

SUMMATIVE RESEARCH REPORT

Title: Exploring the effects that an on-site psychologist(s) has on students: A qualitative study on private tertiary institution students using in-depth interviews.

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Declaration: I hereby declare that the Research Report submitted for the Bachelor of Arts Honours Psychology degree to The Independent Institute of Education is my own work and has not previously been submitted to another University or Higher Education Institution for degree purposes.

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Thank you to my parents for the opportunity that you have provided and the encouragement to complete my schooling career to the best of my ability. I would not be here if it were not for you. Thank you to my significant other for the continuous support you have provided. I have strength and confidence in myself because of you. Lastly, I would like to thank the lecturers and supervisors that have contributed countless amount of time and effort in guiding me through this journey, as well as encouraging me to be the best student I can be.

ABSTRACT

A number of private tertiary institution students display psychological challenges (Bantjes, Kagee, McGowan & Steel, 2016; Giovazolias, Leontopoulou & Triliva, 2010). This may lead to a decrease in their academic performance, well-being and mental health. Despite much excellent research on counselling explored in the past, the effects that an on-site psychologist(s) has on university students has not yet been fully explored in the South African context. The purpose of this study was to remedy the gap in the literature by particularly focusing on South African private tertiary institution students' academic performance, well-being, and mental health in relation to the on-site psychologist(s). In-depth interviews were conducted with five private tertiary institution students. Responses were analysed using thematic analysis and five major themes emerged. It was found that: perceived cultural and social stigma, as well as lack of expenditure, may cause a negative effect on students; an on-site psychologist had an undetermined effect on the participants' mental health; and an on-site psychologist has had a positive impact on students' academic performance, stress, well-being, and their need for additional support. Although the participants did not display psychological challenges, it can be said that an on-site psychologist significantly benefits a student's academic life.

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1. INTRODUCTION

1.1. Contextualisation

In order to explore the effects that an on-site psychologist has on students, the history of psychology and counselling need to be examined. Theories on psychology can be traced back thousands of years. Between 460 B.C. and 370 B.C., Hippocrates theorised the phenomena of 'humors' (Harrington & Brown, 2012). Humors, namely, blood, yellow bile, black bile, and phlegm, were used to explain the complexities of individuals' emotional states in simpler physical terms (Harrington & Brown, 2012). For example, an excess of black bile was perceived to cause melancholy, an excess of yellow bowl caused anger and impulsivity, individuals with red blood had a sanguine temperament, and individuals with phlegm had an apathetic and phlegmatic temperament (Harrington & Brown, 2012). Between the years 131-201 (A.D.), Galen was the first to distinguish physical illness and emotional distress, proposing the possibility of somatic symptoms caused by emotions (Harrington & Brown, 2012).

Wilhelm Wundt was the first person to call himself a psychologist and introduced the very first formal laboratory dedicated to the field of psychology, in Zurich, 1879 (Alan, 2016). This marked psychology as an independent field of study. Wundt is now known as the founder of experimental science of psychology, which specifically focused on the effects the physical has on the psyche (Alan, 2016). School counselling evolved and was recognised as a profession in the late 1800s as a response to the Industrial Revolution, with the aim of preparing young individuals for their entry into the work force (Kelly, 2016). World War 1 allowed for the psychological testing of soldiers, further generating the idea that testing could have positive results in education and mental health in general. This became part of the school counsellor's role (Kelly, 2016).

Sigmund Freud, Austrian neurologist and founder of psychoanalysis in the 1890s, is considered the father of psychology due to his significant contributions to the psychology field (Kadish, 2016). Freud developed many theories on sexuality, hysteria, psychic structure, internal drives, psychological defence mechanisms, libido, as well as coined free association, transference, and talking therapy (Kadish, 2016). From the start of the 1940s, Carl Rogers (based in the Unites States of America) developed client-centered therapy in response to the limitations perceived in psychoanalysis (Desousa, 2014). The therapist's role was to facilitate personal growth

by aiding the client in discovering his or her own capacities for solving problems (Desousa, 2014). During this time, Rogers' client-centered approach significantly influenced the field of school counselling (Kelly, 2016). Rogers expanded his approach to include couples, families, and groups. Today, the client-centered approach is practiced in 17 countries across the world, including South Africa (Desousa, 2014).

Jan Christiaan Smuts, prime minister of South Africa (1919-1924), was rated the first important South African psychologist (Nicholas, 2016). He believed that psychology was too impersonal, and that the field should be replaced with 'personology', the study of personality, with its laws and phases (Nicholas, 2016). It is evident that for thousands of years theorists have been interested in the human mind and the causes of individuals' emotions and behaviours. It can be said that psychology is not a field that has been taken lightly due to the extensive globally-conducted research (Harrington & Brown, 2012; Alan, 2016; Kadish, 2016; Desousa, 2012; Kelly, 2016; Nicholas, 2016). However, none of these works have addressed the central question: 'How would an on-site psychologist(s) affect a private tertiary institution student?'.

Despite much excellent research on psychology and counselling, the affects that an on-site psychologist(s) has on university students has not yet been fully explored in the South African context. This study aims to remedy the gap in the literature by particularly focusing on South African private tertiary institution students' academic performance, well-being, and mental health in relation to their on-site psychologist(s). This will additionally allow for supplementary knowledge on the topic of psychological services, aiding other researchers in filling gaps in the literature, as well as aiding tertiary institutions and their students in knowing the effects of an on-site psychologist(s).

1.2. Rationale

1.2.1. Personal Rationale

The researcher needed psychological help and guidance whilst completing her degree. The researcher's tertiary institution did not have an on-site psychologist and turned her away. This made studying for her exams particularly challenging. The pressure was intense, and the researcher was not in the right psychological state to

start studying properly, resulting in low academic performance, well-being, and mental health.

1.2.2. Academic Rationale

If having an on-site psychologist(s) affects the student's positively, then tertiary institutions can be informed when making policy decisions, as well as be informed regarding student well-being. Subsequently, psychologists can be employed to help the students' mental health. This is important as tertiary institutions need mentally strong students for them to flourish during their tertiary institution years and in adulthood (Giovazolias et al., 2010). If having an on-site psychologist(s) affects the student's negatively, or has no impact on the students at all, then tertiary institutions can be informed regarding expenditure in hiring psychologists.

This research can be used by tertiary institutions, psychologists, and lecturers as a means of improving the way they prepare for their lectures and counselling sessions. It can inform tertiary institution policies, as well as lecturers, on the challenges that students experience and the severity of those challenges. Many psychological challenges start when students begin tertiary institution and can fester throughout their degrees if guidance is not sought (Bewick, Koutsopouloub, Milesc, Slaad & Barkhame, 2010). Improving the students' well-being can result in a better quality of life, which is one of the aims of the government (Republic of South Africa, 1997), higher academic performance, lower mental health challenges, and aid researchers in dedicating more time in studying this topic in more depth.

1.2.3. Relevance

While many studies have addressed the topic of counselling, this study will approach it from a South African perspective. Studies into South African students' experiences are necessary, as studies in this field have been performed predominantly in the US (Bantjes et al., 2016), the UK (Bewick et al., 2010; Cooke, Bewick, Barkham, Bradley & Austin, 2006), and in Greece (Giovazolias et al., 2010), where lecturers have greater access to resources and the students live vastly different lives to many South African students. There are good reasons to assume that, while existing studies may provide

insights into the South African context, updated studies would be required in keeping with changes in times and society.

1.3. Problem Statement

A number of private tertiary institution students display psychological challenges (Bantjes et al., 2016; Giovazolias et al., 2010). This may lead to a decrease in their academic performance, well-being and mental health. Currently it is not known whether having an on-site psychologist(s) will improve students' academic performance, well-being, and mental health.

1.4. Purpose Statement

The purpose of this research is to find out whether having a psychologist(s) on-site has an effect on private tertiary institution students' academic performance, well-being and mental health. This research study aims to offer a perspective of South African private tertiary institution students and the phenomena they encounter, to analyse these phenomena under study, and to provide insight into the way in which these students make sense of these phenomena.

1.5. Research Question

How would an on-site psychologist(s) affect a private tertiary institution student?

1.6. Objectives

The objectives for this research consist of the following:

- i. To establish the impact that an on-site psychologist(s) has on the students' academic performance.
- ii. To determine the effects that an on-site psychologist(s) has on the students' well-being.
- iii. To discover the impact that an on-site psychologist(s) has on the students' mental health.
- iv. To establish the stigma attached to seeking an on-site psychologist(s).

- v. To discover the stressors of private tertiary institution students.

2. LITERATURE REVIEW

A number of private tertiary students display psychological challenges (Bantjes et al., 2016; Giovazolias et al., 2010). This may lead to a decrease in their well-being, academic performance, and mental health. Currently it is not known whether having an on-site psychologist(s) will improve the mental health of private tertiary institution students. Therefore, the aim of this literature review is to provide insight on students' mental health, the severity of it, and the negative connotations attached to seeking psychological services. This literature review consists of three main sections. Firstly, Maslow's (1943) Self-actualisation theory and Ryan and Deci's (2009) Self-determination theory will be discussed. Secondly, a review of past literature will be analysed. Lastly, a conceptualisation of certain concepts will be provided. In the review of previous literature, the main sections that will be dealt with are, namely: the mental health of tertiary institution students, the role of counselling services, well-being among tertiary institution students, and stigma associated with counselling services. The above will be discussed in relation to the topic, which is, exploring the effects that an on-psychologist(s) has on private tertiary institution students.

2.1. Theoretical foundation

Abraham Maslow's (1943) theory of self-actualisation is contextualised within a hierarchy of needs (Vinney, 2018). From bottom up, those needs include: (1) physiological needs, (2) safety needs, (3) love and belonging needs, (4) esteem needs, and (5) self-actualisation needs (Maslow, 1943). Physiological needs refer to those associated with the basic needs involved in survival, such as water, food, sleep, shelter, and warmth. An individual feeling safe, secure, and stable in their life encapsulates the need of safety. Love and belonging needs refer to individuals having meaningful relationships with other individuals (Maslow, 1943). An individual's achievement and capabilities assist him or her with achieving their need of self-esteem. Self-actualisation needs include an individual becoming the best version of themselves, and being fully content (Maslow, 1943). The general 'rule' with Maslow's (1943) theory is that an individual can only move from a lower need to a higher need

if that lower need is met in some way. Maslow's theory was based on humanistic psychology, claiming that individuals are motivated by higher needs – in particular, the need to actualise the self (Maslow, 1943).

Maslow's (1943) theory is relevant to this study as it aids in describing how students naturally seek ways to improve their lives in order to achieve a maximum amount of happiness, success, and contentment. A number of private tertiary institution students display psychological challenges (Bantjes et al., 2016; Giovazolias et al., 2010). Students seeking psychological help can be seen as their attempt to achieve self-actualisation through confronting the psychological problems that hold them back from happiness, success, and contentment. The role of tertiary education could be part of a self-actualisation process (Vinney, 2019). This theory can be seen as a stage theory as individuals have to navigate their way through each stage (hierarchy) over time (Vinney, 2019). It can be said that this theory emulates the lives of students. Once students successfully complete stage one, they will naturally progress to further stages of the hierarchy until they reach self-actualisation.

When applying the self-actualisation theory to the varied socio-economic background of South Africa, it must be acknowledged that students originate from different backgrounds when starting at the bottom of the hierarchy. Financial security is a significant factor that impacts students, and reasons as to why students cannot start or continue finishing their degrees include (a) poverty, (b) the cost of food, (c) accommodation, and (d) the struggle to keep marks high enough to pass (Department of Higher Education and Training, 2018).

This poses a likely threat to levels of well-being and the attainment of self-actualisation. Maslow (1943) states that the highest need is the pinnacle of the hierarchy, showing personal growth and development. Due to this, there may be the perception that some South African students are not able to attain self-actualisation – their financial security may hinder their progression in the hierarchy. However, it can be argued that the financial struggles experienced allow them to grow and develop as individuals. Using icon Nelson Mandela as an example, it is possible for an individual to originate from a challenging background and still progress through the hierarchy (assuming he reached self-actualisation) (Wolridge, 2014).

The theory of self-determination, coined by Richard Ryan and Edward Deci in 1985, is a macro-theory of human motivation, well-being, and personality development, that forms part of organismic psychology (Ryan, 2009). This theory is relevant to this study as it states that people naturally gravitate towards psychological growth and development, and a way of doing this can be through consulting with an on-site psychologist(s). It can also be said that, because human beings naturally seek challenges, novelty, and opportunities, students will gravitate towards psychological growth and development through the means of attending private tertiary institutions in which the sole purpose is to learn and grow. This in turn will improve their academic performance, well-being, and mental health, decrease their stressors, and further aid in answering the research question and problem.

However, it could be argued that attending a private tertiary institution lends itself for hardships. Many students face the challenges of financial insecurity, lack of accommodation, food, and support networks (Henn, 2018). This is important to consider as these challenges may hinder students' growth and development, and in turn, affect their academic performance, well-being, and mental health in a negative way (Henn, 2018).

2.2. Review of previous literature

The mental health of tertiary institution students

Data on students' mental health and their understanding of the concept must be gathered in order to provide insight into the students' psychological state and whether they would benefit from the services of an on-site psychologist(s). Jithoo (2018) conducted a study on 150 South African students and found that, although aware of the counselling services on campus, students believed mental illness was an intangible and illusory concept in which they struggled to comprehend. This resulted in misunderstanding and uncertainty as it is difficult to identify a mental illness before it becomes a 'crisis' and hence more 'visible', making help-seeking a more tangible possibility (Jithoo, 2018). From this it can be said that a student will not seek professional psychological help from an on-site psychologist if they do not understand mental illness and the symptoms that come with it, as well as if they do not understand the potential benefits of accessing supportive psychological services.

In addition, negative conceptions of mental illness have been found to be perpetuated through media portrayals of mental health problems (Hinshaw, 2005). This is problematic as the media serve as a primary source of information for adolescents and young adults. According to Jithoo (2018, p. 462), "it is apparent that students struggled to consistently distinguish between mental health and mental illness and thus a general culture of silence exists around these topics". Whilst the generalisability of these findings can be argued due to the heterogeneity of the sample, this research can be seen as reliable as it has been conducted recently (2 years ago), it was published in the South African Journal of Psychology, which is considered a highly reputable source, and it is consistent with Hinshaw's (2005) study.

Mental health problems are highly prevalent among tertiary institution students (Hunt & Eisenberg, 2010). Due to the daily experience of depression, anxiety, stress, and suicidal thoughts, 1 in 4 South African students are diagnosed with depression (Mohamed, Borger, & van der Meere, 2020). Male students are said to be at higher risk for suicide, and females are more likely to screen positive for depression and anxiety. Risk factors for mental illnesses/disorders among tertiary institution students must also be understood in the context of genetic factors, and how these predispositions interact with environmental factors, such as the stressors of tertiary institutions (Hunt & Eisenberg, 2010).

The high and increasing prevalence of disorders among tertiary institution students would not be much of a concern if most mentally ill students were receiving, and had access to, appropriate treatment. Hunt and Eisenberg (2010) found that less than half of students who screened positive for major depression or anxiety disorders have received psychological help in the year of 2009, which is consistent with Samouilhan and Seabi's (2010) findings. This is particularly concerning as the failure to seek early treatment is considered as one of the reasons for a longer course of illness and frequent relapsing (Hunt & Eisenberg, 2010). Although this study was published in 2010, it is relevant to this review as it provides insight into students' mental health and the severity of it.

Suicidal ideation and behaviour is common among tertiary institution students and have been shown to predict impaired psycho-social functioning, poor future psychological health, and future depressive disorders (Bantjes et al., 2016). Bantjes

et al., (2016) conducted a study on 1 337 South African tertiary institution students and the findings included: 327 students reporting suicidal ideation, 1 337 students reporting depressive symptoms, and 1 337 students reporting anxiety. This source can be considered reliable as it has a large sample size, the study was recently published in the Journal of American College Health, and the participants were South African. Bantjes's et al., (2016) study provides a lens into the severity of suicidal ideation and mental disorders, which is important and relevant to this research study as it determines the degree to which students need professional psychological help.

The most common mental disorders in South Africa are mood disorders and anxiety disorders, with 12-month prevalence rates of 4.9% and 8.1% (Bantjes et al., 2016). Elevated rates are shown for trauma in South Africa as individuals are often subject to murder, sexual assault, robbery, and hijacking (Bantjes et al., 2016). Given the high rates of trauma, depression, and anxiety in South Africa, it is important for researchers to examine whether an on-site psychologist is beneficial for tertiary institution students. Jithoo (2018) states that there are fewer stigmas attached to receiving psychological assistance if the reason is for trauma-related emotional difficulties.

The role of counselling services

In order to determine whether an on-site psychologist(s) has an impact on tertiary institution students, the definition of counselling must be acknowledged. 'Counselling' refers to "work with individuals and with relationships which may be developmental, crisis support, psychotherapeutic, guiding or problem solving ... The task of counselling is to give the 'client' an opportunity to explore, discover and clarify ways of living more satisfyingly and resourcefully" (McLeod, 2003, p. 7). The duration may be brief or long, take place in various contexts, and is sought by individuals that are in some degree of distress or confusion who wish to resolve their distress or confusion in a disciplined and confidential relationship (McLeod, 2003). Counselling consists of various definitions, and these definitions are shaped based on the type of counsellor sought and the problem experienced by the client.

A typical South African student-counsellor's duty consists of assisting tertiary institution students with choosing modules, studying skills, emotional support, and increasing the students' well-being (Gous, 1991). In addition to this, student

counselling aims at assisting students in understanding themselves, the problems they have, the tertiary institution environment, and their world (Chireshe, 2011). The need for student-counselling services in addressing the diverse student problems and current economic state of the country has been pointed to students experiencing immense psychological pressures (Chireshe, 2011).

Well-being among tertiary institution students

Tertiary institution students' well-being is a significant indicator of whether they will seek the services of an on-site psychologist(s). The challenges that students face include pressures to succeed and achieve academically, the dynamics of romantic and social relationships, financial difficulties, mental illness, family dysfunction, chronic physical illness, and socio-economic elements (such as poverty, violence, crime, and inequality) (Henn, 2018). Students are typically under immense amount of pressure trying to balance these challenges (Henn, 2018). A student's self-efficacy beliefs affect their thought patterns, resulting in either an increase or decrease in their academic performance, and in turn, impacts their well-being (Van Der Westhuizen, De Beer, & Bekwa, 2011). All of the above impacts the well-being of the student.

An on-site psychologist's role is to help tertiary institution students explore and process their challenges and stressors, and provide ways in which the students can solve their problems, balance these stressors and, in turn, flourish in all aspects of their lives (academically, emotionally, and mentally) (Henn, 2018).

Student well-being in South Africa has been seen to play an important part in students' flourishing, academic achievement and performance (Van Der Westhuizen et al., 2011; Van Zyl & Rothmann, 2012). Flourishing students experience higher levels of life satisfaction, self-control, more effective learning, healthier relationships, greater job satisfaction, longevity in health, growth and development (according to the self-determination theory) (Ryan, 2009), positive emotions, and are less likely to procrastinate (Van Zyl & Rothmann, 2012). The immense amount of benefits that result from student well-being is an indicator that on-site psychologists are important, as they aid students in achieving this well-being, and in turn, high academic performance and mental health.

According to Henn (2018), languishing is caused by students lacking well-being, goal-directed behaviours and positive emotions (such as a good mood, being calm, and being satisfied with life), causing students to underperform academically (Henn, 2018). It can be said that a languishing student is less likely to attain self-actualisation, if the self-actualisation theory is taken into consideration (Maslow, 1943).

From the above, it can be said that accessing the services of an on-site psychologist can cause a significant ripple effect within the student. If the student attends the counselling services, their well-being will most likely increase, and in turn, increase their academic performance and mental health, creating a positive, flourishing, upward spiral. However, a student that does not seek professional psychological help may lack well-being, and in turn, lower their academic performance and mental health, resulting in a negative, languishing, downward spiral (Henn, 2018).

Stigma associated with counselling services

Students who take advantage of the counselling services offered at their tertiary institution are better equipped to adjust to the social and academic demands of the institution environment, as well as the demands of their family and personal life (Setiawan, 2006). Despite this, some studies have found that students tend to attach stigma towards counselling services. This stigma is a major determinant of why students do not seek psychological help. The participants' cultural backgrounds play a key role in understanding the origin of this stigma.

Although the amount of affordable and accessible mental health services is on the rise, the use of these services has remained unchanged (Samouilhan & Seabi, 2010). Mental health services are rarely taken advantage of, despite the copious number of findings from general practitioners that more than half of health problems are psychological in origin (Samouilhan & Seabi, 2010). A research study revealed that over 50% of their participants delayed seeking help for their mental illness for over 2 years, and 30% delayed seeking help for more than 5 years, despite the various mental health services at their disposal (Trump & Hugo, 2006). These delays were due mainly to inaccurate and unsupported beliefs about mental illness and its treatments. This finding is congruous with the findings from Samouilhan and Seabi's (2010) study.

Samouilhan and Seabi (2010) conducted research that aimed to discover students' beliefs on the aetiology and treatment of mental illness. Their sample consisted of 112 law and engineering students from a South African tertiary institution. "The overall ambivalent attitude of the participants in the present study toward seeking professional psychological help, should they ever personally require it, might indicate that although they might realise that professional help was the best treatment, they did not believe they needed 'professional' help themselves" (Samouilhan & Seabi, 2010, p. 86). This ambivalence could be the result of the stigma surrounding seeking psychological help and mental illness as a whole, or it could be the result of optimistic bias (Prentice, Gold, & Carpenter, 2005).

An important note to mention is that, in order for conducted research in South Africa to be reliable and valid, researchers must consider the context in which the study is being conducted and the major impact culture has on individuals. South Africa is considered a 'rainbow nation' due to the large amount of nationalities, traditions, cultures, spiritual beliefs, and languages that are held. Researchers must acknowledge and work with these factors (Samouilhan & Seabi, 2010). The role of African-centred understandings of mental health and illness needs to be understood. The African worldview subscribes to the idea that mental illnesses are caused by witchcraft due to failure in connecting with their ancestors, God, and members of the community (Samouilhan & Seabi, 2010). If this cultural and spiritual belief is strongly held, this may be a reason as to why South African individuals reject professional psychological help and choose more traditional healing practices. In addition to this, if an individual does not hold these strong beliefs, despite their African cultural background, their family and friends may discriminate against them due to the stigma they have towards counselling services (Samouilhan & Seabi, 2010). This may additionally prevent students from reaching self-actualisation.

Vogel, Wade, and Haake (2006) conducted research that included 5 studies with the aims of examining the role self-stigma plays in the psychological help-seeking process. Findings from the study revealed the most cited reason that deter students from seeking professional psychological help is the stigma attached to seeking treatment. Although the study was not recently conducted, and all 2 525 participants attended 'Iowa State University', the research can be said to have high reliability, factor structure, validity (construct, discriminate, predictive, and criterion), and

trustworthiness (transferability), as well as a reduced chance of sampling error, as the studies have been repeated, yielding similar results.

Giovazolias et al., (2010) conducted a study which aimed to explore 312 Greek students' needs, their attitudes towards, and use of, counselling centers. This study found that the fear of stigma hindered help-seeking behaviours and attitudes toward counselling. According to Giovazolias et al., (2010, p. 113) "the internalisation of these negative images (self-stigma) can lead to a self-perception as being weak or inadequate (lacking in self-efficacy) should one turn to a counsellor for help". This may be relevant to the Greek context, in which Greek individuals' initial sources of psychological help have always been family and friends, rather than psychological services outside this intimate circle. Therefore, seeking counselling services may be associated with severe mental disturbances, attaching stigma to this help-seeking, and may be perceived as the individual 'exiting' their social circle (Giovazolias et al., 2010).

Although the scales used in this study were of high reliability, this study is not valid as it was not conducted recently and the stigma that the students have towards counselling are purely due to their cultural influence. Therefore, it cannot be generalised to a larger population of non-Greek students. However, its significance, when applied to the South African context, is its demonstration of the role played by cultural factors in help-seeking behaviour. Furthermore, the counsellor-student ratio of the two tertiary institutions used is 1 to 3,500 and 1 to 7,500 respectively (Giovazolias et al., 2010). This understaffing may be a result of little utilisation of the counselling services and a lack of awareness of their existence.

Lin (2001) conducted in-depth interviews with 60 Taiwanese tertiary institution students on their concepts of counselling. Findings show that students were reluctant to seek counselling services as they did not deem their problems as serious, had support networks, were able to sort their problems out independently, were embarrassed, and did not trust the psychologist (Lin, 2001). Lin's (2001) study argues against the study of Vogel et al., (2006) as the results from each study are different. Lin's (2001) study shows that stigma is not the leading cause of student's not seeking professional psychological help, yet Vogel et al., (2006) states that it is. However, for the purpose of this study, Vogel's et al., (2006) study will be taken into consideration as it is more reliable and valid.

The large amount of stigma associated with counselling services is seen as the main reason why students do not seek professional psychological help, despite the high prevalence of mental illnesses in South Africa. However, there are many benefits that counselling offers students, including improvements in their academic performance, well-being, and mental health. When considering the research question of whether an on-site psychologist(s) has an impact on tertiary institution students, it can be said that the impact is predominantly a positive one. Therefore, students should rely and take advantage of this life-changing service, despite the occurrences of stigma (Vogel et al., 2006; Giovazolias et al., 2010; Lin, 2001).

This literature review has, firstly, described how the self-actualisation theory can aid students in naturally seeking ways to achieve a maximum amount of happiness, success, and contentment. Additionally, a description of how the self-determination theory relates to students has been provided, stating how students naturally gravitate towards psychological growth and development. Secondly, the severity of mental illness has been discussed amongst the themes in the South African context, as well as how stigma is the major inhibitor of students seeking psychological services. Lastly, a conceptualisation of important concepts, such as 'mental health', 'mental illness', and 'well-being', for example, have been provided for the reader to fully understand the literature review.

2.3. Conceptualisation

Academic performance

Academic performance is defined as the measurement of a student's achievement across their various academic subjects (Balletpoint, 2020).

Counselling

Sibbald, Addington-Hall, Brenneman, and Obe (1996) define counselling as a counsellor offering sessions to individuals that aid in defining their problems and enable them to reach their own solutions. Chireshe (2011) defines counselling as a

planned intervention by a school in which students are stimulated to the largest degree, in areas relating to their personal, social, occupational, emotional, and academic concerns. However, for the purpose of this assignment, McLeod's (2003, p. 7) definition will be used: "work with individuals and with relationships which may be developmental, crisis support, psychotherapeutic, guiding or problem solving ... The task of counselling is to give the 'client' an opportunity to explore, discover and clarify ways of living more satisfyingly and resourcefully".

Flourishing

Van Zyl and Rothmann (2012) define flourishing as elevated levels of subjective well-being.

Mental health

Mental health is defined as "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community" (World Health Organisation, 2018, p. 1).

Mental illness

Mental illness can be defined as a health condition that involves changes in one's emotion, thinking, or behaviour (or a combination of these) that are associated with distress or dysfunction in occupational, social, or family activities (American Psychiatric Association, 2018).

Optimistic bias

Optimistic bias is defined as individuals feeling as though they are less likely to experience unpleasant or harmful events and are more likely to experience pleasant events in comparison to other people (Prentice et al., 2005).

Self-actualisation

Self-actualisation is an individual becoming the best version of themselves, and being fully content with that themselves (Vinney, 2018). It is the fifth, highest level of needs that can be achieved in the hierarchy.

Self-stigma

Vogel et al., (2006) defines self-stigma as the reduction of an individual's self-esteem and self-worth due to the individual labelling themselves as someone who is socially unacceptable.

Self-efficacy

Self-efficacy refers to the belief that an individual can accomplish what they want to accomplish (Van Der Westhuizen et al., 2011).

Stigma

Brohan, Slade, Clement, and Thornicroft (2010) define stigma as an attribute that leads an individual to be reduced from a normal person to a tainted one. Vogel et al., (2006) defines stigma as the perception of being flawed because of a personal or physical characteristic that is regarded as socially unacceptable. Vogel 's et al., (2006) definition will be used for this research study.

Stressors

Stressors are defined as conditions of threat, challenge, demand, or structural constraints that, by simply occurring or existing, causes the individual to question their integrity (Sheid & Brown, 2010).

Students

A person who is studying at a tertiary institution or other place of higher education is considered a student (Wallace, 1965)

Suicidal ideation

Suicidal ideation is a cognitive occurrence characterised by thoughts of death and/or a desire to die (American Psychiatric Association, 2013).

Well-being

Henn's (2018, p. 201) definition of well-being will be used for this research study, which consists of: "a state of complete mental, emotional, and physical well-being, and not merely the absence of illness".

3. RESEARCH DESIGN AND METHDOLOGY

3.1. Outline of paradigm

Interpretivism originates from hermeneutics, the study of the theory and practice of interpretation (Nel, 2019). The data provides the expression of the thoughts of the participants, and interpretivists must attempt to place themselves within the perception of the participants in order to reconstruct the intended meaning of the data (Nel, 2019). As a qualitative study, this research will form part of the interpretivism paradigm as it aims to explore the effects of interaction between individuals (students and on-site psychologists) and relies on the subjectivity of the students' personal experiences and perspectives. It encapsulates individuals' emotions and their well-being, which is directly in line with the interpretivist paradigm (Nel, 2019). Reality is not objectively determined, but constructed by society (Nel, 2019). Interpretivist research searches for meaning in the activities of the individuals it is studying (Nel, 2019). By placing students in their social contexts, researchers can better understand the perceptions they have of their own activities. This research does this by interviewing participants from the context of their tertiary institution. This study believes that the subjective

perspectives of participants constitutes as knowledge (Nel, 2019). Interpretivists believe that there are multiple, rather than single, realities of phenomena. The realities of participants can differ across time and place (Nel, 2019). The interviews conducted provided a lens into each of the participants' realities of phenomena.

3.2. Research approach and design

Qualitative research consists of meanings that individuals associate with certain events (du Plooy-Cilliers, Davis & Bezuidenhout, 2014). A researcher who is conducting qualitative research is expected to collect rich, in-depth data on a multi-faceted phenomenon within the specific context of that phenomenon (du Plooy-Cilliers et al., 2014). This research study is considered qualitative as it collected rich, in-depth data on the meanings that students associated with the experiences that they have had with an on-site psychologist(s), in a tertiary institution context. This is directly in line with the interpretivist paradigm as the purpose of the study was to collect data on the students' experiences (du Plooy-Cilliers et al., 2014). The research question is exploratory as its aim was to explore an unknown phenomenon (du Plooy-Cilliers et al., 2014). This study has used an inductive approach as it has built on an existing theory (du Plooy-Cilliers et al., 2014). Lastly, this study is cross-sectional as the research created a picture of a phenomenon at one point in time and has collected data from the participants once (du Plooy-Cilliers et al., 2014).

3.3. Population

3.3.1. Target and accessible population

The target population consists of all the students studying at private tertiary institutions between the ages of 18 and 23 years. The accessible population consists of all the students studying at private tertiary institutions in Sandton and Midrand (Gauteng) between the ages of 18 and 23 years.

3.3.2. Population parameters (characteristics)

The population parameters consist of every single individual that attends a private tertiary institution, who are between the ages of 18 and 23 years old, regardless of whether they have interacted with an on-site psychologist and whether they have experienced psychological challenges.

3.4. Sampling

3.4.1. Unit of analysis

In this research study, the units of analysis are the people that were investigated in order to gather data for this study. The people (students) were located at a private tertiary institution in the Sandton and Midrand (Gauteng) areas and are between the ages of 18 and 23 years.

3.4.2. Sampling method

Non-probability sampling has been used as it was difficult to gain access to every student at every private tertiary institution. The Snowball sampling method has been used as participants provided referrals of other students, allowing for more access to other interested individuals who also fitted the population parameters. The individuals chosen for this study met the population parameters, but they were not randomly selected. Due to the unprecedented circumstances of the world caused by the outbreak of the COVID-19 virus at the time of gathering data for the compilation of this proposal, private tertiary institutions were closed. This was a challenge as students on campus could not be approached and interviewed face-to-face. For this reason, snowball sampling has been additionally beneficial and most suitable for this research study as participants have provided referrals for the study, allowing the researcher access to more interested participants, and online interviews were held. Although the unexpected virus outbreak can be considered a limitation, snowball sampling allowed for this research study to continue, regardless of the epidemic.

3.4.3. Sample size

The sample size consists of five participants. This is due to the qualitative nature of the study, as it allows for the researcher to focus on collecting rich, in-depth data from the participants on their perspectives on the phenomena they experience, rather than generating patterns in the data. The sample size additionally allows for the researcher to adhere to the time limit and due date of this research study.

3.5. Data collection

3.5.1. Data collection method

In-depth interviews allow the researcher to pose questions to the participants with the aim of learning more about the phenomena they have experienced, their views, beliefs, and opinions (du Plooy-Cilliers et al., 2014). In-depth interviews additionally allow the researcher to ask the participants to clarify or elaborate on a point the participants are making (du Plooy-Cilliers et al., 2014). For this reason, in-depth interviews are most suited for this research study as it will aid in answering the research question and achieving the purpose of the study, which is to find out whether having a psychologist(s) on-site has an effect on private tertiary institution student's academic performance, well-being, and mental health.

In-depth interviews were conducted in which a set of supervisor-reviewed questions were asked, with some flexibility. This has allowed for the researcher to obtain detailed, in-depth data from the participants' feedback, in order to fully understand their experiences with an on-site psychologist(s). This has additionally been done in accordance with the interpretivist paradigm and the qualitative nature of the study and has aided the researcher significantly when presenting and interpreting the findings. In addition to this, in-depth, semi-structured interviews were best suited for this research study as the COVID-19 pandemic made it increasingly challenging for the researcher to interview the participants face-to-face.

In-depth interviews, as opposed to focus groups, for example, allowed for the researcher to take advantage of the online space and use of technology to conduct the interviews, regardless of the pandemic. It allowed the researcher to still see the participant (if they had their video camera on), to speak to the participant, and to fully engage with the participant in the comfort of the researcher and participants' home, in

comparison to the social distancing and facial masks that both the researcher and participant would have needed to wear during the face-to-face focus groups, further making the interview uncomfortable.

3.5.2. Data collection application

Prior to the interview, the interview schedule was reviewed by a reliable academic source (the researcher's supervisor). The final version is attached as Appendix A. Due to the COVID-19 pandemic, the in-depth interviews took place online, using the Zoom application. All participants were communicated with through the Whatsapp application, in which they provided their emails for the consent forms to be sent to them, as well as the contact details of other students that may be interested in participating in the study. Once the consent forms were signed by the participants and sent back to the researcher, the dates and times of the interviews were agreed upon over Whatsapp.

Once the dates and times were arranged, each participant received a link, a 'Meeting Identification' number, as well as a password via email (each unique to the participants) which allowed them to join the Zoom meeting with the researcher at the designated time and date, in which the interviews were conducted. The link, identification number, and the password allowed for the online interview to be private, in which only the participant and the researcher could access and join. In addition to this, the researcher was in complete control of who could and could not join as the Zoom application allowed for the researcher (the host) to either accept or deny the individuals request to join the meeting.

The participants were able to attend the interview anonymously as their names were purposefully not stated during the interview. The participants also had a choice to attend the interview with their video camera off. Four out of the five participants entered the Zoom call with the camera on, in which the camera was then switched off by both the researcher and the participant for the duration of the 'questioning' part of the interview due to the constant interruptions from the weak internet connections. This detracted from the richness in data as qualitative research draws on the interactive element between researcher and participant. However, although four out of the five participants had their cameras on before the researcher asked the interview questions,

all five of the participants saw the researchers face, which could have possibly helped the interviewees feel more comfortable for the questioning part of the interview. This could have aided the participants to provide more information about their thoughts and experiences on the subject matter, which is significantly important due to the interpretivist nature of the study. This could have additionally added to the personal element of building rapport between the researcher and the participant.

Despite the limitation of the weak internet connection during the interviews, the researcher felt as though the interviews were the best method for collecting data for the study. This is because the method used was most effective in achieving the aim of this study, which was to find out whether having a psychologist(s) on-site has an effect on the private tertiary institution student's academic performance, well-being, and mental health. This, in combination with the interpretivist approach, allowed for the researcher to collect rich data on the meanings that the students associate with the experiences they have had with the on-site psychologist(s), in a tertiary institution context specifically.

This platform did not cost any money to join for either the researcher or the participants. The participants did need a technological device to access the interview using data or a wireless connection from a service provider. The online interviews were audio recorded by the researcher's cellphone and were further transcribed and printed back-to-back on paper once the interviews were complete.

3.6. Data analysis

3.6.1. Data analysis method

This research study has used the thematic data analysis method as data needed to be reduced, which has been done through theme identification (Braun & Clarke, 2006). Thematic analysis is a data analysis method for systematically identifying, organising, and offering insight into, patterns of themes across a dataset (Braun & Clarke, 2006). By the researcher focusing on the themes, this has allowed her to make sense of the collective experiences of the participants that were interviewed, and in turn, achieving the objectives of the research study (Braun & Clarke, 2006). The objectives being, put simply: the establishment of the impact that an on-site psychologist(s) has had on the students' academic performance, well-being, mental health; discovering the stigma

attached to these services; exploring the stressors that students experience. This data analysis method is a way of identifying commonalities and making sense of them (Braun & Clarke, 2006). Despite these commonalities, if they are not important to the research topic, they are not useful in answering the research question and filling the gap in knowledge. These commonalities were discarded from the set of codes and themes as they were not important in answering the research question (How would an on-site psychologist(s) affect a private tertiary institution student?).

The first stage of analysing the data involves the researcher familiarising herself with the data by reading and rereading the printed textual data and listening to the audio recordings (Braun & Clarke, 2006). The second stage consists of systematic analysis of the data through coding (Braun & Clarke, 2006). The codes will aid in identifying and labelling data, stating what is and is not important (Braun & Clarke, 2006). The different codes will be distinguished by the researcher placing symbols next to the related codes and distinguishing which are important. The third stage involves shifting the analysis of the data from codes to themes by clustering these codes (Braun & Clarke, 2006). This will be done by highlighting each theme in a different colour and writing theme names next to the highlights. The fourth stage consists of reviewing the themes in relation to the coded data and entire dataset (Braun & Clarke, 2006). The researcher will do this as a form of re-evaluating whether correct codes and themes are included in the analysis. This will aid the researcher in knowing whether the codes and themes uncovered are still in line with the objectives of the research (mentioned above). The proposed theme names written down by the researcher will be reviewed and corrected, or discarded, if need be.

The fifth stage involves defining and naming the themes. The researcher will group the reviewed themes into several overarching themes. Lastly, stage six involves producing a report that reflects the data (Braun & Clarke, 2006). This data analysis method has been chosen as it is best fit for the topic and qualitative research design. It will allow for the researcher to immerse herself into the data, fully explore the participants' experiences, and represent these experiences as accurately as possible in the report. This is in direct accordance with the study's research purpose, which is to offer a perspective of South African private tertiary institution students and the phenomena they encounter, to analyse these phenomena under study, and to provide insight into the way in which these students make sense of these phenomena.

3.6.2. Data analysis application

The application of data analysis method consisted of the researcher making use of thematic data analysis. The researcher printed out the transcripts of each interview, separated them, and stapled the designated interview schedule at the back of each corresponding transcript. The first stage of the thematic data analysis was completed by the researcher familiarising herself with the data by reading and rereading the transcripts, in order to immerse herself in the responses and experiences of the participants. The researcher additionally listened to the audio recordings while reading through the transcriptions. This was done in order to gauge how the participants were feeling towards certain questions and to establish their tones towards each question.

The second stage consisted of the researcher identifying and labelling the data through the use of coding, by putting the letters 'NB' next to the sentences that were of importance. 'NB' represented 'important'. A note was made next to the 'NB' code, with the note representing a summary of what the sentence was in relation to. For example, 'academic performance', 'help with problems', or 'finance'. These notes represented the possible themes that the data has presented.

For the third step, the researcher shifted the analysis of the data from codes to themes by clustering these codes into themes. This was done by highlighting each theme in a different colour. The colour key was as follows: the colour orange represented 'Finance', the colour pink represented 'Academic performance' and 'Motivation to keep studying', the colour green represented 'Well-being', the colour yellow represented 'Additional support' and 'Help with problems', the colour blue represented 'Stress', the colour purple represented 'Lack of psychologist', and lastly, due to the researcher running out of colours, the researcher made a block of tippex with an 'S' (written in pen on top of the tippex) next to the sentence that involved 'Stigma', and the same done with 'C' for 'Culture'. Other themes that were picked up, but were not highlighted due to the limited colour of highlighters the researcher had, included: 'Awareness of mental illness', 'Precipitants of access', 'Means/process of accessibility', 'Perceived expectations of care or services', 'Level of confidence', and 'Effect on mental health'. These additional themes were written in a colourful pen on the transcripts.

The fourth stage was completed by the researcher reviewing the themes in relation to the rest of the codes and entire dataset, whereby some codes and themes were discarded due to too little data presented in the responses. For stage five of the thematic data analysis, the proposed themes were refined, with some themes being compiled into one whole overarching theme. For example, 'Academic performance' and 'Motivation to keep studying' being compiled into one whole theme called 'Academics', or 'Stigma' and 'Culture' being compiled into one whole theme called 'Stigma'. Lastly, stage six has been completed in which the researcher has compiled a report that presents and interprets the data.

4. FINDINGS AND INTERPRETATION OF FINDINGS

4.1. Findings and interpretation

This section aims to present and interpret the data that has been collected through in-depth interviews and analysed through thematic data analysis. This will be done in relation to the context of the research, as well as to answer the research question: How would an on-site psychologist(s) affect a private tertiary institution student? The information collected has been curated into five themes, which include: (1) Perceived Financial Accessibility, (2) Academic Performance, (3) Well-being, (4) Additional Support, and (5) Stigma.

Theme 1: Perceived Financial Accessibility

Findings

Finance was one of the most prominent themes that surfaced in the data. All participants perceived the high pricing of the on-site psychologist as an obstacle preventing students from seeking the service. This theme can be encapsulated in participant 2's statement, "I think there is a lot of people who actually need to do it and they worry about costs".

All participants demonstrated having awareness of the availability of the service, however, students' means of accessibility differed. This has significance in terms of informing student programmes on campus, regarding how to make such services accessible to students. For example, using posters consisting of how the service

improves academic performance, the time allocation of free sessions, and how to book a session. Although Jithoo (2018) stated that a general culture of silence exists around mental health due to little understanding and awareness, the findings of this study contradict this.

Interpretation

Expenditure seemed to have a major negative effect on the participants accessing such services. The above-mentioned quote demonstrates students' awareness of the importance of psychological services; however, accessibility is negatively affected by financial obstacles, be they perceived or real. Perceived costs implicated in accessing treatment may vary relative to the kind of supportive services required, that is, long or short term. If further services are required beyond what is freely provided, referral may be necessary. This may be a finding to take forwards in future research regarding students' access to services and how campuses communicate this availability and accessibility.

Perceived financial accessibility adheres to Maslow's self-actualisation theory (Maslow, 1943) stating that, in relation to the research topic, students seek psychological help in order to achieve self-actualisation. The need for safety, be it physical or psychological, represents an individual's perceived financial security and subsequent stability (Maslow, 1943). The data reveals that the high cost of the on-site psychologist prevents students from seeking psychological services. Therefore, it can be said that students cannot progress to further stages of the hierarchy unless they achieve the financial security that allows them to attend long-term psychological sessions (Maslow, 1943). The inability to afford the on-site psychologist prevents students from attaining self-actualisation. Their attempt to achieve self-actualisation involves attending counselling sessions, improving their lives and dealing with their stressors in order to achieve happiness, success, and contentment.

Theme 2: Academic Performance

Findings

Academic performance was another prominent theme that was found in the data. All participants stated that an on-site psychologist would have a positive effect on their academic performance by guiding them regarding either their modules, workload, future occupations, and thoughts of exiting their degree before completion. They all additionally felt confident in the on-site psychologist's role of aiding with time management and the transition into the new tertiary institution environment. This can be seen through the words of participant 2, "I do think it will help because by alleviating the stress of the pressure, in terms of my university, it could make the whole process a bit better and I would be more willing to engage with the contents".

Interpretation

The confidence that students have in on-site psychologists may be due to their experience with a psychologist or the on-site psychologist being experienced in the tertiary institution context. The objective 'To establish the impact that an on-site psychologist(s) has on students' academic performance' has been attained in this research due to the repeated number of times the participants have referred to the perceived positive impact an on-site psychologist would have on their academic performance.

Theme 3: Well-being

Findings

Interview question 6 was asked in accordance with the objective 'To determine the effects that an on-site psychologist has on the students' well-being'. Previous research suggests that students' well-being is a significant indicator of whether they will seek an on-site psychologist(s) (Henn, 2018; Van Der Westhuizen et al., 2011; Van Zyl & Rothmann, 2012). However, the data from this study contradicts this. The researcher discerned that the participants' interest in the topic of well-being was low. All participants stated that on-site psychological services would have a positive impact on

their well-being, however this topic was cut noticeably short and replaced with the topic of academics. Participant 1 identified such services as increasing their well-being, on condition that the participant is experiencing considerable stress. Therefore, the data suggests that stress intervention is associated with improved well-being.

The 'Effect on Mental Health' is a sub-theme of 'Well-being'. A large number of previous literature emphasises significant influence that psychological services have on students' mental health (Jitho, 2018; Hinshaw, 2005; Hunt & Eisenburg, 2010; Mohamed et al., 2020; Samouilhan & Seabi, 2010; Bantjes et al., 2016). However, the data in this study contradicts this as participants made few references to mental health. Reasons for this may be: (1) psychologists have larger effects on students' academic performance, (2) the sample consists of emotionally healthy respondents, or (3) the participants were reluctant to share this information as the topic was too challenging to explore.

However, while the direct relationship with mental health is not clear, its indirect role in terms of other benefits is evident. The researcher can conclude that students are more motivated by their academic performance rather than 'purely' psychological benefits. Moreover, on the one hand, it can be said that an on-site psychologist(s) has a negligible effect on students' mental health. However, on the other hand, it can be argued that an on-site psychologist(s) aids in improving students' academic performance, and the implication of this would be an improvement in their mental health. Not enough evidence exists from this study for the researcher to conclude the type of impact an on-site psychologist(s) has on students' mental health, and therefore, the impact is said to be 'undetermined'. The above contributes to the research question and research problem.

Interpretation

The data gathered for the theme 'well-being' is sufficient to state that both the research question and the objective have been achieved, this effect being positive, yet indirect. Whilst literature strongly suggests the potential benefit of improved well-being amongst students accessing on-site psychological services, this may not be the 'draw card' for students (Henn, 2018). The data clearly demonstrates students

predominantly prioritising their academic performance rather than their overall well-being. As such, this finding serves much relevance in informing the marketing of supportive services, with a focus on academic performance and secondary to that, well-being and mental health. Further research into this theme might further illuminate this relationship.

This theme is an important contributor in understanding the ways in which the self-determination theory manifests in students' lives. The self-determination theory states that people naturally gravitate towards psychological growth and development, which is done through consulting an on-site psychologist (Ryan, 2009). In turn, this would improve their academic performance, well-being, mental health, and eliminate stressors (Ryan, 2009). However, the data portrays a different order of how this theory manifests: students primarily focus on their academic performance, which increases their well-being and mental health, decreasing their stressors. This causes tremendous psychological growth and development. Therefore, psychological growth and development can be perceived as dependent on the student's academic life. Although well-being contributes insignificantly to answering the research question, it does provide significant insight into students' priorities in terms of the self-determination theory.

Theme 4: Additional Support and Perceived Stress

Findings

All participants associated support significantly with on-site psychological services. Participants emphasised the presence of the on-site psychologist as beneficial and necessary for students as (a) knowing there is support from a professional was helpful in itself, (b) it aids individuals in finding solutions to their problems, and (c) it makes their life easier as the service is readily accessible on campus. Participants understood the role of an on-site psychologist and what is to be expected, stating that psychologists must listen, guide their thoughts, provide helpful advice, and allow students to openly express their feelings in a space of non-judgement, non-bias and safety.

This data is parallel to the findings from Gous (1991), who stated that the typical South African student-counsellor's duty consists of assisting students with choosing modules, studying skills, social deviations, and emotional support. Although Cherishe (2011) stated that a student-counsellor's aim was assisting students in understanding themselves and their world, participants from this research study focused more on the benefits on-site psychologists would have on their academic performance.

The sub-theme 'Stress' was another topic that surfaced frequently. Participants found that stress relief was a direct result of attending an on-site psychologist. This stress, however, was directly linked to the pressures that accompany tertiary institutions.

Interpretation

The above findings clearly demonstrate that attendance at a tertiary institution poses the most significant stress in students' lives, and the presence of an on-site psychologist largely impacts their academic performance. Therefore, it can be said that the objective 'To discover the stressors of private tertiary institution students' has been explored.

Theme 5: Stigma

Findings

Participants acknowledged a sense of stigma in accessing services, however, this varied along gender, cultural, and social lines. For example, participant 3 reported an expectation of mental illness being limited to females, whilst respondents 2 and 4 discussed the variance of cultural expectations regarding accessing mental health services. Participant 2 further explained that the lack of confidentiality accompanying this service may hinder one's ability to hide one's attendance, due to other students seeing or hearing about the attendance.

The objective 'To establish the stigma attached to seeking an on-site psychologist(s)' has been achieved due to the participants actively showing their absence of stigma, in which they normalised the service. Instead, they assumed that other students may contain stigma. The participants' normalisation and mentality of psychological services

is encapsulated by participant 5, “Mental health is just like going to a doctor’s appointment, you have physical health, and you have mental health. But you are a whole being so you can’t just take one or the other”. Vogel’s et al., (2006) study expressed that the stigma attached to seeking treatment, such as the perception of being weak, is the biggest contributor in deterring students from seeking psychological help. However, the data collected from this study contradicts this, as participants merely assume there is a stigma attached to seeking psychological services, instead of stating that there is an actual presence of stigma. Although there is a perceived stigma attached to these services, the reasons for this may differ according to different cultures, which is beyond the scope of this study.

Interpretation

This perceived stigma may be present due to various reasons, such as cultural norms, a lack of understanding of the purpose of psychological services, the lack of experience with these services, or individuals transferring their stigma to younger generations. This may cause these younger generations to avoid psychological services as they may possibly be judged, perceived as weak, or rejected by their family and friends.

The above findings of this study serve much relevance in informing the marketing of supportive services, with a focus on academic performance and secondary to that, well-being and mental health. This may additionally allow psychological services to be perceived as a tool for students to enhance their strengths, rather than coping with their weaknesses. This will, in turn, frame the service in a way that allows students to approach the service with less stigma.

4.2. Trustworthiness of findings

The main goal of qualitative research is to promote an understanding of a specific phenomenon within a particular context, and not necessarily to generalise the results to the population (du Plooy-Cilliers et al., 2014). A qualitative study cannot be repeated with the expectation of the same results, as participants’ experiences are unique to

them (du Plooy-Cilliers et al., 2014). Therefore, instead of testing validity and reliability, trustworthiness of the research study is observed. Trustworthiness is divided into credibility, transferability, dependability, and confirmability (du Plooy-Cilliers et al., 2014).

Credibility refers to the accuracy with which the researcher interprets and presents the data provided by the participants (du Plooy-Cilliers et al., 2014). The credibility of this research study has been enhanced by spending as much available time with the participants as possible, asking numerous data-yielding questions during the interview, which can be seen in appendix E, and attempting to explore their perspectives and experiences to the fullest extent. Credibility has additionally been advanced by providing feedback to the participants regarding the conclusion of the study, and whether the conclusion accurately represents their experiences.

Transferability can be defined as the ability of the findings of the research study to be applied to a similar circumstance and yield similar results (du Plooy-Cilliers et al., 2014). This research study has aimed to lend itself to generalisability as much as possible, considering it is a qualitative study. This has been done through interviewing participants that are dissimilar to one another regarding their year of study and their age. For example, out of the five participants, two participants were in their first year of studies (18 and 19 years old), one of the participants were in their second year of studies (20 years old), one of them were in their third year of studies (21 years old), and lastly, one of them were in their fourth year of studies (22 years old). However, although the researcher aimed for the findings to be generalised to the broader population, the sample cannot be considered heterogenous enough to be representative of the South African student population due to the small sample size.

Dependability refers to the quality of the data collection method, data analysis, and the theory generated from the data (du Plooy-Cilliers et al., 2014). This has been enhanced by the researcher being very careful when conceptualising specific terms, using a data collection and data analysis method that best suits the topic of the study, and reporting the results accurately, based on the data.

Confirmability refers to how accurately the data collected reflects the findings and interpretation of the researcher (du Plooy-Cilliers et al., 2014). Firstly, this has been done through the researcher describing the research process fully, in order to assist

other researchers in scrutinising the research design. Secondly, the researcher has asked numerous questions and gathered a full and in-depth understanding of the participants' experiences and lives. Lastly, before publication, the researcher has sent the findings of the study to the participants in order for them to examine whether the researcher has accurately portrayed their experiences and, in turn, provide feedback. The above has assisted the researcher in enhancing the trustworthiness and rigour of the study.

5. CONCLUSION

5.1. Summary of findings

Prior to conducting this research study, it was known that a number of private tertiary institution students displayed psychological challenges (Bantjes et al., 2016; Giovazolias et al., 2010). The researcher did not know whether an on-site psychologist(s) improved students' academic performance, well-being, and mental health. Therefore, the research question was asked, "How would an on-site psychologist(s) affect a private tertiary institution student?".

The presence of cultural and social stigma, as well as lack of expenditure, may cause a negative effect on students as these factors may prevent students from seeking on-site psychological services. However, the researcher deduces that these factors are present merely due to assumptions rather than experience. The participants did not display psychological challenges, and therefore an on-site psychologist's impact on students' mental health is undetermined. It can be concluded that an on-site psychologist(s) has a significant positive effect on students' academic performance, stress, and their need for additional support, as well as an indirect positive effect on their well-being.

5.2. Anticipated contribution of the study

This study expects to contribute to the field of psychology by providing additional knowledge and findings on the topic of an on-site psychologist(s) and their impact on private tertiary institution students. It expects to aid in reducing the gap in knowledge, as well as include an updated South African perspective for current and future researchers. It can be assumed that tertiary institutions will use the findings from this

research study to better understand the experiences of students, and how these experiences affect their well-being, academic performance, mental health, as well as their perceptions on stress, expenditure, and stigma.

Due to the discovery that an on-site psychologist(s) has a positive impact on students' academic performance, well-being, and stress levels, it can be expected that tertiary institutions will employ more psychologists to further improve the lives of both current and future students. Although this study has found that an on-site psychologist(s) does not have a clear impact on students' mental health due to limited existing evidence, it can be argued that an on-site psychologist(s) will aid students in achieving better academic results, and the implication of this would be an improvement of their mental health. However, extensive research needs to be conducted on this topic. This will additionally aid in informing private tertiary institutions regarding expenditure in hiring on-site psychologists, as well as to learn the severity of students' mental health.

It is assumed that shedding light on the students' experiences with an on-site psychologist(s) will aid lecturers and psychologists in how they prepare and approach their lectures and counselling sessions. Furthermore, it may guide the focus of interventions and programmes to the needs of the students, which may be provided by the private tertiary institutions.

5.3. Ethical considerations

In order to maintain sound ethical practices whilst conducting this research, participating students were informed about the objectives of the research study, the data collection method, and how their identities will be protected (du Plooy-Cilliers et al., 2014). This was done prior to the interview via email. In addition to this, a consent form was provided via email, in which the participants signed this form and further questions were asked. These consent forms have been printed and kept in a safe with only the access of the researcher allowed.

The students' physical and psychological comfort were prioritised, and their information remains confidential and anonymous (du Plooy-Cilliers et al., 2014). This has been done through the data being password protected and having secure access to the online interviews that were conducted. Bias has been removed as much as possible and information gathered from this study has not, and will not, be used for

purposes other than originally stated (du Plooy-Cilliers et al., 2014). Due to the COVID-19 pandemic, participants were interviewed online. Prior to the interview questions being asked, the participants were additionally asked to provide verbal consent, and were told that they can leave the interview without consequence, with their data being retracted from the study.

5.4. Limitations of the study

The data collection method consists of a number of limitations. Although the Zoom application was free, participants needed to have either a cellphone or a laptop to access the interview, and they needed to have data to access the Internet. In addition, there was a meeting duration cap of 40 minutes, limiting the interviews. This was upgradable using a paid version of Zoom (Valibia, 2020), however this upgraded version could not be bought due to limited funding of this study. Due to the fact that this study is qualitative and individuals' experiences, and meaning of these experiences, are what this study is based on, the time limit hindered this study as participants did not have an unlimited amount of time to express themselves and their experiences. This resulted in the researcher ensuring that the interview technique and questions were of the best quality and yielded the most data in order to access as much information as possible (within the available time frame), without causing the participant to feel rushed. This was additionally done to enhance the credibility of the study.

Due to the COVID-19 pandemic, the target population was difficult to access as there were no students on campus. Although snowball sampling aided the researcher in this section, there were not a diverse number of students that participated. This has further affected the generalisability of the study. The small sample size has additionally affected the generalisability of the study as it has created a large sampling error as well as significantly reduced the ability of the researcher to achieve data saturation. The lack of data saturation, in turn, has negatively affected the trustworthiness of this study. Other limitations of this study include the participants all being female students and the interviews being once-off. Additionally, the online interviews hindered the study as the researcher was not able to fully observe the participants' non-verbal communication due to either their camera being off or the bad Internet connection.

Although this created a space that was less personal, the researcher attempted to counteract this by having her camera on, being friendly, and frequently asking if the participants were alright.

The researcher knew that the questions pertaining to the topic of mental health had to be approached in a sensitive manner. However, despite the researcher doing this, participants provided little to no information regarding mental health. It can be assumed that the questions pertaining to mental health may have triggered certain emotions and thoughts from past experiences, resulting in the participants being reluctant to share their experiences on the topic. This limited the study as the topic of mental health was a significant factor in contributing to answering the research question. Due to this, and the limited amount of time (as results are needed urgently), further research will need to be conducted regarding the topic of mental health, in order to explore the effects that an on-site psychologist(s) has on private tertiary institution students' mental health.

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7. ANNEXURES

7.1. Annexure A: Final Research Report Summary Document Template

Title: Exploring the effects that an on-site psychologist(s) has on students: A qualitative study on private tertiary institution students using in-depth interviews.

Research purpose/Objective	Primary Research Question	Research Rationale	Seminal Authors/sources	Literature Review	Paradigm	Approach	Data Collection Method	Ethics	Key Findings	Recommendations
To establish the impact that an on-site psychologist(s) has on students' well-being, academic performance, and mental health.	How would an on-site psychologist(s) affect a private tertiary institution student?	This study is of relevance as updated South African studies would be required in keeping with changes in times and society.	Maslow (1943); Henn (2018); Bantjes, Kagee, McGowen and Steel (2016); Ryan (2009).	Theme 1: The mental health of tertiary institution students. Theme 2: The role of counselling services. Theme 3: Well-being among tertiary institution students.	Interpretivism The subjective perspectives of participants constitute as knowledge. The students' realities are constructed by society.	Qualitative.	In-depth interviews.	The students' data has, and will, remain confidential. The students' psychological and physical comfort were a priority, and their consent was given.	This study has found that participants do not display psychological challenges, and that an on-site psychologist will highly benefit students' academic life.	Further research must be conducted on how students' mental health is impacted by an on-site psychologist (s).
						Population				
						Students, aged between 18 and 23, attending a private tertiary institution in Sandton and Midrand, Gauteng.				
Research Problem	Secondary Questions	Key Concepts	Key Theories	Theme 4: Stigma associated with counselling services.	This research values students' psychological health.	Sampling	Data Analysis Method	Limitations	Key Contribution	
Students' psychological challenges causes a decrease in their academic performance, well-being and mental health.	What impact does an on-site psychologist(s) have on students' well-being, academic performance, and mental health?	Counselling. Well-being. Mental health. Mental illness. Stigma. Self-actualisation.	The theory of self-actualisation (Maslow, 2943) and the theory of self-determination (Ryan, 2009).			Non-probability sampling using a snowball sampling method on five students.	Thematic data analysis.	Limited time as results are needed urgently. The population was difficult to access. Students were reluctant to provide their experiences on mental health.	This study will contribute to the psychological field and aid researchers, tertiary institutions, and psychologists in understanding students' mental health.	

7.2. Annexure B: Consent Form

ANNEXURE C: EXPLANATORY INFORMATION SHEET AND CONSENT FORM FOR PARTICIPANTS

To whom it may concern,

My name is Alexia Dester and I am a student at Varsity College. I am currently conducting research under the supervision of Romy Perkins about finding out whether having an on-site psychologist(s) has an effect on private tertiary institution students' academic performance, well-being and mental health. I hope that this research will enhance our understanding of university students' mental health.

I would like to invite you to participate in my study. In order to explain to you what your participation in my study will involve, I have formulated questions that I will try to fully answer so that you can make an informed decision about whether or not to participate. If you have any additional questions that you feel are not addressed or explained in this information sheet, please do not hesitate to ask me for more information. Once you have read and understood all the information contained in this sheet and are willing to participate, please complete and sign the consent form below.

What will I be doing if I participate in your study?

I would like to invite you to participate in this research because it may aid universities and their students in knowing whether an on-site psychologist(s) has an impact on university students, as well as to contribute to the field of psychology in filling the gap in literature on this topic. If you decide to participate in this research, I would like to conduct a semi-structured online interview with you for the duration of 40 minutes on the Zoom platform.

You can decide whether or not to participate in this research. If you decide to participate, you can choose to withdraw at any time or to decide not to answer particular interview questions.

Are there any risks/ or discomforts involved in participating in this study?

Whether or not you decide to participate in this research, there will be no negative impact on you. There are no direct risks or benefits to you if you participate in this study. You might, however, indirectly find that it is helpful to talk about your academic performance, well-being, and mental health. If you find at any stage that you are not comfortable with the line of questioning, you may withdraw or refrain from participating.

Do I have to participate in the study?

- Your inclusion in this study is completely voluntary;
- If you do not wish to participate in this study, you have every right not to do so;
- Even if you agree to participate in this study, you may withdraw at any time without having to provide an explanation for your decision.

Will my identity be protected?

I promise to protect your identity. I will not use your name in any research summaries to come out of this research and I will also make sure that any other details are disguised so that nobody will be able to identify you. I would like to ask your permission to record the interviews, but only my supervisor, I and possibly a professional transcriber (who will sign a confidentiality agreement) will have access to these recordings. Nobody else, including anybody at Varsity College, will have access to your interview information. I would like to use quotes when I discuss the findings of the research but I will not use any recognisable information in these quotes that can be linked to you.

What will happen to the information that participants provide?

Once I have finished all interviews, I will write summaries to be included in my research report, which is a requirement to complete my Bachelor of Arts Psychology Honours degree. You may ask me to send you a summary of the research if you are interested in the final outcome of the study.

What happens if I have more questions about the study?

Please feel free to contact me or my supervisor should you have any questions or concerns about this research, or if there is anything you need to know before you decide whether or not to participate.

You should not agree to participate unless you are completely comfortable with the procedures followed.

My contact details are as follows:

Alexia Dester

[REDACTED]

The contact details of my supervisor are as follows:

Romy Perkins

[REDACTED]

Consent form for participants

I, _____, agree to participate in the research conducted by Alexia Dester about the effects that an on-site psychologist(s) has on private tertiary institution students' academic performance, well-being, and mental health.

This research has been explained to me and I understand what participation in this research will involve. I understand that:

1. I agree to be interviewed for this research.
2. My confidentiality will be ensured. My name and personal details will be kept private.
3. My participation in this research is voluntary and I have the right to withdraw from the research at any time. There will be no repercussions should I choose to withdraw from the research.
4. I may choose not to answer any of the questions that are asked during the research interview.
5. I may be quoted directly when the research is published, but my identity will be protected.



Signature

11 August 2020

Date

Consent form for audio-recording/ video recording

I, _____, agree to allow Alexia Dester to audio record my interviews as part of the research about the effects that an on-site psychologist(s) has on private tertiary institution students' academic performance, well-being, and mental health.

This research has been explained to me and I understand what participation in this research will involve. I understand that:

1. My confidentiality will be ensured. My name and personal details will be kept private.
2. The recordings will be stored in a password protected file on the researcher's computer.
3. Only the researcher, the researcher's supervisor and possibly a transcriber (who will sign a confidentiality agreement) will have access to these recordings.



Signature

11 August 2020

Date

7.3. Annexure C: Interview Schedule

Good morning/afternoon. How are you today?

Thank you for participating in my research. Do you have any questions regarding my research or the interview itself?

Just a reminder that you will be anonymous. If you are uncomfortable with some of the questions, or if you want to stop the interview, then just say so. There will be no consequences for not answering certain questions or exiting the interview. You also do not have to elaborate on any of the questions if you do not feel comfortable doing so. You are by no means requested to disclose any of your personal experiences, you may base your answers off of hypothetical scenarios. Would you like the camera on or off during the interview?

If you have no further questions or comments, shall we get started?

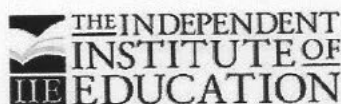
1. Please state your age, gender, year of study, and ethnic group?
2. During semester one of your degree, were you aware of the psychological services available at your institution?
3. How did you find out about whether the institution had a psychologist on campus?
4. How would you feel about accessing these psychological services if you needed to?
5. If you were to have mental health challenges, do you feel like these services would have any effect on your mental health? Why do you say this?
6. Do you feel like these services would affect your overall well-being at all? Please elaborate?
7. Do you feel like these services would affect your academic performance? In which ways would it do so?
8. How might the lack of an on-site psychologist impact you and your mental health, if one was not available if you needed such services?
9. How might the lack of an on-site psychologist impact your academic performance? (Only ask this question if it was not answered in question 6).

10. How comprehensive would you say your understanding of mental illness is?
Please elaborate on this if you feel comfortable doing so.
11. What obstacles might one face when considering accessing on-campus psychological services?
12. Would you say that stigma plays a role in preventing access to these services?
Please elaborate?
13. What pertinent stressors or challenges do you think that students doing tertiary studies might face, and which might benefit from on-site psychological services?
14. What is your understanding of the on-site psychologist's role at your institution?
Please elaborate if possible.
15. What would your expectations of psychological services be in general, if you were to access them on campus? Please elaborate on this if you feel comfortable.

Thank you for taking the time to help me with my research. Do you have any questions before I stop recording and end the interview?

Thank you again. Please contact me if you have any further questions about the study. Have a great day!

7.4. Annexure D: Ethical Clearance Letter



29 July 2020

Student name: Alexia Dester

Student number: 17230188

Campus: IIE's Varsity College Sandton

Re: Approval of Honours in Psychology Proposal and Ethics Clearance

HONOURS/PGDIP ETHICAL CLEARANCE LETTER

Your research proposal and the ethical implications of your proposed research topic were reviewed by your supervisor and the campus research panel, a subcommittee of The Independent Institute of Education's Research and Postgraduate Studies Committee.

There are some aspects that you still need to address in your proposal. You will need to address these aspects in consultation with your supervisor before you may proceed (see below):

Please discuss with your supervisor/navigator/lecturer how you will address these issues listed below:

Please note: **Your fieldwork may only proceed once you address the following issues:**

- Please make all the changes suggested/recommended by your supervisor.
- Please wait for an IIE letter approval if you plan to conduct research on an IIE site/staff/students.
- Change "university" to "tertiary institution".

In the event of you deciding to change your research methodology in any way, kindly consult your supervisor to ensure all ethical considerations are adhered to and pose no risk to any participant or party involved. A revised ethical clearance letter will be issued.

We wish you all the best with your research!



GENERAL CONDITIONS TO BE FULFILLED IN RELATION TO RESEARCH

Permission is granted to proceed with the above study subject to the conditions listed below being met and may be withdrawn should any of these conditions be flouted.

Please note: The panel has not considered the merits, accuracy or ethical soundness of the research. The only merits examined are the use of The IIE as a sample.

Permission is granted subject to the following conditions:

1. The researcher(s) will need to obtain informed consent in writing from all of the participants in his/ her sample if the study is not anonymous.
2. The researcher(s) may only use the data collected for research purposes and in no other way.
3. Photographs of human subjects may only be taken if relevant to the research, informed consent was obtained, and even with informed consent, the photographs may not be published on any online platforms.
4. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
5. No names or identifying information of participants may be used within the research and the research must be voluntary.
6. Please make it clear that the information will not be used punitively in any way and participants may in no way be counselled/advised based on this.

Supervisor: Romy Perkins



Campus Postgraduate Coordinator (CPC):



JENNA-LEE RAMNARAIN

7.5. Annexure E: Example of Data Collected

Transcription of interview between interviewer (I) and participant 2 (P2).

I: Good morning. How are you today?

P2: I'm fine thanks. How are you?

I: I'm fine thank you. Thank you for participating in my research. Do you have any questions regarding my research or the interview itself?

P2: No.

I: Just a reminder that you will be anonymous. If you aren't comfortable with some of the questions or you want to stop the interview, then just say so. There will be no consequences for not answering certain questions or exiting the interview. You also do not have to elaborate on any of the questions if you do not feel comfortable doing so. You are by no means requested to disclose any of your personal experiences, you may base your answers off of hypothetical scenarios. Would you like the camera on and off during the interview?

P2: I would prefer to have it off please.

I: If you have no further questions or comments, then shall we get started?

P2: Yes.

I: Please state your age, gender, year of study, and ethnic group.

P2: I am 22, white, I am a female, and I am doing a postgraduate degree in 2020. I am doing my honours in psychology.

I: During semester one of your degree were you aware of the psychological services available at your institution?

P2: Are we talking about my undergrad or my postgrad?

I: During first semester of this year's degree, so of your postgrad degree.

P2: This year is my 4th year at the University so I am aware of the counsellor, but I don't think it was explicitly stated. I did have prior knowledge from my undergrad, but I don't remember it being explicitly stated in the beginning of this year.

I: How did you find out about whether the institution had a psychologist on campus?

P2: I think I remember last year, so it isn't pertaining to this year, I think I remember in my undergrad there being a pamphlet being handed out saying that you can seek counselling for three sessions or whatever, so I think it was through a pamphlet, if I'm remembering correctly.

I: How would you feel about accessing the psychological services if you needed to?

P2: Yes, I would. I think it is highly beneficial, specifically with the stresses of postgrad degrees. I think it would be something that I would utilize if I were on campus and I think it is something that is highly necessary.

I: If you were to have mental health challenges, do you feel like these services would have any effect on your mental health?

P2: Yes, I think so. I am going to use a personal example, but a lot of my anxiety stems from university and the stressors of university so I think to have a counselor on campus, that is familiar with the procedures and protocols of the university, I think it might ease rather than going to a complete stranger who is unfamiliar with my university.

I: Do you feel like these services would affect your overall well-being at all?

P2: Yes, again I think it would. Like I said, a major stressor in my life is my university and I think that if I were to seek counselling, I think it might ease that stressor, which I think might have a ripple effect on my well-being. So yes, I think it would indirectly affect positively.

I: Do you feel like these services would affect your academic performance?

P2: I'm going to say no. I have pretty much been OK so far; I have been able to handle the stressors of varsity and still achieved well. I do think it will help because by alleviating the stress of the pressure, in terms of my university, I think it could make the whole process a bit better and I would be more willing to engage with the contents and be more ready, and be more willing to learn and engage. So, I think maybe indirectly. I don't know if that answers the question?

I: It does, thank you. How might the lack of an on-site psychologist impact you and your mental health, if one was not available if you needed such services?

P2: I think it would impact greatly. The benefits of having an on-campus counselor is that I can get to varsity, that's a given, and with it being on campus, it's just easier rather than going somewhere else cause then you have to worry about transport, distance, petrol, and all that. So, I do think it would really help. Did I answer that question?

I: Yes. How might the lack of an on-site psychologist impact your academic performance? I know that you said the impact that it had on your academic performance wasn't direct, but if we are talking indirectly, how might the lack of an on-site psychologist impact your academic performance?

P2: Well, again, I think that not having the ability to talk to someone regarding my varsity, it creates a lot more bottled up emotions that I am not releasing, which I suppose, it's all a butterfly effect, right? So, I mean it has an effect on how I feel later and how I engage with my work. I mean if I am really feeling quite stressed and depressed, I am not going to want to do my work or my ICE tasks, which down the line has an effect. And if I do them, I want to them to the best of my ability which will impact my overall mark.

I: How comprehensive would you say your understanding of mental illness is?

P2: I would say pretty comprehensive.

I: Please elaborate if you feel comfortable doing so?

P2: Well I am currently doing a postgraduate degree in psychology, so I have had the theoretical education of mental health. And myself, I personally struggle with mental health issues and I think the combination of my theoretical understanding as well as my personal understanding, I think combined it helps me to have a pretty comprehensive view of mental health.

I: Perfect. What obstacles might one face when considering accessing on campus psychological services?

P2: Obstacles for on campus psychologists?

I: No. So, what obstacles might a student face when considering accessing on campus psychological services?

P2: I don't know how to answer this question. Can you maybe rephrase the question?

I: Let me give you examples. For example, if students had to pay for a session at the institution on campus, this may be an obstacle for some students, how do you think they would face this obstacle?

P2: Are you asking what the challenges would be or how I would face those challenges? Because I suppose if you say financial-wise, I suppose for me I would not really struggle in that aspect. Can you maybe rephrase the question again please? Sorry, I think I am struggling with this question.

I: It's OK. Hypothetically, if you were a student that was going to an on-campus psychologist, what do you think that your obstacles would be, so what would hinder you from going to see a psychologist on campus specifically?

P2: I suppose with it on campus, you have a lot of friends or classmates that are with you, you might face the risk of, especially if you are not comfortable or open with your mental health, or if people are not aware if you are struggling, I think that could create a barrier because people might see you or people might ask or talk about it or whatever, so I think that might cause a potential anxiety towards it, because a lot of people like to be confidential. People don't really want to often tell other people that they are struggling, so I think that's a major one. I suppose maybe finances, because I know at my university I think they have the first three sessions for free and then thereafter you have to pay, which I think could be challenging for most students. You mentioned earlier culture, I suppose again it's maybe with the people that you are around, a fear of other people possibly knowing, especially if you are in a culture that is not familiar or is not understanding with psychological services. Did that answer the question?

I: Yes, Thank you. Following on from that, would you say that stigma plays a role in preventing access to these services?

P2: Yes, I do think so. Especially in the younger years, so I would say first and second year are highly susceptible to this because it is very new and is quite transitional from a secondary institution to a tertiary institution. Again, culture plays a very big role in stigmatisation, because I suppose a lack of culture norms and stuff regarding psychological assessment of any form. Did I answer the question?

I: Yes. What pertinent stressors or challenges do you think that students doing tertiary studies might face, and which might benefit from on-site psychological services?

P2: The most obvious challenge is the academic pressure that is placed on you. It is vastly different from secondary institutions, or secondary schooling. It is quite difficult and quite overwhelming. Also, again, tertiary institution, it is very unfamiliar to most people, again coming from secondary schooling, so you might struggle with that, trying to find your niche or group to fit into, so they might struggle with isolation or anxiety when it comes to friends, and also when it comes to big crowds. Universities are quite large and there's quite a lot of people, so if you have any form of anxiety it is very overwhelming. So I guess adjusting to your friend groups that's the biggest challenge, academic, and I suppose social and also coming to terms with a new system, a new way of doing things, a new way of submitting assignments and new classrooms and environments, and those kinds of things.

I: What is your understanding of the on-site psychologist's role at your institution?

P2: My understanding of it would be that they would invite students to openly express their feelings regarding I can imagine anything, but I do think the focus would possibly be on the university because it is direct and on campus. However, I think the role of a psychologist should be quite diverse and they should be able to help with most personal issues, I suppose. I think it should be a space in order for students to come and express their academic stressors, as well as their personal stressors. But I do think it would be more centred around academic, because it is more, it's something that they can get involved in more directly than family and friend issues, if that makes sense?

I: Yes, it does. What would your expectations be of psychological services in general, if you were to access them on campus?

P2: Again, kind of similar to my previous answer. In general, I kind of have the expectation that I want them to listen, and I want them to listen to all of my problems and all of the stressors in my life. And I suppose I don't exactly expect them to have the answers for me but I think it's more providing the space for me to openly discuss how I feel, without me feeling judged and to feel safe. And I suppose having guidance in directing my thoughts. For me personally, I get jumbled up in my head and I think

psychologists can help focus that. Rather than it seeming quite overwhelming, they can kind of narrow it and where you can focus your energy and what not.

I: That is the end of the interview. Thank you for taking the time to help me with my research. Do you have any questions before I stop recording and end the interview?

P2: No, I have no questions. Thank you so much.

I: Contact me if you have any further questions about the interview, you have my number. Have a great day.

P2: Thank you, same to you.