 Citizenship and place of origin of respondents

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

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

Table 4.6 Ethnicity of respondents

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

The following section will be divided into two, namely:

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

4.2.2 Descriptive analysis results of all three HEIs combined

4.2.2.1 Questionnaire one

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

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

Table 4.7 Questionnaire one: Likert scale questions

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

Terms of The results indicated that the respondents from both private and public institutions intended to spend an average of 2.79 hours a day studying after class and an average of 16.20 hours per week studying after class. They also indicated in their first questionnaire, before any

classes started, that they expected feedback from their lecturer within an average of 4.53 days (Table 4.8).

Table 4.8: Additional expectations: Closed-ended questions

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

4.2.2.2 Questionnaire two

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

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

The respondents did in fact interact with a diverse group of students from different backgrounds (3.48) as they anticipated in their response to the first questionnaire, even though they did not have mural activities, such as sport or singing in a choir (2.65). The respondents were not able

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

Table 4.9: Questionnaire two: Likert-scale questions

Questionnaire 2	Both Institutions		
	Mean	Std. Dev	N
Learning Expectations			
Support & Learning tools			
Lecturers taught me study skills.	3.30	.685	94
The lecturers provided all the study materials for my studies.	2.45	.825	94
There are dedicated students study areas on campus.	2.73	.906	94
I had access to the internet and library during the first term.	3.05	.781	94
Lecturers reminded us of all upcoming tests and assignments.	2.71	.713	94
Orientation & Feedback			
Orientation helped me to better understand the institution.	2.61	1.104	93
I met and spoken to some of my lecturers during orientation.	3.07	.737	94
I received prompt feedback on my drafts and submitted work.	3.18	.803	94
The lecturers provided me with my results throughout the first term.	3.12	.720	93
Knowing my results throughout the first term gave me the motivation to work harder.	3.32	.819	94
I interacted with a diverse group of students from different backgrounds.	3.48	.600	94
Family Support & Attendance			
My family supported me and my studies.	2.99	.853	93
I attended all the lectures for the first term.	3.14	.697	94
Workload & First-term expectations			
The workload at the institution is the same as in high school.	2.23	1.072	94
After the first term, I know what lecturers expect from me and my studies.	2.08	.820	91
The first term is how I expected it to be.	3.40	.678	93
The work is not as difficult as I thought it would be.	2.12	.976	93
I feel more comfortable and settled in after the first term.	2.89	.832	89
Work independently & Group work			
I participated in group work during and outside of class time.	2.60	.752	94
I work better independently than in a group.	3.25	.637	93
Assessments			
So far, I have passed all my assignments and tests.	3.09	.698	94
I have done as well as I expected in my assignments and tests.	2.69	.855	94

Questionnaire 2	Both Institutions		
	Mean	Std. Dev	N
General			
The size of the class (number of students) made a difference in my studies.	1.68	.848	94
I have extra-mural activities, such as: taking part in a sport, choir, etc	2.65	.951	93
I was able to balance my learning, social and personal life.	2.85	.803	94
I was able to combine studying with paid work to help pay for my studies and student life.	3.30	.840	94
I felt financial pressure when it came to paying for my studies.	3.57	.713	93
The lecturer had concern for my classwork and my own well-being.	2.62	.818	94
I had readily available access to my lecturers after class hours.	3.23	.754	94
Social Expectations			
I have a group of close friends on campus.	1.78	.857	94

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

Table 4.10: Closed-ended questions

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

4.2.2.3 Questionnaire three

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

Students' expectations about feedback from their lecturers were always there and the responses were the same throughout the first six months. They still received prompt feedback on their drafts and submitted work (3.16) and other results throughout the second term (3.01)

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

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

Table 4.11 Questionnaire three: Likert-scale questions

Questionnaire 3	Both Institutions		
	Mean	Std. Dev	N
Learning Expectations			
Support & Learning tools			
Lecturers taught me study skills.	3.33	.626	107
The lecturers provided all the study materials for my studies.	2.77	.886	107
There are dedicated students study areas on campus.	2.84	.927	106
I had access to the internet and library during the second term.	2.95	.863	104
Lecturers reminded us of all upcoming tests and assignments.	2.72	.886	107

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

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

Table 4.12 Closed-ended questions (Section B)

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

4.2.3 Factor analysis results of all three HEIs combined

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

4.2.3.1 Factor analysis results - Questionnaire one

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

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

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

Table 4.13 Questionnaire one factors

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

4.2.3.2 Factor analysis results - Questionnaire two

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

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

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

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

Table 4.14 Questionnaire two factors

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

4.2.3.3 Factor analysis results - Questionnaire three

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

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

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

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

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

Table 4.15 Questionnaire three factors

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

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

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

- Questionnaire 1 - Factor 1: Private (Mean 3.16) between Agree and Strongly agree
: Public (Mean 2.97) between Agree and Disagree
- Questionnaire 2 - Factor 1: Private (Mean 2.65) between Agree and Disagree
: Public (Mean 3.10) between Agree and Strongly agree
- Questionnaire 3 - Factor 1: Private (Mean 3.19) between Agree and Strongly agree
: Public (Mean 2.78) between Agree and Disagree

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

Public and Private Group Statistics				
	Institute Type	N	Mean	Std. Deviation
Factor1_Q1 Support & learning tools	Private	54	3.16*	.596
	Public	66	2.97	.655
Factor2_Q1 Feedback	Private	54	3.52	.437
	Public	66	3.68	.363
Factor1_Q2 Support & learning tools	Private	52	2.65	.661
	Public	42	3.10*	.557
Factor2_Q2 Feedback	Private	52	3.15	.573
	Public	42	3.17	.631
Factor4_Q2 Family support & attendance	Private	52	3.51	.581
	Public	42	3.37	.690
Factor1_Q3 Feedback	Private	46	3.19*	.590
	Public	61	2.78	.605
Factor2_Q3 Workload and first-term expectations	Private	46	3.27	.453
	Public	61	3.28	.609

Factor3_Q3 Study skills and group work	Private	46	2.80	.654
	Public	60	2.96	.744
Factor4_Q3 Assessments & workload/difficulty	Private	46	2.68	.748
	Public	60	2.79	.666

* Indicates the Means is significantly different from the other institutions' Means.

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

- Questionnaire 1: Factor 2 (t-value = 2.116, two-sided p-value < 0.05)
I expect to be orientated before the classes start, I expect prompt feedback on my drafts and submitted work, I need to know how well I'm doing to feel motivated to work harder.
- Questionnaire 2: Factor 1 (t-value = 3.497, two-sided p-value < 0.001)
There are dedicated student study areas on campus, lecturers taught me study skills, lecturers provided all the study materials for my studies and lecturers reminded us of all upcoming tests and assignments.
- Questionnaire 3: Factor 1 (t-value = 3.558, two-sided p-value < 0.001)
The lecturers provided me with my results throughout the first term, I received prompt feedback on my drafts and submitted work, knowing my results throughout the first term gave me the motivation to work harder.

Table 4.17 Factor Analysis – Independent sample test

Independent Samples Test							
		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F	p-value.	t-value	df	Significance	
						One-Sided p	Two-Sided p
Factor1_Q1 Support & learning tools	Equal variances assumed	.000	.986	1.675	118	.048	.097
	Equal variances not assumed			1.691	116.613	.047	.094
Factor2_Q1 Feedback	Equal variances assumed	4.149	.044*	-2.116	118	.018	.036
	Equal variances not assumed*			-2.077	102.964	.020	.040*
Factor1_Q2 Support & learning tools	Equal variances assumed*	.664	.417*	-3.497	92	<.001	<.001*
	Equal variances not assumed			-3.562	91.819	<.001	<.001
Factor2_Q2 Feedback	Equal variances assumed	1.259	.265	-.103	92	.459	.918
	Equal variances not assumed			-.102	83.908	.460	.919
Factor4_Q2	Equal variances assumed	3.814	.054	1.072	92	.143	.287

Family support & attendance	Equal variances not assumed			1.052	80.278	.148	.296
Factor1_Q3 Feedback	Equal variances assumed*	.040	.842*	3.558	105	<.001	<.001*
	Equal variances not assumed			3.571	98.337	<.001	<.001
Factor2_Q3 Workload and first-term expectations	Equal variances assumed	1.545	.217	-.099	105	.461	.921
	Equal variances not assumed			-.103	104.989	.459	.918
Factor3_Q3 Study skills and group work	Equal variances assumed	.001	.974	-1.112	104	.134	.269
	Equal variances not assumed			-1.132	102.007	.130	.260
Factor4_Q3 Assessments & workload/difficulty	Equal variances assumed	1.452	.231	-.776	104	.220	.439
	Equal variances not assumed			-.764	90.726	.223	.447

4.2.5 Comparisons between public and private institution students' expectations

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

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

Factors & Questionnaires	Institutions		Similarities	Differences
	Private Means	Public Means		
Factor1_Q1 Support & learning tools	3.16	2.97	NONE	The private institutions' students agreed to the following expectations: <ul style="list-style-type: none"> lecturers to teach them study skills. to be reminded of upcoming tests and assignments. lecturers will provide all study materials they require for their studies. <ul style="list-style-type: none"> whereas the students from the public institution did not fully agree with those statements, some of them even disagreed.
Factor2_Q1 Feedback	3.52	3.68	Students from both private and public HEIs agreed to strongly agreed with the following expectations: <ul style="list-style-type: none"> to be orientated before classes start prompt feedback on drafts and submitted work 	NONE

			<ul style="list-style-type: none"> know how well they are doing to feel motivated to work harder 	
Factor1_Q2 Support & learning tools	2.65	3.10	NONE	<p>Students from the public institution agreed to the following expectations (after 1st term):</p> <ul style="list-style-type: none"> there were dedicated study areas on campus lecturer taught study skills lecturer provided all study materials for my studies lecturers reminded us of all coming test sand assignments <p>– whereas the students from the private institutions did not fully agree that this is what they experienced after their first term in HEI. Some of them agreed and some of them disagreed with these statements.</p>
Factor2_Q2 Feedback	3.15	3.17	<p>Both the public and private HEIs' students agreed with the following expectations (after 1st term):</p> <ul style="list-style-type: none"> received prompt feedback on drafts and submitted work lecturers provided my results throughout the first term 	NONE
Factor4_Q2 Family support & attendance	3.51	3.37	<p>Students from both private and public HEIs agreed to strongly agreed with the following expectations (after 1st term):</p> <ul style="list-style-type: none"> family supported me and my studies attended all the lectures for the first term 	NONE
Factor1_Q3 Feedback	3.19	2.78	NONE	<p>The private institutions' students agreed to the following expectations (after 2nd term):</p> <ul style="list-style-type: none"> lecturers' provided results throughout the second term received prompt feedback on draft and submitted work knowing my results throughout the second term gave me motivation to work harder <p>– whereas the students from the public institution did not fully agree that this is what they experienced after their second term in HEI. Some of them agreed and some of them disagreed with the statements mentioned.</p>
Factor2_Q3 Workload and first-term expectations	3.27	3.28	<p>Both the public and private HEIs students agreed with the following expectations (after 1st term):</p>	NONE

			<ul style="list-style-type: none"> the workload at the institution is not the same as in high school I feel more comfortable and settled in after the second term 	
Factor3_Q3 Study skills and group work	2.80	2.96	Students from both private and public HEIs disagreed to almost agreed with the following expectations (after 2 nd term): <ul style="list-style-type: none"> participated in group work during and outside class time lecturers taught me study skills 	NONE
Factor4_Q3 Assessments & workload/diffic ulty	2.68	2.79	Both the public and private HEI students disagreed to almost agreed with the following expectations (after 2 nd term): <ul style="list-style-type: none"> passed all my assignments and tests work is not as difficult as I thought it would be 	NONE

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

4.3. PHASE 2: QUALITATIVE

Semi-structured, open-ended questions were asked during the interviews. These sought to identify the expectations that lecturers have of first-year HM students (see section 3.8.2). This second phase of the results report presents the interview results and offers some interpretation of them.

4.3.1 Socio-demographic profile and identifiers of the six lecturers interviewed

The main reason for conducting qualitative interviews with the six respondents was to get an accurate and detailed account of what expectations they have of first-year HM students. As shown in Table 4.19 there were more female lecturers (83.33%) than male lecturers. The respondents were aged between 20-25 years (50%), 25-30 (33.33%) and 40-45 (16.67%). Their experience of being a lecturer ranged between 4 months (16.66%), 2 years (50%), 3 years (16.67%) and 15 years (16.67%).

Table 4.19: Demographics of the lecturers' respondents

Respondent	Gender and age	Designation & duration	Higher education institution
1	F, 20-25 years	Lecturer, 4 months	PriU1
2	F, 20-25 years	Lecturer, 2 years	PriU1
3	M, 20-25 years	Lecturer, 2 years	PriU2
4	F, 40-45 years	Lecturer, 15 years	PriU2
5	F, 25-30 years	Lecturer, 2 years	PubU1
6	F, 25-30 years	Lecturer, 3 years	PubU1

Note: Gender: M=Males, F=Female, Higher education institution: PriU1 = Private University 1, PriU2 = Private University 2, PubU1 = Public University 1

4.3.2 Common response to interview questions

The list of interview questions, guided by questions from the three students' questionnaires, proceeded as follows:

1. What do you as a first-year lecturer expect from your first-year students?

The majority of lecturers mentioned independence and hospitality background knowledge as expectations. The following extracts are quoted verbatim from the interview transcripts. In upholding anonymity, the interviewees were coded as follows: I = Interviewee, M1 = Male, F1 = Female, PubU1 = Public University, PriU1 & 2 = Private University.

"They need to learn themselves." (I-F1-PriU1)

"Get their minds ready to study...they need to be focused on studying." (I-F2-PriU1)

"They need to be a bit more independent...to handle themselves." (I-F5-PubU1)

"They must also have some kind of background knowledge of hospitality." (I-M1-PriU2)

"That they know why they are here." (I-F3-PriU2)

2. How do you communicate the expectations mentioned in your answer to question 1 to your first-year students?

The lecturers communicated their expectations of first-year students in fairly similar ways, with the majority pointing out that they communicate through the study guides that are handed out to students as soon as classes begin. The following extracts are direct quotations from the interview transcripts.

"I gave them a full student guide... they know exactly what we expect from them." (I-F1-PriU1)

"We've got a student guide and usually during your first theory lecture class we will go through your student guide... we explain everything...this includes the subject and institution expectations." (I-F2-PriU1)

"The beginning of each subject we provide them with a portfolio of evidence... outlines all the assessments... the pass requirements are also included... they can see how many tests or assignments they will have per subject." (I-M1-PriU2)

"I would tell them... what I expect you to know...by discussing and listening and explaining everything." (I-F3-PriU2)

"I talk... we have study guides for each subject that we go through beginning of the year that tells them what's expected of them." (I-F4-PubU1)

"At the end of the lesson, I always reiterate." (I-F5-PubU1)

3. How long do you take to give feedback to your students on draft work, small class assignments, bigger class assignments, class tests, exams?

The lecturers had various responses to the question of how long they took to give feedback to their students on draft work, assignments, tests, and exams. The following extracts are direct quotations from the interview transcripts.

"Exam 3 days, assignments no longer than a week." (I-F1-PriU1)

"Feedback I do regularly... wrote a test this Tuesday, next Tuesday it needs to be handed out... same goes for assignments." (I-F2-PriU2)

"Assignments we usually got seven or ten working days to grade." (I-M1-PriU2)

"Tests are a week, five to seven working days. Exams we have about two weeks and assignments should be about a month." (I-F3-PriU2)

"Test 2 weeks...Draft work we discuss in class." (I-F4-PubU1)

"Assignments I can take a week maybe two and with exams take two to three weeks." (I-F5-PubU1)

4. In what other ways do you show support to your first-year students?

The lecturers mentioned that they showed support for students in various ways, whether through motivational videos, having an open-door policy or simply talking to them about how they are finding their studies. The following extracts are direct quotations from the interview transcripts.

"Motivational videos." (I-F1-PriU1)

"We've got an open-door policy... I would encourage them... communicate via email or WhatsApp." (I-F2-PriU1)

"Consultations to students that we find struggles academically." (I-M1-PriU2)

"Just a general conversation... engage with them." (I-F4-PubU1)

5. Students, especially first-year students, want access to their lecturers around the clock. How do you feel about this?

The majority of lecturers said that they were available for students to come and talk to them at any time when they were on campus and not in class. The majority also mentioned that it was easy for students to gain access to them, via email or WhatsApp, but that they expect students to make an appointment to see them. The following extracts are direct quotations from the interview transcripts.

"I'm available anytime... when I am on the premises... they can email me... make an appointment... my office is open all the time." (I-F1-PriU1)

"Got an open-door policy... encourage them... come to me at any time... make an appointment." (I-F2-PriU1)

"Not feasible... open-door policy... reach staff via email also via WhatsApp... encourage them... show us your work." (I-M1-PriU2)

"We do have an open-door policy." (I-F4-PubU1)

"Tell them when I am available... make an appointment... email or through Blackboard." (I-F5-PubU1)

6. How do you feel about students who are not attending all the lectures?

Lecturers do not want students to miss a single class, because every class is important for their learning and affects the student's learning success. The following extracts are direct quotations from the interview transcripts.

"More than two then it becomes a problem." (I-F1-PriU1)

"Missing a class is very bad for a student... quickly get into the habit of... I don't need to go to class... and falling behind." (I-F2-PriU1)

“Would not recommend... students often do not catch up the missed work... attend at least 80% of class.” (I-M1-PriU2)

“Must have 80% attendance... missed something really important.” (I-F3-PriU2)

“They don’t know what’s going on... the minute they miss class it’s going to be a problem.” (I-F4-PubU1)

7. How many study hours do you believe each student should spend per day?

Lecturers' estimates of study hours varied from 30 minutes to 4 hours, a considerable discrepancy. One of the lecturers said that 30 minutes was sufficient for each subject, because the students have so many subjects in their first year. The following extracts are direct quotations from the interview transcripts.

“Every day you need to sit at least 2 to 4 hours with that subject.” (I-F1-PriU1)

“An hour every day after class ... test at least 2 to 3 hours.” (I-F2-PriU1)

“The subject shouldn’t take you more than half an hour... test an hour and a half to 2 hours per day for at least 3 or 4 days” (I-M1-PriU2)

“30 minutes a day...2 hours a day for all the subjects.” (I-F4-PubU1)

“Half an hour is more than enough.” (I-F5-PubU1)

8. Have you picked up that some first-year students are not on the right level of readiness for HEIs?

The level of preparedness a student needs when they apply for HEI and want to succeed is called university readiness (Venezia & Jaeger, 2013:118). Lecturers were asked about their student’ level of readiness when entering HEI and if they thought that some students were not as ready as they were expected to be. All of the lecturers agreed that their students were not at the level of readiness that they expected. The following extracts are direct quotations from the interview transcripts.

“Yes, some is more developed than others.” (I-F1-PriU1)

“Yes, definitely picked it up in class.” (I-F2-PriU1)

“Students from different language backgrounds... different social economic backgrounds... English for the Afrikaans speaking students often struggle.” (I-M1-PriU2)

“Language tutoring...we’ll see that this student is going to need, by looking at the marks you had at school level” (I-F3-PriU2)

“Yes, they get overwhelmed... Language plays a big role, their background... school plays a big role in their level of readiness.” (I-F4-PubU1)

“Yes, privileged students... do better... students who come from rural backgrounds/townships don’t have computers...language barrier.” (I-F5-PubU1).

9. Do your first-year students show study skills?

Lecturers were asked about students’ study skills upon entering their first year of studies. From their responses it emerged while some had study skills, most appeared to struggle with time management and the workload. The following extracts are direct quotations from the interview transcripts.

“Definitely, depends on their background.” (I-F2-PriU1)

“They’re not managing their time correctly.” (I-F3-PriU2)

“Some of them lack because of the amount of work.” (I-F4-PubU1)

10. Do the students come prepared to your class?

The lecturers gave varied answers to the question of whether students came prepared for class. The following extracts are direct quotations from the interview transcripts.

“No.” (I-F1-PriU1)

“Theory wise yes, practical sometimes no.” (I-F2-PriU1)

“Preparing for class through the assessments.” (I-M1-PriU2)

“Rarely no, it’s not something that I encourage them to do.” (I-F3-PriU2)

“Yes, most of the time.” (I-F4-PubU1)

“Yes and no. They don’t have to.” (I-F5-PubU1)

11. How do you feel about group work inside and outside the class?

The majority of the lecturers were in favour of group work, though not all. The following extracts are direct quotations from the interview transcripts. In upholding anonymity, the interviewees were coded as follows: I = Interviewee, M1 = Male, F1 = Female, PubU1 = Public University, PriU1 & PriU2 = Private University.

“Didn’t make use of group work... always people that don’t work and doesn’t pull their weight.” (I-F1-PriU1)

“Encourage it if we do a project in class.” (I-F2-PriU1)

“Yes, to group work.” (I-M1-PriU2)

“Group work inside the class is nice... group work outside of class will help them with studying.” (I-F4-PubU1)

A summary of the respondents’ answers was developed to identify common emerging themes more easily, see Table 4.20.

4.3.3 Emerging themes

The most significant phrases shown in Table 4.20 emerged from the questions asked of the six interviewees are grouped into ten themes, namely: Independence and hospitality background knowledge, Study guide and communicating, Feedback duration, Motivational communication and assistance, Lecturer availability and accessibility, Missing class influences success, Recommended study hours and class preparation, Language barrier and different student backgrounds, Time and workload management, Pros and cons of group work.

Half the respondents emphasised students’ need to be independent when they enter, HEI for the first time. One of the respondents said that students, many of them straight out of high school, expected to be spoon-fed. They had to learn by and for themselves. Emphasis was also placed on how students needed to have some general background knowledge of the hospitality industry. One respondent maintained that students “must know why they are here,” having an overriding purpose to study HM. Other interviewees’ responses that stood out included mention of hard work, focus, engagement, maturity, responsibility, motivation and respect.

Five out of the six respondents said that they communicated their expectations to the students by handing out and going through the study guides with them. One respondent explained that they would hand out the study guide during the first theory lesson and go through it with them,

explaining everything. This study guide includes the institutions' expectations of the student, both generally and subject-specifically. One lecturer remarked that she always repeated important details to students as a way of communicating her expectations.

The responses from the interviewees differed considerably when it came to how long they took to give feedback on student work, including exams, tests, assignments and draft work. The responses were as follows:

- Exams 3 days/ 2 weeks/ 3 weeks;
- Assignments one week/10 days/ two weeks/one month;
- Test one/two weeks;
- Drafts in class.

The majority of respondents said that they show their support for the students through various means of communication and assistance, including an open-door policy, consultations, communicating via email and WhatsApp, motivational videos and general conversations.

All the respondents stated that they were available at any time that they were on the premises to assist or talk to students, as long as they made an appointment to come and see them via email or WhatsApp or Blackboard. Most of the respondents claimed to have an "open-door policy," though one respondent said that being available to students all the time was not feasible.

The overall consensus among the respondents was that missing class was not recommended. Some said missing one or two was ok, but as soon as it affected their studies or became more than two it was a problem. Two respondents from the same HEI mentioned that their institution requires 80% attendance for students to be accepted to write exams. Several respondents pointed out that if students missed class, they would not know what was going on. It could become a habit, and certainly affected their chances of success.

The responses of the interviewees were vastly different when it came to how many study hours, they believed each student should spend per day to study. The responses were as follows:

- 1 to 2 hours a day;
- 30 minutes to 2 hours, and even 4 hours per subject;
- for a test – 1 hour 30 minutes to 2 or even three hours per day.

Regarding whether the students came to class prepared, three out of the six respondents claimed that yes, they did. One respondent said yes and no, because students did not have to prepare for class, while another said outright that no, they did not come prepared to class. One respondent remarked that students did not really come to class prepared because it was not something that she encouraged them to do.

When the respondents were asked if they noticed that some of the students were not on an appropriate level of readiness for higher education, they all said yes, they had picked up in class that some students were on a different level from others. They suggested that a student's level of readiness might be attributed to the following:

- Different language and schooling background;
- Different socio-economic background;
- Language barrier between Afrikaans and English as well as Xhosa and English;
- Being overwhelmed by the HEI.

One of the respondents mentioned that they look at students' marks from school to see if a student will need language tutoring, which they then arrange.

The respondents were asked if the students displayed any study skills in class. One respondent said yes, but it depended on their background; another said that some students lacked the ability to cope with the workload they had and work independently. Another respondent mentioned that students could not manage their time efficiently.

When respondents were asked how they felt about group work inside and outside the class, most said that they approved of group work, especially when students had a project to do. Outside of class time, group work ought to help students with their learning. One respondent did not make use of group work as there were always students who did not work or pull their weight in the group.

Table 4.20 Comparative analysis of interviewees' transcriptions summary

Interview questions	Interviewee responses	Emerging themes
1. Expectations	<ul style="list-style-type: none"> • They need to learn themselves. • Get their mind ready to study, focused on studying, hard work. • Open-mindedness, willingness to interact, background knowledge of hospitality. • Be motivated, know why they are here, have respect. • Engagement. • Mature, independent, responsibility, dress appropriately. 	Independence & hospitality background knowledge
2. Communicate expectations	<ul style="list-style-type: none"> • Study guide. • Student guide, we explain. • Provide portfolio of evidence. • Tell them what I expect, discussing, explaining, listening. • Talk, tell them, Study guides. • Reiterate. 	Study guide & communicating
3. Feedback duration	<ul style="list-style-type: none"> • Exams three days, assignments one week. • Regularly, test one week. • Assignments seven to 10 working days. • Test a week, Exams two weeks, assignments one month. • Assignments one or two weeks, exams two to three weeks. 	Feedback duration
4. Showing support	<ul style="list-style-type: none"> • Motivational videos. • Open-door policy, encourage them, communication via email or WhatsApp. • Consultations. • Conversations, engagement. 	Motivational communication & assistance
5. Access to lecturers	<ul style="list-style-type: none"> • Available anytime when on premises, email me, make an appointment, my office is open all the time. • Open-door policy, encourage them to come to me anytime, tell them I'm available, make an appointment. • Not feasible, open-door policy, reach via email or WhatsApp, encourage them to come show their work. • Have an open-door policy. • Tell them when I'm available, make an appointment, email or through Blackboard. 	Lecturer availability and accessibility
6. Missing class	<ul style="list-style-type: none"> • Not a problem with one or two, more than two it becomes a problem. • Missing a class is very bad for a student, going to influence their success, falling behind. • Would not recommend, students do not catch up on the missed work. At least 80% attendance. • Must have 80% attendance, missed something important. • They don't know what's going on, the minute they miss class it's going to be a problem. 	Missing class influences success

7. Study hours	<ul style="list-style-type: none"> • Every day two to four per subject. • One hour every day, for a test two to 3 hours. • Thirty minutes per subject, for test one hour thirty minutes to two hours per day for three to four days. • Thirty minutes a day for my subject, two hours per day for all subjects in total. • Thirty minutes a day for my subject. • No. • Theory wise yes, practical no. • They prepare for class through assessments. • Rarely no, not something I encourage them to do. • Yes, most of the time. • Yes and no, they don't have to. 	Recommended study hours & class preparation
8. Not right level of readiness	<ul style="list-style-type: none"> • Yes, some are more developed than others. • Yes, definitely picked it up in class. • Students from different language backgrounds and social economic backgrounds, English for the Afrikaans speaking students often struggle. • We'll see that this student will need language tutoring looking at marks from school. • Yes, they get overwhelmed, language & their background & school they went to play a big role in their readiness. • Yes, privileged students do better, students from rural backgrounds/townships don't have computers, language barrier. 	Language barrier & different backgrounds
9. Study skills	<ul style="list-style-type: none"> • Definitely, depends on their background. • They're not managing their time correctly, only study main points they don't go into depth and that's where the problem is. • Some of them lack due to amount of work and they have to do it on their own. 	Time & workload management
10. Group work	<ul style="list-style-type: none"> • Didn't make use of group work, always people that don't work or pull their weight. • Encouraging if we do a project in class. • Yes, to group work. • Group work inside class is nice, group work outside class will help with studying. 	Pros and cons of group work

4.3.4 Comparisons between public and private lecturers' expectations

By comparing the similarities and differences between lecturers' interviews from public and private HEIs, the more dominant teaching expectations will be identified and will help to understand the main expectations that lecturers have for first-year HM students.

Table 4.21 – Similarities and differences between public and private HEI lecturers' expectations

Interview question	Similarities	Differences
Expectation	<p><u>Similarities: Independence</u></p> <p>Lecturers from both institutions said that they expected the students to arrive at HEI being independent and to interact/engage with lecturers.</p>	<p><u>Differences:</u></p> <p>Lecturers from the public institution expected students to be more mature, responsible and dress appropriately, whereas lecturers from the private institutions expected students to work hard, be focused, be motivated and have background knowledge of the hospitality industry</p>

Communicate expectation	<u>Similarities: Study guide & communicating</u> Lecturers from both institutions said that they communicated their expectations through handing out and explaining study guides.	<u>Differences:</u> The only difference is that the lecturers from the public institution mentioned that they made use of reiteration to communicate their expectations.
Feedback duration	<u>Similarities: Assignment & exams</u> There were some similarities between the feedback duration for assignments to be handed back – within one to two weeks – and also exams to be handed back, between two to three weeks.	<u>Differences:</u> Only one lecturer, from the public institution, spoke about draft work feedback. One lecturer from a private institution's exam feedback duration was completely different from the rest, "within three days." A lecturer at the public institution said she gave feedback on tests within two weeks, while lecturers from the private institutions said one week for feedback on tests.
Showing support	<u>Similarities: Communication</u> Both institutions' lecturers said that they showed support for students by communicating with them via conversation, engagement, email, WhatsApp.	<u>Differences:</u> Only the lecturers from the private institution mentioned that they showed support by having an open-door policy, having consultation sessions with the students and also showing them motivation videos.
Access to lecturers	<u>Similarities: Communicate availability</u> Both institutions lecturers said they told the students when they were available to meet, as long they made an appointment before the time via email, WhatsApp or Blackboard.	<u>Differences:</u> Only the private institution lecturers spoke about an open-door policy and encouraging students to come to see them and show them their work.
Missing class	<u>Similarities: Missing class is a problem</u> All the lecturers agreed that missing a class would be a problem. Students do not catch up on work missed and fall behind. This affects their chances of success.	<u>Differences:</u> NONE
Study hours & prepared for class	<u>Similarities:</u> Lecturers agreed that 30 minutes a day spent studying a subject would be enough. Both kinds of institution have lecturers whose students come prepared to class, and lecturers whose students don't. There was also one lecturer apiece who said that they did not encourage their students to come prepared to class.	<u>Differences:</u> A lecturer from the public institution said that 2 hours of study per day for all subjects was enough, whereas a lecturer from the private institutions said that 2 to 4 hours would be enough per subject.
Level of readiness	<u>Similarities:</u> The lecturers all agreed that the students were not on the same level of readiness. They all agreed that this was due to their different language and socio-economic backgrounds.	<u>Differences:</u> The only difference is that one lecturer from a private institution mentioned that they get in a language tutor to help students who appeared to need this.
Study skills	<u>Similarities:</u>	<u>Differences:</u>

	The lecturers all agreed that the students initially lacked some study skills that they subsequently pick up in class.	The only difference lay in what study skills they lacked and why. For example, a public institution lecturer said that the problem was the workload and the fact that the students had to do their own work. A private institution lecturer said that students were not managing their time correctly.
Group work	<p><u>Similarities:</u></p> <p>Lecturers from both the public and private institutions thought that group work was good.</p>	<p><u>Differences:</u></p> <p>The only difference is that one lecturer from a private institution did not do group work, because there were students who did not pull their weight in the group.</p>

The questions that were asked to the lecturers during the interviews were categorised into ten main interview questions, namely: expectations, communicate expectation, feedback duration, showing support, access to lecturers, missing class, study hours and prepared for class, level of readiness, study skills and group work. For each of these ten an interview questions there was similarities and differences between the six lecturers interviewed from both public and private HEIs.

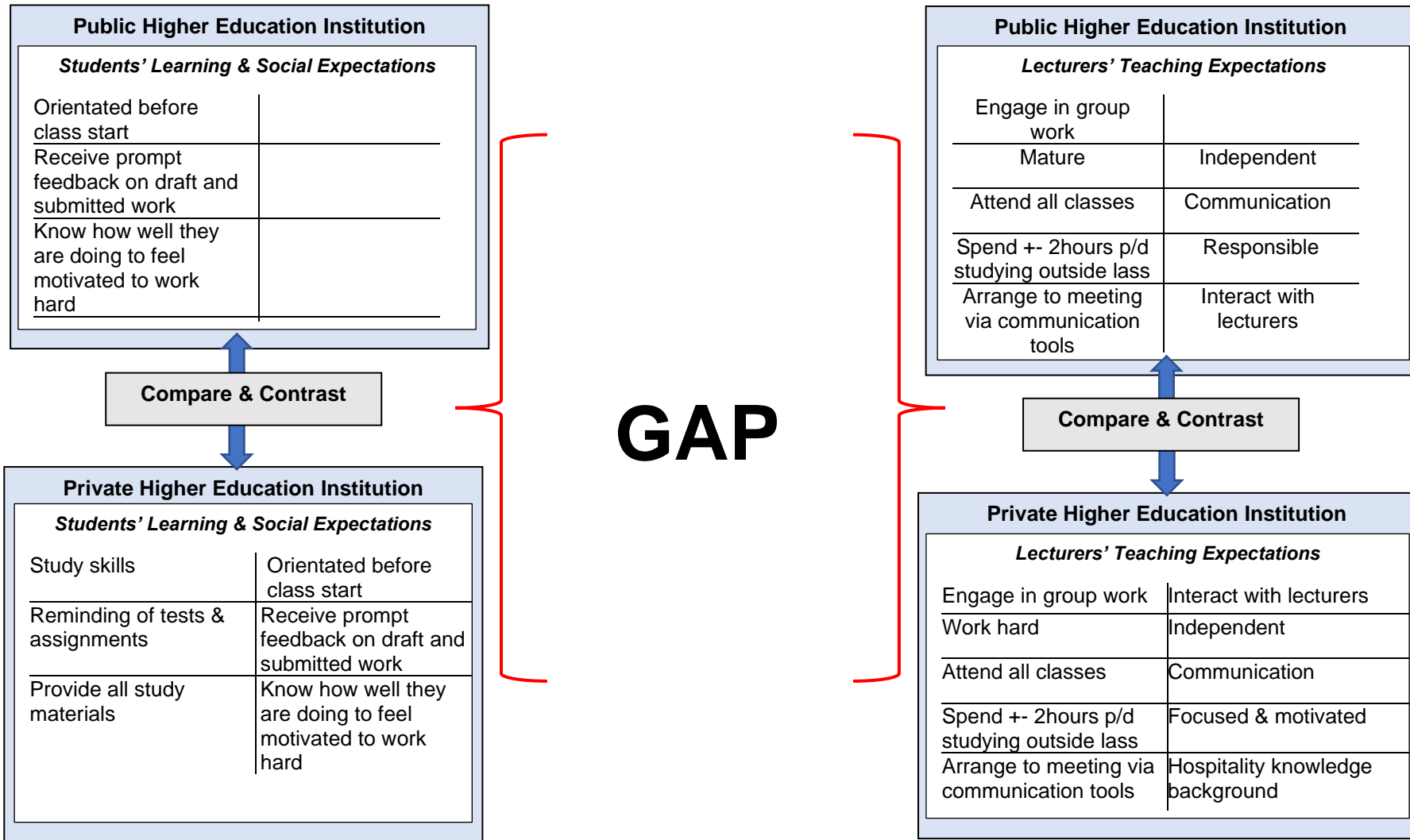


Figure 4.1: Conceptual framework of gap/misalignment identified between students and lecturers from both public and private HEIs
 (Author, 2023)

4.4 Gap identified between students and lecturers from both public and private HEIs

Students' learning and social expectations were identified through factor analysis at both public and private HEIs (Figure 4.1). In their responses to questionnaire one, students from both public and private HEIs identified three similar expectations that they had of lecturers, namely, to be orientated before classes started, to receive prompt feedback on drafts and submitted work and to know how well they are doing so as to be motivated to work harder. The students from the private HEIs had three additional expectations: they wanted lecturers to teach them study skills, remind them of upcoming tests and assignments, and provide all the materials they required for their studies. This suggests that students attending private HEIs are less prepared for independent study and expect more help from their lecturers.

Lecturers' teaching expectations at both public and private HEIs were identified through emerging themes, though only certain themes related to lecturers' expectations of first-year students (see 5.2: Conceptual framework).

The following similar lecturers' expectations were identified at both public and private HEIs: engage in group work, attend all classes, spend +/- 2 hours per day studying outside of class time, students to make an appointment to see their lecturer, independence, and communication. The lecturers from the public HEI also expected their students to be mature and responsible, while the lecturers from the private HEIs mentioned that they wanted their students to be focused, motivated and have some background knowledge of the hospitality industry.

The following results indicated the different expectations students have for lecturers and vice versa; this is shown below in Table 4.22.

Table 4.22 Results of student's expectations versus lecturers' expectations

Students' expectations	Lecturers' expectations
<ul style="list-style-type: none"> • Orientated before class start (Mean 3.50) • Receive prompt feedback on draft and submitted work (Mean 3.63) • Know how well they are doing to feel motivated to work hard (Mean 3.70) • Expect lecturers to teach study skills (Mean 3.04) • Expect to be reminded of all upcoming tests and assignments (Mean 3.12) • Lecturers to provide all study materials (Mean 3.00). 	<ul style="list-style-type: none"> • 50% expect students to engage in group work • 50% expect students to be independent. • 33.33% expect students to have background knowledge on hospitality industry. • 66.67% expect students to attend all classes. • Expect students to spend between 30 minutes to 4 hours per day on studying after class. • 66.67% expect students to make an appointment to see the lecturer. • 66.67% expect students to come prepared to class.

4.5 Conclusion

Phase one of the presentation of the results introduced the descriptive data analysis of the demographic characteristics of first-year HM students. These were calculated in the form of percentages using frequency tables developed by SPSS to show the statistical results. The socio-demographic analysis described the total of students who completed the questionnaires per institution type (public and private), gender, age, origin and ethnicity. This was followed by a descriptive analysis of the Likert-scale items in all three questionnaires administered at both public and private institutions. The statistical results included mean, standard deviation and Cronbach's alpha values, providing insight into the participants' expectations of public or private HEIs as follows: Questionnaire one – support & learning tools, orientation & feedback; Questionnaire two – support & learning tools, feedback, family support & attendance; Questionnaire 3 – feedback, workload & first-term expectations, study skills & group work, assessments & workload/difficulty. Lastly, for phase one, the quantitative data was analysed using a T-test and independent sample tests, drawing comparisons of the means to see the statistical differences between public and private HEIs in the following factor domains: support & learning tools for questionnaires one and two, and feedback for questionnaire three. The results showed that the instrument used in the study provided yielded a high level of validity and reliability. Phase two introduced the demographic identifiers of the lecturers who were interviewed at both public and private HEIs. After the interviews were transcribed and summarised, the researcher manually coded the material and entered the data to determine the following emerging themes: independence & hospitality background knowledge, study guide & communicating, feedback duration, motivational communication & assistance, lecturer availability & accessibility, missing class influences success, recommended study hours & class preparation, language barrier & different backgrounds, time management & workload, pros and cons of group work. Lastly, for phase two, the responses of the lecturers from the public and the private HEIs were compared to identify similarities and differences between them.

The students and lecturers' expectations were compared through looking at their similarities and differences in the conceptual framework (see figure 4.1). The gap/misalignment were identified as follows; students expected to attend orientation, receiving feedback, knowing their results throughout the year to be motivated to work harder, to be taught study skills, being reminded of upcoming tests and assignments and lecturers to provide them with all study materials for their studies. Whereas the lecturers expected the students to take part in group work, attend all their classes, spend between 30 minutes and 4 hours per day on studying after class, to make an appointment to see the lecturers after class, be independent, communicate more, be mature and responsible, to be focused and motivated to work hard as lastly, to have some background knowledge of the hospitality industry.

The next chapter will discuss and compare the results presented in the above-mentioned chapter, by looking at the similarities and differences not only between public and private institutions, but also between first-year students and lecturers.

CHAPTER 5

DISCUSSION OF RESULTS

“The aim of argument, or of discussion, should not be victory, but progress.”

–Joseph Joubert

5.1 Introduction

The previous chapter presented the analysis and interpretation of the quantitative and qualitative data. In this chapter these results are discussed via a return to the objectives of the study:

- Identify first-year HM students' learning (academic) and social (non-academic) expectations of HEIs in the Cape Metropolitan and Winelands regions.
- Identify first-year HM lecturers' teaching (academic) expectations of first-year HM students in HEIs in the Cape Metropolitan and Winelands regions.
- Compare and contrast the expectations of first-year HM students at public and private HEIs.
- Compare and contrast the expectations of lecturers at public and private HEIs.

This chapter will be divided into two phases, namely:

- Phase 1: Discussion of the descriptive and factor analysis results in respect of the quantitative data collected, including similarities and differences.
- Phase 2 – Discussion of emerging themes from the qualitative data findings.

Table 5.1 Chapter five summary

CHAPTER FIVE: DISCUSSION OF RESULTS
5.2 PHASE 1: QUANTITATIVE
5.2.1 Discussion of the descriptive and factor analysis results
5.2.2 Discussion of similarities and differences between public and private HEI students' expectations factors
5.3 PHASE 2: QUALITATIVE
5.3.1 Emerging themes discussion
5.4 Gap between students' and lecturers' expectations: comparison of private HEIs with public HEI
5.5 Conclusion

5.2 PHASE 1. QUANTITATIVE

5.2.1 Discussion of the descriptive and factor analysis results

The main factors identified from all three questionnaires are support & learning tools, orientation & feedback, family support & attendance, workload & first-term expectations, study skills & group work, and assessments. These are discussed in detail below.

Support & learning tools

Three months into their first year, students indicated (Table 4.9) that lecturers did teach them study skills (Mean 3.30), but they were in two minds about whether the lecturers provided them with all the study materials that they required (Mean 2.45). After six months the students indicated (Table 4.11) that they still felt that lecturers provided them with study skills (Mean 3.33), but not with all the study materials that they required (Mean 2.77). This is supported by a study done by Scutter (2011:6) who found that 68% of students expected lecturers to provide them with all the study materials. Showing that this is one expectation that students definitely have for their lecturers when entering HEI. Interesting a study by Pocock (2012:7) advises that if lecturers or universities offer additional study skills assistance for students it will help improve student retention rates.

Table 4.7 reveals that students expected to have designated study areas on campus (Mean 3.30), and to enjoy uninterrupted access to the internet and library (Mean 3.77). The former expectation was partially disappointed according to subsequent responses, with the implication being that such areas were insufficient. Students expect the use of technology to be prominent in their first-year classes (Martin, 2010:18). A study conducted by Monet et al. (2017:5), found that students said that the library was a popular place for studying and they were fairly satisfied with the resources available to them, while some students were even surprised by the extent of online resources (Bates & Kaye, 2014:669). Interesting a study by Shrestha (2008:116) reported that 37% of students enhance their knowledge of material relevant to their course of study by visiting the library, thus showing the importance that a library can play in students' expectations.

Orientation & feedback

The data in Table 4.7 tells us that students most definitely expect to attend orientation before their classes start (Mean 3.50). Strangely enough, the students also indicated strongly (Table 4.7) that they did not attend orientation because it was not relevant to them (Mean 3.73). Attendance at orientation is compulsory for all first-year students, but according to Lemmers (2010:162) not all students attend. They are thereby putting themselves at risk, because they lose out on valuable information about how the university works (Lekena & Bayaga, 2018:167), and what is expected from them and where to obtain support. They also miss useful social and

institutional integration opportunities (Lemmers, 2010:162), even though they strongly indicated (Table 4.7) that they expect to interact with a diverse group of students from different backgrounds (Mean 3.48).

This exposure is thought to “contribute to an increased feeling of connectedness, which may reduce stress” (Krieg, 2013:642), thus improving students’ chances of succeeding (Lekena & Bayaga, 2018:167). It is interesting to note (Tables 4.9 & 4.11) that students were in two minds as to whether or not orientation helped them to better understand the institution (Mean 2.61 & Mean 2.54). This might be why 48.5% of the students in a study by Lekena & Bayaga (2018:157) said that they would have liked to have had some of orientation sessions presented again later in the year. The data in Table 4.7 shows that the students most definitely expected prompt feedback on their drafts and submitted work because they strongly agreed that they needed to know how well they were doing in order to feel motivated to work harder (Mean 3.70). This is supported by a study done by Brinkworth (2013:25), who stated that 94% of students said that it would be important for them to receive feedback on draft work they had done, though only 24% reported actually getting feedback on their drafts from lecturers. Similarly, in a study by Scutter (2011:13) where 98% of the students surveyed agreed that feedback on work submitted was crucial for their learning and played a major role in their development (NUS Student Experience Report, 2008:16). From constructive feedback students gain motivation and confidence that encourages them to engage more with their work (Lamb & Simpson, 2011:15). It comes as no surprise, then, that students (see Table 4.11) agreed that by knowing their results throughout the first term gave them the motivation to work harder (Mean3.32).

Family support & attendance

Students indicated (Table 4.7) that they strongly expected their family to support them and their studies (Mean 3.7). A lack of family support is a common reason for students leaving university (Martin, 2010:101), whereas students who enter university with a good family support system are more confident about the transition (Martin, 2010:110). This is further corroborated by Park & Choi (2009:212), who found statistically significant differences between successful students and those who dropped out relating to the support they enjoyed from family. Without friends, family and lecturer support, students would find the transition and adjustment to an HEI more difficult (Secuban, 2012:21).

The students claimed (Table 4.7) that they would most definitely attend all lectures (Mean 3.68). A similar finding was made by Brinkworth (2013:24), who reports that 92% of students believed in the importance of attending most lectures, because they associated less learning with less contact time with lecturers through seminars and lectures, rather than less independent work (Bates & Kaye, 2014:15). “Students expected to spend more time on

campus either in lectures or working with other students” (Leese, 2010:247). A study by Karnik et al. (2020:371) confirmed that class attendance had a beneficial influence on academic performance and led to higher percentile grades for the student.

Workload and first-term expectations

Students reported after three and even six months into their first year of studies that the workload at the HEI was the same as in high school, which is interesting, because a study conducted by Hassel and Ridout (2018:5) found that 60% of first-year students expected to struggle with the workload at HEI. Some students were concerned that the course of study might be too difficult for them (9%), but most (20%) were mainly concerned about the workload (Gibney et al., 2011:360). The heaviness of the workload and the difficulty of the material are among the reasons why students drop out of HEIs in South Africa, as corroborated by 26% of the students in a study by Moodley & Singh (2015:103). After the first three months, the students indicated (Table 4.9) that the first term had been how they expected it to be (Mean 3.40), but they still claimed not to know what the lecturers expected from them and their studies (Mean 2.08). Similarly, in the third questionnaire which the students completed six months into the first year they indicated (Table 4.11) that the six months had been how they expected it to be (Mean 3.36), yet still claimed not to know what lecturers expected from them and their studies (Mean 2.08).

Work independently & group work

As shown in Table 4.7, students initially preferred the idea of working in a group rather than independently (Mean 2.32). But after three months and even six months, they apparently felt differently (Tables 4.9 & 4.11) and did not participate in group work inside or outside of class time (Mean 2.60 & Mean 2.55). Group work is usually a compulsory part of higher education, seen as a source of motivation for learning in terms of social skills and knowledge (Chiriac, 2014:1-2). Group work can teach students problem-solving skills, the sharing of ideas, how to clarify any difference there might be, how to inquire and develop new knowledge (Chiriac, 2014:2). The reason why the students did not participate in group work may be due to disadvantages intrinsic to group work, such as the fact that group work comes with some pressure to conform to the opinion of the majority in the group which can lead to conflict or conflict avoidance and bad group decisions; some students might dominate the group discussions while others feel left out and dissatisfied with the experience; and some students may not pitch in or help to contribute to the group (Burke, 2011:88). This might support some of the reasons why students preferred to work independently rather than in a group.

Assessments

Students indicated (Table 4.7) that they expected to pass all their tests and assignments (Mean 3.73). The majority of students after the first three months reported that they had passed all their assignments and tests so far (Mean 3.09). This was still the case after six months of their first year (Mean 3.06). Pass rates are an important measure of success or failure in education (Wong & Chiu, 2020:61). Pass rates, especially for first-year students, reflect one of the biggest challenges in South Africa's higher education, as barely 50% of students graduate after five years, with most dropouts being due to failing exams. This often happens at the end of a student's first year at both public and private HEIs (Tjønneland,2017:4), which in this study might not be the only reason as the students indicated that the majority of them have passed their tests and assignments.

5.2.2 Discussion of similarities and differences between public and private HEI students' expectations factors (see Table 4.18).

- Questionnaire 1, Factor 1: There were no similarities found between public and private institutions students when it came to support and learning tools. Three differences were found, where the private institution's students agreed with the statements, whereas the public institutions students did not agree with those statements.
- Questionnaire 1, Factor 2: There were three similarities found between public and private institutions students on feedback and no differences.
- Questionnaire 2, Factor 1: No similarities were found between public and private institutions students on support and learning tools, but there were some differences found between the two types of institutions. The public institutions students agreed with four statements made, while most the private institutions students did not agree with the statements.
- Questionnaire 2, Factor 2: Two similarities were found between public and private institutions students on feedback and no differences.
- Questionnaire 2, Factor 4: Two similarities were found between public and private institutions students on family support and attendance and no differences.
- Questionnaire 3, Factor 1: There were no similarities found between public and private institutions students when it came to feedback, but three differences were found. The private institution's students agreed with three statements, whereas most of the public institution students did not agree with those statements.
- Questionnaire 3, Factor 2: Two similarities were found between public and private institutions students on workload and first-term expectations. No differences were found.

- Questionnaire 3, Factor 3: Two similarities were found between public and private institutions students on study skills and group work. No differences were found.
- Questionnaire 3, Factor 4: Two similarities were found between public and private institutions students on assessments and workload/difficulty. No differences were found.

5.3 PHASE 2. QUALITATIVE

The respondents were asked what expectations they had of students starting to study HM at HEIs for the first time. The data from interviews with lecturers from both public and private HEIs were combined for analysis to provide an overview of emerging themes. The following themes were identified and will be discussed below: independence & hospitality background knowledge, study guide & communicating, feedback turnaround time, motivational communication & assistance, lecturer availability and accessibility, missing class influences success, recommended study hours & class preparation, language barrier & different student backgrounds, time management & workload and pros and cons of group work.

5.3.1 Emerging themes discussion

Theme 1: Independence & hospitality background knowledge

The lecturers expected to have mature first-year students who took responsibility for their studies by being focused and motivated to work hard. Half of the lecturers (50%) emphasised the need for students to be independent, this is supported by Krieg (2013:635) who found universities require students to adjust to a higher level of independence because teaching takes place in big classes and that lecturers had various roles to play in tertiary education besides teaching, with the result that there was a greater emphasis on independent learning (Hassel & Ridout, 2018: 2). As many as 30% of the students in their study indicated that they struggled to take responsibility for their own learning by studying independently (Hassel & Ridout, 2018:3). The lecturers did not elaborate more on independency, and it is interesting to note that a study by Vorster (2011) found that lecturers will have to put their focus more on the students in terms of how they motivate them in becoming independent learners instead of just following their lead (Vorster, 2011:921).

This is followed by (33.33%) of lecturers that further expected the students to have some hospitality background knowledge. This is supported by Yorke and Vaughan (2013:226-227) who reported that if students have prior knowledge about their study course it will result in having a closer match between the student's expectations and experience, causing students to be more satisfied with their study course. Lastly, lecturers expect students to show respect and be willing to interact with them, as well as being focused and motivated to work hard.

Theme 2: Study guide & communicating

Some lecturers (50%) revealed that they explained the study guide to their students and discussed it with them so that they knew what to expect. One lecturer always repeated the institution's expectations of the students. Verbal communication is thus another way in which the majority of lecturers get their expectations of students across.

If students and lecturers knew each other's expectations, the gap between those expectations would narrow. Clear communication from lecturers is required to help students understand the differences between school and higher education (Hassel & Ridout, 2018:11).

Theme 3: Feedback turnaround time

The lecturers had various responses to how long they took to provide feedback to their students on draft work, assignments, tests and exams. But they all did see the importance of giving feedback and they did in fact give feedback to the students.

In a study by Brinkworth (2008), 90% of the students said that they expected their lecturers to give feedback on drafts as this would be helpful for their learning. The lecturers conceded that they did not give regular feedback on draft work, with the result that the students complained that their feedback expectations were not being met (Brinkworth, 2008:10). In a later study by Brinkworth (2013), 94% of the students said that receiving feedback from their lecturers on their drafts would be valuable for their learning, but a mere 24% reported actually getting their drafts to read (Brinkworth, 2013:24).

Lecturers' feedback duration ranged between 3 days and one month, depending on whether it was for a test, assignment or exam. The majority (83.33%) say that students would receive feedback within one to two weeks, which corresponds with a study by Scutter (2011:13) who found that 60% of students regarded receiving feedback within two weeks as reasonable, whereas 19% believed that only one week was more than reasonable.

Theme 4: Motivational communication & assistance

The lecturers (66.67%) claimed that they showed their support for students in various ways, whether through motivational videos, having an open-door policy or simply by talking to them about how they are finding their studies. This is corroborated by Zimmerman et al (2014:3) who stated that "communication is a priority in creating a positive environment that supports student learning within the complex contexts of the classroom, the students' variety of classes, and their larger lives beyond the university".

The lecturers also mentioned that they show support through engaging with the students and encouraging them to interact with them as lecturers, as Vorster (2011:921) also mentioned that

there is a positive correlation between lecturer-student interaction and motivation. But lecturers need to put more effort into motivating students to become independent learners instead of just expecting this to happen (Vorster, 2011:921).

Theme 5: Lecturer availability and accessibility

Half of the lecturers (50%) said that they are available any time for students to come and talk to them when they were on campus and not in class, the rest of the lecturers mentioned having an open-door policy. A study by Beck (2011:76) nevertheless found that more than half of the students in his study did not know when lecturers were available for consultation. This was not the case in this study as there was (66.67%) of the lecturers who mentioned that it is easy for the student to gain access to them, via email, WhatsApp and even blackboard; as long as the students arrange to make an appointment beforehand. Scutter (2011:13) reports that 87% of students believed that having easy access to lecturers outside class-time was important for their learning. According to Bates & Kaye (2014), students think that the more contact time they have with lecturers via seminars, lectures and meetings, the more learning will take place. They did not rate independent studies so highly in this regard.

Theme 6: Missing class influences success

Not surprisingly, lecturers (66.67%) did not want students to miss a single class, because every class was important for their learning. They could end up missing out on assignments, or key material for assignments, which they would then have to catch up with in their own time. Lecturers mentioned how easy it was for students to fall into the habit of not attending class, which of course would impact the student's chances of learning success. This is corroborated by a study done by Mehdinezhad (2011:51-52) who found that students who don't attend class are at much greater risk of dropping out of their course of study in the first couple of weeks of their first year.

There are students who expect to pass just by attending class (Cherif, Movahedzadeh, Adams & Dunning, 2014:6). A study by Lukkarinen, Koivukangas & Seppälä (2016:341) found that there was a small group of students who passed their exams even though they did not attend class, while other students' performance deteriorates despite assiduous class attendance.

Theme 7: Recommended study hours & class preparation

Lecturers said that students should spend between 30 minutes and 4 hours studying after class, which is quite a vast range. One of the lecturers said that 30 minutes was enough for each subject, given that students had so many subjects in their first year. The maximum of 4 hours that lecturers in this study recommended, corresponds with a study by Spowart

(2011:520) who found that the largest proportion of HM students (32%) indicated that they spent 2 hours per day studying after class, followed by 15% who spent up to 4 hours per day. This is less than the rule of thumb, which holds that students should allocate 2 hours per day to private study after class for every hour spent in class (Martin, 2010:6). But this conventional ratio is considerably more than that suggested by the lecturers in these interviews. The lecturers gave mixed answers on whether students should come to prepared for class or not, there was (50%) of the lecturers who said yes and (50%) said no.

Theme 8: Language barrier & different student backgrounds

Lecturers were asked about their first-year students' level of readiness for higher education and if they picked up that some of the students were not at the expected level of readiness. The lecturers agreed that their students were not all at the level of readiness that they expected them to be. They attributed this partly to the fact of students' different learning and socio-economic backgrounds, and partly to the language barrier presented by the medium of instruction, which was English. Similar in a study done by Williamson et al. (2011:151) who mentioned concern for the first-year students' academic performance as several students second language was English. A study by Lemmers (2010:26) corroborated that a student's previous background has an influence on their decision to enrol or prepare for higher education.

Theme 9: Time management & workload

Lecturers were asked about students' study skills upon entering their first year of studies and the main point that came through from the interviews was that, although students had some study skills, they still struggled with time management and coping with the workload. Similar in a study by Foroodian (2019:110 & 146), who found that 81% of the students were concerned about not having the right set of study skills, such as time management as well as 40% of the students found the workload very challenging, thus this specific study recommended that the university should develop a summer program for the students to attend a week before the start of university that offers help to students to expand their study skills. Pocock (2011:6) found that 26% of the students that drop-out of the 2008/2009 academic year was due to the workload being too hard for them. This is corroborated by Fakude (2012:15) who found that if students find it difficult to manage their academic workload it will have a negative impact on their academic transition and performance.

Theme 10: Pros and cons of group work

The majority of lecturers were in favour of group work, but not all. Those who disagreed felt that too often some students dominated, and others made no contribution. A study by Chiriac (2014:1) found similar results that group work is an incentive for learning and gaining academic knowledge, but it is also found to hinder students learning and ultimately impact their group work experience. Suggesting that there is a pros and cons to having students do group work inside and outside of the classroom. Further study might be required to determine these results specifically for first-year students in the hospitality sector.

5.4 Gap between students' and lecturers' expectations: comparison of private HEIs with public HEI

The "Gap" clearly emerges from the absence of alignment between the expectations of students and of lecturers at all of the HEIs when looking at Figure 4.1 Conceptual framework of gap/misalignment identified between students and lecturers from both public and private HEI.

In the questionnaires, students from both public and private HEI expected to be orientated before classes start, but none of the lecturers from both public and private HEI mentioned orientation as an expectation that they have, even though in previous literature (Martin, 2010) mentioned that lecturers expect their students to attend orientation to become familiar with the university and lecturers, which will help students to be academically successful. The students also expected to receive prompt feedback on their drafts and submitted work and the lecturers did mention that they do give feedback on submitted work depending on the work that's submitted it can be handed back to the students any time between 3 days and one months. Only one of the lecturers mentioned that they will give feedback on draft work in class. Lastly, the students from both HEIs expected to know how well they were doing in order to feel motivated to work harder, whereas lecturers expect students to be motivated and work hard, thus making this the only correlation between students and lecturers' expectations.

In the questionnaires, only students from the public HEI had three additional expectations toward the lecturers, namely, to teach them study skills, which seems to be needed as all of the lecturers did indicate that their students lack study skills, such as time management and independent study. The students also expect the lecturers to remind them of upcoming tests and assignments, whereas the lecturers mentioned that they hand out study guides and explain everything to them as soon as classes start. The study guides contain information about all the test and assignments. Lastly, the students expect the lecturers to provide them with all the study material they require for their studies, whereas lecturers did not mention study

materials at all in their interviews. This suggests that students attending private HEIs are less prepared for independent study and expect more help from their lecturers.

The following similar lecturers' expectations were identified at both public and private HEIs: expect the students to engage in group work; where the students indicated during the questionnaires that they prefer to work independently rather than in a group. The lecturers expect the students to attend all their classes and students agreed that this is important for their learning, and they noted that they did attend all of their classes. Lecturers expect their students to spend +/- 2 hours per day studying outside of class time, whereas the students had similar expectations, as they mentioned in (Table 4.11) they spend on average 2.75 hours of studying per day outside of class time. Lecturers mentioned during their interviews that they expect students to make an appointment to come and see them after class time, even though students did not mention making appointment they did indicated that after six months into their first year they do have readily available access to their lecturers, but still felt that lecturers did not show concern to their own well-being and classwork. Lecturers mentioned during the interviews that they expect students to be more independent, but as mentioned during study skills, students lack independence in learning, even though students indicated that after six months into their first year they prefer to work independently. Lecturers put a lot of emphasis on expecting students to communicate more with them via WhatsApp, email etc as this is a way of supporting the students. For the rest, considerable effort may be required to close the gap identified.

Students' expectations between the private and public HEIs changed over time, this was shown in Table 4.7-4.12. These results indicated that the following Likert-scale items did change over the period of six months:

- During questionnaire one students did not expect to have extra-mural activities, such as: participating in a sport, choir etc (Mean 2.67), but after six months into their first year it changed (Mean.302), meaning they do have extra-mural activities, such as: participating in a sport, choir etc than originally expected.
- During questionnaire one students expected to balance their learning, social and personal life (Mean 3.58), but after six months they realised that this was not possible (Mean 2.83).
- In questionnaire one students mentioned that they expect to have designated study areas (Mean3.30), this changed after six months and showed that they did not have those dedicated study areas on campus (Mean 2.84) as expected.
- The first-year students said in questionnaire one that they do not expect to be able to combine studying with paid work to help pay for my studies and student life (Mean 2.81), but after six months this changed and they could in fact work while studying (Mean 3.37).

- The students expected to have access to the internet and library (Mean 3.77) when they entered their first year, but this changed over the course of six months, indicating that they did not have access to the internet and library (Mean 2.95) as they hoped for.
- First-year students expected the lecturers to be concerned about their classwork and own well-being (Mean 3.29), after six months the students indicate that this was not the case (Mean 2.71).
- In questionnaire one the students said that they expect their family to support them and their studies (Mean 3.75), in questionnaire three (after six months) this expectation was not met (Mean 2.97).
- This expectation changed the most drastically between questionnaire one and three, where students expected to have a group of close friends at campus when entering HEIs (Mean 3.23) and after six months their expectation was not met (Mean 1.75).
- The students entered their first year of studies expecting lecturers to remind them of all upcoming tests and assignments (Mean 3.12), this changed after six months to not always being reminded of all the upcoming tests and assignments (Mean 2.72) as they expected.
- Another expectation that changed over the course of six months were students who expected the lecturers to provide all their study materials required for their studies (Mean 3.00) and after six months it changed slightly (Mean 2.77).
- Students in questionnaire one expected to participate in group work during and outside of class time (Mean 3.17), this changed during questionnaire three as the students indicated that they did not participate in group work during and outside of class time as expected (Mean 2.55).
- Lastly, students expected their lecturers to give them feedback within 4.53 days, but after six months into their first year they indicated that they only received feedback from the lecturers after 7.95 days.

This clearly shows that not all the initial expectations that students had when entering HEIs was met after being six months into their first year of studies. Only half of the students' initial expectations on the Likert-scale items for questionnaire one was met after six months, this clearly shows that there is a significant gap between students and lecturers' expectations.

5.5 Conclusion

This chapter discussed the interpreted quantitative and qualitative results and findings related to the research objectives and questions asked in this research study.

Phase one introduced the discussion of the quantitative data analysed in terms of the main factors identified out of all three questionnaires and categorised into: support & learning tools, orientations & feedback, family support & attendance, workload & first-term expectations, study skills & group work, and assessments & workload/difficulty. Phase two introduced the discussion of the qualitative data analysed in terms of the emerging themes, namely, independence & hospitality background knowledge, study guide & communicating, feedback duration, motivational communication & assistance, lecturer availability & accessibility, missing class influences success, recommended study hours & class preparation, language barrier & different backgrounds, time management & workload, pros, and cons of group work.

The chapter ends by discussing the gap that was identified between first-year HM students' expectations and lecturers' expectations in both public and private HEIs through looking at the conceptual framework. The next chapter provides a summary and conclusion for the research study, alongside recommendations based on the results in the chapter mentioned above.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

“The ultimate purpose of collecting the data is to provide a basis for action or a recommendation”

– W. Edwards Deming

6.1 Introduction

The previous two chapters presented and discussed the results of the quantitative and qualitative data analysis. The aim of this study was to identify and compare the expectations of first-year HM students who have registered for the first time at a public or private HEI with those of their lecturers, to establish whether there was a mismatch that might have implications for students' experience and academic outcomes. This chapter is structured as follows:

Table 6.1 Chapter six summary

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS
6.2 Summary of the study
6.3 Conclusions framed in relation to the aim and research questions
6.4 Limitations of the study
6.5 Recommendations
6.6 Contributions of the study
6.7 Possibilities for future studies

6.2 Summary

Chapter One presents a general description of what the research study is about. It gives an overview of the background to the study, which served as the basis for the problem identified. The chapter then presents the problem statement, research objectives, research questions and research methodology. The researcher set out to determine the expectations of first-year HM students who have registered for the first time at a public or private HEI, as well as the expectations of the lecturers teaching those first-year students. First-year students were selected because they lacked any prior experience of tertiary education and therefore had only the most general idea of what to expect. The lecturers who teach first-year students also have their own expectations of the students, based to some extent on the institution's culture and structure. This is all explained in Chapter Two, the literature review. Chapter Three describes the mixed-method research design and methodology in some detail, including the two phases of quantitative and qualitative data collection. This is followed by an account of the research population and sampling methods. The chapter ends by focusing on the data collection

instruments, the questionnaires and interviews, and various ethical considerations. Chapter Four presents an analysis and interpretation of the data, involving descriptive statistics, factor analysis and comparative analysis results, presented in Table format. In Chapter Five, the results analysed and interpreted in the previous chapter are discussed in relation to a selection of previous, cognate studies. This chapter concludes the research study, summarising its findings and showing what contribution it has made to the field of hospitality studies. The study limitations are addressed, and recommendations are made for further research.

6.3 Conclusions framed in relation to the aim and research questions

In Chapter Three, it was determined that a mixed-method approach would collect the most reliable and useful data to answer the research questions. The study sought to understand the learning and social expectations of first-year HM students registered for the first time in higher education, as well as their lecturers' teaching expectations, at both public and private HEIs. The study also wanted to compare the expectations of first-year HM students and lecturers at public and private HEIs. The aim was to ascertain whether a gap existed between the expectations of beginning students and academic staff. The four research questions and the aim are addressed and answered separately, below.

1. What learning (academic) and social (non-academic) expectations do first-year HM students have when registered at HEIs for the first time?

There are various expectations identified through the three questionnaires, but only the following main expectations were presented: orientation before the start of classes, receiving prompt feedback on draft and submitted work because knowing how well they are doing motivates them to work hard, study skills, being reminded of tests and assignments and being provided with all study materials.

2. What teaching (academic) expectations do lecturers (who give classes to first years) have for first-year HM students who have registered for the first time at HEIs?

The lecturers had numerous expectations that were identified through interviews, but only the main expectations were presented: Engage in group work, attend all classes, spend +/- 2 hours per day on studying outside of class time, arrange to meet lecturers by appointment, independence, communication, interact with lecturers, be mature, focused, hard-working and possess some hospitality background knowledge.

3. What similarities and differences are there between the first-year HM students learning and social expectations with the teaching expectations of the lecturers?

The only similarity that first-year students' expectations had with the lecturers' expectations were, namely: motivation. The students expect to know how well they are doing to feel motivated to work hard and the lecturers expect the students to be motivated when entering higher education.

The rest of the five students expectations, namely: orientated before class start, receiving prompt feedback on draft and submitted work, study skills, reminding of tests & assignments and providing all study materials were different than the eleven lecturers expectations, namely: Engage in group work, mature, attend all classes, spend about 2 hours per day studying outside of class, arrange to meet via communication tools, independent, communication, responsible, interact with lecturers, work hard and hospitality knowledge background.

4. What difference and similarities are there between the public and private HEIs on the identified first-year HM students' expectations as well as the identified lecturers' expectations?

There are three main student expectations shared by both public and private HEIs, namely: Orientation before class starts, receive prompt feedback on draft and submitted work, know how well they are doing to feel motivated to work (for more detailed discussion, see Chapters 4 & 5).

There are three main differences in students' expectations: students from the private HEIs identified three additional expectations that they have of their lecturers, namely: lecturers were to teach them study skills, remind them of upcoming tests and assignments, and provide them with all the study materials they required for their studies.

Both sets of lecturers expected their students to engage in group work, attend all classes, spend +/- 2 hours per day studying outside of class time, arrange to meet lecturers by appointment, be independent, and communicate and interact with lecturers. The lecturers from the public HEI also expected their students to be mature and responsible, while the lecturers from the private HEIs expected the students to be focused, motivated and have knowledge of the hospitality industry.

6.4 Limitations of the study

Limitations are situations, flaws or influences that the researcher has no control over and impose certain restrictions on the methodology and conclusion of the research done (Cresswell, 2014:217). The study was limited to one public and two private HEIs within the Cape Metropolitan and Winelands regions. The limitations that the study encountered while data was being collected in the field are discussed in detail below.

6.4.1 Language barrier

During the data collection process, the researcher noted that some of the respondents asked for help as they struggled to understand some of the questions because they were posed in English. In these cases, the researcher assisted with the correct understanding of the question, explaining it to them in a language that they could better understand or giving an example that was not related to the study in any way (the respondents appeared to be able to read English, but not always fully understand it). This might have resulted in some of the questions being misunderstood by some students, because for most of them English is a second language.

6.4.2 Non participation

There was one private HEI that did not want to take part in the study (before even knowing exactly what the study entailed), so the researcher had to look for a different private HEI within the Western Cape. This affected the study as there are only a handful private institutions within the Western Cape and the researcher feared that there might be more push back. The researcher also struggled to find two first-year lecturers who were suitable and willing to take part in the interviews, which put some strain on the data collection timeline. Not all the students completed all three questionnaires, as convenience sampling was used, meaning that only the students who were present on those specific days at each institution were able to fill in all three questionnaires. This impacted the study as the data could have been more accurately representative of the three HEIs if all the students responded to all three questionnaires. Not all the questions in the questionnaires were answered by the respondents, presumably because they did not feel comfortable doing so. Even though the researcher indicated that only first-time students could take part in the study, there were some participants starting HM who were not first-time students. It would not have been inconsiderate to have excluded them for ethical reasons.

6.4.3 Research study framework and timeline

The sampling for the quantitative section of this study consists of first-year HM students from one public and two private HEIs. For the first-year students' questionnaires to be as accurate

as possible a reflection of their expectations upon entering higher education for the first time, the study had to take place before classes started, so the researcher had to wait for a couple of months before any data collection could take place. In sum, there were set times for the researcher to collect data in the field, and with academic classes on the way, it was a challenge for the researcher as well as for the institutions to find a date, time and location which suited both parties.

6.4.4 Previous literature

There was very limited literature found specifically on lecturers' expectations for first-year students, as most literature focusses more on students' expectations. The literature speaking to factors that influence students' learning and social expectations are slightly outdated as little to none updated literature was found that speaks to this current situation. There has been no previous study which conducted a longitudinal study comparing the two groups' (public versus private HEIs and students versus lecturers) expectations, so no literature was found to support these findings.

6.5. Recommendations

Based on the results discussed in Chapter 5, the following recommendations are made:

- Lecturers can give students a clear indication on feedback time-lines.
- Quarterly feedback can be given to students in order for them to see how they are doing to stay motivated and work harder where need be. This can be done through student progress reports.
- During orientation emphasis can be placed on the importance of study skills, especially time management and independent study.
- HEIs can have support systems in place or tutor's specializing in study skills and study methods for those students they see struggling.
- During orientation clearly indicate what study materials the lecturers would provide and what study materials is required from the student's side.
- Students should be introduced to the various communication tools they can use to engage more with the lecturers and ask for assistance when needed, clearly stating the rules and regulations surrounding these communication tools.
- The expectations between students and lecturers should be discussed in class, so that both parties can have a clear understanding of what is expected from each other and whether those expectations can be met or not.
- Reminders for test, assignment and all other assessments should be sent via the communication tools that students use to contact lecturers.

- Before orientation begins, universities can develop a pre-university summer program focussing on study skills that first-year students are required to have when transitioning from high school to higher education, in turn this will assist with student readiness as well.
- Initially the researcher indicated to exclude students who had previous higher education background as this was not their first-time being a first-year student, but due to the class setting the researcher were unable to only include students who are studying at HEI for the first time. Thus, suggesting that in the near future researchers who would like to do a similar study can develop two different types of questionnaires to include students who have higher education experience versus those who don't.

6.6 Contribution of the study

This research study contributed to the field of tourism and hospitality management as well as to education studies, by gaining an understanding of what first-year students and lecturers expect from each other within public and private higher education.

This study also contributed to the limited literature on identifying what first-year students expect from their institutions and vice versa, more specifically in HM, thus helping to explain why so many students drop out from their first-year studies.

To identify the gap or misalignment between the expectations of first-year HM students, on the one hand, and their lecturers and HEIs, on the other, as a salient factor in understanding why first-year student drop-out rates are so high.

Awareness of this gap or mismatch can encourage lecturers to bridge the gap or find common ground. This study thus provides new insights for the administrators and academics in the hospitality and other field who design the first-year orientation and other first-year programmes into how they can revise the programmes to improve first-year students' success (Nelson, 2015:8-9).

This research study adds value to academia and brings new knowledge through research methodology (mixed methods and longitudinal) and results through comparisons between two groups and institutions over a period to see if expectations changed once they familiar to the higher education system. This will set new bases for other studies to be conducted globally and locally regarding student and lecturer expectations within HEIs.

6.7 Possibilities for future study

The limitations of this study, as indicated above, point to certain possibilities for further research, which are summarised below:

- This study follows a mixed-method approach, whereas numerous previous studies mainly followed a quantitative approach. Future research could focus more on the qualitative side to gain a different and perhaps deeper perspective on expectations.
- Secondly, future research can adopt the same method in this research study and use it in other study areas/fields.
- The study made use of convenience sampling for the first-year HM students, which affected the overall accuracy and representation of the total class of first-year HM students at the three HEIs. Future studies might look at utilising a different sampling method to increase the total number of students and get a more accurate representation of the population.
- Future studies might explore a wider range of institutions and students to reach more broad-based conclusions.
- Future studies can do a more in-depth study on lecturers' expectations of first-year students upon entering higher education, as little research has been done on this, especially in South Africa.
- Do a follow up research study as students' and lecturers' expectations are most likely impacted and might have changed due to COVID-19 and online learning as well as moving to a multi-modal learning environment in the future.
- Further comparative studies could be conducted to compare the similarities and differences between the students' and lecturers' expectations at the beginning and end of their first year.
- Lastly, a model or framework can be developed to bridge the gap between lectures and students' expectations, which can be tested to see if the model or framework helped in any way to bridge the gap.

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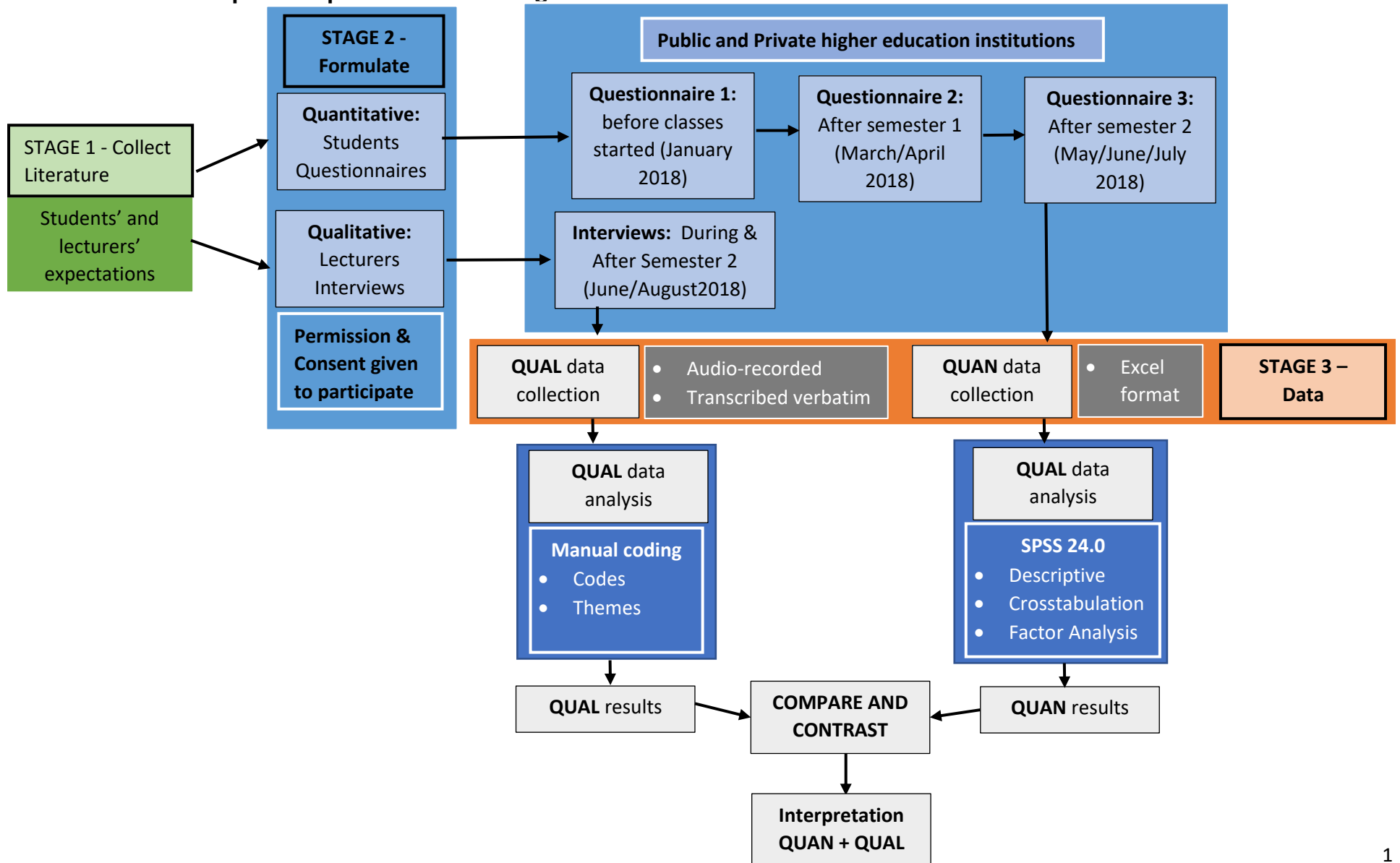
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Annexures A – Conceptual map for research design



Annexure B – Literature used to develop questionnaires

	No.	Questionnaire 1	No	Questionnaire 2&3
Author/s		Likert Scale Questions		Likert Scale Questions
Round: 2005 Amended	12.	I need to know how well I'm doing in order to feel motivated to work harder	17.	Knowing my results throughout the first term gave me motivation to work harder.
	20.	I expect lecturers to teach me study skills.	26.	Lecturers taught me study skills.
	24.	I prefer to work independently rather than in a group.	30.	I work better independently than in a group.
Beck: 2011 Amended	10.	I expect to pay my fees on time.	4.	I was able to balance my learning, social and personal life.
	14.	I expect to have access to the internet and library.	15.	I felt financial pressure when it came to paying for my studies.
	4.	I expect to balance my learning, social and personal life.	17.	Knowing my results throughout the first term gave me motivation to work harder.
			19.	I had access to the internet and library during the first term.
Spowart: 2011 Amended	5.	I expect to be orientated before the classes start.	6.	After the first term, I know what lecturers expect from me and my studies.
			11.	I have met and spoken to some of my lecturers during orientation.
Wayt: 2012 Amended	13.	I expect the lecturers to be concerned about my classwork as well as my own well-being.	12.	I interacted with a diverse group of students from different backgrounds.
	7.	I expect to interact with a diverse group of students from different backgrounds.	20.	The lecturer had concern for my classwork and my own well-being.
	15.	I expect my family to support me and my studies.	21.	My family supported me and my studies.
Brinkworth, h, McCann	6.	I did not attend orientation because it was not relevant to me (suggestion).	9.	The work is not as difficult as I thought it would be.

<p>& McCann: 2013 Amended</p>	<p>1. 8. 22. 23. 2. 3. 9. 11. 16. 18. 17.</p>	<p>I prefer to be in a class with a large quantity of students.</p> <p>I expect to have designated study areas on campus.</p> <p>I expect lecturers to provide all the study materials I require for my studies.</p> <p>I expect to participate in group work during and outside of class time.</p> <p>I expect the workload at the institution to be the same as in high school.</p> <p>I expect to have extra mural activities, such as: taking part in a sport, choir, etc.</p> <p>I expect to be able to combine studying with paid work to help pay for my studies and student life.</p> <p>I expect prompt feedback on my drafts and submitted work.</p> <p>I expect to have readily available access to my lecturers after class hours.</p> <p>I expect to have a group of close friends at campus.</p> <p>I expect to attend all lectures.</p>	<p>2. 13. 27. 29. 3. 1. 14. 18. 22. 24. 23.</p>	<p>The size of the class (number of students) made a difference in my studies.</p> <p>There are dedicated students' study areas on campus.</p> <p>Lecturers provided all the study materials for my studies.</p> <p>I participated in group work during and outside of class time.</p> <p>The workload at the institution is not the same as in high school.</p> <p>I have extra mural activities, such as; participating in a sport, choir etc.</p> <p>I was able to combine studying with paid work to help pay for my studies and student life.</p> <p>I received prompt feedback on my drafts and submitted work.</p> <p>I had readily available access to my lecturers after class hours.</p> <p>I have a group of close friends at campus.</p> <p>I attended all the lectures for the first term.</p>
<p>Research er own developm ent: 2018</p>	<p>21. 19.</p>	<p>I expect to be reminded by lecturers of all upcoming test and assignments.</p> <p>I expect to pass all my assignments and tests.</p>	<p>16. 28. 10.</p>	<p>The lecturers provided me with my results throughout the first term.</p> <p>Lecturers reminded us of all upcoming tests and assignments.</p>

			<p>5. Orientation helped me to better understand the institution.</p> <p>7. I feel more comfortable and settled in after the first term</p> <p>8. The first term is how I expected it to be.</p> <p>25. I have done as well as I expected in my assignments and tests.</p> <p>So far, I have passed all my assignments and tests.</p>
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All

three

questionnaires student expectations questions adopted from previous literature.

Questionnaire 1, 2 & 3		
Author/s	No	Student Expectations Questions
Spowart: 2011	1.1	<ul style="list-style-type: none"> How many hours per day do you intend to spend on studying after class time?
Brinkworth, McCann & McCann: 2013	1.2	<ul style="list-style-type: none"> How many hours per week do you intend to spend on studying after class time?
	1.3	<ul style="list-style-type: none"> I expect my lecturer to give me feedback within...

Students' socio-demographics questions in questionnaire one adopted from previous literature

Questionnaire 1		
Author/s	No	Students Socio-Demographic Questions
Beck, 2011	2.3 2.4	<ul style="list-style-type: none"> • Citizenship • Where do you come from/ place of origin.
Brinkworth, McCann & McCann: 2013	2.1 2.2 2.7 2.8 2.9 2.10	<ul style="list-style-type: none"> • Gender • Age • Are you studying at higher education institution for the first time • Are you the first member of your immediate family (parents/guardians or siblings) to attend a higher education institution • Did any/or other family members within the household graduate from a higher education institution • Place of stay during study period
Murray, 2014	2.5	<ul style="list-style-type: none"> • Ethnicity
Researcher own development: 2018	2.6 2.11	<ul style="list-style-type: none"> • Role in family • Who will be taking care of your studies

ANNEXURE C – Permission request letters



PO Box 652, Cape Town

Cape Peninsula University of Technology

Cape Town 8000, South Africa

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

To whom it may concern

My name is Carmen Els, and I am currently registered for a Master of Technology Degree (MTech) in Tourism and Hospitality Management at the Cape Peninsula University of Technology (CPUT) in Cape Town. I am hereby seeking your consent to approach all the first-year hospitality management students and lecturers (giving class to first-years) at your institution to act as participants for my research project. It is anticipated that the field research would take place in the beginning (within the first week of studying), at the end of the first trimester (after three months of studying) as well as at the end of the second trimester (after six months of studying) whereby the questionnaires will be distributed to the first-year hospitality management students and interviews will be conducted with the lecturers as mentioned above. The three questionnaires will take around 20 minutes each to complete and the interviews will be between 30 – 60 minutes per interview.

Objectives of the study:

- Identify first-year hospitality management students' learning (academic) and social (non-academic) expectations of higher education institutions in the Cape Metropolitan and Winelands region.
- Identify first-year hospitality management lecturers' teaching (academic) expectations of first-year hospitality management students in higher education institutions in the Cape Metropolitan and Winelands region.
- Compare and contrast the expectations of first-year hospitality management students at public and private higher education institutions.
- Compare and contrast the expectations of lecturers at public and private higher education institutions.

The benefit of conducting the study for both students and institutions will be:

- Both students and institutions will exactly know what to expect from each other, leading in turn to learning success and overall satisfaction.
- The results of the study may lead to the institution and students adjusting their expectations accordingly in order to bridge the gap between them.

Below is the outline of the ethical considerations I undertake to uphold in order to gain consent from the institutions and the participants (which explain anonymity and treatment of collected data in a confidentiality manner):

- All participants will be made aware of the purpose of the study and the methods that will be used.
- All participants will be guaranteed confidentiality.
- There will be no mention of the names of the participating institutions.

This project will be conducted under the supervision of Dr. Tshinakaho Nyathela and Mr. Thembisile Molose For further clarity you can contact them on 021 440 5723 or nyathelat@cput.ac.za and 021 440 5700 or moloset@cput.ac.za

It is anticipated that the collected data will be used to produce both the MTech thesis and possible research articles published in research journals and conferences.

Thank you for your time and consideration in this matter.

In accepting my request to conduct this study at your institution, please sign below.

Name of the institution

Name of the signatories

ANNEXURE D – Student consent form



Researcher name: Carmen Els

Contact via email: carmenels@yahoo.com

Dear respondent

My name is Carmen Els, a registered Masters (MTech) student in Tourism and Hospitality Management at the Cape Peninsula University of Technology (CPUT), in Cape Town.

I am conducting a study on hospitality management first year students' expectation. I would like to request your consent to be part of this study. Your participation is voluntary and your identity will remain anonymous. Your names will not be used in the study but only the last four digits of your student number. There will be three questionnaires handed out at three separate occasions and each questionnaire can take up to 20 minutes to complete.

In accepting my request to participate in this study, please sign below.

I _____ (full name) understand the nature of the study and agree to participate.

Signature of respondent _____

Address of Participant:

Contact details _____

ANNEXURE E – Lecturer Consent Form



Researcher name: Carmen Els

Researcher Contact: carmenels@yahoo.com / 079 431 3742

Dear Participant

My name is Carmen Els, a registered Masters (MTech) student in Tourism and Hospitality Management at the Cape Peninsula University of Technology (CPUT), in Cape Town.

I am conducting a study on hospitality management first year students' expectation. I am hereby seeking your permission to participate in the study. My request is for you to take part in an interview that might be between 30 and 60 minutes. Your participation is voluntary and your identity will remain anonymous.

In accepting my request to participate in this study, please sign below.

I _____ hereby grant _____ permission to participate in the study by responding to the questions asked during the interview. The information I share with the interviewer will only be used for the purpose of this study.

Signature of participant

Signed at _____ On _____

Contact details _____

ANNEXURE F – Students questionnaire one

Student Questionnaire 1

Date: _____

Dear Student, this questionnaire consists out of three sections; the first section covering general, learning and support students' expectations in Likert Scale, the second section covering more learning expectations and the third section covering socio-demographics.

Last four digits of your student number:

Please answer the following questions honestly and remember that there is no right or wrong answer. The questionnaire is anonymous and no-one will be able to trace these answers back to you. The reason for this questionnaire is to identify first-year hospitality management students' expectations from the institution in which they are enrolled.

Example: If you are male

Female	1
Male	2

Likert Scale – Section A

This section requires information about your general, learning and support expectations. The information will be used only for statistical analysis and gaining averages. Mark with a cross (X) the one that most applies to you for the selections ranging from number 4–1. As Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1).

At this institution...	Strongly agree	Agree	Disagree	Strongly disagree
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- General:**

1. I prefer to be in a class with a large quantity of students.	4	3	2	1
2. I expect the workload at the institution to be the same as in high school.	4	3	2	1
3. I expect to have extra mural activities, such as: taking part in a sport, choir, etc.	4	3	2	1

4. I expect to balance my learning, social and personal life.	4	3	2	1
5. I expect to be orientated before the classes start.	4	3	2	1
6. I did not attend orientation because it was not relevant to me (suggestion).	4	3	2	1
7. I expect to interact with a diverse group of students from different backgrounds.	4	3	2	1
8. I expect to have designated study areas on campus.	4	3	2	1

- **Finance:**

9. I expect to be able to combine studying with paid work to help pay for my studies and student life.	4	3	2	1
10. I expect to pay my fees on time.	4	3	2	1

- **Feedback:**

11. I expect prompt feedback on my drafts and submitted work.	4	3	2	1
12. I need to know how well I'm doing in order to feel motivated to work harder.	4	3	2	1

- **Support:**

13. I expect the lecturers to be concerned about my classwork as well as my own well-being.	4	3	2	1
14. I expect to have access to the internet and library.	4	3	2	1
15. I expect my family to support me and my studies.	4	3	2	1

- **Access to lecturers:**

16. I expect to have readily available access to my lecturers after class hours.	4	3	2	1
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- **Attending lecture's:**

17. I expect to attend all lectures.	4	3	2	1
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- **Friends:**

18. I expect to have a group of close friends at campus.	4	3	2	1
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- **Readiness and study skills:**

19. I expect to pass all my assignments and tests.	4	3	2	1
--	---	---	---	---

20. I expect lecturers to teach me study skills.	4	3	2	1
--	---	---	---	---

- **Preparation:**

21. I expect to be reminded by lecturers of all upcoming test and assignments.	4	3	2	1
22. I expect lecturers to provide all the study materials I require for my studies.	4	3	2	1

- **Group work:**

23. I expect to participate in group work during and outside of class time.	4	3	2	1
24. I prefer to work independently rather than in a group.	4	3	2	1

1. Student expectation – Section B

This section requires information about your learning expectations. The information will be used only for statistical analysis and gaining averages. Please answer the following questions honestly by making a cross (X) in the appropriate space or box.

1.1 How many hours per day do you intend to spend on studying after class time?

1 hour	1
2 hours	2
3 hours	3
4 hours	4
5 hours	5
More than 5 hours	6

1.2 How many hours per week do you intend to spend on studying after class time?

5 - 10 hours	1
10 - 15 hours	2
15 - 20 hours	3
20 - 25 hours	4
25 - 30 hours	5

More than 30 hours	6
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1.3 I expect my lecturer to give me feedback within...

A day	1
2 days	2
3 days	3
4 days	4
A week	5
2 weeks	6
More than 2 weeks	7

2 Socio-demographics – Section C

This section requires information about your demographic information. The information will be used only for statistical analysis and gaining averages. Please answer the following questions honestly by making a cross (X) in the appropriate space or box.

2.1 Gender

Female	1
Male	2

2.2 Age

Between 16-18	1
Between 19-21	2
Between 22-25	3
Between 26–30	4
Between 31–35	5
Between 36-40	6
Between 41–45	7

46 and more	8
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2.3 Citizenship

SA	1
Non SA	2
If Non SA, specify:	3

2.4 Where do you come from/ place of origin?

Province, specify:
City/Town, specify:

2.5 Ethnicity

African	1
Coloured	2
Indian	3
White	4
Other, please specify	5

2.5 Role in family

Child without family responsibility	1
Child with family responsibility	2
Parent	3
Caregiver	4
Other (Specify)	5

2.6 Are you studying at higher education institution for the first time?

Yes	1
No	2

2.7 Are you the first member of your immediate family (parents/guardians or siblings) to attend a higher education institution?

Yes	1
No	2

2.8 Did any/or other family members within the household graduate from a higher education institution?

No	1
Yes, both parents	2
Yes, father only	3
Yes, mother only	4
Yes, siblings	5
Yes, extended family	6

2.9 Place of stay during study period?

University/hotel school campus hostel	1
Private residence (rented house/ rented apartment)	2
Parents	3
Other family member	4
Other: Specify	5

2.10 Who will be taking care of your study expenses?

Parents	1
Bursary	2
Loan	3
You, yourself	4
Other: Specify	5

ANNEXURE G – Students questionnaire 2

Student Questionnaire 2

Date: _____

Dear Student, this questionnaire consists out of two sections; first section covering general, learning and support students' expectations in Likert Scale and second section covering more learning students' expectations.

Last four digits of your student number:

Please answer the following questions honestly and remember that there is no right or wrong answer. The questionnaire is anonymous and no-one will be able to trace these answers back to you. The reason for this questionnaire is to identify first-year hospitality management students' expectations from the institution in which they are enrolled.

Likert Scale – Section A

This section requires information about your general, learning and support expectations. The information will be used only for statistical analysis and gaining averages. Mark with a cross (X) the one that most applies to you for the selections ranging from number 4–1. As Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1).

At this institution...	Strongly agree	Agree	Disagree	Strongly disagree
------------------------	----------------	-------	----------	-------------------

- General:**

1. I have extra mural activities, such as; participating in a sport, choir etc.	4	3	2	1
2. The size of the class (number of students) made a difference in my studies.	4	3	2	1
3. The workload at the institution is not the same as in high school.	4	3	2	1
4. I was able to balance my learning, social and personal life.	4	3	2	1
5. I feel more comfortable and settled in after the first term.	4	3	2	1
6. After the first term, I know what lecturers expect from me and my studies.	4	3	2	1
7. The first term is how I expected it to be.	4	3	2	1

8. I have done as well as I expected in my assignments and tests.	4	3	2	1
9. The work is not as difficult as I thought it would be.	4	3	2	1
10. Orientation helped me to better understand the institution.	4	3	2	1
11. I have met and spoken to some of my lecturers during orientation.	4	3	2	1
12. I interacted with a diverse group of students from different backgrounds.	4	3	2	1
13. There are dedicated students' study areas on campus.	4	3	2	1

- **Finance:**

14. I was able to combine studying with paid work to help pay for my studies and student life.	4	3	2	1
15. I felt financial pressure when it came to paying for my studies.	4	3	2	1

- **Feedback:**

16. The lecturers provided me with my results throughout the first term.	4	3	2	1
17. Knowing my results throughout the first term gave me motivation to work harder.	4	3	2	1
18. I received prompt feedback on my drafts and submitted work.	4	3	2	1

- **Support:**

19. I had access to the internet and library during the first term.	4	3	2	1
20. The lecturer had concern for my classwork and my own well-being.	4	3	2	1
21. My family supported me and my studies.	4	3	2	1

- **Access to lecturers:**

22. I had readily available access to my lecturers after class hours.	4	3	2	1
---	---	---	---	---

- **Attending lecture's:**

23. I attended all the lectures for the first term.	4	3	2	1
---	---	---	---	---

- **Friends:**

24. I have a group of close friends at campus.	4	3	2	1
--	---	---	---	---

- **Readiness and study skills:**

25. So far, I have passed all my assignments and tests.	4	3	2	1
26. Lecturers taught me study skills.	4	3	2	1

• **Preparation:**

27. Lecturers provided all the study materials for my studies.	4	3	2	1
28. Lecturers reminded us of all upcoming tests and assignments.	4	3	2	1

• **Group work:**

29. I participated in group work during and outside of class time.	4	3	2	1
30. I work better independently than in a group.	4	3	2	1

1. Student expectation – Section B

This section requires information about your learning expectations. The information will be used only for statistical analysis and gaining averages. Please answer the following questions honestly by making a cross (X) in the appropriate space or box.

1.1 How many hours per day did you spend on studying outside of class time?

1 hour	1
2 hours	2
3 hours	3
4 hours	4
5 hours	5
More than 5 hours	6

1.2 How many hours per week did you spend on studying after class time?

5 - 10 hours	1
10 - 15 hours	2
15 - 20 hours	3
20 - 25 hours	4

25 - 30 hours	5
More than 30 hours	6

1.3 My lecturers gave me feedback within?

A day	1
2 days	2
3 days	3
4 days	4
A week	5
2 weeks	6
More than 2 weeks	7

ANNEXURE H – Students questionnaire 3

Student Questionnaire 3

Date: _____

Dear Student, this questionnaire consists out of two sections; first section covering general, learning and support students' expectations in Likert Scale and second section covering more learning students' expectations.

Last four digits of your student number:

Please answer the following questions honestly and remember that there is no right or wrong answer. The questionnaire is anonymous and no-one will be able to trace these answers back to you. The reason for this questionnaire is to identify first-year hospitality management students' expectations from the institution in which they are enrolled.

Likert Scale – Section A

This section requires information about your general, learning and support expectations. The information will be used only for statistical analysis and gaining averages. Mark with a cross (X) the one that most applies to you for the selections ranging from number 4–1. As Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1).

At this institution...	Strongly agree	Agree	Disagree	Strongly disagree
------------------------	----------------	-------	----------	-------------------

- General:**

1. I have extra mural activities, such as; participating in a sport, choir etc.	4	3	2	1
2. The size of the class (number of students) made a difference in my studies.	4	3	2	1
3. The workload at the institution is not the same as in high school.	4	3	2	1
4. I was able to balance my learning, social and personal life.	4	3	2	1
5. I feel more comfortable and settled in after the second trimester.	4	3	2	1
6. After the second trimester, I know what lecturers expect from me and my studies.	4	3	2	1

7. The second trimester is how I expected it to be.	4	3	2	1
8. I have done as well as I expected in my assignments and tests.	4	3	2	1
9. The work is not as difficult as I thought it would be.	4	3	2	1
10. Orientation helped me to better understand the institution.	4	3	2	1
11. I have met and spoken to some of my lecturers during orientation.	4	3	2	1
12. I interacted with a diverse group of students from different backgrounds.	4	3	2	1
13. There are dedicated students' study areas on campus.	4	3	2	1

- **Finance:**

14. I was able to combine studying with paid work to help pay for my studies and student life.	4	3	2	1
15. I felt financial pressure when it came to paying for my studies.	4	3	2	1

- **Feedback:**

16. The lecturers provided me with my results throughout the second term.	4	3	2	1
17. Knowing my results throughout the second term gave me motivation to work harder.	4	3	2	1
18. I received prompt feedback on my drafts and submitted work.	4	3	2	1

- **Support:**

19. I had access to the internet and library during the second term.	4	3	2	1
20. The lecturer had concern for my classwork and my own well-being.	4	3	2	1
21. My family supported me and my studies.	4	3	2	1

- **Access to lecturers:**

22. I had readily available access to my lecturers after class hours.	4	3	2	1
---	---	---	---	---

- **Attending lecture's:**

23. I attended all the lectures for the second term.	4	3	2	1
--	---	---	---	---

- **Friends:**

24. I have a group of close friends at campus.	4	3	2	1
--	---	---	---	---

- **Readiness and study skills:**

25. So far, I have passed all my assignments and tests.	4	3	2	1
---	---	---	---	---

26. Lecturers taught me study skills.	4	3	2	1
---------------------------------------	---	---	---	---

- **Preparation:**

27. Lecturers provided all the study materials for my studies.	4	3	2	1
--	---	---	---	---

28. Lecturers reminded us of all upcoming tests and assignments.	4	3	2	1
--	---	---	---	---

- **Group work:**

29. I participated in group work during and outside of class time.	4	3	2	1
--	---	---	---	---

30. I work better independently than in a group.	4	3	2	1
--	---	---	---	---

1. Student expectation – Section B

This section requires information about your learning expectations. The information will be used only for statistical analysis and gaining averages. Please answer the following questions honestly by making a cross (X) in the appropriate space or box.

1.1 How many hours per day did you spend on studying outside of class time?

1 hour	1
2 hours	2
3 hours	3
4 hours	4
5 hours	5
More than 5 hours	6

1.2 How many hours per week did you spend on studying after class time?

5 - 10 hours	1
10 - 15 hours	2

15 - 20 hours	3
20 - 25 hours	4
25 - 30 hours	5
More than 30 hours	6

1.3 My lecturers gave me feedback within?

A day	1
2 days	2
3 days	3
4 days	4
A week	5
2 weeks	6
More than 2 weeks	7

ANNEXURE I – Lecturer Interview Guide

Date: _____

How long have you been a lecturer at the institution?

Questions as per themes identified through research

1. As I mentioned previously the main focus of my study is on expectations...so today I would like to know what do you as a first-year lecturer expect from your first-year students?

- Attending orientation
- After orientation, familiarizing themselves with institution and subjects
- Attending all lecturers
- Participating in class discussions
- Study materials
- Taking additional notes in class
- Reading beyond notes, hand-outs and textbooks
- Keeping up to date with current trends and events in the specific subject
- Joining group work
- Using study areas, internet and library
- Showing concern for class work and well-being
- Learning study skills

2. How do you communicate these expectations mentioned during question 1 to your first-year students?

- Subject expectations
- Assessment guides
- Encouraging Independent study
- Advice outside class hours
- Feedback on progress
- Reminder of upcoming tests and assignments
- Stressing the difficulty of the work

3. Students and lecturers have different perceptions when it comes to feedback, especially the duration of giving constructive feedback towards the students' study work... How long do you take to give feedback to your students on Draft Work? Small Class Assignments? Bigger Class Assignments? Class Tests? Exams?
 - Another way of giving feedback than through marked tests and assignments
 - Do you believe that giving feedback is important for the students' success in the specific subject? And Why?
4. By giving constructive feedback is also seen as a way to show support to first-year students...In what other ways do you show support to your first-year students?
 - How do you feel in terms of students that combine paid work and their studies?
 - Do you believe that family support plays an important role in the students' success and why?
5. Students, especially first-year students want access to their lectures around the clock, how do you feel about this?
 - How do you approach this with students who want face-to-face time with you outside of the classroom?
 - Do you make yourself available face-to-face time outside class time?
 - Do students make use of this opportunity?
6. Some students might feel that by skipping one or two lectures is fine, how do you feel about students that is not attending all the lectures?
7. When it comes to students' study hours, it depends on student to student, but certainly each subject has its own set required study hours, how many study hours do you believe each student should spend per day to study?
 - In class study
 - Independent study – at home
8. Not all students had the same tertiary education, so their level of readiness differ from one another. Have you picked up that some first-year students are not on the right level of readiness for higher education institutions?

- What do you as a lecturer do in order to help these students achieve the correct level of readiness?
 - Does the level of readiness effect student success? And how? And why?
9. Students that enter first-year is supposed to have study skills in order to help them with their studies...do your first-year student show study skills?
- Do they lack any and what study skill do they still need to comprehend?
 - How do the right set of study skills help with student success?
10. Do the students come prepared to your class?
- What preparations would you like the students to do before class?
 - Do they know that they need to prepare for class beforehand?
 - How will class preparation help with students' success?
11. How do you feel about group work inside and outside the class?
- Some students prefer to work independently rather than in a group, do you believe that group work is necessary for students' success? And why?
 - Do you prefer students to work independently of in a group? And why?

ANNEXURE J – Student Questionnaire 1, 2 and 3 & Lecturer Interview Timeline

Questionnaire 1, 2 & 3 Timeframe & Pilot questionnaire at the three higher education institutions in 2017 & 2018.

Private Higher Education Institution Nr. 1							
Month	January 2018	February 2018	March 2018	April 2018	May 2018	June 2018	July 2018
Questionnaire 1							
Questionnaire 2							
Questionnaire 3							

Private Higher Education Institution Nr. 2							
Month	January 2018	February 2018	March 2018	April 2018	May 2018	June 2018	July 2018
Questionnaire 1							
Questionnaire 2							
Questionnaire 3							

Public Higher Education Institution							
Month	December 2017	January 2018	February 2018	March 2018	April 2018	May 2018	June 2018
Pilot Questionnaire							
Questionnaire 1							
Questionnaire 2							
Questionnaire 3							

The six interviews Timeframe at the three higher education institutions in 2018.

Private Higher Education Institution			
Month	March	April	May
Pilot Interview			

Private Higher Education Institution Nr. 1			
Month	June	July	Aug
Interviewee 1			
Interviewee 2			

Private Higher Education Institution Nr. 2			
Month	June	July	Aug
Interviewee 1			
Interviewee 2			

Public Higher Education Institution			
Month	June	July	Aug
Interviewee 1			
Interviewee 2			

ANNEXURE K – Summary of interview transcriptions

(Identifiers: I = Interviewee, M1 = Male, F1 = Female, PubU1 = Public University, PriU1 = Private University)

Question 1: What do you as a first-year lecturer expect from your first-year students?

I-F1-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-25 years

Designation & Duration: Lecturer, 4 months

Expectation – They need to learn themselves.

I-F2-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-30 years

Designation & Duration: Lecturer, 2 years

Expectation – Get their mind ready to study, focused on studying, hard work.

I-M1-PriU2

Date: 28 August 2018

Gender: Male

Age: 20-25 years

Designation & Duration: Lecturer, 2 years

Expectation – Open-mindedness, willingness to interact, background knowledge of hospitality.

I-F3-PriU2

Date: 28 August 2018

Gender: Female

Age: 40-45 years

Designation & Duration: Lecturer, 15 years

Expectation – Be motivated, know why they are here, have respect.

I-F4-PubU1

Date: 17 August 2018

Gender: Female

Age: 25-30 years

Designation & Duration: Lecturer, 2 years

Expectation – Engagement

I-F5-PubU1

Date: 24 August 2018

Gender: Female

Age: 25-30 years

Designation & Duration: Lecturer, 3 years

Expectation – Mature, independent, responsibility, dress appropriately, hospitality background knowledge

Group codes: Independent, Interact, hospitality knowledge, responsibility

Theme: Independence & hospitality background knowledge

Question 2: How do you communicate these expectations mentioned during question 1 to your first-year students?

I-F1-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-25 years

Designation & Duration: Lecturer, 4 months

Communicate expectations – Study guide.

I-F2-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-30 years

Designation & Duration: Lecturer, 2 years

Communicate expectations – Student guide, we explain.

I-M1-PriU2

Date: 28 August 2018

Gender: Male

Age: 20-25 years

Designation & Duration: Lecturer, 2 years

Communicate expectations – Provide portfolio of evidence.

I-F3-PriU2

Date: 28 August 2018

Gender: Female

Age: 40-45 years

Designation & Duration: Lecturer, 15 years

Communicate expectations – Tell them what I expect, discussing, explaining, listening.

I-F4-PubU1

Date: 17 August 2018

Gender: Female

Age: 25-30 years

Designation & Duration: Lecturer, 2 years

Communicate expectations – Talk, tell them, Study guides.

I-F5-PubU1

Date: 24 August 2018

Gender: Female

Age: 25-30 years

Designation & Duration: Lecturer, 3 years

Communicate expectations – Reiterate.

Group codes: Study guide, Communication

Theme: Study guide & Communicating

Question 3: How long do you take to give feedback to your students on draft work, small class assignments, bigger class assignment, class tests, exams?

I-F1-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-25 years

Designation & Duration: Lecturer, 4 months

Feedback duration – Exams three days, assignments one week.

I-F2-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-30 years

Designation & Duration: Lecturer, 2 years

Feedback duration – Regularly, test one week.

I-M1-PriU2

Date: 28 August 2018

Gender: Male

Age: 20-25 years

Designation & Duration: Lecturer, 2 years

Feedback duration – Assignments seven to 10 working days.

I-F3-PriU2

Date: 28 August 2018

Gender: Female

Age: 40-45 years

Designation & Duration: Lecturer, 15 years

Feedback duration – Tests are a week, five to seven working days. Exams we have about two weeks and assignments should be about a month

I-F4-PubU1

Date: 17 August 2018

Gender: Female

Age: 25-30 years

Designation & Duration: Lecturer, 2 years

Feedback duration – Test two weeks, draft work in class.

I-F5-PubU1

Date: 24 August 2018

Gender: Female

Age: 25-30 years

Designation & Duration: Lecturer, 3 years

Feedback duration – Assignments one or two weeks, exams two to three weeks.

Group codes: Exams 3 days/ 2 weeks/ 3 weeks, Assignments one week/10 days/ two weeks/one month, Test one/two weeks, Drafts in class.

Theme: Feedback duration

Question 4: In what other ways do you show support to your first-year students?

I-F1-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-25 years

Designation & Duration: Lecturer, 4 months

Showing support – Motivational videos.

I-F2-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-30 years

Designation & Duration: Lecturer, 2 years

Showing support – Open-door policy, encourage them, communication via email or WhatsApp.

I-M1-PriU2

Date: 28 August 2018

Gender: Male

Age: 20-25 years

Designation & Duration: Lecturer, 2 years

Showing support – Consultations.

I-F4-PubU1

Date: 17 August 2018

Gender: Female

Age: 25-30 years

Designation & Duration: Lecturer, 2 years

Showing support – Conversations, engagement.

Main codes: Motivation, Communication, Consultations, Open-door policy, Engagement

Themes: Motivational communication & assistance

Question 5: Students, especially first-year students want access to their lecturers around the clock the clock, how do you feel about this?

I-F1-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-25 years

Designation & Duration: Lecturer, 4 months

Access to lecturers – Available anytime when on premises, email me, make an appointment, my office is open all the time.

I-F2-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-30 years

Designation & Duration: Lecturer, 2 years

Access to lecturers – Open-door policy, encourage them come to me anytime, tell them I'm available, make an appointment.

I-M1-PriU2

Date: 28 August 2018

Gender: Male

Age: 20-25 years

Designation & Duration: Lecturer, 2 years

Access to lecturers – Not feasible, open-door policy, reach via email or WhatsApp, encourage them to come show their work.

I-F3-PriU2

Date: 28 August 2018

Gender: Female
Age: 40-45 years
Designation & Duration: Lecturer, 15 years
Access to lecturers – Have an open-door policy.

I-F4-PubU1

Date: 17 August 2018
Gender: Female
Age: 25-30 years
Designation & Duration: Lecturer, 2 years
Access to lecturers – Tell them when I'm available, make an appointment, email or through blackboard.

Group codes: Open-door policy, Communicate availability, Encouragement

Themes: Lecturer availability and accessibility

Question 6: How do you feel about students that is not attending all the lectures?

I-F1-PriU1

Date: 20 June 2018
Gender: Female
Age: 20-25 years
Designation & Duration: Lecturer, 4 months
Missing class – Not a problem with one or two, more than two it becomes a problem.

I-F2-PriU1

Date: 20 June 2018
Gender: Female
Age: 20-30 years
Designation & Duration: Lecturer, 2 years
Missing class – Missing a class is very bad for a student, going to influence their success, falling behind.

I-M1-PriU2

Date: 28 August 2018
Gender: Male
Age: 20-25 years
Designation & Duration: Lecturer, 2 years
Missing class – Would not recommend, students do not catch up on the missed work. At least 80% attendance.

I-F3-PriU2

Date: 28 August 2018
Gender: Female
Age: 40-45 years
Designation & Duration: Lecturer, 15 years
Missing class – Must have 80% attendance, missed something important.

I-F4-PubU1

Date: 17 August 2018
Gender: Female
Age: 25-30 years
Designation & Duration: Lecturer, 2 years

Missing class – They don't know what's going on, the minute they miss class it's going to be a problem.

Group codes: Missing is a problem, influence success, falling behind
Themes: Missing class influences success

Question 7: How many study hours do you believe each student should spend per day?

I-F1-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-25 years

Designation & Duration: Lecturer, 4 months

Study hours – Everyday two to four per subject.

I-F2-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-30 years

Designation & Duration: Lecturer, 2 years

Study hours – One hour every day, for a test two to 3 hours.

I-M1-PriU2

Date: 28 August 2018

Gender: Male

Age: 20-25 years

Designation & Duration: Lecturer, 2 years

Study hours – Thirty minutes per subject, for test one hour thirty minutes to two hours per day for three to four days.

I-F4-PubU1

Date: 17 August 2018

Gender: Female

Age: 25-30 years

Designation & Duration: Lecturer, 2 years

Study hours – Thirty minutes a day for my subject, two hours per day for all subjects in total.

I-F5-PubU1

Date: 24 August 2018

Gender: Female

Age: 25-30 years

Designation & Duration: Lecturer, 3 years

Study hours – Thirty minutes a day for my subject.

Group codes: One/two hours a day, thirty minutes/two to four hours per subject, Test one hour thirty minutes/two/three hours per day.
Themes: Recommended study hours

Question 8: Have you picked up that some first-year students are not on the right level of readiness for higher education institutions?

I-F1-PriU1

Date: 20 June 2018

Gender: Female
Age: 20-25 years
Designation & Duration: Lecturer, 4 months
Not right level of readiness – Yes, some are more developed than others.

I-F2-PriU1

Date: 20 June 2018
Gender: Female
Age: 20-30 years
Designation & Duration: Lecturer, 2 years
Not right level of readiness – Yes, definitely picked it up in class.

I-M1-PriU2

Date: 28 August 2018
Gender: Male
Age: 20-25 years
Designation & Duration: Lecturer, 2 years
Not right level of readiness – Students from different language backgrounds and social economic backgrounds, English for the Afrikaans speaking students often struggle.

I-F3-PriU2

Date: 28 August 2018
Gender: Female
Age: 40-45 years
Designation & Duration: Lecturer, 15 years
Not right level of readiness – We'll see that this student will need language tutoring looking at marks from school.

I-F4-PubU1

Date: 17 August 2018
Gender: Female
Age: 25-30 years
Designation & Duration: Lecturer, 2 years
Not right level of readiness – Yes, they get overwhelmed, language & their background & school they went to plays a big role in their readiness.

I-F5-PubU1

Date: 24 August 2018
Gender: Female
Age: 25-30 years
Designation & Duration: Lecturer, 3 years

Not right level of readiness- Yes, privileged students do better, students from rural backgrounds/townships don't have computers, language barrier.

*Group codes: Yes - Language barrier, students different backgrounds
Themes: Language barrier & different backgrounds*

Question 9: Do your first-year students show study skills?

I-F2-PriU1

Date: 20 June 2018
Gender: Female

Age: 20-30 years

Designation & Duration: Lecturer, 2 years

Study skills – Definitely, depends on their background

I-F3-PriU2

Date: 28 August 2018

Gender: Female

Age: 40-45 years

Designation & Duration: Lecturer, 15 years

Study skills – They're not managing their time correctly, only study main points they don't go into depth and that's where the problem is.

I-F4-PubU1

Date: 17 August 2018

Gender: Female

Age: 25-30 years

Designation & Duration: Lecturer, 2 years

Study skills – Some of them lack due to amount of work and they have to do it on their own.

Group codes: Yes/Some – depends on background, Incorrect time management, amount of work, do own work.

Themes: Time management & Workload

Question 10: Do the students come prepared to your class?

I-F1-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-25 years

Designation & Duration: Lecturer, 4 months

Prepared for class – No

I-F2-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-30 years

Designation & Duration: Lecturer, 2 years

Prepared for class – Theory wise yes, practical no.

I-M1-PriU2

Date: 28 August 2018

Gender: Male

Age: 20-25 years

Designation & Duration: Lecturer, 2 years

Prepared for class – They prepare for class through assessments.

I-F3-PriU2

Date: 28 August 2018

Gender: Female

Age: 40-45 years

Designation & Duration: Lecturer, 15 years

Prepared for class – Rarely no, not something I encourage them to do.

I-F4-PubU1

Date: 17 August 2018

Gender: Female

Age: 25-30 years

Designation & Duration: Lecturer, 2 years

Prepared for class – Yes, most of the time.

I-F5-PubU1

Date: 24 August 2018

Gender: Female

Age: 25-30 years

Designation & Duration: Lecturer, 3 years

Prepared for class – Yes and no, they don't have to.

Group codes: Yes – theory, class assessments -No – practical, don't encourage them, they don't have to.

Themes: Against or for class preparation

Question 11: How do you feel about group work inside and outside the class?

I-F1-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-25 years

Designation & Duration: Lecturer, 4 months

Group work – Didn't make use of group work, always people that don't work or pull their weight.

I-F2-PriU1

Date: 20 June 2018

Gender: Female

Age: 20-30 years

Designation & Duration: Lecturer, 2 years

Group work – Encourage if we do project in class.

I-M1-PriU2

Date: 28 August 2018

Gender: Male

Age: 20-25 years

Designation & Duration: Lecturer, 2 years

Group work – Yes to group work

I-F4-PubU1

Date: 17 August 2018

Gender: Female

Age: 25-30 years

Designation & Duration: Lecturer, 2 years

Group work – Group work inside class is nice, group work outside class will help with studying.

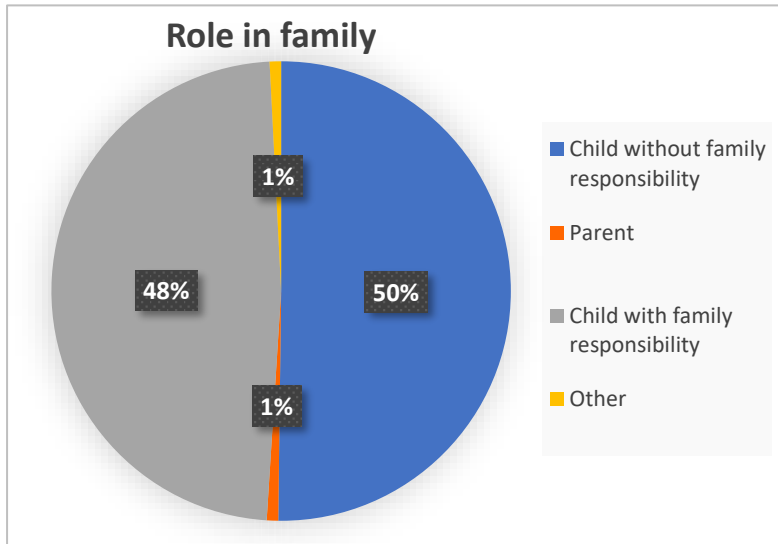
Group codes: Yes – class projects, help with studying -No – don't always work

Themes: Against or for group work

ANNEXURE L – Additional analyses

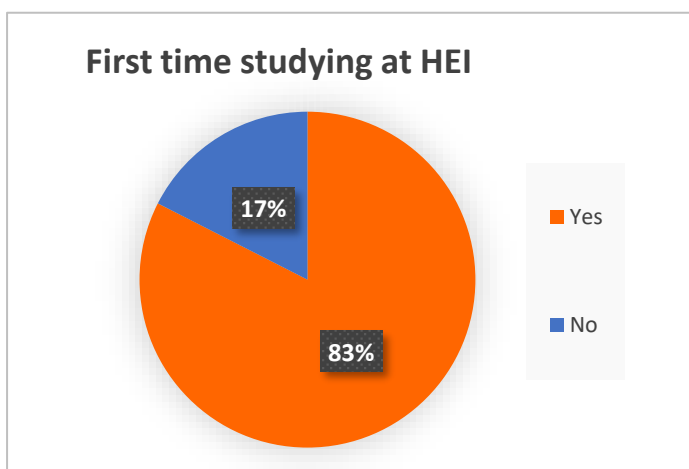
Socio-Demographics

Participants role in family



The participants in this study were asked what role they played in their family, it was more or less a similar result between participants who said they are without family responsibility (50%) and those who said they have family responsibilities (48%). Only one participant said that they are a parent (0.8%).

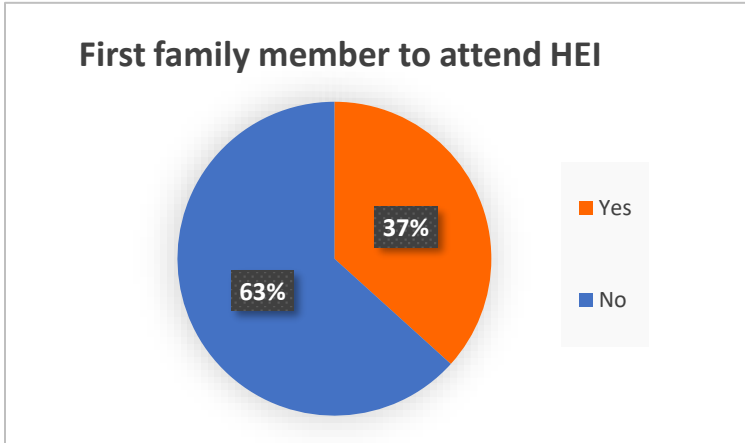
Participants first time studying at Higher Education Institution (HEI)



When asked whether it is the participants' first time studying at any Higher Education Institution, most said yes (82.5%), while the rest said no (17.5%). Even though the researcher

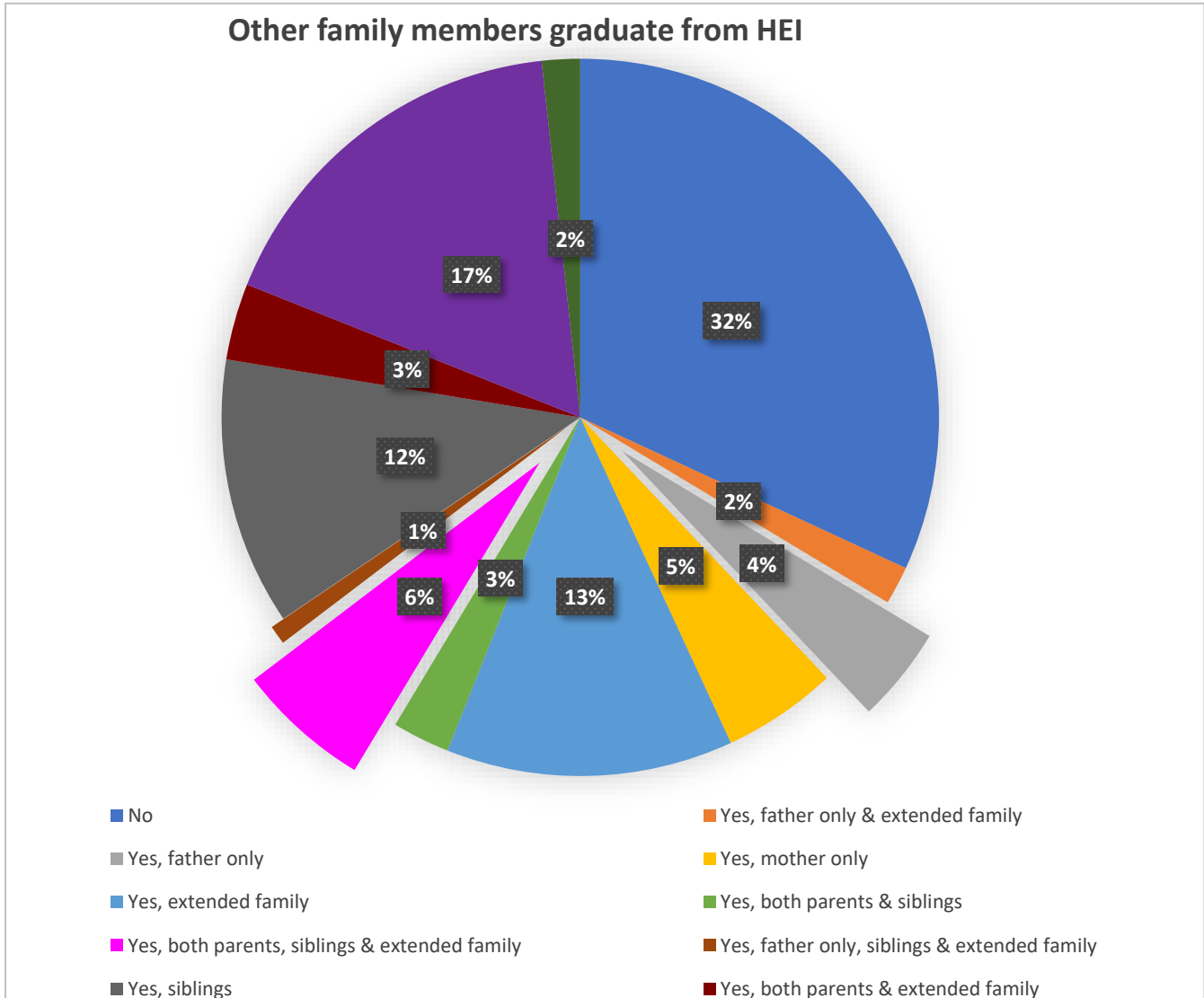
indicated that only first-time student will take part in this study, there were participants who were not first-time students as it was not possible to exclude them as they would have felt left out and rejected.

First member of the family to attend Higher Education Institution (HEI)



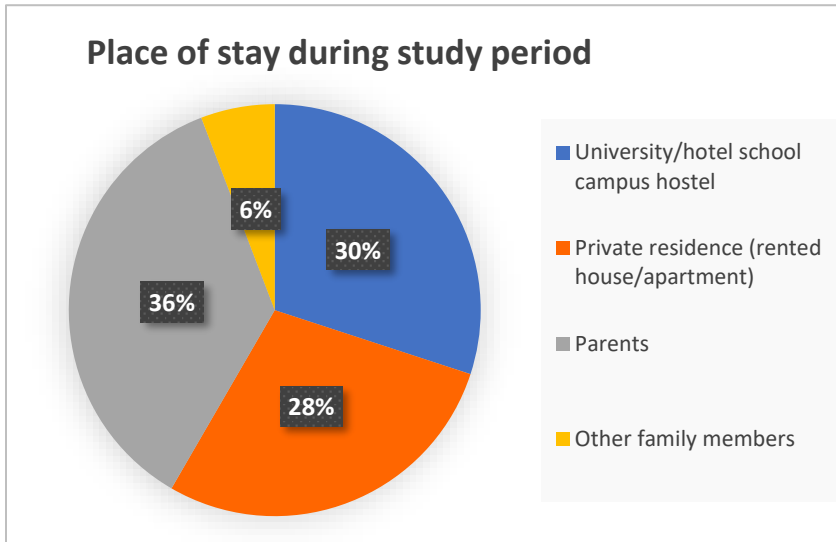
When questioned if the participants were the first member in their family to attend a Higher Education Institution the majority said no (63.3%) and the minority say yes (36.7%).

Other family members graduate from HEI of participants



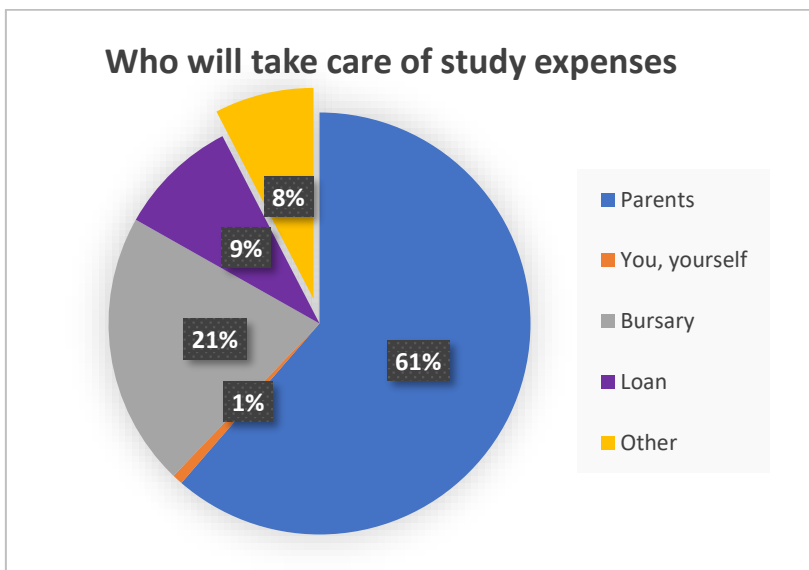
The response percentage ranged out of the 11 categories and the majority (68%) of the participants indicated that they had some of their immediate and/or extended family members who graduated from a Higher Education Institution.

Participants' place of stay during the study period



Most of the participants stay with their parents (35.8%) during their study period, which is followed by (30%) of the participants who will stay at the University/Hotels school campus hostel. The rest said they will either stay in a private residence such as a rented house or apartment (28%) or at other family members' house (5.8%).

Who will take care of participants' study expenses



The big majority of the participants indicate that their parents will pay for their study expenses (61.3%), whereas (21%) indicated that they received a bursary and (9%) received a study loan.

Interesting to note that one participant (0.8%) indicated that they will pay for their own study expenses.

**Comparative analysis questionnaire one (Study 1), two (Study 2) and three (Study 3).
Section A – Identify first-year hospitality management students learning & social expectations of higher education institutions.**

Table 1.1 - *I prefer to be in a class with large quantity of students/ The size of the class (number of students) made a difference in my studies.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Prefer big student class	Frequency	Valid Percent	Size of class impact my studies	Frequency	Valid Percent	Size of class impact my studies	Frequency	Valid Percent
Strongly Disagree	20	16.9 %	Strongly Disagree	48	51.1 %	Strongly Disagree	62	58.5 %
Disagree	61	51.7 %	Disagree	33	35.1 %	Disagree	33	31.1 %
Agree	35	29.7 %	Agree	8	8.5 %	Agree	8	7.5 %
Strongly Agree	2	1.7 %	Strongly Agree	5	5.3 %	Strongly Agree	3	2.8 %
Total	118	100 %	Total	94	100 %	Total	106	100 %
Missing	2		Missing	0		Missing	1	

At the beginning of the term, the most (68.6%) of the students are saying that they don't prefer big student classes as appose to only (31.4%) who indicated that they do prefer big student classes. When looking at the end of the 1st term the majority (86.2%) of students are saying that the size of the student class, whether big or small, don't have a difference in their studies. Meaning that even though they don't like big student classes, they will still be able to study and perform well in their studies. At the end of the 2nd term there was no change from the end the 1st term and the 2nd term, which shows that after the students attended classes, big and/or small, for a few months the majority (89.8%) realized the size of the student classes don't have an impact on their studies.

Table 1.2 - *I expect the workload at the institution to be the same as in high school/ The workload at the institution is not the same as in high school.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Workload at HEI same as High School	Frequency	Valid Percent	Workload not same as High School	Frequency	Valid Percent	Workload not same as High School	Frequency	Valid Percent

Strongly Disagree	5	4.2 %	Strongly Disagree	29	30.9 %	Strongly Disagree	55	51.9 %
Disagree	14	11.9 %	Disagree	30	31.9 %	Disagree	26	24.5 %
Agree	72	61 %	Agree	19	20.2 %	Agree	15	14.2 %
Strongly Agree	27	22.9 %	Strongly Agree	16	17 %	Strongly Agree	10	9.4 %
Total	118	100 %	Total	94	100 %	Total	106	100 %
Missing	2		Missing	0		Missing	1	

The majority (83.9%) of the students said that they expect the workload at their higher education institution to be the same as high school, whereas a mere (16.1%) did not agree that the workload at higher education will be the same as high school. After the end of the 1st term the majority (62.8%) of students indicated that the workload at the higher education institution is the same as at high school, which is significantly less than the beginning of the study, resulting in more students (27.2%) saying that the workload at high school and higher education institutions do differ. There was a slight change after attending class for about 6 months as the majority (76.4%) of student still indicated that the workload at their higher education institution is the same as at high school.

Table 1.3 - *I expect to have extra mural activities, such as: taking part in a sport, choir, etc/ I have extra mural activities, such as; participating in a sport, choir etc.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect to have extra mural activities	Frequency	Valid Percent	Have extra mural activities	Frequency	Valid Percent	Have extra mural activities	Frequency	Valid Percent
Strongly Disagree	7	5.9 %	Strongly Disagree	13	14 %	Strongly Disagree	2	1.9 %
Disagree	44	37.3 %	Disagree	25	26.9 %	Disagree	17	16.3 %
Agree	48	40.7 %	Agree	37	39.8 %	Agree	62	59.6 %
Strongly Agree	19	16.1 %	Strongly Agree	18	19.4 %	Strongly Agree	23	22.1 %
Total	118	100 %	Total	93	100 %	Total	104	100 %
Missing	2		Missing	1		Missing	3	

The majority of the students (40.7%, 39.8% and 59.6%) respectively from all three questionnaires agreed to have extra mural activities such as: taking part in a sport, choir etc.

The number of students from questionnaire one who agreed with having extra mural activities increased slightly from questionnaire one to three.

Table 1.4 - I expect to balance my learning, social and personal life/ I was able to balance my learning, social and personal life.

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect to balance learning, social and personal life	Frequency	Valid Percent	Able to balance learning, social and personal life	Frequency	Valid Percent	Able to balance learning, social and personal life	Frequency	Valid Percent
Strongly Disagree	0	0 %	Strongly Disagree	5	5.3 %	Strongly Disagree	10	9.3 %
Disagree	7	5.9 %	Disagree	23	24.5 %	Disagree	15	14 %
Agree	36	30.3 %	Agree	47	50 %	Agree	65	60.7 %
Strongly Agree	76	63.9 %	Strongly Agree	19	20.2 %	Strongly Agree	17	15.9 %
Total	119	100 %	Total	94	100 %	Total	107	100 %
Missing	1		Missing	0		Missing	0	

The majority of students in questionnaire one (63.9%) strongly agree with the statement that they expect to balance their learning, social and personal life, their response changed from strongly agree to just agree after the first three months (50%) and after the first six months (60.7%) of their first year of studies. Interesting to note that during questionnaire one not even one student strongly disagreed with the statement, but after three months (5.3%) and after six months (9.3%) changed their minds and said that they are not able to balance their learning, social and personal life.

Table 1.5 - I expect to be orientated before the classes start/ Orientation helped me to better understand the institution.

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect orientation before classes start	Frequency	Valid Percent	Orientation helped with understanding the institution	Frequency	Valid Percent	Orientation helped with understanding the institution	Frequency	Valid Percent
Strongly Disagree	0	0 %	Strongly Disagree	19	20.4 %	Strongly Disagree	24	22.6 %
Disagree	6	5 %	Disagree	24	25.8 %	Disagree	24	22.6 %

Agree	48	40.3 %	Agree	24	25.8 %	Agree	35	33 %
Strongly Agree	65	54.6 %	Strongly Agree	26	28 %	Strongly Agree	23	21.7 %
Total	119	100 %	Total	93	100 %	Total	106	100 %
Missing	1		Missing	1		Missing	1	

During questionnaire one more than half of the students (54.6%) strongly agreed that they expect to be orientated before classes start. The majority, by just (2.5%), of students said after the second questionnaire (28%) that they strongly agreed that orientation helped them to better understand the institution. Lastly in questionnaire three the majority of students (33%) only agreed to that orientation helped them to better understand the institution.

Table 1.6 - *I did not attend orientation because it was not relevant to me/ I have met and spoken to some of my lecturers during orientation*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Did not attend orientation, not relevant	Frequency	Valid Percent	Met & spoken to my lecturers during orientation	Frequency	Valid Percent	Met & spoken to my lecturers during orientation	Frequency	Valid Percent
Strongly Disagree	1	0.9 %	Strongly Disagree	3	3.2 %	Strongly Disagree	9	8.5 %
Disagree	2	1.7 %	Disagree	13	13.8 %	Disagree	26	24.5 %
Agree	24	20.7 %	Agree	52	55.3 %	Agree	53	50 %
Strongly Agree	89	76.7 %	Strongly Agree	26	27.7 %	Strongly Agree	18	17 %
Total	116	100 %	Total	94	100 %	Total	106	100 %
Missing	4		Missing	0		Missing	1	

Interesting that a big majority of students (76.7%) strongly agree that they did not attend orientation because they felt that it was not relevant to them. On the other hand, most of the students in questionnaire two (55.3%) and three (50%) agreed with and said that they have met and spoken to some of their lecturers during orientation.

Table 1.7 - *I expect to interact with a diverse group of students from different backgrounds/ I interacted with a diverse group of students from different backgrounds.*

Study 1	Institutions	Study 2	Institutions	Study 3	Institutions
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Expect to interact with students from diverse/different background	Frequency	Valid Percent	Interacted with students from diverse/different background	Frequency	Valid Percent	Interacted with students from diverse/different background	Frequency	Valid Percent
Strongly Disagree	1	0.9 %	Strongly Disagree	0	0 %	Strongly Disagree	2	1.9 %
Disagree	5	4.3 %	Disagree	5	5.3 %	Disagree	14	13.5 %
Agree	48	41 %	Agree	39	41.5 %	Agree	50	48.1 %
Strongly Agree	63	53.8 %	Strongly Agree	50	53.2 %	Strongly Agree	38	36.5 %
Total	117	100 %	Total	94	100 %	Total	104	100 %
Missing	3		Missing	0		Missing	3	

During questionnaire one (53.8%) of the students strongly agreed that they expected to interact with a diverse group of students from different backgrounds, this was the same after questionnaire 2 where (53.2%) strongly agreed that they did in fact interact with students a diverse group of students from different backgrounds, but after questionnaire 3 students only agreed (48.1%) with that statement.

Table 1.8 - *I expect to have designated study areas on campus/ There are dedicated students' study areas on campus.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect designated study areas on campus	Frequency	Valid Percent	Dedicated study areas on campus	Frequency	Valid Percent	Dedicated study areas on campus	Frequency	Valid Percent
Strongly Disagree	3	2.5 %	Strongly Disagree	13	13.8 %	Strongly Disagree	10	9.4 %
Disagree	6	5 %	Disagree	15	16 %	Disagree	25	23.6 %
Agree	62	52.1 %	Agree	50	53.2 %	Agree	43	40.6 %
Strongly Agree	48	40.3 %	Strongly Agree	16	17 %	Strongly Agree	28	26.4 %
Total	119	100 %	Total	94	100 %	Total	106	100 %
Missing	1		Missing	0		Missing	1	

When looking and comparing the three questionnaires, the results were more or less similar, as the students (in chronological order) agreed (52.1%, 53.2% and 40.6%) that they expected and experienced that there are designated study areas on campus for them.

Table 1.9 - I expect to be able to combine studying with paid work to help pay for my studies and student life/ I was able to combine studying with paid work to help pay for my studies and student life

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
	Frequency	Valid Percent		Frequency	Valid Percent		Frequency	Valid Percent
Expect to combine study & work to pay for studies & student life			Able to combine study & work to pay for studies & student life			Able to combine study & work to pay for studies & student life		
Strongly Disagree	10	8.3 %	Strongly Disagree	3	3.2 %	Strongly Disagree	4	3.8 %
Disagree	29	24.2 %	Disagree	14	14.9 %	Disagree	7	6.6 %
Agree	55	45.8 %	Agree	29	30.9 %	Agree	41	38.7 %
Strongly Agree	26	21.7 %	Strongly Agree	48	51.1 %	Strongly Agree	54	50.9 %
Total	120	100 %	Total	94	100 %	Total	106	100 %
Missing	0		Missing	0		Missing	1	

The majority of students indicated in questionnaire one that they agree (45.8%) to expecting to be able to combine studying with paid work to help pay for their studies and students' life. Interesting to note that this increased during questionnaire two and three as (51.1% and 50.9%) consecutively strongly agreed that they were in fact able to combine studying with paid work to help pay for their studies and student life.

Table 1.10 - I expect to pay my fees on time/ I felt financial pressure when it came to paying for my studies.

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
	Frequency	Valid Percent		Frequency	Valid Percent		Frequency	Valid Percent
Expect to pay fees on time			Financial pressure to pay for studies			Financial pressure to pay for studies		
Strongly Disagree	2	1.7 %	Strongly Disagree	3	3.2 %	Strongly Disagree	2	1.9 %
Disagree	12	10.1 %	Disagree	3	3.2 %	Disagree	7	6.7 %
Agree	55	46.2 %	Agree	25	26.9 %	Agree	32	30.8 %

Strongly Agree	50	42 %	Strongly Agree	62	66.7 %	Strongly Agree	63	60.6 %
Total	119	100 %	Total	93	100 %	Total	104	100 %
Missing	1		Missing	1		Missing	3	

When looking at questionnaire two and three the big majority of students (66.7% and 60.6%) strongly agreed with the fact that they felt financial pressure when it came to paying for their studies, even though the majority of students during questionnaire one (46.2%) strongly agreed with the statement that they expect to pay their fees for their studies on time.

Table 1.11 - *I expect prompt feedback on my drafts and submitted work/ I received prompt feedback on my drafts and submitted work.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect prompt feedback on drafts/ submitted work	Frequency	Valid Percent	Received prompt feedback on drafts & submitted work	Frequency	Valid Percent	Received prompt feedback on drafts & submitted work	Frequency	Valid Percent
Strongly Disagree	0	0 %	Strongly Disagree	4	4.3 %	Strongly Disagree	5	4.7 %
Disagree	1	0.8 %	Disagree	11	11.7 %	Disagree	17	16 %
Agree	43	35.8 %	Agree	43	45.7 %	Agree	40	37.7 %
Strongly Agree	76	63.3 %	Strongly Agree	36	38.3 %	Strongly Agree	44	41.5 %
Total	120	100 %	Total	94	100 %	Total	106	100 %
Missing	0		Missing	0		Missing	1	

More than half of the students in questionnaire one strongly agreed (63.3%) that they expect prompt feedback on drafts and submitted work, the number of students slightly dropped in questionnaire two where they actually agreed (45.7%) to receiving that prompt feedback as they expect in the beginning of their first-year. This slightly increase after another three months, as the majority of students strongly agreed (41.5%) with receiving the prompt feedback as initially expected.

Table 1.12 - *I need to know how well I'm doing in order to feel motivated to work harder/ Knowing my results throughout the first term gave me motivation to work harder.*

Study 1	Institutions	Study 2	Institutions	Study 3	Institutions
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Knowledge of study progress to feel motivated	Frequency	Valid Percent	Knowing results of first term gave motivation	Frequency	Valid Percent	Knowing results of first term gave motivation	Frequency	Valid Percent
Strongly Disagree	1	0.8 %	Strongly Disagree	3	3.2 %	Strongly Disagree	5	4.7 %
Disagree	3	2.5 %	Disagree	12	12.8 %	Disagree	21	19.8 %
Agree	26	22 %	Agree	31	33 %	Agree	43	40.6 %
Strongly Agree	88	74.6 %	Strongly Agree	48	51.1 %	Strongly Agree	37	34.9 %
Total	118	100 %	Total	94	100 %	Total	106	100 %
Missing	2		Missing	0		Missing	1	

Interesting to note that even when students during questionnaire one strongly agreed (74.6%) that they need to know how well they are doing in their studies in order for them to feel motivated to work harder, less students indicated after three months strongly agreed (51.1%) and slightly even less after six months agreed (40.6%) that by knowing their results gave them motivation to work harder.

Table 1.13 - *I expect the lecturers to be concerned about my classwork as well as my own well-being/ The lecturer had concern for my classwork and my own well-being.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect lecturer's concern of well-being and class work	Frequency	Valid Percent	Lecturers had concern for well-being and class work	Frequency	Valid Percent	Lecturers had concern for well-being and class work	Frequency	Valid Percent
Strongly Disagree	1	0.8 %	Strongly Disagree	8	8.5 %	Strongly Disagree	10	9.4 %
Disagree	10	8.4 %	Disagree	32	34 %	Disagree	28	26.4 %
Agree	62	52.1 %	Agree	42	44.7 %	Agree	51	48.1 %
Strongly Agree	46	38.7 %	Strongly Agree	12	12.8 %	Strongly Agree	17	16 %
Total	119	100 %	Total	94	100 %	Total	106	100 %
Missing	1		Missing	0		Missing	1	

The majority of the students of all three-questionnaire agreed that they expect the lecturers to be concerned about their classwork as well as their own well-being during questionnaire one

(52.1%) and that the lecturers did in fact had concern for their classwork and personal well-being during questionnaire two (447%) and questionnaire three (48.1%).

Table 1.14 - *I expect to have access to the internet and library/ I had access to the internet and library during the first term.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect access to internet & library	Frequency	Valid Percent	Access to internet & library in first term	Frequency	Valid Percent	Access to internet & library in first term	Frequency	Valid Percent
Strongly Disagree	0	0 %	Strongly Disagree	1	1.1 %	Strongly Disagree	4	3.8 %
Disagree	0	0 %	Disagree	23	24.5 %	Disagree	29	27.9 %
Agree	27	22.7 %	Agree	40	42.6 %	Agree	39	37.5 %
Strongly Agree	92	77.3 %	Strongly Agree	30	31.9 %	Strongly Agree	32	30.8 %
Total	119	100 %	Total	94	100 %	Total	104	100 %
Missing	1		Missing	0		Missing	3	

The majority of the students strongly agreed (77.3%) that they expect to have access to the internet and library during their first-year of studies. The majority of students slightly decreased in questionnaire two (42.6%) and three (37.5%) and only agreed that they actually had access to the internet and library after the first term.

Table 1.15 - *I expect my family to support me and my studies/ My family supported me and my studies.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect family support	Frequency	Valid Percent	Family supported me	Frequency	Valid Percent	Family supported me	Frequency	Valid Percent
Strongly Disagree	1	0.8 %	Strongly Disagree	7	7.5 %	Strongly Disagree	10	9.5 %
Disagree	1	0.8 %	Disagree	13	14 %	Disagree	12	11.4 %
Agree	25	21 %	Agree	47	50.5 %	Agree	54	51.4 %
Strongly Agree	92	77.3 %	Strongly Agree	26	28 %	Strongly Agree	29	27.6 %
Total	119	100 %	Total	93	100 %	Total	105	100 %

Missing	1		Missing	1		Missing	2	
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Again, the majority of student in questionnaire one (77.3%) expected their family o show them some support during their first year, but only (50.5%) after three months and (51.4%) after six months at university received any support from their families.

Table 1.16 - *I expect to have readily available access to my lecturers after class hours/I had readily available access to my lecturers after class hours.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect readily available access to lecturers after class	Frequency	Valid Percent	Had readily available access to lecturers after class	Frequency	Valid Percent	Had readily available access to lecturers after class	Frequency	Valid Percent
Strongly Disagree	0	0 %	Strongly Disagree	1	1.1 %	Strongly Disagree	3	2.8 %
Disagree	10	8.3 %	Disagree	15	16 %	Disagree	10	9.4 %
Agree	67	55.8 %	Agree	39	41.5 %	Agree	52	49.1 %
Strongly Agree	43	35.8 %	Strongly Agree	39	41.5 %	Strongly Agree	41	38.7 %
Total	120	100 %	Total	94	100 %	Total	106	100 %
Missing	1		Missing	0		Missing	1	

Most of the first-year students agreed (55.8%) that they expect to have readily available access to their lecturers after class hours whereas during questionnaire two only (41.5%) agreed and strongly agreed and questionnaire three slightly increased to agreeing (49.1%) to actually having the readily available access to their lecturers after class.

Table 1.17 - *I expect to attend all lectures/ I attended all the lectures for the first term.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect to attend all lectures	Frequency	Valid Percent	Attended all lecturers in first term	Frequency	Valid Percent	Attended all lecturers in first term	Frequency	Valid Percent
Strongly Disagree	0	0 %	Strongly Disagree	4	4.3 %	Strongly Disagree	6	5.7 %
Disagree	4	3.3 %	Disagree	5	5.3 %	Disagree	15	14.3 %
Agree	30	25 %	Agree	59	62.8 %	Agree	49	46.7 %

Strongly Agree	86	71.7 %	Strongly Agree	26	27.7 %	Strongly Agree	35	33.3 %
Total	120	100 %	Total	94	100 %	Total	105	100 %
Missing	0		Missing	0		Missing	2	

During the first questionnaire the majority of students strongly agreed (71.7%) that they expected to attend all lectures, but after the first three months the majority of students only agreed (62.8%) that they attended all the lectures, even less students after six months agreed (46.7%) that they attended all the lectures.

Table 1.18 - *I expect to have a group of close friends at campus/ I have a group of close friends at campus.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect group of close friends at campus	Frequency	Valid Percent	Have group of friends at campus	Frequency	Valid Percent	Have group of friends at campus	Frequency	Valid Percent
Strongly Disagree	3	2.5 %	Strongly Disagree	44	46.8 %	Strongly Disagree	55	52.4 %
Disagree	15	12.5 %	Disagree	30	31.9 %	Disagree	25	23.8 %
Agree	53	44.2 %	Agree	17	18.1 %	Agree	18	17.1 %
Strongly Agree	49	40.8 %	Strongly Agree	3	3.2 %	Strongly Agree	7	6.7 %
Total	120	100 %	Total	94	100 %	Total	105	100 %
Missing	0		Missing	0		Missing	2	

Most of the students agreed (44.2%) that they expected to have a group of close friends at campus, but interesting enough during questionnaire two and three the majority of the students drastically changed their answer to strongly disagree (46.8%) and (52.4%) as they did not feel that they had a group of close friends on campus.

Table 1.19 - *I expect to pass all my assignments and tests/ So far, I have passed all my assignments and tests.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect to pass all assignments and tests	Frequency	Valid Percent	Passed all my assignments & tests	Frequency	Valid Percent	Passed all my assignments & tests	Frequency	Valid Percent

Strongly Disagree	0	0 %	Strongly Disagree	2	2.1 %	Strongly Disagree	4	3.8 %
Disagree	3	2.5 %	Disagree	13	13.8 %	Disagree	15	14.2 %
Agree	27	22.5 %	Agree	54	57.4 %	Agree	58	54.7 %
Strongly Agree	90	75 %	Strongly Agree	25	26.6 %	Strongly Agree	29	27.4 %
Total	120	100 %	Total	94	100 %	Total	106	100 %
Missing	0		Missing	0		Missing	1	

The students strongly agreed (75%) during questionnaire one that they expected to pass all their assignments and test, but only (57.4%) after the first three months and (54.7%) after the first term agreed that they did in fact passed on their assignments and tests so far.

Table 1.20 - *I expect lecturers to teach me study skills/ Lecturers taught me study skills.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
	Frequency	Valid Percent		Frequency	Valid Percent		Frequency	Valid Percent
Expect lecturers to teach study skills			Lecturers taught study skills			Lecturers taught study skills		
Strongly Disagree	3	2.5 %	Strongly Disagree	1	1.1 %	Strongly Disagree	4	3.8 %
Disagree	27	22.7 %	Disagree	9	9.6 %	Disagree	15	14.2 %
Agree	51	42.9 %	Agree	45	47.9 %	Agree	58	54.7 %
Strongly Agree	38	31.9 %	Strongly Agree	39	41.5 %	Strongly Agree	29	27.4 %
Total	119	100 %	Total	94	100 %	Total	106	100 %
Missing	1		Missing	0		Missing	1	

Most of the students during the first questionnaire (42.9%) said that they do expect the lecturers to teach them study skills. The number of students who agreed that the lecturers actually did teach them study skills slightly increased over the period of six months from (47.9%) in questionnaire two to (54.7%) in questionnaire three.

Table 1.21 - *I expect to be reminded by lecturers of all upcoming test and assignments/ Lecturers reminded us of all upcoming tests and assignments.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
	Frequency	Valid Percent		Frequency	Valid Percent		Frequency	Valid Percent
Expect reminding of upcoming			Lecturers reminded of all upcoming			Lecturers reminded of all upcoming		

test & assignments			tests & assignments			tests & assignments		
Strongly Disagree	5	4.2 %	Strongly Disagree	4	4.3 %	Strongly Disagree	6	5.7 %
Disagree	3	11 %	Disagree	29	30.9 %	Disagree	28	26.4 %
Agree	63	53.4 %	Agree	51	54.3 %	Agree	62	58.5 %
Strongly Agree	37	31.4 %	Strongly Agree	10	10.6 %	Strongly Agree	10	9.4 %
Total	118	100 %	Total	94	100 %	Total	106	100 %
Missing	2		Missing	0		Missing	1	

The majority of student agreed (53.4%) in questionnaire one that they expected to be reminded by the lecturers of all upcoming test and assignments, and interesting that after three months there was a slight increase in the number of students during questionnaire two (54.3%) and another slight increase after six months (58.5%) who agreed to actually being reminded by the lecturers of those upcoming tests and assignments.

Table 1.22 - *I expect lecturers to provide all the study materials I require for my studies/ Lecturers provided all the study materials for my studies.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
	Frequency	Valid Percent		Frequency	Valid Percent		Frequency	Valid Percent
Expect lecturers to provide study material			Lecturers provided study materials			Lecturers provided study materials		
Strongly Disagree	5	4.2 %	Strongly Disagree	14	14.9 %	Strongly Disagree	12	12.9 %
Disagree	27	22.7 %	Disagree	30	31.9 %	Disagree	21	25.4 %
Agree	50	42 %	Agree	44	46.8 %	Agree	54	48.8 %
Strongly Agree	37	31.1 %	Strongly Agree	6	6.4 %	Strongly Agree	20	12.9 %
Total	119	100 %	Total	94	100 %	Total	107	100 %
Missing	1		Missing	0		Missing	0	

The majority of student agreed (42%) in questionnaire one that they expected the lecturers to provide them with all the study material that they need for their first year of studies, and interesting to note that after three months there was a slight increase in the number of students during questionnaire two (46.8%) and another slight increase after six months

(48.8%) who agreed to receiving all their study material that they require for their studies from the lecturers.

Table 1.23 - *I expect to participate in group work during and outside of class time/ I participated in group work during and outside of class time.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect to participate in group work during & outside class	Frequency	Valid Percent	Participated in group work during & outside class	Frequency	Valid Percent	Participated in group work during & outside class	Frequency	Valid Percent
Strongly Disagree	5	4.2 %	Strongly Disagree	5	5.3 %	Strongly Disagree	14	13.2 %
Disagree	27	22.7 %	Disagree	38	40.4 %	Disagree	32	30.2 %
Agree	50	42 %	Agree	41	43.6 %	Agree	48	45.3 %
Strongly Agree	37	31.1 %	Strongly Agree	10	10.6 %	Strongly Agree	12	11.3 %
Total	119	100 %	Total	94	100 %	Total	106	100 %
Missing	1		Missing	0		Missing	1	

Most of the students during the first questionnaire (42%) said that they do expect to participate in group work during and outside of class time. The number of students who agreed that they spent time outside of class time on group work slightly increased over the period of six months from (43.6%) in questionnaire two to (45.3%) in questionnaire three.

Table 1.24 - *I prefer to work independently rather than in a group/ I work better independently than in a group.*

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Prefer to work independently	Frequency	Valid Percent	Work better independently	Frequency	Valid Percent	Work better independently	Frequency	Valid Percent
Strongly Disagree	24	20.3 %	Strongly Disagree	1	1.1 %	Strongly Disagree	7	6.6 %
Disagree	40	33.9 %	Disagree	7	7.5 %	Disagree	16	15.1 %
Agree	46	39 %	Agree	53	57 %	Agree	63	59.4 %
Strongly Agree	8	6.8 %	Strongly Agree	32	34.4 %	Strongly Agree	20	18.9 %

Total	118	100 %	Total	93	100 %	Total	106	100 %
Missing	2		Missing	1		Missing	1	

As the majority of students of questionnaire one agreed (39%) to prefer working independently rather than in a group, this was more so agreed upon after three months (57%) and slightly more after six months (59.4%), as students felt that they work better on their own than in a group environment.

Table 1.25 - I feel more comfortable and settled in.

Study 2	Institutions		Study 3	Institutions	
Comfortable and settled in after first term	Frequency	Valid Percent	Comfortable and settled in after first term	Frequency	Valid Percent
Strongly Disagree	6	6.7 %	Strongly Disagree	6	5.8 %
Disagree	18	20.2 %	Disagree	26	25 %
Agree	45	50.6 %	Agree	42	40.4 %
Strongly Agree	20	22.5 %	Strongly Agree	30	28.8 %
Total	89	100 %	Total	104	100 %
Missing	5		Missing	3	

Important to note that less students felt comfortable and settled into their first-year of student life after being there for six months (40.4%) than being there for three months (50.6%).

Table 1.26 - After the first term, I know what lecturers expect from me and my studies.

Study 2	Institutions		Study 3	Institutions	
Know what lecturers expect after first term	Frequency	Valid Percent	Know what lecturers expect after first term	Frequency	Valid Percent
Strongly Disagree	23	25.3 %	Strongly Disagree	25	23.8 %
Disagree	42	46.2 %	Disagree	52	49.5 %
Agree	22	24.2 %	Agree	23	21.9 %
Strongly Agree	4	4.4 %	Strongly Agree	5	4.8 %

Total	91	100 %	Total	105	100 %
Missing	3		Missing	2	

It seems that students new less of what the lecturers expected from them after the first six months (49.5%) than the first three months (46.2%).

Table 1.27 - The first term is how I expected it to be.

Study 2	Institutions		Study 3	Institutions	
First term is how I expected	Frequency	Valid Percent	First term is how I expected	Frequency	Valid Percent
Strongly Disagree	3	3.2 %	Strongly Disagree	1	0.9 %
Disagree	1	1.1 %	Disagree	7	6.5 %
Agree	45	48.4 %	Agree	52	48.6 %
Strongly Agree	44	47.3 %	Strongly Agree	47	43.9 %
Total	93	100 %	Total	107	100 %
Missing	1		Missing	0	

The students did in fact agreed in questionnaire two (48.4%) and three (48.6%) that their first term were as they expect it to be.

Table 1.28 - I have done as well as I expected in my assignments and tests.

Study 2	Institutions		Study 3	Institutions	
Done as well as I expected on	Frequency	Valid Percent	Done as well as I expected on	Frequency	Valid Percent

assignments and tests			assignments and tests		
Strongly Disagree	10	10.6 %	Strongly Disagree	11	10.5 %
Disagree	23	24.5 %	Disagree	23	21.9 %
Agree	47	50 %	Agree	46	43.8 %
Strongly Agree	14	14.9 %	Strongly Agree	25	23.8 %
Total	94	100 %	Total	105	100 %
Missing	0		Missing	2	

The majority of the student in questionnaire two (50%) and three (43.8%) said that they agreed to have done as well as they expected in their assignments and tests with the first six months of their studies.

Table 1.29 - *The work is not as difficult as I thought it would be.*

Study 2	Institutions		Study 3	Institutions	
Work not as difficult as I thought	Frequency	Valid Percent	Work not as difficult as I thought	Frequency	Valid Percent
Strongly Disagree	31	33.3 %	Strongly Disagree	34	32.1 %
Disagree	28	30.1 %	Disagree	38	35.8 %
Agree	26	28 %	Agree	24	22.6 %
Strongly Agree	8	8.6 %	Strongly Agree	10	9.4 %
Total	93	100 %	Total	106	100 %
Missing	1		Missing	1	

After the first three most the majority of students strongly disagreed (33.3%) with the statement that the work is not as difficult as they thought it would be, and after the first six months the majority of students only disagreed (35.8%) with that statement.

Table 1.30 - The lecturers provided me with my results throughout the first term.

Study 2	Institutions		Study 3	Institutions	
Lecturers provided results during first term	Frequency	Valid Percent	Lecturers provided results during first term	Frequency	Valid Percent
Strongly Disagree	2	2.2 %	Strongly Disagree	8	7.5 %
Disagree	13	14 %	Disagree	13	12.1 %
Agree	50	53.8 %	Agree	56	52.3 %
Strongly Agree	28	30.1 %	Strongly Agree	30	28 %
Total	93	100 %	Total	107	100 %
Missing	1		Missing	0	

More than half of the students in both questionnaire two (53.8%) and three (52.3%) agreed that the lecturers provided them with their results through the first term of their studies.

The researcher will answer research question three by presenting and comparing the collected data from section A and section B that the participants of the public and private higher education institution completed during their first six months of their studies, to reflect the differences and frequencies of the responses as well as to discuss the contrast between the answers from these two different types of higher education institutions that both offer a hospitality management course. (See Table A2.1-A2.33 as well as Table B2.1-B2.3) Strongly agree and agree is combined, as well as strongly disagree and disagree is combined for reference.

Table A2.1 – I prefer to be in a class with large quantity of students/ The size of the class (number of students) made a difference in my studies.

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
Prefer big student class	Public	Percent	Private	Percent	Size of class impact my studies	Public	Percent	Private	Percent	Size of class impact my studies	Public	Percent	Private	Percent

Strongly Disagree	8	12.1 %	12	23.1 %	Strongly Disagree	27	64.3 %	21	40.4 %	Strongly Disagree	40	66.7 %	22	47.8 %
Disagree	35	53.0 %	26	50 %	Disagree	10	23.8 %	23	44.2 %	Disagree	15	25 %	18	39.1 %
Agree	22	33.3 %	13	33.3 %	Agree	2	4.8 %	6	11.5 %	Agree	2	3.3 %	6	13 %
Strongly Agree	1	1.5 %	1	1.5 %	Strongly Agree	3	7.1 %	2	3.8 %	Strongly Agree	3	5 %	0	0 %
Total	66	100 %	52	100 %	Total	42	100 %	52	100 %	Total	60	100 %	46	100 %
Missing			2		Missing					Missing	1			

Just over half (53%) and (50%) of students at both the public and private institutions respectively, indicated that they don't prefer having big student classes, followed by (33.3%) of students indicated at both types of institutions that they prefer having big student classes. Interesting to note that under the private institution there is also (23.1%) of students that rated strongly disagree, meaning that they strongly do not prefer big classes.

Interesting to note that (64.3%) of students in the public institution strongly feel that the size of the class would not have an impact on their studies where the majority (44.2%) of students in the private institution only disagreed with the statement. There was only a handful of students in total (11.9%) in public and (15.3%) in private who felt that the size of the class will have an impact on their studies (looking at both agree and strongly agree).

After the 2nd term, the number of students who disagreed with the statement increased slightly to (66.7%) for public and (47.8%) for private institutions, meaning that more students realised that after being at their higher education institutions for over six months now they do not believe that they size of the class, where it is big or small, will have a significant impact on their studies.

Table A2.2 - *I expect the workload at the institution to be the same as in high school/ The workload at the institution is not the same as in high school.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Workload at HEI same as high school					Workload not same as high school					Workload not same as high school				
Strongly Disagree	4	6.1 %	1	1.9 %	Strongly Disagree	22	52.4 %	7	13.5 %	Strongly Disagree	36	60 %	19	41.3 %
Disagree	11	16.7 %	3	5.8 %	Disagree	13	31 %	17	32.7 %	Disagree	13	21.7 %	13	28.3 %
Agree	33	50 %	39	50 %	Agree	6	14.3 %	13	25 %	Agree	7	11.7 %	8	17.4 %

Strongly Agree	18	27.3 %	9	27.3 %	Strongly Agree	1	2.4 %	15	28.8 %	Strongly Agree	4	6.7 %	6	13 %
Total	66	100 %	52	100 %	Total	42	100 %	52	100 %	Total	60	100 %	46	100 %
Missing			2		Missing					Missing	1			

The students at the public and private institutions both said that the majority of students, which is exactly (50%) each agree and (27.3%) each strongly agrees that the workload at the higher education institution that they enrolled in will be the same as the high school they attended. Only a handful (7.7%) of the students at private institutions did not agree with the statement, whereas a little bit more students at the private institution (22.8%) also did not agree that the workload would be the same at higher education compared to high school.

After the first term that students were studying at higher education institutions there were some changes to how the students felt about the statement that the workload at higher education is not the same as in high school. Just more than half (52.4%) of the students in the public institution indicated that the workload at higher education and high school is the same, whereas the students at the private institutions were indecisive over their responses because more or less the same number of students felt that high education and high school workload is the same (53.8%) whereas (46.2%) felt that the workload at higher education and high school were not the same (When combining agree with strongly agree and disagree with strongly disagree. Only after the second term of their first-year did the majority (69.7%) of students at private institutions indicate that the workload at high school and higher education is the same (disagree and strongly agreed combined).

Table A2.3 – I expect to have extra mural activities, such as: taking part in a sport, choir, etc./ I have extra mural activities, such as; participating in a sport, choir etc.

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Expect to have extra mural activities					Have extra mural activities					Have extra mural activities				
Strongly Disagree	6	9.1 %	1	9.1 %	Strongly Disagree	2	4.8 %	11	21.6 %	Strongly Disagree	2	3.4 %	0	0 %
Disagree	21	31.8 %	23	31.8 %	Disagree	11	26.2 %	14	27.5 %	Disagree	6	10.3 %	11	23.9 %
Agree	27	40.9 %	21	40.9 %	Agree	21	50 %	16	31.4 %	Agree	41	70.7 %	21	45.7 %

Strongly Agree	12	18.2 %	17	18.2 %	Strongly Agree	8	19 %	10	19.6 %	Strongly Agree	9	15.5 %	14	30.4 %
Total	66	100 %	52	100 %	Total	42	100 %	51	100 %	Total	58	100 %	46	100 %
Missing			2		Missing			1		Missing	3			

During the first questionnaire it was very interesting to see that at both the public and private institutions the four responses that the students could decide from with regards to the statement, that they expect to have mural activities, were exactly the same. It is also interesting to note that the students from both institutions were indecisive over their responses on whether the students agreed (59.1%) or disagreed (40.9%) with the statement. After the first term of their studies, exactly (50%) of students at the public institution agreed that they have extra mural activities at higher education institutions, whereas the students from the private institutions were still indecisive over their responses as some agreed (51%) to having extra mural activities and some disagreed (49.1%) with that statement. Also, worth to notice that there were only 2 students out of 42 students in total from the public institution who strongly disagreed with having extra mural activities. Only after the end of the second term did most (76.1%) of students from the private institutions agreed to having extra mural activities at their higher education institution and the most (86.2%) of students from the public institutions slightly increased to more students having extra mural activities during their first-year of studies. Interesting to note that (0%) of students from the private institutions strongly disagreed with the statement.

Table A 2.4 – I expect to balance my learning, social and personal life/ I was able to balance my learning, social and personal life.

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Expect to balance learning, social & personal life					Able to balance learning, social & personal life					Able to balance learning, social & personal life				
Strongly Disagree	0	0 %	0	0 %	Strongly Disagree	2	4.8 %	3	5.8 %	Strongly Disagree	6	9.8 %	4	8.7 %
Disagree	4	6.1 %	3	6.1 %	Disagree	7	16.7 %	16	30.8 %	Disagree	7	11.5 %	8	17.4 %

Agree	19	28.8 %	17	28.8 %	Agree	20	47.6 %	27	51.9 %	Agree	36	59 %	29	63 %
Strongly Agree	43	65.2 %	33	65.2 %	Strongly Agree	13	31 %	6	11.5 %	Strongly Agree	12	19.7 %	5	10.9 %
Total	66	100 %	53	100 %	Total	42	100 %	52	100 %	Total	61	100 %	46	100 %
Missing			1		Missing					Missing				

Just over half of students at both the public (65.2%) and private (65.2%) strongly agreed that they expect to balance their learning, social and personal life in their first year at higher education institutions. After the first three months, this number of students slightly decreased at both the public (47.6%) and private (51.9%) institutions, but the students still agreed that they are able to balance their learning, social and personal life. Interesting to note that after the second term the number of students that said that they are able to balance their learning, social and personal life increase from the previous questionnaire to public (59%) and private (63%).

Table A 2.5 – I expect to be orientated before the classes start/ Orientation helped me to better understand the institution.

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Expect orientation before classes start					Orientation helped with understanding the institution					Orientation helped with understanding the institution				
Strongly Disagree	0	0 %	0	0 %	Strongly Disagree	8	19 %	11	21.6 %	Strongly Disagree	16	26.7 %	8	17.4 %
Disagree	3	4.5 %	3	4.5 %	Disagree	10	23.8 %	14	27.5 %	Disagree	11	18.3 %	13	28.3 %
Agree	19	28.8 %	29	28.8 %	Agree	7	16.7 %	17	33.3 %	Agree	18	30 %	17	37 %
Strongly Agree	44	66.7 %	21	66.7 %	Strongly Agree	17	40.5 %	9	17.6 %	Strongly Agree	15	25 %	8	17.4 %
Total	66	100 %	53	100 %	Total	42	100 %	51	100 %	Total	60	100 %	46	100 %
Missing			1		Missing			1		Missing	1			

Most of students at both the public (66.7%) and private (66.7%) strongly agreed that they expect to receive orientation before they start with classes. Most of students at the public institution (40.5%) strongly agreed that orientation helped them to understand the institution at which there are studying, whereas the private institution (33.3%) only agreed to that. After the first six months most of the students at the public institution (30%) now only agreed as well as the private institution (37%) that the orientation helped them to understand the institution.

Table A 2.6 – I did not attend orientation because it was not relevant to me. I have met and spoken to some of my lecturers during orientation.

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
Did not attend orientation, not relevant	Public	Percent	Private	Percent	Met & spoken to my lecturers during orientation	Public	Percent	Private	Percent	Met & spoken to my lecturers during orientation	Public	Percent	Private	Percent
Strongly Disagree	0	0 %	1	2 %	Strongly Disagree	2	4.8 %	1	1.9 %	Strongly Disagree	8	13.3 %	1	2.2 %
Disagree	0	0 %	2	4 %	Disagree	6	14.3 %	7	13.5 %	Disagree	21	35 %	5	10.9 %
Agree	14	21.2 %	10	20 %	Agree	20	47.6 %	32	61.5 %	Agree	27	45 %	26	56.5 %
Strongly Agree	52	78.8 %	37	74 %	Strongly Agree	14	33.3 %	12	23.1 %	Strongly Agree	4	6.7 %	14	30.4 %
Total	66	100 %	50	100 %	Total	42	100 %	52	100 %	Total	60	100 %	46	100 %
Missing			4		Missing					Missing	1			

Most of students at both the public (78.8%) and private (74%) institutions strongly agreed that they did not attend orientation as it is not relevant to them. Interesting to note that the most of students in the public (47.6%) and private (61.5%) said that they have met and spoken to their lecturers during orientation. After the first six months this stayed more or less the same, where most students yet again agreed that they have met and spoken to some of their lecturers during orientation, in public (45%) and private (56.6%)

Table A 2.7 – I expect to interact with a diverse group of students from different backgrounds/ I interacted with a diverse group of students from different backgrounds.

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
Expect to interact with students from diverse/different background	Public	Percent	Private	Percent	Interacted with students from diverse/different background	Public	Percent	Private	Percent	Interacted with students from diverse/different background	Public	Percent	Private	Percent
Strongly Disagree	0	0 %	1	1.9 %	Strongly Disagree	0	0 %	0	0 %	Strongly Disagree	2	3.4 %	0	0 %
Disagree	1	1.6 %	4	7.5 %	Disagree	3	7.1 %	2	3.8 %	Disagree	9	15.3 %	5	11.1 %

Agree	23	35.9 %	25	47.2 %	Agree	10	23.8 %	29	55.8 %	Agree	26	44.1 %	24	53.3 %
Strongly Agree	40	62.5 %	23	43.4 %	Strongly Agree	29	69 %	21	40.4 %	Strongly Agree	22	37.3 %	16	35.6 %
Total	64	100 %	53	100 %	Total	42	100 %	52	100 %	Total	59	100 %	45	100 %
Missing	2		1		Missing					Missing	2		1	

Most students at the public institutions strongly agreed (62.5%) that they expect to interact with students from diverse/ different backgrounds, whereas the students at the private institution only agreed (47.2%) to expecting that as well. After the first three months most of the students at the public institution (69%) strongly agreed that they did in fact interact with students from diverse/ different backgrounds, whereas the students at the private institution (55.8%) only agreed to this. After six months have passed the number of students at the public institution slight dropped as only (44.1%) now agreed to interact with students from diverse/ different background, whereas the private institution (53.3%) was still agreeing to the statement.

Table A 2.8 – *I expect to have designated study areas on campus. There are dedicated students' study areas on campus.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Expect designated study areas on campus					Dedicated study areas on campus					Dedicated study areas on campus				
Strongly Disagree	2	3.1 %	1	1.9 %	Strongly Disagree	4	9.5 %	9	17.3 %	Strongly Disagree	5	8.3 %	5	10.9 %
Disagree	5	7.7 %	1	1.9 %	Disagree	6	14.3 %	9	17.3 %	Disagree	15	25 %	10	21.7 %
Agree	27	41.5 %	35	64.8 %	Agree	25	59.5 %	25	48.1 %	Agree	27	45 %	16	34.8 %
Strongly Agree	31	47.7 %	17	31.5 %	Strongly Agree	7	16.7 %	9	17.3 %	Strongly Agree	13	21.7 %	15	32.6 %
Total	65	100 %	54	100 %	Total	42	100 %	52	100 %	Total	60	100 %	46	100 %
Missing	1				Missing					Missing	1			

Most of the students at private institution (64.8%) expected to have designated areas on campus to study, whereas less than half of the students at the public institution (47.7%) strongly agreed to expecting designated study areas at campus. Slightly less than half of the private institution students (48.1%) indicated that there are dedicated study areas on campus, whereas more than half of the public institutions' students said that there are dedicated study areas form them on campus. After the second term most of students who said that there is dedicated study areas on campus at both private (34.8%) and public (45%) slightly decreased from after the first three months.

Table A 2.9 – *I expect to be able to combine studying with paid work to help pay for my studies and student life/ I was able to combine studying with paid work to help pay for my studies and student life.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Expect to combine study & work to pay for studies & personal life					Able to combine study & work to pay for studies & personal life					Able to combine study & work to pay for studies & personal life				
Strongly Disagree	9	13.6 %	1	1.9 %	Strongly Disagree	0	0 %	3	5.8 %	Strongly Disagree	2	3.3 %	2	4.3 %
Disagree	20	30.3 %	9	16.7 %	Disagree	1	2.4 %	13	25 %	Disagree	1	1.7 %	6	13 %
Agree	27	40.9 %	28	51.9 %	Agree	12	28.6 %	17	32.7 %	Agree	23	38.3 %	18	39.1 %
Strongly Agree	10	15.2 %	16	29.6 %	Strongly Agree	29	69 %	19	36.5 %	Strongly Agree	34	56.7 %	20	43.5 %
Total	66	100 %	54	100 %	Total	42	100 %	52	100 %	Total	60	100 %	46	100 %
Missing					Missing					Missing	1			

Most of students at both the public (40.9%) and private (51.9%) institutions agreed that they expect to be able to combine study and work to pay for their studies and personal life. After the first three months the students at both the public (69%) and private (36.5%) said that they were able to combine study and work to pay for their studios and personal life. After the first second of their first year the students at both the public (56.7%) and private (43.5%) still indicated that the strongly agreed that they were able to combine studies and work to pay for their studies and personal life.

Table A 2.10 – *I expect to pay my fees on time/ I felt financial pressure when it came to paying for my studies.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Expect to pay fees on time					Financial pressure to pay for studies					Financial pressure to pay for studies				
Strongly Disagree	2	3 %	0	0 %	Strongly Disagree	2	4.9 %	1	1.9 %	Strongly Disagree		3.4 %	0	0 %
Disagree	10	15.2 %	2	3.8 %	Disagree	3	7.3 %	0	0 %	Disagree	6	10.3 %	1	2.2 %

Agree	30	45.5 %	25	47.2 %	Agree	8	19.5 %	17	32.7 %	Agree	12	20.7 %	20	43.5 %
Strongly Agree	24	36.4 %	26	49.1 %	Strongly Agree	28	68.3 %	34	65.4 %	Strongly Agree	38	65.5 %	25	54.3 %
Total	66	100 %	53	100 %	Total	41	100 %	52	100 %	Total	58	100 %	46	100 %
Missing			1		Missing	1				Missing	3			

Before classes started most of students at the public institution (45.5%) agreed to the fact that they expect to pay their study fees on time, whereas the students at the private institution (49.1%) expect to pay their study fees on time. After the first three months most of students at both the public (68.3%) and private (65.4%) strongly agreed that they felt financial pressure when it came to payment of study fees. After the second term most of students at both the public (65.5%) and private (54.3%) still strongly agreed to feeling financial pressure to pay for their studies.

Table A 2.11 – *I expect prompt feedback on my drafts and submitted work/ I received prompt feedback on my drafts and submitted work.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Expect prompt feedback on draft/ submitted work					Received prompt feedback on draft/ submitted work					Received prompt feedback on draft/ submitted work				
Strongly Disagree	0	0 %	0	0 %	Strongly Disagree	3	7.1 %	1	1.9 %	Strongly Disagree	5	8.3 %	0	0 %
Disagree	1	1.5 %	0	0 %	Disagree	8	19 %	3	5.8 %	Disagree	9	15 %	8	17.4 %
Agree	22	33.3 %	21	38.9 %	Agree	16	38.1 %	27	51.9 %	Agree	20	33.3 %	20	43.5 %
Strongly Agree	43	65.2 %	33	61.1 %	Strongly Agree	15	35.7 %	21	40.4 %	Strongly Agree	26	43.3 %	18	39.1 %
Total	66	100 %	54	100 %	Total	42	100 %	52	100 %	Total	60	100 %	46	100 %
Missing					Missing					Missing	1			

Before classes started most of students at the public institution (65.2%) and students at the private institution (61.1%) strongly agreed that they expect prompt feedback on their draft/submitted work. After the first three months, there was a drastic decrease as most of students at both the public (38.1%) and private (51.9%) just agreed that they received feedback on their drafts and submitted work. After the second term it slightly increased for students at

public (43.3%) who strongly agreed, but again decreased for students at private (43.5%) who agreed that they did received feedback on their drafts and submitted work.

Table A 2.12 – *I need to know how well I’m doing in order to feel motivated to work harder/ Knowing my results throughout the first term gave me motivation to work harder.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
Knowledge of study progress to feel motivated	Public	Percent	Private	Percent	Knowing results of first term gave motivation	Public	Percent	Private	Percent	Knowing results of first term gave motivation	Public	Percent	Private	Percent
Strongly Disagree	0	0 %	1	1.9 %	Strongly Disagree	1	2.4 %	2	3.8 %	Strongly Disagree	5	8.3 %	0	0 %
Disagree	2	3.1 %	1	1.9 %	Disagree	7	16.7 %	5	9.6 %	Disagree	12	20 %	9	16.9 %
Agree	10	15.4 %	16	30.2 %	Agree	16	38.1 %	15	28.8 %	Agree	24	40 %	19	41.3 %
Strongly Agree	53	81.5 %	35	66 %	Strongly Agree	18	42.9 %	30	57.7 %	Strongly Agree	19	31.7 %	18	39.1 %
Total	65	100 %	53	100 %	Total	42	100 %	52	100%	Total	60	100 %	46	100 %
Missing	1		1		Missing					Missing	1			

Majority of students at the public (81.5%) and private (66%) institutions strongly agreed that they expect to know how well they are doing in order to feel motivated to work harder, After the first three months, there was a drastic decrease from the students at the public institution (42.9%) who strongly agreed and just over half of the students at the private institution (57.7%) who also strongly agreed that by knowing there results throughout the first term gave them motivation to work harder. After six months have passed the number of students at the public (40%) and private (41.3%) institution slight dropped as only now agreed that by knowing their results helped them to work harder.

Table A 2.13 – *I expect the lecturers to be concerned about my classwork as well as my own well-being/ the lecturer had concern for my classwork and my own well-being.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
Expect lecturer’s concern of well-being & classwork	Public	Percent	Private	Percent	Lecturers had concern of well-being & classwork	Public	Percent	Private	Percent	Lecturers had concern of well-being & classwork	Public	Percent	Private	Percent

Strongly Disagree	1	1.5 %	0	0 %	Strongly Disagree	0	0 %	8	15.4 %	Strongly Disagree	6	10 %	4	8.7 %
Disagree	10	15.2 %	0	0 %	Disagree	11	26.2 %	21	40.4 %	Disagree	11	18.3 %	17	37 %
Agree	30	45.5 %	32	60.4 %	Agree	23	54.8 %	19	36.5 %	Agree	29	48.3 %	22	47.8 %
Strongly Agree	25	37.9 %	21	39.6 %	Strongly Agree	8	19 %	4	7.7 %	Strongly Agree	14	23.3 %	3	6.5 %
Total	66	100 %	53	100 %	Total	42	100 %	52	100 %	Total	60	100 %	46	100 %
Missing			1		Missing					Missing	1			

Before classes started most of students at the public institution (45.5%) and students at the private institution (60.4%) agreed that they expect their lecturers to be concerned about their classwork as well as their own well-being. After the first three months, there was a slight increase as most of students at both the public institution (54.8%) agreed that the lecturers showed some concern for them and their classwork, whereas most of the students at the private institution (40.4%) disagreed with the fact that lecturers showed concern for their classwork and own well-being. After the second term it slightly decreased for students at public (48.3%) who agreed, but this time increased for students at private (47.8%) who agreed that the lecturers did show concern for their classwork and well-being.

Table A 2.14 – *I expect to have access to the internet and library/ I had access to the internet and library during the first term.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Expect access to internet & library					Access to internet & library in first term					Access to internet & library in first term				

Strongly Disagree	0	0 %	0	0 %	Strongly Disagree	1	2.4 %	0	0 %	Strongly Disagree	2	3.4 %	2	4.3 %
Disagree	0	0 %	0	0 %	Disagree	12	28.6 %	11	21.2 %	Disagree	15	25.9%	14	30.4 %
Agree	13	19.7 %	14	26.4 %	Agree	19	45.2 %	21	40.4 %	Agree	26	44.8 %	13	28.3 %
Strongly Agree	53	80.3 %	39	73.6 %	Strongly Agree	10	23.8 %	20	38.5 %	Strongly Agree	15	25.9 %	17	37 %
Total	66	100 %	53	100 %	Total	42	100 %	52	100 %	Total	58	100 %	46	100 %
Missing			1		Missing					Missing	3			

Majority students at the public (80.3%) and private (73.6%) institutions strongly agreed that they expect to have access to internet and library. After the first three months less than half of the students at the public (45.2%) and private (40.4%) institution agreed that they did in fact have access to internet and library. After six months have passed the number of students at the public institution slight dropped as only (44.8%) now agreed that they had access to internet and library, whereas the private institution most of the students (37%) strongly agree with this.

Table A 2.15 – *I expect my family to support me and my studies/ My family supported me and my studies.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Family supported me	Public	Percent	Private		Percent	Family supported me	Public	Percent
Strongly Disagree	0	0 %	1	1.9 %	Strongly Disagree	5	11.9 %	2	3.9 %	Strongly Disagree	7	11.9 %	3	6.5 %
Disagree	1	1.5 %	0	0 %	Disagree	12	28.6 %	1	2 %	Disagree	10	16.9 %	2	4.3 %
Agree	16	24.2 %	9	17 %	Agree	14	33.3 %	33	64.7 %	Agree	31	52.5 %	23	50 %
Strongly Agree	49	74.2 %	43	81.1 %	Strongly Agree	11	26.2 %	15	29.4 %	Strongly Agree	11	18.6 %	18	39.1 %
Total	66	100 %	53	100 %	Total	42	100 %	51	100 %	Total	59	100 %	46	100 %
Missing			1		Missing			1		Missing	2			

Before classes started most of students at the public institution (74.2%) and students at the private institution (81.1%) strongly agreed that they expect their family to support them and their studies. After the first three months, there was a drastic decrease as most of students at both the public (33.3%) and private (64.7%) just agreed that they received support from their family members. After the second term it slightly increased for students at public (52.5%) and at private (50%) who agreed that they did received support from their family.

Table A 2.16 – I expect to have readily available access to my lecturers after class hours/ I had readily available access to my lecturers after class hours

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
Expect readily available access to lecturers after class	Public	Percent	Private	Percent	Had readily available access to lecturers after class	Public	Percent	Private	Percent	Had readily available access to lecturers after class	Public	Percent	Private	Percent
Strongly Disagree	0	0 %	0	0 %	Strongly Disagree	0	0 %	1	1.9 %	Strongly Disagree	2	3.3 %	1	2.2 %
Disagree	6	9.1 %	4	7.4 %	Disagree	3	7.1 %	12	23.1 %	Disagree	7	11.7 %	3	6.5 %
Agree	37	56.1 %	30	55.6 %	Agree	15	35.7 %	24	46.2 %	Agree	27	45 %	25	54.3 %
Strongly Agree	23	34.8 %	20	37 %	Strongly Agree	24	57.1 %	15	28.8 %	Strongly Agree	24	40 %	17	37 %
Total	66	100 %	54	100 %	Total	42	100 %	52	100 %	Total	60	100 %	46	100 %
Missing					Missing					Missing	1			

Just of half of students at the public (56.1%) and private (55.6%) institutions agreed to expect to have readily available access to their lecturers after class hours. After the first three months most of the students at the public institution (57.1%) strongly agreed that they did in fact had readily available access to lecturers after class, whereas the students at the private institution (46.2%) only agreed to this. After six months have passed the number of students at the public institution slight dropped as only (45%) now agreed, whereas the number of students increased at the private institution (54.3%) also agreed to having readily available access to their lecturers after classtime.

Table A 2.17 – I expect to attend all lectures/ I attended all the lectures for the first term.

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
Expect to attend all lectures	Public	Percent	Private	Percent	Attended all lectures in first term	Public	Percent	Private	Percent	Attended all lectures in first term	Public	Percent	Private	Percent
Strongly Disagree	0	0 %	0	0 %	Strongly Disagree	4	9.5 %	0	0 %	Strongly Disagree	5	8.5 %	1	2.2 %

Disagree	2	3 %	2	3.7 %	Disagree	1	2.4 %	4	7.7 %	Disagree	6	10.2 %	9	19.6 %
Agree	10	15.2 %	20	37 %	Agree	26	61.9 %	33	63.5 %	Agree	28	47.5 %	21	45.7 %
Strongly Agree	54	81.8 %	32	59.3 %	Strongly Agree	11	26.2 %	15	28.8 %	Strongly Agree	20	33.9 %	15	32.6 %
Total	66	100 %	54	100 %	Total	42	100 %	52	100 %	Total	59	100 %	46	100 %
Missing					Missing					Missing	2			

Before classes started majority of students at the public institution (81.8%) strongly agreed that they expect to attend all classes, whereas most of the students from private institutions (59.3%) also strongly agreed to this. After the first three months, there was a drastic decrease as most of students at the public (61.3%) and private (63.5%) now just agreed that they did in fact attend all lecturers. After the second term it decreased even more as most of the students at public (47.5%) and at private (45.7%) who agreed that they did attend all the classes, this is less than half of the students.

Table A 2.18 – *I expect to have a group of close friends at campus/ I have a group of close friends at campus.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
Expect group of close friends at campus	Public	Percent	Private	Percent	Have group of friends at campus	Public	Percent	Private	Percent	Have group of friends at campus	Public	Percent	Private	Percent
Strongly Disagree	3	4.5 %	0	0 %	Strongly Disagree	19	45.2 %	25	48.1 %	Strongly Disagree	29	48.3 %	26	57.8 %
Disagree	14	21.2 %	1	1.9 %	Disagree	10	23.8 %	20	38.5 %	Disagree	12	20 %	13	28.9%
Agree	29	43.9 %	24	44.4 %	Agree	11	26.2 %	6	11.5 %	Agree	15	25 %	3	6.7 %
Strongly Agree	20	30.3 %	29	53.7 %	Strongly Agree	2	4.8 %	1	1.9 %	Strongly Agree	4	6.7 %	3	6.7 %
Total	66	100 %	54	100 %	Total	42	100 %	52	100 %	Total	60	100 %	45	100 %
Missing					Missing					Missing	1		1	

Most students at the public institutions agreed (43.9%) that they expect to have group of close friends' campus, whereas the students at the private institution only agreed (44.4%) to expecting that as well. After the first three months most of the students at the public (45.2%) and private (48.1%) now say that they do not have a close group of friends on campus. After six months have passed this has not changed much, the number of students at the public

(48.3%) and private (57.8%) institution slight increased to even more students saying they don't have a group of close friends at campus.

Table A 2.19 – *I expect to pass all my assignments and tests/ So far, I have passed all my assignments and tests.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Expect to pass all assignments & tests					Passed all my assignments & tests					Passed all my assignments & tests				
Strongly Disagree	0	0 %	0	0 %	Strongly Disagree	0	0 %	2	3.8 %	Strongly Disagree	4	6.7 %	0	0 %
Disagree	2	3 %	1	1.9 %	Disagree	6	14.3 %	7	13.5 %	Disagree	8	13.3 %	7	15.2 %
Agree	10	15.2 %	17	31.5 %	Agree	24	57.1 %	30	57.5 %	Agree	29	48.3 %	29	63 %
Strongly Agree	54	81.8 %	36	66.7 %	Strongly Agree	12	28.6 %	13	25 %	Strongly Agree	19	31.7 %	10	21.7 %
Total	66	100 %	54	100 %	Total	42	100 %	52	100 %	Total	60	100 %	46	100 %
Missing					Missing					Missing	1			

Before classes started majority of students at the public institution (81.8%) strongly agreed that they expect to pass all their assignments and tests, whereas most students from the private institutions (66.7%) strongly agreed to the same. After the first three months, there was a drastic decrease as most of students at both the public (57.1%) and private (57.5%) just agreed that they passed all their assignments and tests. After the second term it slightly decreased for students at public (48.3%) who agreed and slightly increased for students at private (63%) who agreed that they did pass all their assignments and tests.

Table A 2.20 – *I expect lecturers to teach me study skills/ Lecturers taught me study skills.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Expect lectures to teach study skills					Lecturers taught study skills					Lecturers taught study skills				
Strongly Disagree	1	1.5 %	2	3.7 %	Strongly Disagree	1	2.4 %	0	0 %	Strongly Disagree	2	3.3 %	0	0 %
Disagree	13	20 %	14	25.9 %	Disagree	3	7.1 %	6	11.5 %	Disagree	3	4.9 %	0	0 %

Agree	32	49.2 %	19	35.2 %	Agree	15	35.7 %	30	57.7 %	Agree	32	52.5 %	28	60.9 %
Strongly Agree	19	29.2 %	19	35.2 %	Strongly Agree	23	54.8 %	16	30.8 %	Strongly Agree	24	39.3 %	18	39.1 %
Total	65	100 %	54	100 %	Total	42	100 %	52	100 %	Total	61	100 %	46	100 %
Missing	1				Missing					Missing				

Most students at the public institution (49.2%) agreed and private institutions (35.2%) agreed and also (35.2%) strongly agreed that they expect their lecturers to teach them study skills. After the first three months most of the students at the public institution (54.8%) strongly agreed that their lecturers did teach them study skills, whereas the students at the private institution (57.7%) only agreed to this. After six months have passed the number of students at the public institution slight dropped as only (52.5%) now agreed and the private institution (60.9%) was still agreeing to the statement.

Table A 2.21 – *I expect to be reminded by lecturers of all upcoming test and assignments/ Lecturers reminded us of all upcoming tests and assignments*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Expect reminding of upcoming tests & assignments					Lecturers reminded of upcoming tests & assignments					Lecturers reminded of upcoming tests & assignments				
Strongly Disagree	4	6.3 %	1	1.9 %	Strongly Disagree	3	7.1 %	1	1.9 %	Strongly Disagree	5	8.3 %	1	2.2 %
Disagree	9	14.1 %	4	7.4 %	Disagree	13	31 %	16	30.8 %	Disagree	15	25 %	13	28.3 %
Agree	29	45.3 %	34	63 %	Agree	21	50 %	30	57.7 %	Agree	34	56.7 %	28	60.9 %
Strongly Agree	22	34.4 %	15	27.8 %	Strongly Agree	5	11.9 %	5	9.6 %	Strongly Agree	6	10 %	4	8.7 %
Total	64	100 %	54	100 %	Total	42	100 %	52	100 %	Total	60	100 %	46	100 %
Missing	2				Missing					Missing	1			

Before classes started most of students at the public institution (45.3%) and students at the private institution (63%) agreed that they the lecturers to remind them of all upcoming tests and assignments. After the first three months, there was a slight increase as most of students at the public (50%) and a slight decrease for students at private institutions (57.7%) just agreed

that the lecturers reminded them of all upcoming tests and assignments. After the second term it slightly increased for students at both public (56.7%) at private (60.9%) who agreed that lecturers kept on reminding them of the upcoming tests and assignments.

Table A 2.22 – *I expect lecturers to provide all the study materials I require for my studies/ Lecturers provided all the study materials for my studies.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Expect lecturers to provide study material					Lecturers provided study material					Lecturers provided study material				
Strongly Disagree	4	6.2 %	1	1.9 %	Strongly Disagree	8	19 %	6	11.5 %	Strongly Disagree	11	18 %	1	2.2 %
Disagree	19	29.2 %	8	14.8 %	Disagree	13	31 %	17	32.7 %	Disagree	12	19.7 %	9	19.6 %
Agree	31	47.7 %	19	35.2 %	Agree	19	45.2 %	25	48.1 %	Agree	25	41 %	29	63 %
Strongly Agree	11	16.9 %	26	48.1 %	Strongly Agree	2	4.8 %	4	7.7 %	Strongly Agree	13	21.3 %	7	15.2 %
Total	65	100 %	54	100 %	Total	42	100 %	52	100 %	Total	61	100 %	46	100 %
Missing	1				Missing					Missing				

Most students at the public institution (47.7%) agreed, whereas most of the students from the private institutions (48.1%) strongly agreed that they expect their lecturers to provide all their study materials required for their first year of studies. After the first three months there was a slight decreased of students at public (45.2%) and increase for private (48.1%) institutions who agreed that lecturers did provide all their study materials. After six months have passed the number of students at the public institution slight dropped to (41%) and increased for students at private institutions (63%) agreed to this.

Table A 2.23 - *I expect to participate in group work during and outside of class time/ I participated in group work during and outside of class time.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Expect to participate in group work during & outside class					Participated in group work during & outside class					Participated in group work during & outside class				

Strongly Disagree	1	1.5 %	1	1.9 %	Strongly Disagree	3	7.1 %	2	3.8 %	Strongly Disagree	6	10 %	8	17.4 %
Disagree	10	15.4 %	5	9.3 %	Disagree	16	38.1 %	22	42.3 %	Disagree	15	25 %	17	37 %
Agree	27	41.5 %	36	66.7 %	Agree	17	40.5 %	24	46.2 %	Agree	32	53.3 %	16	34.8 %
Strongly Agree	27	41.5 %	12	22.2 %	Strongly Agree	6	14.3 %	4	7.7 %	Strongly Agree	7	11.7 %	5	10.9 %
Total	65	100 %	54	100 %	Total	42	100 %	52	100 %	Total	60	100 %	46	100 %
Missing	1				Missing					Missing	1			

Before classes started most of students at the public institution (41.2%) agreed and strongly agreed, whereas students at the private institution (66.7%) agreed that they expect to participate in group work during and outside of class. After the first three months, there was a drastic decrease as most of students at the private (46.2%) agreed and public (40.5%) also agreed that they did in fact participate in group work. After the second term it slightly increased for students at public (53.3%) who agreed, but for students at private (37%) who now disagreed that they did participate in group work.

Table A 2.24 - *I prefer to work independently rather than in a group/ I work better independently than in a group.*

Study 1	Institutions				Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent		Public	Percent	Private	Percent
Strongly Disagree	12	18.5 %	12	22.6 %	Strongly Disagree	0	0 %	1	2 %	Strongly Disagree	6	10 %	1	2.2 %
Disagree	16	24.6 %	24	45.3 %	Disagree	5	11.9 %	2	3.9 %	Disagree	13	21.7 %	3	6.5 %
Agree	31	47.7 %	15	28.3 %	Agree	22	52.4 %	31	60.8 %	Agree	35	58.3 %	28	60.9 %
Strongly Agree	6	9.2 %	2	3.8 %	Strongly Agree	15	35.7 %	17	33.3 %	Strongly Agree	6	10 %	14	30.4 %
Total	65	100 %	53	100 %	Total	42	100 %	51	100 %	Total	60	100 %	46	100 %
Missing	1		1		Missing			1		Missing	1			

Most students at the public institutions agreed (47.7%), whereas most students at the private institutions (45.3%) disagreed that they prefer to work independently than in a group. After the first three months most of the students at the public (52.4%) and private (60.8%) agreed that

they did in fact work better independently than in a group. After six months this slightly increased to most students at public (58.3%) and private (60.9%) institutions agreed to working independently than a group.

Table A 2.25 - I feel more comfortable and settled in.

Study 2	Institutions				Study 3	Institutions			
Work better independently	Public	Percent	Private	Percent	Work better independently	Public	Percent	Private	Percent
Strongly Disagree	1	2.4 %	5	10.4 %	Strongly Disagree	4	6.7 %	2	4.5 %
Disagree	6	14.6 %	12	25 %	Disagree	12	20 %	14	31.8 %
Agree	22	53.7 %	23	47.9 %	Agree	23	38.3 %	19	43.2 %
Strongly Agree	12	29.3 %	8	16.7 %	Strongly Agree	21	35 %	9	20.5 %
Total	41	100 %	48	100 %	Total	60	100 %	44	100 %
Missing	1		4		Missing	1		2	

After the first term, more or less half of students at the public (53.7%) and private (47.9%) institution agreed that they feel more comfortable and settled in after the first term. After the second term it decreased for students at public (38.3%) and at private (43.2%) institutions who agreed that they did feel more comfortable and settled in.

Table A 2.26 - After the first term, I know what lecturers expect from me and my studies.

Study 2	Institutions				Study 3	Institutions			
Know what lecturers expect after first term	Public	Percent	Private	Percent	Know what lecturers expect after first term	Public	Percent	Private	Percent
Strongly Disagree	12	28.6 %	11	22.4 %	Strongly Disagree	16	26.7 %	9	20 %
Disagree	15	35.7 %	27	55.1 %	Disagree	28	46.7 %	24	53.3 %
Agree	12	28.6 %	10	20.4 %	Agree	11	18.3 %	12	26.7 %
Strongly Agree	3	7.1 %	1	2 %	Strongly Agree	5	8.3 %	0	0 %

Total	42	100 %	49	100 %	Total	60	100 %	45	100 %
Missing			3		Missing	1		1	

Most students at the public (35.7%) and private (55.1%) institutions disagreed that they know what lecturers expect from them after the first term. After six months have passed the number of students at the public institution increased to (46.7%) of students now still disagreeing and for most of the students at private institutions (53.3%) still disagreed to knowing what lecturers expect from them.

Table A 2.27 - The first term is how I expected it to be

Study 2	Institutions				Study 3	Institutions			
First term is how I expected	Public	Percent	Private	Percent	First term is how I expected	Public	Percent	Private	Percent
Strongly Disagree	1	2.4 %	2	3.9 %	Strongly Disagree	1	1.6 %	0	0 %
Disagree	1	2.4 %	0	0 %	Disagree	3	4.9 %	4	8.7 %
Agree	20	47.6 %	25	49 %	Agree	29	47.5 %	23	50 %
Strongly Agree	20	47.6 %	24	47.1 %	Strongly Agree	28	45.9 %	19	41.3 %
Total	42	100 %	51	100 %	Total	61	100 %	46	100 %
Missing			1		Missing				

After the first term, most of students at the public institution (47.6%) agreed and strongly agreed and students at the private institution (49%) agreed that their first term is how they expected it to be. After the second term it stayed more or less the same for students at public (47.5%) and private (50%) institutions who still agreed.

Table A 2.28 - I have done as well as I expected in my assignments and tests.

Study 2	Institutions				Study 3	Institutions			
Done as well as I expected on assignments and tests	Public	Percent	Private	Percent	Done as well as I expected on assignments and tests	Public	Percent	Private	Percent

Strongly Disagree	3	7.1 %	7	13.5 %	Strongly Disagree	9	15 %	2	4.4 %
Disagree	9	21.4 %	14	26.9 %	Disagree	8	13.3 %	15	33.3 %
Agree	21	50 %	26	50 %	Agree	27	45 %	19	42.2 %
Strongly Agree	9	21.4 %	5	9.6 %	Strongly Agree	16	26.7 %	9	20 %
Total	42	100 %	52	100 %	Total	60	100 %	45	100 %
Missing					Missing	1		1	

Half of students at both the public and private institutions agreed (50%) that they have done as well as expected on their assignments and tests. After six months have passed the number of students at both the public and private institution slight dropped as only (45%) and (42.2%), respectively now agreed to have done as well as expected on their assignments as tests.

Table A 2.29 - *The work is not as difficult as I thought it would be.*

Study 2	Institutions				Study 3	Institutions			
Work not as difficult as I thought	Public	Percent	Private	Percent	Work not as difficult as I thought	Public	Percent	Private	Percent
Strongly Disagree	17	40.5 %	14	27.5 %	Strongly Disagree	23	38.3 %	11	23.9 %
Disagree	17	40.5 %	11	21.6 %	Disagree	20	33.3 %	18	39.1 %
Agree	7	16.7 %	19	37.3 %	Agree	12	20 %	12	26.1 %
Strongly Agree	1	2.4 %	7	13.7 %	Strongly Agree	5	8.3 %	5	10.9 %
Total	42	100 %	51	100 %	Total	60	100 %	46	100 %
Missing			1		Missing	1			

After the first term, most of students at the public institution (40.5%) disagreed and strongly disagreed that the work is not as difficult as they thought, whereas most of the students at the private institution (39.1%) agreed that the work is not as difficult as they thought. After the second term it slightly decreased for students at public (38.3%) who strongly disagreed, but again now at the private institutions most students (39.1%) also disagreed that the work is not as difficult as they through it would be.

Table A 2.30 - The lecturers provided me with my results throughout the first term.

Most students at both the public (57.1%) and private (51%) institutions agreed that lecturers

Study 2	Institutions				Study 3	Institutions			
	Public	Percent	Private	Percent		Public	Percent	Private	Percent
Lecturers provided results during first term					Lecturers provided results during first term				
Strongly Disagree	0	0 %	2	3.9 %	Strongly Disagree	6	9.8 %	2	4.3 %
Disagree	9	21.4 %	4	7.8 %	Disagree	12	19.7 %	1	2.2 %
Agree	24	57.1 %	26	51 %	Agree	32	52.5 %	24	52.2 %
Strongly Agree	9	21.4 %	19	37.3 %	Strongly Agree	11	18 %	19	41.3 %
Total	42	100 %	51	100 %	Total	61	100 %	46	100 %
Missing			1		Missing				

did provide them with results during their first term. After six months have passed the number of students at the both the public (52.5%) and private (52.2%) institution stayed more or less the same.

Table B 1.1 - How many hours per day do you intend to spend on studying after class time/ How many hours per day did you spend on studying outside of class time

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
	Frequency	Percent		Frequency	Percent		Frequency	Percent
Hours per day intent to spend studying after class			Hours per day spend studying after class			Hours per day spend studying after class		
1 hour	10	8.4 %	1 hour	7	7.4 %	1 hour	20	18.9 %
2 hours	46	38.7 %	2 hours	26	27.7 %	2 hours	32	30.2 %
3 hours	38	31.9 %	3 hours	29	30.9 %	3 hours	24	22.6 %
4 hours	17	14.3 %	4 hours	24	25.5 %	4 hours	17	16 %
5 hours	5	4.2 %	5 hours	7	7.4 %	5 hours	12	11.3 %
5 hours +	3	2.5 %	5 hours +	1	1.1 %	5 hours +	1	0.9 %
Total	119	100 %	Total	94	100 %	Total	106	100 %
Missing	1		Missing	0		Missing	1	

During questionnaire one the research asked the students how many hours per day do they intend to spend on studying after class time and most said two hours per day (38.7%). After

the first three months the study hours increased to 3 hours per day (30.9%) and decreased again to 2 hours per day after the first term (30.2%).

Table B 1.2 - How many hours per week do you intend to spend on studying after class time/ How many hours per week did you spend on studying after class time

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Hours per week intent to spend studying after class	Frequency	Percent	Hours per week spend studying after class	Frequency	Percent	Hours per week spend studying after class	Frequency	Percent
5 - 10 hours	21	17.6 %	5 - 10 hours	26	28 %	5 - 10 hours	36	33.6 %
10 - 15 hours	37	31.1 %	10 - 15 hours	28	30.1 %	10 - 15 hours	31	29 %
15 - 20 hours	31	26.1 %	15 - 20 hours	20	21.5 %	15 - 20 hours	20	18.7 %
20 - 25 hours	16	13.4 %	20 - 25 hours	10	10.8 %	20 - 25 hours	14	13.1 %
25 - 30 hours	10	8.4 %	25 - 30 hours	8	8.6 %	25 - 30 hours	3	2.8 %
More than 30 hours	4	3.4 %	More than 30 hours	1	1.1 %	More than 30 hours	3	2.8 %
Total	119	100 %	Total	93	100 %	Total	107	100 %
Missing	1		Missing	1		Missing	0	

Most of the students intended to spend between ten to fifteen hours per week on study after class (31.1%) and after the first three months they actually did spend between ten to fifteen hours as initially intended. Interesting to note that after six months the students indicated that they spend now five to ten hours less per week on study after class than they used to.

Table B 1.3 - I expect my lecturer to give me feedback within/ My lecturers gave me feedback within

Study 1	Institutions		Study 2	Institutions		Study 3	Institutions	
Expect feedback from lecturers within	Frequency	Percent	Received feedback from lecturers within	Frequency	Percent	Received feedback from lecturers within	Frequency	Percent
A day	13	10.8 %	A day	7	7.7 %	A day	6	5.6 %
2 days	34	28.3 %	2 days	11	12.1 %	2 days	7	6.5 %
3 days	21	17.5 %	3 days	14	15.4 %	3 days	12	11.2 %
4 days	7	5.8 %	4 days	7	7.7 %	4 days	8	7.5 %
A week	38	31.7 %	A week	44	48.4 %	A week	45	42.1 %
2 weeks	5	4.2 %	2 weeks	6	6.6 %	2 weeks	17	15.9 %
2 weeks +	2	1.7 %	2 weeks +	2	2.2 %	2 weeks +	12	11.2 %
Total	120	100 %	Total	91	100 %	Total	107	100 %

Missing	0		Missing	3		Missing	0	
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Most of students expected before any classes started that their lecturer will give them feedback within one week (31.7%), which according to their either three months (48.4%) and six months (42.1%) they did in fact received feedback form their lecturers.

Annexure M – Ethical clearance certificate

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Office of the Chairperson Research Ethics Committee	Faculty: BUSINESS AND MANAGEMENT SCIENCES
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At a meeting of the Faculty's Research Ethics Committee on **02 November 2017**, Ethics Approval was granted to **Carmen Els (213327872)** for research activities related to the **MTech: Tourism and Hospitality Management** at the University of the Cape Peninsula University of Technology

Title of dissertation/thesis/project:	<p>A COMPARATIVE ANALYSIS OF FIRST-YEAR HOSPITALITY MANAGEMENT STUDENTS' EXPECTATIONS AT HIGHER EDUCATION INSTITUTION IN THE WESTERN CAPE, SOUTH AFRICA</p> <p>Lead Researcher/Supervisor: Dr. T. Nyathela</p>
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Comments:

Decision: **APPROVED**

 Signed: Chairperson: Research Ethics Committee	<p>19 February 2018</p> <hr/> Date
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Clearance Certificate No | 2017FBREC504

Annexure N – Language editor certificate

Epsilon Editing

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Gqeberha

6001

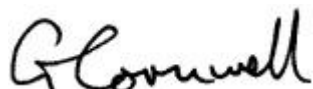
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11 November 2022

TO WHOM IT MAY CONCERN

This serves to confirm that the M.Tech thesis by Carmen Marie Els, “First-year hospitality management students’ expectations at higher education institutions in the Western Cape, South Africa,” has been proofread and edited to my satisfaction for English idiom and correctness of expression. The referencing has been checked against the CPUT Harvard standard.



Professor D G N Cornwell

(PhD, Rhodes University)