

**Full Name: Choppo Alfred, Lebitso**

**Student Number: 13015061**

**Research Article Title:**

**Exploring the Value of Exposing First Year Students to an Orientation Programme**

**Cell phone Number: 083 439 4762**

**Email Address: [clebitso@gmail.com](mailto:clebitso@gmail.com)**

## Table of Contents

|                                                                    |           |
|--------------------------------------------------------------------|-----------|
| <b>Abstract .....</b>                                              | <b>4</b>  |
| <b>1. Introduction.....</b>                                        | <b>4</b>  |
| <b>2. Description of the Problem .....</b>                         | <b>5</b>  |
| 2.1. Research Questions .....                                      | 5         |
| 2.2. Research Objectives.....                                      | 6         |
| <b>3. Literature Review / Theoretical Background.....</b>          | <b>6</b>  |
| 3.1. Key Definitions.....                                          | 7         |
| 3.1.1. Orientation Programme .....                                 | 7         |
| 3.1.2. Millennials .....                                           | 7         |
| <b>4. Research Methodology and Design.....</b>                     | <b>8</b>  |
| 4.1. Research Paradigm and Methodology .....                       | 8         |
| 4.2. Research Design and Data Collection and Analysis Method ..... | 9         |
| 4.2.1. Survey Design .....                                         | 9         |
| 4.2.2. Data collection method .....                                | 9         |
| 4.2.3. Data analysis method .....                                  | 9         |
| 4.3. Research Population and Sampling .....                        | 10        |
| 4.4. Limitations of the study .....                                | 10        |
| 4.5. Ethical Considerations, Validity and Reliability .....        | 12        |
| 4.5.1. Ethical Considerations.....                                 | 12        |
| 4.5.2. Validity and Reliability.....                               | 12        |
| <b>5. Results.....</b>                                             | <b>13</b> |
| 5.1. Previous Tertiary Studies .....                               | 13        |
| 5.2. Previous attendance of OP. ....                               | 14        |
| 5.3. View on the institution after attending OP .....              | 15        |
| 5.4. Value of OP .....                                             | 16        |
| 5.5. Topics of OP (Level of Enjoyment).....                        | 17        |
| 5.6. Topics of OP (Level of Importance).....                       | 18        |
| 5.7. Attendance versus Motivation .....                            | 19        |
| 5.8. Attendance versus Motivation (Elaborated).....                | 20        |
| 5.9. Influence of Attending OP .....                               | 20        |
| 5.10. Recommendations for future OPs.....                          | 23        |

|                                      |           |
|--------------------------------------|-----------|
| <b>6. Recommendations.....</b>       | <b>24</b> |
| <b>7. Conclusion .....</b>           | <b>24</b> |
| <b>Bibliography .....</b>            | <b>25</b> |
| <b>Annexure – Questionnaire.....</b> | <b>30</b> |

## Abstract

While substantial attention is provided to first year students (henceforth FYS) to prepare them for their academic years ahead, more research is still required to determine how much influence orientation programmes (henceforth OPs) have on their academic well-being. OPs do not only serve as a welcoming event for FYS but as a demonstration of an institution's commitment in the academic success of their students. This study explores the value of exposing FYS to an OP as a way to prepare them to successfully embark on their academic journey. A quantitative research was conducted to a small group of FYS and data collected through a questionnaire. The findings revealed that students that are exposed to an OP felt more prepared to embark on their academic journey. The study recommends an extended OP which will assist in addressing some of the needs that students have beyond the current OP be implemented so that students can receive continuous support and assistance to make the transition from school to studying at a higher education institution.

## 1. Introduction

This research focuses on determining how the current OP will help prepare students to embark on their academic journey and make recommendations to improve the programme so as to better equip students in starting their academic careers at higher education level.

According to Myers (2003, pp.14-16) OPs aim to equip all new students with the necessary information related to being successful students at a higher education institution (henceforth HEI) and also to assist them to cope with transition from a high school to a tertiary environment. Findings by Wolfe and Kay (2011, p.20) reveals that students that attend OPs cope better with the transition and develop high levels of commitment, perseverance, personal growth, and social relations. The integration of academic and social aspects in students' lives at a HEI increases students' level of commitment and perseverance (Beil *et al*, 1999, cited in Wolfe & Kay, 2011, p.20).

Successful OPs improve students' retention, academic performance, their levels of confidence and social growth, and also provide them with a sense of belonging which results in more positive attitude towards the institution (Gass *et al*, 2003; Kang'ethe & Muhuro, 2014; Lien & Goldenberg, 2012). Cuseo (1991) suggests that the first year of a student at a HEI comes with personal and academic challenges. Homesickness, time management, financial problems, and academic workload are some of the challenges that students face (Thurber & Walton, 2012, pp.1-5). Research conducted by Brown (2008, p.98) shows that OPs assist students to develop the necessary academic relationships for success and persistence.

Students that have been exposed to OPs are likely to continue with their studies, cope with transition and workload (Cuseo, 2015; Goodrich and Pierson, 1959; Gass, 1990). In an OP several topics are discussed to equip students with the necessary tools to manage their expectations about their studies (Myers, 2003, pp.14-16).

## 2. Description of the Problem

A study by Modipane (2011, pp.1592-1607) suggests that students' mind-sets, feelings, and preconceptions about an institution, ultimately influence their educational experience. Students come to an institution of higher learning with preconceived ideas and therefore how OPs are communicated to them, types of topics covered and timing of OP influence their academic progress and development going forward (Pascarella & Terenzini, 1978; Kang'ethe & Muhuro, 2014). Lien and Goldberg (2012) strongly recommend OPs to all first-time HEI's students.

Findings by Kang'ethe and Muhuro (2014) reveal that it is necessary for FYS to attend OPs. They also reveal the timing of OPs, its duration and how it is communicated as critical factors that need to be taken into consideration to fully provide adequate support and make OPs valuable (Kang'ethe & Muhuro, 2014). This is further confirmed by Owusu *et al* (2014, pp.131-132), stating that that careful and timeous planning of OPs are necessary and that content and structure of the programmes should be geared towards optimising students' academic performance while ensuring that multiple communication channels are used to communicate orientation information to students. The study also suggests the issuing of supporting material to allow better understanding of topics discussed for future reference. Evaluations on OPs should be conducted for feedback purposes (Owusu *et al*, 2014, pp.131-132).

According to Owusu *et al* (2014, pp.131-132) even though much effort is put into OPs, it is still difficult to determine how much impact the OP has on the academic performance of students (Owusu *et al*, 2014, pp.131-132).

Linked to this study, research was conducted to FYS at a private HEI. At the beginning of every academic year, an OP is conducted to assist FYS with transition to a new academic environment. Not much research has been conducted to determine the value of this programme and how it can be improved to offer the necessary intended support to FYS. The study seeks to assist the institution by identifying areas where Ops at the private HEI can be improved to ensure that it serves its main objective of supporting the needs of FYS towards easy transition to post-school education.

### 2.1. Research Questions

Research questions assist in establishing any uncertainties and shortfalls of the study which could or should be researched and also in justifying the need for their investigation (Farrugia *et al*, 2010). Research questions also assist in determining what data should or could be collected and the usage of it (Jha, 2008, p.44). They further assist in making a connection between the questions that they intend to address in their study and the most suitable research design (White, n.d., p.2).

The following questions apply to investigate the problem in more detail:

1. What are the views of students attending OP pertaining to the value of the programme?
2. What specific topics of the OP did students value most and why?

3. In what way can the OP be improved to prepare students for studying towards a post-school qualification?

## 2.2. Research Objectives

Research Objectives assist in establishing what a researcher intends to do to answer research questions (Farrugia *et al*, 2010). They also provide a clear statement of intent which assists with the research design (Farrugia *et al*, 2010).

Related to the problem, the following are the objectives of the study:

1. To determine students' views on attending an OP.
2. To identify areas where the OP can be improved to accommodate and support the needs of FYS.
3. To examine the value of the OP to FYS in starting their academic endeavours.

## 3. Literature Review / Theoretical Background

From the study by Kang'ethe and Muhuro (2014) of 220 FYS between two universities whose students were mostly from poor backgrounds, the finding reveals that providing students with information about OPs is not enough due to their different transitional needs. The study suggests a model where students attend weekly sessions which are facilitated by qualified academic staff where different topics that deal with transition are covered. The study suggests that all academic and administrative staff be involved in the planning, design and implementation of OP, taking into consideration the challenges faced by students from disadvantaged background as a way to encourage and enforce accountability. The study also indicates communication and timing of the OP as important in students' attendance of OP and that further research is needed to determine which models of presenting Ops will be most applicable to South African HEIs.

Gass *et al* (2003) reveals that OPs assist in the transition of students from high school to college as they equip them with the professional skills that are necessary for their social and personal growth. Most of the studies on OPs focus on building positive relations between students and faculty members (Gass *et al*, 2003). According to Gass *et al* (2003) OPs increase students' interest in academics, and positive attitude of students towards their studies and the institution. They also assist in ensuring that students have a better understanding of what is expected of them in relation to the successful completion of their studies (Gass *et al*, 2003).

Martin and Dixon (1994) reveal that students' attendance at an OP cannot conclude that such a programme was effective. The study suggests that students that attend OPs benefit but raises questions on whether the outcomes would be the same if they do not attend, and if the non-attendance will in any way affect their academic experience. The study found no relationship between attendance and adjustment to the higher education environment.

A study by Clark and Cundiff (2011) explored the effect that a first-year college experience course has on students' averages and retention rates and found that the 326 students who registered for the programme, stood a better chance of registering for a second year.

Modipane (2011, pp.1592-1607) conducted a study of FYS at the University of Limpopo. The research reveals that students' experiences at the institution are more linked to their mind-set and personal feelings, related to their social relations, and their academic milieu than to the OP that they have attended. All these are believed to have great influence on their education and may not necessarily be influenced by the attendance of a OP.

A study by Lien and Goldenberg (2012) which was conducted to all previous FYS that participated in an outdoor OP between 2003 and 2006 shows that OP was important to them and influenced their personal and social levels. The results from data that was collected through an online questionnaire were consistent to previous studies by Bell and Williams (2006), and by O'Keefe (1989) which concluded that OPs should be conducted to all FYS at HEIs. Findings by Mayhew *et al* (2010, p.340) reveal that OPs assist students in learning how to access important campus resources and important information pertaining to their registration, policies etcetera.

### **3.1. Key Definitions**

The purpose of key definitions is to avoid misinterpretation of main terms (du Plooy-Cilliers *et al*, 2014, p.288). It is also another way to indicate that the researcher knows what he / she is writing about by capturing the core of the matter investigated (Stringer, 2008, pp.44-46).

#### **3.1.1. Orientation Programme**

This is set of programmes organised by an institution for students (in most cases FYS) to learn about academic expectations, various activities and services available to them before classes start, as a way to allow easy transition into a new academic environment (Pascarella *et al*, 2010, p.156).

#### **3.1.2. Millennials**

This group of students are a generation of youth that was born in the early 1980s to the early 2000s which is more optimistic, more prosperous, better educated, and more culturally diverse, as compared to previous generations (Rainer & Rainer, 2011, p.280; Howe & Strauss, 2009). This definition is provided as the sampling group came from this generation group.

## 4. Research Methodology and Design

In this study, quantitative methodology was used to explore the value of OPs to FYS. According to Johnson and Christen (2013) quantitative research depicts the world using variables and tries to explain and predict the world by indicating relationships between those variables. Quantitative approach is used if the main objective of the researcher is to predict the future or wants to populate the findings from just a sample to a wider population (du Plooy-Cilliers *et al*, 2014, p.14).

### 4.1. Research Paradigm and Methodology

Niglas (1999) points out that research methodology used within a study will always be more aligned either to qualitative or quantitative research. A researcher can only be devoted to the use one of the two approaches but not both.

In the study by Kang'ethe and Muhuro (2014) discussed in this research proposal, a post-positivism approach was used. Modipane (2011, pp.1592-1607) however used interpretivism as a way to try to interpret the experiences of FYS and what those experiences meant to their studies. For the purpose of this study interpretivism as a research approach was followed as an attempt to interpret the value of exposing FYS to an OP. According to du Plooy-Cilliers *et al* (2014, p.27) interpretivism is formed on the basis that people and objects vary. Interpretivists argue that people cannot be studied exactly as objects as people are not stagnant and can be influenced by the environment in which they inhabit (du Plooy-Cilliers *et al*, 2014, p.27).

Founded on the principles of interpretivism, the study tries to quantify factors identified as valuable when students are exposed to an OP Black (1999, pp.9-10) describes quantitative research as a type of research where a researcher collects a substantial amount of data in a quantitative way, using a research instrument which converts a phenomenon that wouldn't necessarily exist in a quantitative form into data that can be analysed statistically. As a norm quantitative studies comprises of large sample populations (du Plooy-Cilliers *et al*, 2014, p.14). However, due to time and resource constraints, this qualitative study will apply exploratory research to find new understandings and identify new theories based on a limited sample population (Welman *et al*, 2005, p.14; du Plooy-Cilliers *et al*, 2014, pp.75-80). Exploratory research investigates a particular issue as a way to obtain new information on it without providing final and certain solution to that issue (McNabb, 2015, p.96). Quantitative research predicts and controls future results. Together, exploratory and quantitative research focus on a small sample group (du Plooy-Cilliers *et al*, 2014, p.14).

## **4.2. Research Design and Data Collection and Analysis Method**

### **4.2.1. Survey Design**

OPs at the private HEI where research was conducted on, only take place before the start of academic programmes and are conducted to FYS only. According to du Plooy-Cilliers *et al* (2014, p.149) and Stringer (2008, p.77) when data is collected only once, of which it was the first and the last time that it was ever collected from the respondents, that is regarded as a cross-sectional design. As this will be the only time that the researcher will see the students, and the fact that OP takes place once at the beginning of the academic year, cross sectional design seemed viable. According to Dudovskiy (2016) exploratory research is conducted during the earliest stages of a problem and is cost effective and time efficient. To try to obtain information as soon as the students have finished the OP, a facilitator of an OP will issue a questionnaire during the last session and request students to complete it.

### **4.2.2. Data collection method**

A study by Modipane (2001, p.9) indicates that a paper-based questionnaire was used to try to determine students' views on OPs. A similar approach was also taken by Owusu *et al* (2014, pp.131-132) where data was gathered through a questionnaire to determine the influence OP has on the academic performance of students. Paper-based questionnaires are considered an easy and faster method of gathering data from a large group of people (University of Leicester, n.d.; Milne, 1999). They are also considered to be very helpful when studying changes in people's behaviours and views (eVALUEd, 2006; Taylor & Medina, 2013). For the purpose of this study a paper-based questionnaire is used. Linked to the views of Jackson (2015, p.13), to ensure data collected is not compromised and that it is reliable and valid, consistent responses are required meaning that questions asked in the study are clear and simple.

### **4.2.3. Data analysis method**

Nicholas (2009, p.34) describes data analysis as a manner in which collected data is converted into useful information. This study follows a quantitative research approach as the type of data that produced consists of statistics (Nicholas, 2009, p.34). According to Nicholas (2009, p.34) quantitative analysis of any numeric values includes preparing data for analysis, and explaining the data. As the questionnaire will also include scaled questions they will assist in converting data to a scale of measurement to allow statistical analysis (Jackson, 2015, pp.114). The questions follow a rank of response on a scale. This termed ordinal measures by Nicholas (2009, p.35). A value is given for each answer students completed. A spreadsheet was used to do coding. For this study, each question is categorised. A computerised analysis of data is conducted where results are presented in bar or pie charts using Microsoft Excel.

#### 4.3. Research Population and Sampling

The research focuses on one group of new first year undergraduate students at one of the campuses of a private HEI. According to Schrader and Brown (2008, p.310) characteristics of FYS need to be understood to adequately equip and support them. The population consists of students from a generation born in the early 1980s to the early 2000s, commonly referred as 'Millennials' (Rainer & Rainer, 2011, p.280). Millennials are better informed, eager to learn, listen and love been mentored and empowered (Rainer & Rainer, 2011, pp.280-284). To increase their enthusiasm towards engaging in this study, they were informed of how their participation will add value to the improvement of future OPs.

A non-probability, convenience sampling was used. This is a technique in which samples are selected randomly from a list that includes everyone that is in the population that has been selected (Babbie, 2010, p.206). Participation in the study was limited to only students that attended all the sessions of OP from a group that was available at the time.

Non-probability sampling does not permit the researcher to determine the amount of sampling inaccuracy that exists in a research study (Tayie, 2005, p.32). According to Tayie (2005) non-probability sampling is applicable in research studies which are designed to investigate relationships among various variables and for the collection of exploratory data for the designing of measuring instruments. A non-probability sample is also appropriate when the results of the study will not be generalised to the entire population (du Plooy-Cilliers *et al*, 2014, p.142). Non-probability is also applicable when a researcher has a limited time to conduct a study (Tayie, 2005, p.32). For this study a survey was issued at the end of the session and students responded based on their availability and willingness. A group of about 20 FYS registered for the Diploma in Software Development at one of the campuses of a private HEI participated in the study.

#### 4.4. Limitations of the study

Due to the nature of the study, the sample size is limited and results cannot be generalised (du Plooy-Cilliers *et al*, pp.75–80). Research is limited to one small group of FYS at one campus of a private institution. The findings do not represent the majority of FYS in HEIs. Another limitation is the effect an OP has on the students may not be immediately noticeable. According to Pascarella *et al* (2010, pp.172-173) the effect of orientation is realised after approximately seven months of attending post-school education. As convenience sampling is used, the acquired population may be biased (Gravetter & Forzano, 2011, p.151). This means that sample group that was studied may not be the real representation of the entire population of FYS at the HEI studied and as such the results of the study may differ significantly from the results of the entire population.



## **4.5. Ethical Considerations, Validity and Reliability**

### **4.5.1. Ethical Considerations**

Educational institutions put ethical considerations in place to ensure that the privacy of research participants is protected (Stringer, 2008, pp.44-46). Permission to conduct a survey on students was sought with the relevant private HEI and in accordance to its policies and processes.

Students' participation in the survey was voluntarily. All respondents gave a written consent by completing a Participation Consent form. Students could choose to withdraw from participation at any given time. The questionnaire states the main purpose of the study, what to expect and also gave an assurance that the participation of respondents will be confidential and as such their names will not be revealed. In the study all students that participated were referred to as 'respondents'. Only data that is collected through the questionnaire was used for the study. Students that opted not to participate were not discriminated against as their non-participation could not have influenced on the outcome of the study.

All work by other researchers and authors used in the study were acknowledged by using the correct method of Harvard referencing. All data from the study was collected in a transparent manner and was presented without any prejudice or unfairness. Any opinions or views about the study expressed in the form of criticism or contradiction were students felt more prepared to embark on their academic journey included.

### **4.5.2. Validity and Reliability**

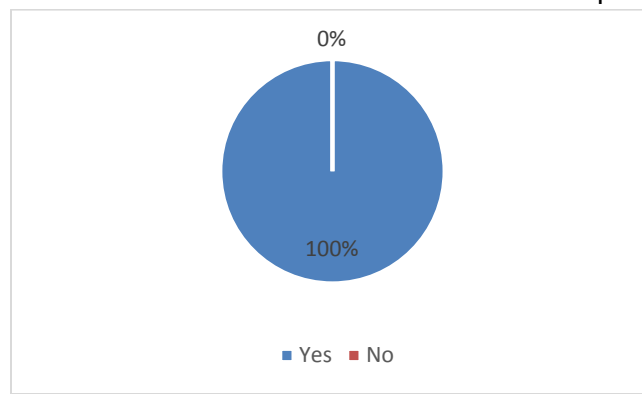
Validity is the extent in which a data collection tool can be used to measure what it was intended to measure (du Plooy-Cilliers *et al*, 2004, p.256). To assure validity of a questionnaire, a researcher should consider the face and content validity of it (Institute for Work & Health, 2007). Face validity is described as a notion that the questionnaire will be able to measure what it is intended to measure by looking at how well questions were expressed and that options given to respondents seems suitable (Institute for Work & Health, 2007). To assure content validity, questions that are on the questionnaire were assessed in relation to factors that considered to be of value to students during an OP (Institute for Work & Health, 2007). Reliability is the extent in which a data collection tool can be used and still able to produce consistent results (Phelan and Wren, 2006). This is termed as retest reliability (Institute for Work & Health, 2007; du Plooy-Cilliers *et al*, p.255). Prior to the questionnaire being given to the respondents, it was given to a peer group to assess its relevance and clarity, and determine if any changes to the questions needed to be made before the actual study is conducted (du Plooy-Cilliers *et al*, 2004, p.256).

## 5. Results

A quantitative research which includes a questionnaire that consists of different types of questions was followed. A spreadsheet is used to do coding. Some of the data was categorised to reflect on certain patterns and to make sense of it. For example, results were categorised according to negative and positive responses the sample group. A computerised analysis of data is conducted and results are presented in bar or pie charts using Microsoft Excel.

### 5.1. Previous Tertiary Studies

Question 1 of the research focused on determining if any of the respondent studied at a HEI previously. Figure 1 provides detail on the results obtained from respondents.

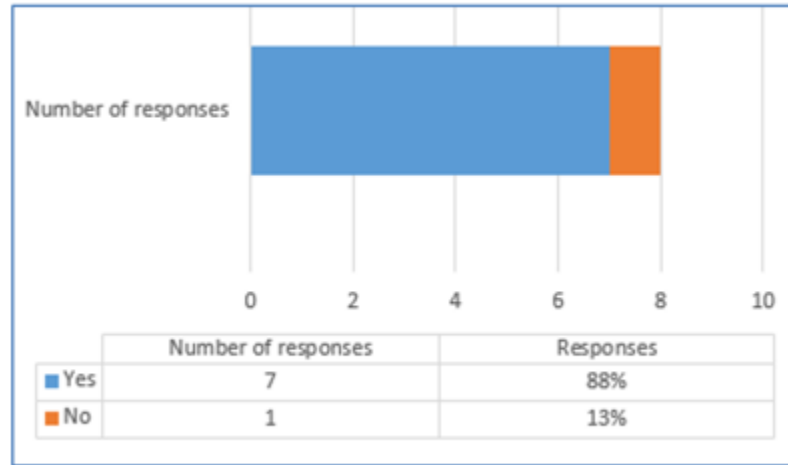


*Figure 1: Previous Tertiary Studies*

All respondents indicated that they were studying at a HEI for the first time. The respondents were therefore not exposed to an OP at a HEI before. According to Kang'ethe and Muhoro (2014, p.1247) exposing students to an OP will assist them in easily adapting to a HEI environment. Hence participation and engagement of students to fully understand the requirements at a higher education level as presented in the OP becomes even more important.

## 5.2. Previous attendance of OP.

Questions 2 and 3 aimed to determine whether students had any prior exposure to an OP. Figure 2 below provides a summary of findings.



*Figure 2: Previous Attendance of OP*

As all respondents indicated that this were the first time that they were exposed to OP, none of them have attended an OP before. Being the first exposure to an OP, Myers (2003, pp.14-16) states that the OP should have provided students with a better chance to manage their expectations about their studies. OP should have provided students with a better chance to adjust to the new academic environment and its challenges (Goodrich and Pierson, 1959). Without being exposed to OP, students do not stand a better chance of to cope with the academic workload and how to manage their time effectively (Cuseo, 2015) and as such may not succeed in their studies (Gass, 1990).

### 5.3. View on the institution after attending OP

Question 4 and 5 were aimed to determine respondents' views about the institution after attending an OP and whether their perception about the institution changed after their attendance. For those respondents that indicated that their views changed, they were further asked to provide their reasons on their response. Figure 4 provides a summary of the findings.

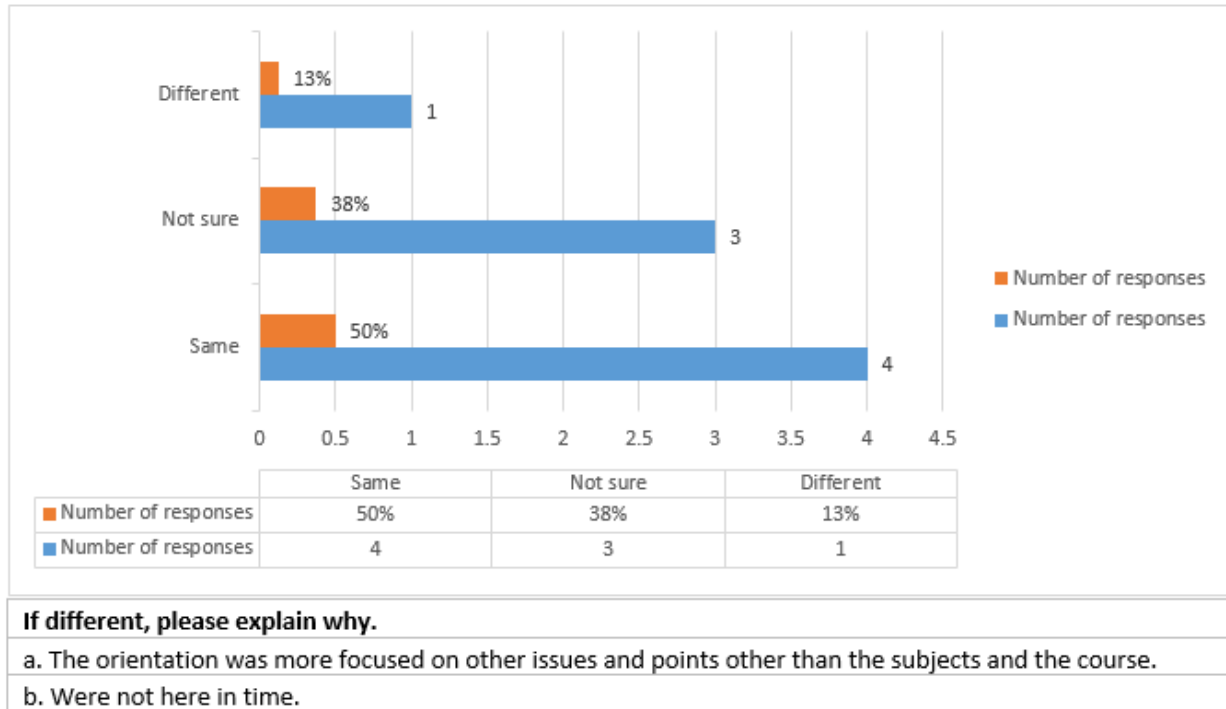


Figure 3: View of institution after OP

Fifty percent (50%) of the respondents had the same view about the institution after attending OP while 13% had a different view. Thirty-eight percent (38%) of the respondents were not sure. This means that the view of respondents did not change after attending an OP. As attested by Modipane (2011, pp.1592-1607), respondents' expectation about an institution is more linked to their mind-set and feeling. Figure 5 above depicts that only 2 respondents answered this question. Expectations from one of the respondents was that courses and modules will be discussed during one of the sessions of an OP. Non-punctuality of staff influenced one respondent's view about the institution. The two responses show that students' expectations about the institution needs to be managed, that is, they are informed of what will be covered during orientation. They also show that the behaviour of staff who presented at the OP may have a negative influence on how students view the institution. As Modipane (2011, pp.1592-1607) suggests, students' perception about an institution eventually influence their education experience.

#### 5.4. Value of OP

The aim of question 6 was to determine if respondents found the OP valuable, while question 7 aimed to determine what the respondent believe make an OP valuable. Figure 6 below depicts that fifty percent (50%) of respondents agreed that the OP was valuable, while twenty-five percent (25%) strongly agreed, thirteen percent (13%) were not sure and another thirteen percent (13%) did not agree. The majority of respondents found the OP valuable. As Modipane (2011, pp.1592-1607) indicates that students' expectations about an institution are more linked to their mind-set and feeling, this means that students' expectations about the OP and the institution were met. This is in line with Gass *et al* (2003) study which suggests that attending orientation increases students' interest and positive attitude towards their studies and the institution which may lead to more commitment and resilience as attested by Beil *et al* (1999).

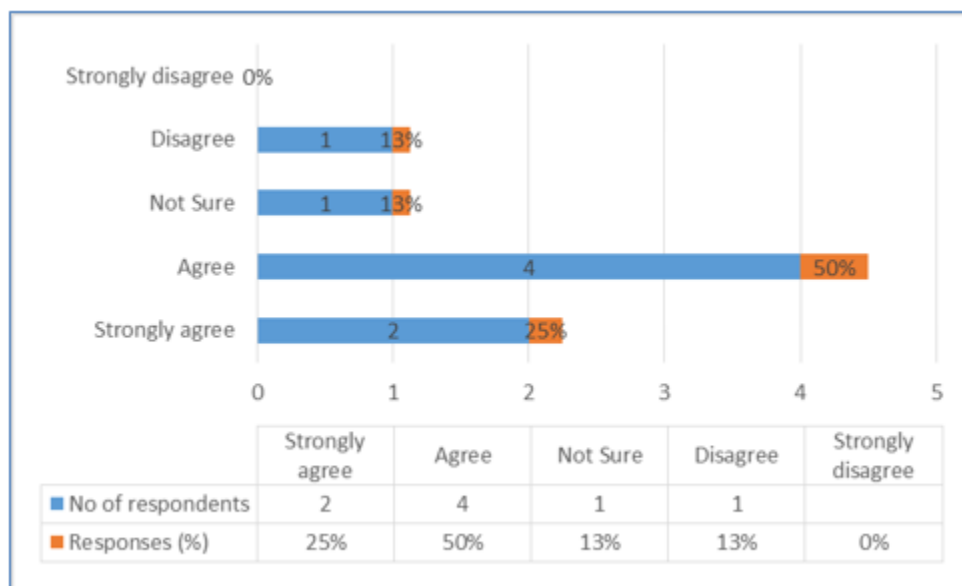


Figure 4: Value of OP

The fifty percent (50%) of respondents that “agreed” that the OP was valuable and found the information that was presented such as college life, its academic matters, what they need to look out for and also pay attention to as valuable. Twenty-five percent (25%) “strongly agreed” and believed that the OP assisted in preparing them to get through the course whilst thirteen percent (13%) were “not sure” due to the fact that the presenters were not audible enough. Another thirteen percent (13%) “disagreed” because course lecturers were not present.

Responses from question 7 were grouped into two categories (positive and negative responses) from respondents as depicted in Table 1, below.

| Comments  |          |                                                                                                                                  | No of respondents (Percentage) |
|-----------|----------|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Responses | Positive | I am now more informed as I have received the necessary information that will assist me that prepared me on my academic journey. | 5 (63%)                        |
|           | Negative | Lecturers and Principal were not part of the orientation programme and it was difficult to understand facilitators of sessions.  | 3 (38%)                        |

Table 1: What makes OP valuable

Sixty-three percent (63%) of respondents found value in the OP as they now felt more informed and prepared for the academic journey ahead. This is line with Gass *et al* (2003) findings that OPs increase positive attitude of students on their studies and on the institution and allow students to have a better understanding of what is expected of them in relation to their interests. Thirty-eight percent (38%) of respondents did not find OP valuable. As the study by Modipane (2011, pp.1592-1607) suggests, more research is required on how students' mind-set towards the services provided to them can be improved. Research by Pascarella and Terenzini (1978) suggests that students' expectations about the college has strong influence on the academic performance and future academic development.

### 5.5. Topics of OP (Level of Enjoyment)

Question 8 asked of respondents to comment on the topics included in the OP and whether they found discussions and information on the topics enjoyable.

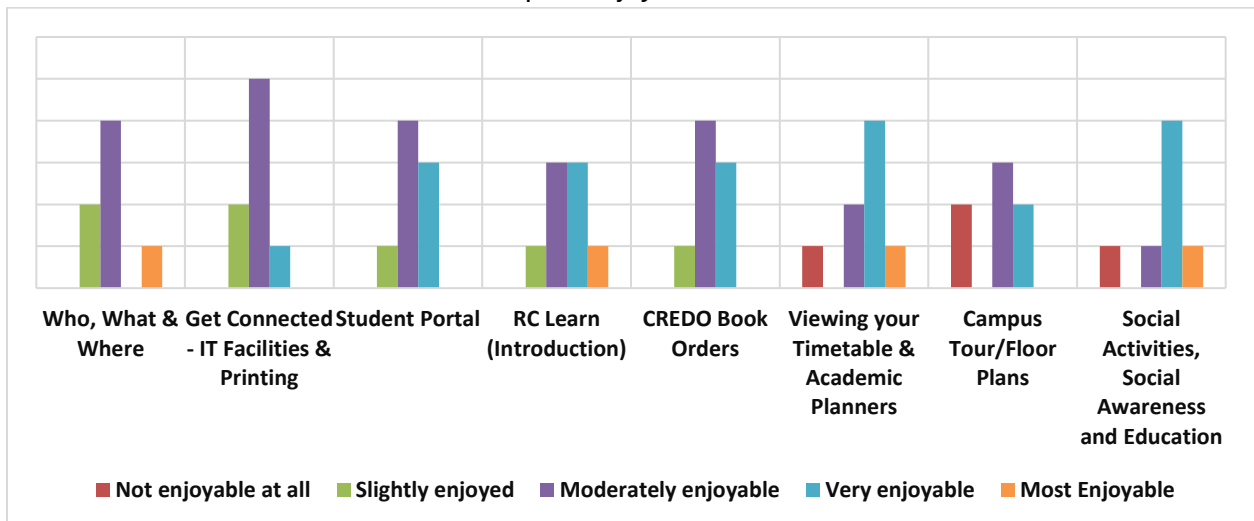


Figure 5: Topics of OP

Figure 8 above depicts that most respondents found most of the topics to be moderately enjoyable. In particular, the “Get Connected – IT facilities & Printing” topic was moderately enjoyed by most of the respondents. They also enjoyed topics on timetables and academic planners, social activities, social awareness and education. This means that respondents enjoyed the topics that were presented to them. According to Mayhem *et al* (2010, p.338) OP helps students to learn how to access important resources at the institution and that this assist in facilitating students’ learning. This study indicates that students value the resources that are available to them and how they can access them. This again shows that OP assisted in alleviating the level of anxiety of students about the transition. Mayhem *et al* (2010, p.338) regards academic and social information that students received at OP as the basis of an OP. Based on this it may be valuable that the institution that the study was conducted on have similar topics in future OPs.

### 5.6. Topics of OP (Level of Importance)

The purpose of question 9 was to determine which topics respondents found informative and otherwise.

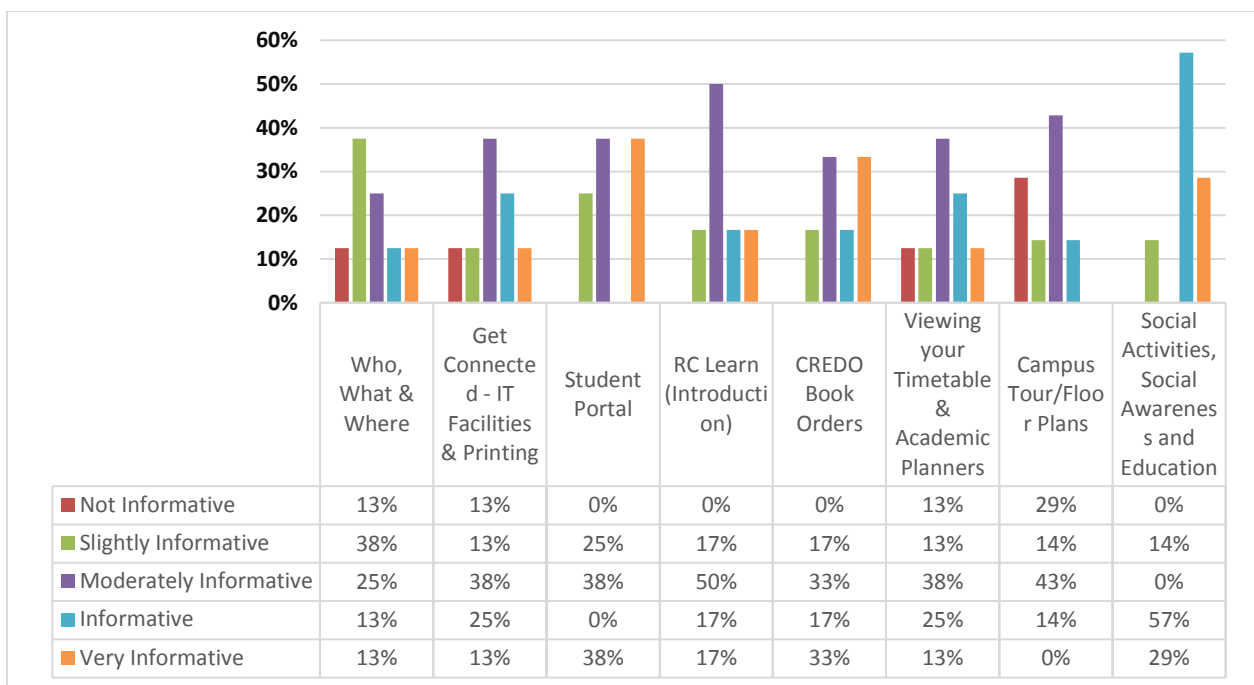


Figure 6: Topic of OP (Level of Importance)

Figure 9 above depicts that thirty-eight percent (38%) of the respondents did not find information about the staff, what staff do and where staff are available informative. Only thirty percent (30%) found the sessions on topics such as “student portal” and “credo books” informative whilst fifty percent (50%) of respondents found session on RC Learn moderately formative. Fifty-eight percent (58%) found the sessions on “social activities, social awareness and education” informative whilst twenty-nine percent (29%) found the session regarding “campus tour/floor plans” not informative. Knowing who are the staff on campus and where to access them seem less important when compare to knowing the resources that are provided to them, how those

resources can be accessed and how they can use them to their own benefit. The study by Cuseo (2015, pp. 1-20) shows that students' ability to capitalise on resources made available to them, increases their academic success.

### 5.7. Attendance versus Motivation

The purpose of question 10 was to determine if attending OP has in any way motivated respondents to succeed in their studies.

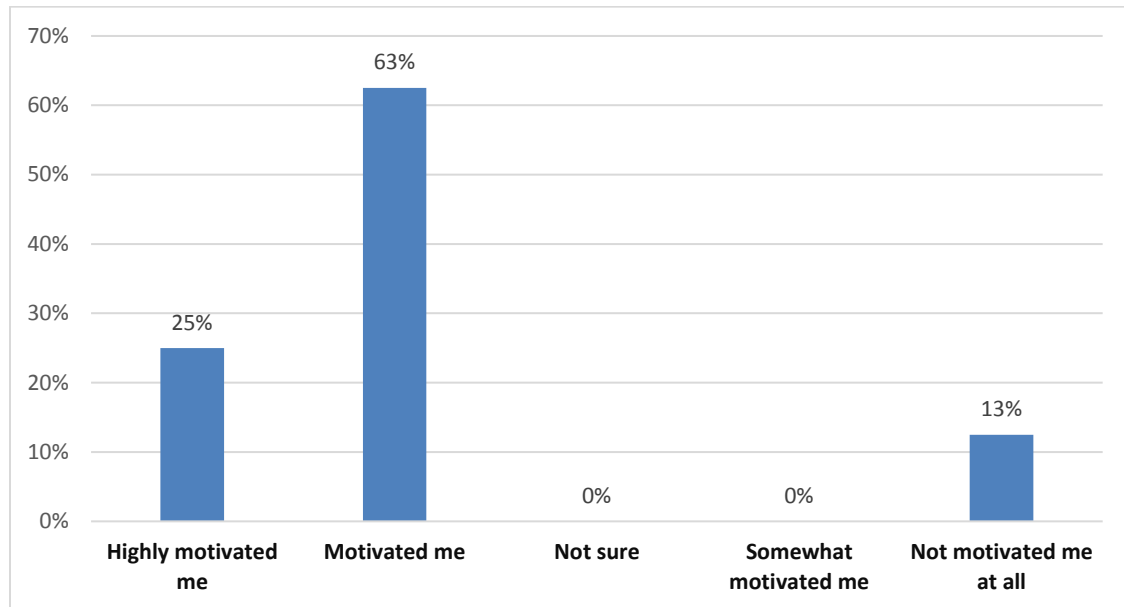


Figure 7: Attendance vs Motivation

Figure 7 above indicates that sixty-three percent (63%) of respondents were motivated to succeed in their studies after attending the OP whilst twenty-five percent (25%) were highly motivated and thirteen percent (13%) were not motivated at all.

This means that most respondents were motivated after attending the OP. This is in line with Gass *et al* (2003) study which suggests that attending orientation increases students' interest and positive attitude towards their studies and the institution.

### 5.8. Attendance versus Motivation (Elaborated)

The purpose of question 11 was to allow the respondents to elaborate further on their response to question 10.

The responses were grouped into 3 categories (“highly motivated me”, “motivated me”, and “not motivated me at all”) from respondents’ selection. The responses were further grouped into two categories (positive and negative response) as depicted in Figure 11, below.

These responses revealed that respondents that better understood courses they are registered for, were also aware of what is expected of them, and were well motivated towards embarking on their academic journey. According to Gass *et al* (2003) OPs increase students’ interests in academic activities and motivates them to succeed in their studies.

| Comments  |          |                                                                                                                                                                                                                 | No of respondents (Percentage) |
|-----------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Responses | Positive | Students expectations were met and they have a better understanding of the courses they were registered for. They were also aware of what is expected of them and we ready to embark on their academic journey. | 7 (88%)                        |
|           | Negative | Students who did not get clarity on some of the information regarding courses they registered for were not confident enough to start with their studies.                                                        | 1 (13%)                        |

Table 2: Attendance versus Motivation (Explanation)

### 5.9. Influence of Attending OP

The purpose of question 12.1 was to determine if OP’s attendance motivated students in taking on their academic studies in terms of respondents’ views on whether the OP assisted them to feel prepare for theirs studies, findings, as depicted in Figure 8 indicate that thirty-eight percent (38%) of respondents felt that it was moderately likely that attending OP will prepare them for their academic studies. A further twenty-five percent (25%) felt that it is very likely that attendance of OP will prepare them for their studies while thirteen percent (13%) felt most likely. The same percentages also felt that it is slightly likely, and least likely that OP will prepare them for their academic studies.

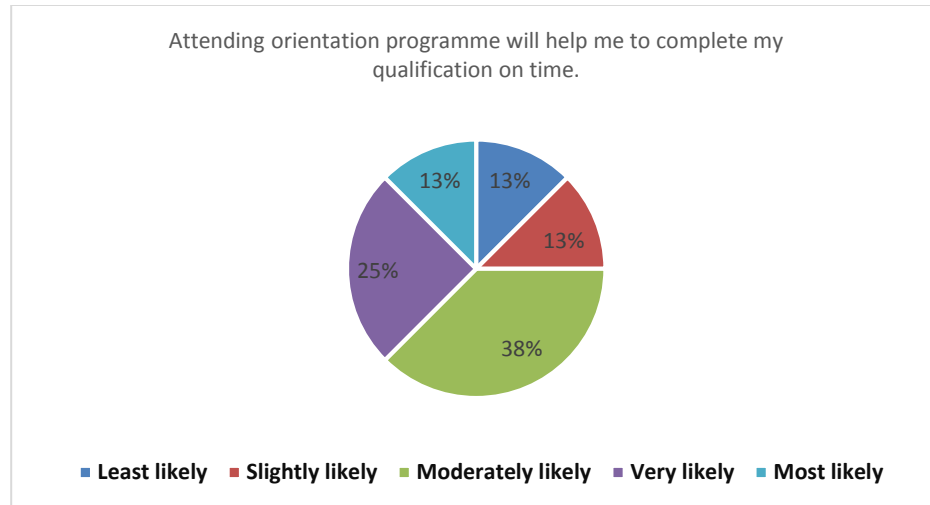


Figure 8: Influence of Attending OP on Academic Studies

This study therefore reveals that respondents believe that attending an OP will prepare them for their academic studies. This is attested by Gass *et al* (2003) that OPs increase students' interest in academics, and positive attitude towards their studies and the institution.

On whether an OP can assist in improving marks, as presented in Figure 9, sixty-three percent (63%) of respondents felt that it was moderately likely that attending OP will help them to achieve better marks while thirteen percent (13%) felt that it was very likely. The same percentage felt least likely, and slightly likely that OP will help them achieve better marks. Seventy-six percent (76%) of respondents believed that orientation will help them improve their marks.

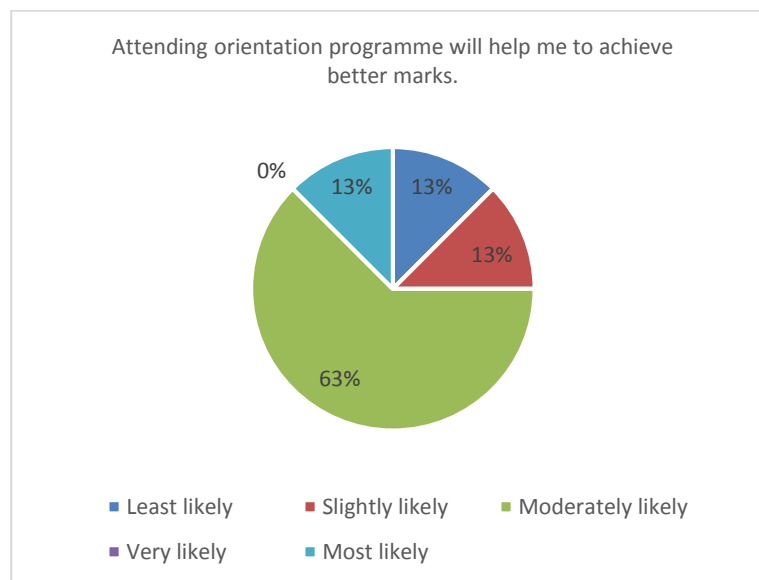


Figure 9: Influence of Attending OP on marks

Figure 9 above depicts that majority of respondents believe that attending OP will help them in bettering their marks. This means that students were already motivated to do well in their studies. This also attested by Gass *et al* (2003), that OPs increase students' interest in their

studies and the institution. In line with Gass *et al* (2003), it means students have positive attitude towards their institution.

Related to whether respondents think that attending an OP will support them completing their qualification, as depicted in Figure 10 indicates that thirty-eight percent (38%) of respondents felt that it was moderately likely that attending OP will help them to complete their qualification on time. Twenty-five percent (25%) felt very likely. The majority of respondents sixty-eight percent (68%) believed that attending orientation will help them to complete their qualification on time.

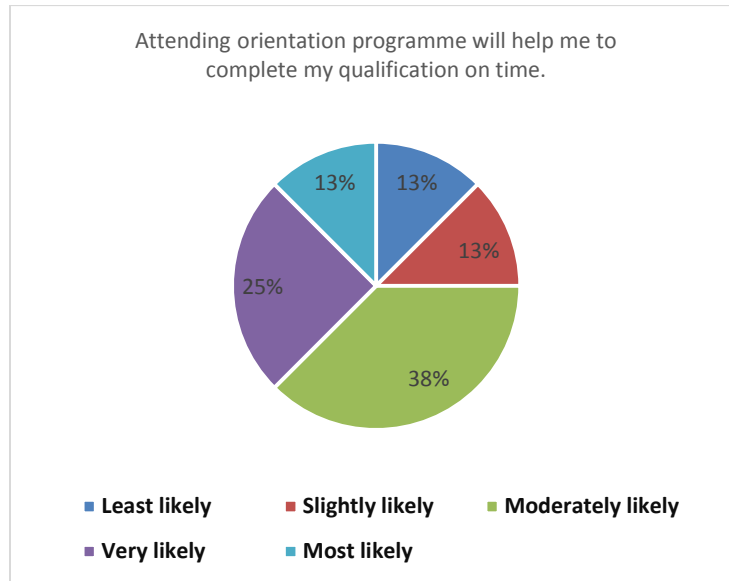


Figure 10: Influence of OP on completion of studies

Figure 10 above depicts that majority of students that attended OP believe that it will assist them in completing their qualification on time. A study by Owusu *et al* (2004, pp.131-132) proves statistically that students who attend OP performs better, academically.

### 5.10. Recommendations for future OPs.

Questions 13 and 14 were asked to obtain suggestions on how future OPs can be improved.

| Comment                                                                                                                                              | Number of respondents | Respondents (%) |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------|
| 13.1 Orientation programme to be conducted over a longer period.                                                                                     | 1                     | 17%             |
| 13.2 Change how orientation programme is communicated to the students. (Please elaborate in question 14).                                            | 2                     | 33%             |
| 13.3. The information provided during the orientation programme should be relevant to what is immediately relevant to each stage of the orientation. | 1                     | 17%             |
| 13.4 Expectations of the students about an orientation programme must be addressed during the first orientation session.                             | 1                     | 17%             |
| 13.5 Students should be asked about their experience on an orientation programme at the end of the programme.                                        | 1                     | 17%             |

*Table 3: Recommendations for Future OPs.*

Table 3 above depicts that thirty-three percent (33%) of respondents felt that the way OP is communicated to respondents needs to be changed. Respondents suggests that systems/equipment be provided so that the facilitators could be audible enough and that staff should be explicit when providing information about OPs. According to Kang'ethe and Muhoro (2014, p.1243), it is imperative that the OP is well planned and that there are enough resources.

The study also reveals that OPs need to be evaluated so that feedback can be used to improve future programmes and that the purpose and topics be communicated well ahead as a way to manage students' expectations. The study by Kang'ethe and Muhuro (2014) suggests that communication and the timing of the OP influence students' attendance of OP.

The findings from this study reveals that after attending an OP students are motivated to start with their studies and motivated to complete their qualifications on time. Topics on resources that are available to students and how to access and utilise those resources are very valuable to students. The findings also reveal that information on higher education academic life, academic matters and what is expected of them as also valuable. The ways of how future OPs can be improved to prepare students, and also accommodate and support their needs.

## 6. Recommendations.

As OP was scheduled for a day with different topics covered. It is suggested that an extended OP be introduced inclusive of various sessions offered over an extensive time to address any questions and transitional needs that students have. This suggestion is supported by Kang'ethe and Muhoro (2014) who suggests that OP be conducted over a longer period and that those sessions be facilitated by a qualified academic staff. The suggestion is also supported by Green (2008, p.5) who indicates that OP is a continuous process and as such it is not advisable that it is concluded a week or two after it is started. Also, because transition takes place in many different stages of respondents' academic life. The study reveals that OP needs to be communicated in advance and should indicate topics which will be discussed as a way to manage students' expectations in relation to their interests. This may be explored further in future studies. This study shows that FYS should be encouraged to attend OP as a way to increase their commitment to their studies. The findings of the study may be used in the future to expand research on the topic. A further study is required on whether the non-attendance of students can in any way have a negative impact on students' post-school experience. The information in this article also show a need to explore further on how OPs need to be communicated to students. It indicates how the behaviour of staff can influence students view about the institution. This from the open comment, "were late" which was made in response to question 5.

## 7. Conclusion

As institutions try to identify ways of improving OPs to allow better transition of students in a new academic environment, students also have their own expectations and anxieties about a new life ahead. This study has provided evidence on how OP impacts on students' take on their future academic and social life. It further provided evidence on how students can easily devalue OPs based on their first negative encounter with administrative and academic staff. The resources provided to the students during OP, how they are accessed, and the type of staff that facilitate the OP influence the value of OP. This study has indicated that students that attend OP are motivated and committed to embark on their academic journey and eventually gain positive attitude towards the institution.

## Bibliography

Babbie, E. 2010. *The Basics of Social Research*. 5<sup>th</sup> edition. Belmont: Cengage Learning.

Beil, C, Reisen, CA, Zea, MC, and Caplan, RC. 1999. A longitudinal study of the effects of academic and social integration and commitment on retention. *NASPA Journal*, 37, pp. 376–385. Cited in: Wolfe, B and Kay, G. 2011. Perceived Impact of an Outdoor Orientation Program for First-Year University Students, *Journal Of Experiential Education*, 34(1), pp. 19-34. [EBSCOhost]. Available through: Academic Search Premier. [Accessed 12 September 2015].

Bell, B and Williams, BG. 2006. Learning from first-years fears: An analysis of the Harvest first-year outing program's "fear in hat" exercise. *Journal of College Orientation and Transition*, 14(1), 27-61.

Black, TR. 1999. *Doing Quantitative Research in the Social Sciences: An Integrated Approach to Research Design, Measurement and Statistics*. London: SAGE Publications Ltd.

Brown, MS. 2008. *The Impact of a Minority Orientation Program on First-year African American Students*. Ann Arbor: ProQuest LCC.

Clark, M and Cundiff, N. 2011. Assessing the Effectiveness of a College Freshman Seminar Using Propensity Score Adjustments, *Research In Higher Education*, 52(6), pp. 616-639. [EBSCOhost]. Available through: Academic Search Premier. [Accessed 22 March 2015].

Cuseo, JB. 2015. *Course Content for a Comprehensive & Holistic First-Year Seminar: Topic Identification and Justification*. [Online]. Available at: <http://webs.wichita.edu/depttools/depttoolsmemberfiles/OFDSS/101%20FYS%20Research/content-FYS-evidence-10.pdf> [Accessed 14 March 2015].

Cuseo, JB. 1991. *The freshman orientation seminar: A research-based rationale for its value, delivery, and content*. Columbia, SC: National Resource Centre for The Freshman Year Experience, University of South Carolina.

Du Plooy-Cilliers, F, Davis C and Bezuidenhout R. 2014. *Research Matters*. Cape Town: Juta and Company Ltd.

Dudovskiy, J. 2016. *The Ultimate Guide to Writing a Dissertation in Business Studies: A Step-by-Step Assistance*. July 2016 ed. [eBook]. Available at: <http://research-methodology.net/research-methodology/research-design/exploratory-research/> [Accessed 20 October 2016].

EVALUED. 2006. Questionnaires. [Online]. Available at: <http://www.evalued.bcu.ac.uk/tutorial/4a.htm> [Accessed 20 April 2015].

Farrugia, P, Petrisor, BA, Farrokhyar, F and Bhandari M. 2010. Research questions, hypothesis and objectives. *Canadian Journal of Surgery*. 53(4), pp. 278-28. [Online]. Available at: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2912019/> [Accessed: 29 June 2015].

Gass, MA. 1990. The longitudinal effects of an adventure orientation program. *Journal of College Student Development*. 31 (1).

Gass, MA, Garvey, D and Sugerman, D. 2003. The Long-Term Effects of a First-Year Student Wilderness Orientation Program. *Journal of Experiential Education*, 26(1), p. 34. [EBSCOhost]. Available through: Academic Search Premier. [Accessed 19 March 2015].

Goodrich, TA and Pierson, RR. 1959. Pre-college counselling at Michigan State University. *Personnel and Guidance Journal*. 37, pp. 595-597.

Grey, DE. 2014. *Doing Research in the Real World*. University of Greenwich: SAGE Publications Ltd.

Gravetter F and Forzano L. 2011. *Research Methods for the Behavioral Sciences*. 4<sup>th</sup> edition. Belmont: Cengage Learning.

Green, D. 2008. *Planning and running orientation programmes for international respondents*. [Online]. Available at: <http://www.englishuk.com/uploads/assets/members/publications/orientation.pdf> [Accessed 06 May 2016].

Howe, N and Strauss, W. 2009. *Millennials Rising: The Next Great Generation*. New York: Knopf Doubleday Publishing Group

Institute for Work & Health. 2007. What researchers mean by validity and reliability. [Online]. Available at: <http://www.iwh.on.ca/wrmb/validity-and-reliability> [Accessed 11 June 2015].

Jackson, SL. 2015. *Research Methods: A Modular Approach*. 3<sup>rd</sup> edition. Connecticut, CT: Cengage Learning.

Jha, NK. 2008. *Research Methodology*. Chandigarh: Abhisek Publications.

Johnson RB and Christensen L. 2013. *Educational Research: Quantitative, Qualitative, and Mixed Approaches*. 5<sup>th</sup> edition. SAGE Publications.

Kang'ethe, SM and Muhuro, P. 2014. Exploring Hurdles Associated with the Orientation of Freshman in the Institutions of Higher Learning. The Case of Two Former Black Universities in South Africa. *Mediterranean Journal of Social Sciences*. 5 (23), 2014, pp. 1 – 9. [Online]. Available at: <http://www.mcser.org/journal/index.php/mjss/article/view/4652/4514> [Accessed 9 March 2015].

Lien M and Goldenberg M. 2012. Outcomes of a College Wilderness Orientation Program. *Journal of Experiential Education*, 35(1), pp. 253 – 271. [EBSCOhost]. Available through: Academic Search Premier. [Accessed 20 March 2015].

Lowhorn, GL. 2007. Qualitative and Quantitative Research: How to Choose the Best Design. [Online]. Available at:

[https://www.academia.edu/1841579/Qualitative\\_and\\_Quantitative\\_Research\\_How\\_to\\_Choose\\_the\\_Best\\_Design](https://www.academia.edu/1841579/Qualitative_and_Quantitative_Research_How_to_Choose_the_Best_Design) [Accessed 22 January 2016].

Martin, N, and Dixon, P. 1994. The Effects of Freshman Orientation and Locus of Control on Adjustment to College: A Follow-up Study. *Social Behavior & Personality: An International Journal*, 22(2), pp. 201-208. [EBSCOhost]. Available through: Academic Search Premier. [Accessed 19 March 2015].

Mayhew, JM, Vanderlinden, K, and Kim, EK. 2010. A Multi-Level Assessment of the Impact of Orientation Programs on Student Learning, *Research In Higher Education*, 51 (4), pp. 320-345. [EBSCOhost]. Available through: Academic Search Premier. [Accessed 22 June 2015].

McNabb, DE. 2015. *Research Methods for Political Science: Quantitative and Qualitative Methods*. New York: Routledge.

Milne, J. Evaluation Cookbook: Questionnaires: *Advantages and Disadvantages*. [Online]. Available at: [http://www.icbl.hw.ac.uk/itdi/cookbook/info\\_questionnaires/](http://www.icbl.hw.ac.uk/itdi/cookbook/info_questionnaires/) [Accessed 20 April 2015].

Modipane, M. 2011. Initial experiences of first entering students at the University of Limpopo: Implications for coping with studies. *South African Journal on Higher Education*, 25 (8), pp 1592-1607. [EBSCOhost]. Available through: Academic Search Premier. [Accessed 7 March 2015].

Myers RD. 2003. *College Success Programs*. [Online]. Available at: <http://www.usc.edu/dept/chepa/IDApays/publications/CollegeSuccessPrograms.pdf> [Accessed 8 March 2015].

Nicholas, L. 2009. *Introduction to Psychology*. 2<sup>nd</sup> edition. Cape Town: Juta and Company Ltd.

Niglas K. 1999. *Quantitative and Qualitative Inquiry in Educational Research: Is There A Paradigmatic Difference Between Them*. [Online]. Available at: <http://www.leeds.ac.uk/educol/documents/00001487.htm> [Accessed 11 May 2015].

O'Keefe, M. 1989. Freshman wilderness orientation programs: Model programs across the country. In: J Gilbert, ed. *Life Beyond Walls: Proceedings of the National Conference on Outdoor Recreation*, Et. Collins, Colorado, p165-179.

Owusu GA, Tawiah, MA, Sena-Kpeglo C and Onyame JT. 2014. Orientation impact on performance of undergraduate students in University of Cape Coast (Ghana). *International Journal of Educational Administration and Policy Studies*, 6(7), September 2014, pp. 131 – 140. [Online]. Available at:

[http://www.academicjournals.org/article/article1409140647\\_Owusu%20et%20al.pdf](http://www.academicjournals.org/article/article1409140647_Owusu%20et%20al.pdf) [Accessed 3 May 2015].

Pascarella, ET and Terenzini, PT. 1978. Student-Faculty Informal Relationships and Freshman Year Educational Outcomes. *Journal of Educational Research*, 71(4), pp.183-189. [EBSCOhost]. Available through: Academic Search Premier. [Accessed 22 March 2015].

Pascarella, ET, Terenzini, PT and Wolfe, LM. 2010. Orientation to College and Freshman Year Persistence/Withdrawal Decisions. *The Journal of Higher Education*, 57(2), March – April 1986, pp. 155-175. [Online]. Available at: [ftp://mystery.sonoma.edu/pub/references/Pascarella\\_et al Orientation FY Decisions.pdf](ftp://mystery.sonoma.edu/pub/references/Pascarella_et al Orientation FY Decisions.pdf) [Accessed: 14 July 2015].

Phelan, C and Wren, J. 2006. Exploring reliability in academic assessment. [Online]. Available at: <https://www.uni.edu/chfasoa/reliabilityandvalidity.htm> [Accessed 7 June 2015].

Rainer TS and Rainer JW. 2011. *The Millennials: Connecting to America's Largest Generation*. Nashville: B&H Publishing Group.

Schrader, P, and Brown, S. 2008. Evaluating the First Year Experience: Students' Knowledge, Attitudes, and Behaviors, *Journal Of Advanced Academics*, 19(2), pp. 310-343. [EBSCOhost]. Available through: Academic Search Premier. [Accessed 22 June 2015].

Stringer, E. 2008. *Action Research in Education*. 2<sup>nd</sup> edition. New Jersey, NJ: Pearson Education.

Tayie, S. 2005. *Research Methods and Writing Proposals*. Cairo: CAPSCU

Taylor, PC and Medina, MN.D. 2013. Educational Research Paradigms: From Positivism to Multiparadigmatic. *The Journal of Meaning-Centered Education*.1 (2). [e-journal]. Available at: [https://www.academia.edu/2635980/Educational\\_research\\_paradigms\\_From\\_positivism\\_to\\_multiparadigmatic](https://www.academia.edu/2635980/Educational_research_paradigms_From_positivism_to_multiparadigmatic) [Accessed 20 April 2015].

Thurber, CA and Walton, EA. 2012. Homesickness and Adjustment in University Students. *Journal of American College Health*. 60(5), July, pp. 1-5. [Online]. Available at: [http://campspirit.com/files/2012/05/HS-in-University\\_JACH\\_2012.pdf](http://campspirit.com/files/2012/05/HS-in-University_JACH_2012.pdf) [Accessed 26 August 2015].

University of Leicester. n.d. *Module 9: Introduction to Research*. [Online]. Available at: [http://libweb.surrey.ac.uk/library/skills/Introduction%20to%20Research%20and%20Managing%20Information%20Leicester/page\\_48.htm](http://libweb.surrey.ac.uk/library/skills/Introduction%20to%20Research%20and%20Managing%20Information%20Leicester/page_48.htm) [Accessed 20 April 2015].

Valeau, EJ and Raby, RL. eds. 2007. *International Reform Efforts and Challenges in Community Colleges: New Directions for Community Colleges, Number 138*. San Francisco: Jossey-Bass.

Welman, C, Kruger, F and Mitchell, B. 2005. *Research Methodology*. 3<sup>rd</sup> edition. Cape Town: Oxford University Press Southern Africa (Pty) Ltd.

White, P. n.d. *Who's afraid of research questions? The importance (and neglect?) of question-led methods teaching*. [Online]. Available at: <https://www.dur.ac.uk/resources/education/research/rdi-paper.pdf> [Accessed: 01 July 2015].

Wolfe, B, and Kay, G 2011. Perceived Impact of an Outdoor Orientation Program for First-Year University Students, *Journal Of Experiential Education*, 34(1), pp. 19-34. [EBSCOhost]. Available through: Academic Search Premier. [Accessed 12 September 2015].

## Annexure – Questionnaire

Dear Respondent

My name is Choppo Lebitso and I am currently studying towards a Postgraduate Diploma in Higher Education. As part of the qualification I am required to conduct research. I have selected as my topic the value of orientation programmes for first year students and how an orientation programme can be adapted to cater for specific needs of first year students.

As a valued first year student you have been selected to participate in this research. Please note that participation is voluntary and that you will not be penalised in any way should you opt not to participate. Information will also be treated as confidential and therefore you are not required to indicate your name or student number anywhere on the questionnaire. Permission to conduct a survey has already been sought with the relevant authorities at your institution and in accordance to its policies and processes. Please note that you must have attended all orientation sessions in order to participate in this research.

Thank you for your time.

Yours sincerely,  
Choppo Lebitso

### Instructions:

- Please answer all the questions
- Please tick the most appropriate option below.
- Please complete all the questions.

1. Is this your first year studying at a tertiary institution?

|     |  |
|-----|--|
| Yes |  |
| No  |  |

2. If yes, was this your first orientation programme?

|     |  |
|-----|--|
| Yes |  |
| No  |  |

3. If no, please indicate the number of orientation programmes you have attended before.

.....

4. What is your view of the institution after attending an orientation programme? Select **one** option that is most relevant to your view.

|           |  |
|-----------|--|
| Same      |  |
| Not sure  |  |
| Different |  |

5. If different, please explain why.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

6. Did you find the orientation programme valuable? Select **one** option that is most relevant to your view.

|                   |  |
|-------------------|--|
| Strongly agree    |  |
| Agree             |  |
| Not Sure          |  |
| Disagree          |  |
| Strongly disagree |  |

7. Please explain your answer to question 6.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

8. On a scale of 1-5; 1 being not enjoyable at all and 5 being most enjoyable, what are your views related to each of the orientation topics?

| Orientation Session Topic | Not enjoyable at all | Slightly enjoyed | Moderately enjoyable | Very enjoyable | Most Enjoyable |
|---------------------------|----------------------|------------------|----------------------|----------------|----------------|
|                           |                      |                  |                      |                |                |

|                                                       |   |   |   |   |   |
|-------------------------------------------------------|---|---|---|---|---|
| 8.1 Who, What & Where                                 | 1 | 2 | 3 | 4 | 5 |
| 8.2 Get Connected - IT Facilities & Printing          | 1 | 2 | 3 | 4 | 5 |
| 8.3 Student Portal                                    | 1 | 2 | 3 | 4 | 5 |
| 8.4 RC Learn (Introduction)                           | 1 | 2 | 3 | 4 | 5 |
| 8.5 CREDO Book Orders                                 | 1 | 2 | 3 | 4 | 5 |
| 8.6 Viewing your Timetable & Academic Planners        | 1 | 2 | 3 | 4 | 5 |
| 8.7 Campus Tour/Floor Plans                           | 1 | 2 | 3 | 4 | 5 |
| 8.8 Social Activities, Social Awareness and Education | 1 | 2 | 3 | 4 | 5 |

9. On a scale of 1-5; 1 being not important and 5 being very important what are your views on the value of the orientation session topic?

| <b>Orientation Session Topic</b>                      | <b>Not Informative</b> | <b>Slightly Informative</b> | <b>Moderately Informative</b> | <b>Informative</b> | <b>Very Informative</b> |
|-------------------------------------------------------|------------------------|-----------------------------|-------------------------------|--------------------|-------------------------|
| 9.1 Who, What & Where                                 | 1                      | 2                           | 3                             | 4                  | 5                       |
| 9.2 Get Connected - IT Facilities & Printing          | 1                      | 2                           | 3                             | 4                  | 5                       |
| 9.3 Student Portal                                    | 1                      | 2                           | 3                             | 4                  | 5                       |
| 9.4 RC Learn (Introduction)                           | 1                      | 2                           | 3                             | 4                  | 5                       |
| 9.5 CREDO Book Orders                                 | 1                      | 2                           | 3                             | 4                  | 5                       |
| 9.6 Viewing your Timetable & Academic Planners        | 1                      | 2                           | 3                             | 4                  | 5                       |
| 9.7 Campus Tour/Floor Plans                           | 1                      | 2                           | 3                             | 4                  | 5                       |
| 9.8 Social Activities, Social Awareness and Education | 1                      | 2                           | 3                             | 4                  | 5                       |

10. Has the attendance of the orientation programme motivated you in any way to succeed in your studies? Select **one** option that is most relevant to your view.

|                         |  |
|-------------------------|--|
| Highly motivated me     |  |
| Motivated me            |  |
| Not sure                |  |
| Somewhat motivated me   |  |
| Not motivated me at all |  |

11. Please explain your answer to question 10.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

12. On a scale of 1-5; 1 being least likely and 5 being most likely, what are your views on the following statements?

|                                                                                         | Least likely | Slightly likely | Moderately likely | Very likely | Most likely |
|-----------------------------------------------------------------------------------------|--------------|-----------------|-------------------|-------------|-------------|
| 12.1 Attending orientation programme will prepare me for my academic studies.           |              |                 |                   |             |             |
| 12.2 Attending orientation programme will help me to achieve better marks.              |              |                 |                   |             |             |
| 12.3 Attending orientation programme will help me to complete my qualification on time. |              |                 |                   |             |             |

13. What recommendations can you make to assist us to improve future orientation programmes? Please tick the most appropriate option(s) below. You may tick more than one option for this question.

|                                                                                                           |  |
|-----------------------------------------------------------------------------------------------------------|--|
| 13.1 Orientation programme to be conducted over a longer period.                                          |  |
| 13.2 Change how orientation programme is communicated to the students. (Please elaborate in question 14). |  |

|                                                                                                                                                     |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 13.3 The information provided during the orientation programme should be relevant to what is immediately relevant to each stage of the orientation. |  |
| 13.4 Expectations of the students about an orientation programme must be addressed during the first orientation session.                            |  |
| 13.5 Students should be asked about their experience on an orientation programme at the end of the programme.                                       |  |

14. Please elaborate your answer(s) to question 13.2 and share any comments or recommendations that you may have that will assist in improving the future orientation programmes and also improve its value to them.

[illegible]

Thank you for participating in this research study!