

7TH ANNUAL SANRC FYE CONFERENCE
18-20 MAY 2022

PRESIDENT HOTEL, CAPE TOWN

From Disruption to Recovery: Towards Normalising
the so-called 'New Normal'



higher education
& training

Department
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



SOUTH AFRICAN
NATIONAL RESOURCE CENTRE

FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION



7th Annual SANRC FYE Conference 2022

18-20 May 2022

President Hotel, Cape Town

Presentation Title: Experiences of First Year University Students Regarding the Institutional Mentoring Programme during COVID-19 Outbreak: A Qualitative Evidence Synthesis

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**SOUTH AFRICAN
NATIONAL RESOURCE CENTRE**
FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION





PRESENTATION OUTLINE



- 1. Orientation & Background**
- 2. Problem statement**
- 3. Purpose of the study**
- 4. Research Question**
- 5. Design and Setting**
- 6. Theoretical Frameworks**
- 7. Data Extraction**
- 8. Sample and Sampling Procedures**
- 9. Data Analysis**
- 10. Trustworthiness Criteria**
- 11. Ethical Clearance and Limitations**
- 12. Findings**
- 13. Recommendations / Conclusion**



Orientation & Background



Peer mentoring has been shown to improve student achievement and retention in higher education institutions, particularly among at-risk students (Albright & Hurd, 2018; Collings et al., 2014; Flores & Estudillo, 2018; Heirdsfield et al., 2008; Lenz, 2014; Sanchez et al., 2006; Yomtov et al., 2017). Following the outbreak of COVID-19, it became difficult to provide face-to-face assistance.

- Universities had to ensure that students were well supported during the COVID-19 pandemic.
- Over the years, peer mentors have provided one-on-one psychosocial support to first-year students.

Orientation & Background



DEPARTMENT OF COMMERCIAL ACCOUNTING

A Fresh Start (Social media behavior)

The Future Reimagined

New semester, new beginnings! How are the current affairs and the pandemic affecting your brand? Have you thought of yourself as a brand? Do you know that your brand affects your chances of employability? Join us and get empowered on branding yourself. The speaker will give you tips on how to start the semester with a BANG and handle yourself on social media."

Presented by Mr. Sibusiso Mfeka
Mr. Mfeka is a Specialist Brand Advisor, a Political Brand Analyst, a Branding Coach and Lecturer. He spends his life studying, observing, developing brands and engages them through coaching, consulting and advisory. He is the Managing Director and Senior Consultant of Sibusiso Mfeka Global (Pty) Ltd. He is a PhD candidate and holds a Master degree in Theology.

DATE: 29 July 2021 | TIME 18:00-19:30 | ONLINE on Microsoft
Team Meeting: [Click here to join the meeting](#)

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02:02:10

Recording has started. This meeting is being recorded. By joining, you are giving consent for this meeting to be recorded. [Privacy policy](#)

Dismiss

Nzama, Lethlwe
TSHEPISO LUTHAKONG
Nevhutanda, Munyadziwa
THERISO KHANARE
"neliswe yende (Guest)"
"MIKATEKO (Guest)"
"A YILO" (Guest)
Amogelang Macheutwa (Guest)
TSAKANI LISEGO SAMBO

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01:39:46

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Dismiss

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THATOHAISI MOKOENA
Abung Modise (Guest)
Lucky @Sifanas (Guest)
Keorapetse Peter (Guest)
NOMPUMELELO AMANDA MNISI

DEPARTMENT OF COMMERCIAL ACCOUNTING

Handling Stress and Depression during Exam time session for Peer Mentors

The Future Reimagined

"Are you struggling to juggle all tasks at hand? Do you feel overwhelmed and don't know how you prioritize your task? Worry no more. We got you covered. During this session, you will be empowered with techniques of managing your time as a student in both your studies and in your personal life."

Presented by Professor M.A.Mdhlluli
Professor M.A. Mdhlluli is scholar of philosophy, psychology, Theology and educational science. An Author, Publisher and Motivational Speaker. Professor at the Global Center for Academic Research

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01:46:21

Request control

Turn camera off (Ctrl+Shift+O)

Categories game word game

Game results

Player	Score
Mbongeni	28
Oyster (Guest)	31
TSHEPISO LUTHAKONG	29

Participants

Invite someone or dial a number

Share invite

In this meeting (13)

- Thusi, Danisoziha Organizer
- "Vee (Guest)"
- Amo (Guest)
- Lucky (Guest)
- MBALI MDHLULI Outside your organization
- Guest
- MIKATEKO PATRAH ZITHA (G...

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TSHEPISO LUTHAKONG (G...



The problem is that students encounter unexpected challenges from the moment they arrive at university, owing to the substantial shift in roles and complex responsibilities that comes with being a student at a university



Problem statement

Purpose of the study

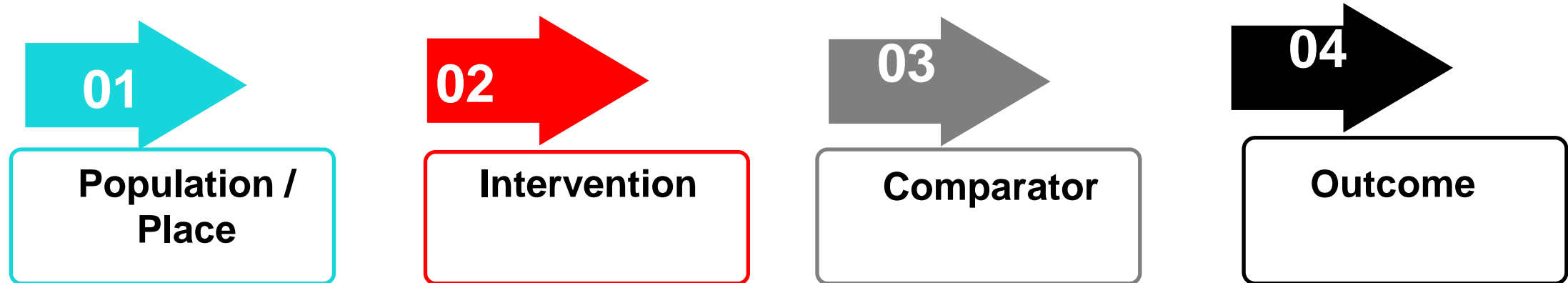


The purpose of this study is to investigate students' first-year experiences during the COVID-19 outbreak, so as to provide insights that could be useful for institutional policy and practice.

Research Question



A qualitative meta-synthesis according to the **PICO** framework (Population/Place; Intervention; Comparator; Outcome) will seek to answer the question



“What are the experiences of first-year university students regarding the institutional mentoring programme during the Covid-19 Outbreak?”

Research Design



Research Philosophy

The ontological position selected by the researcher is subjective and hinged upon an interpretivist epistemology. The Interpretivist paradigm is to understand the subjective world of human experience (Guba & Lincoln, 1989).

Research Approach

Inductive Reasoning - Bottom-Up Approach : Understanding dynamics, focus on individual behavior, constructing alternative futures

Research Method

Qualitative research method was used in this study.

Research Design

A Qualitative Evidence Synthesis, was conducted according to Bettany-Saltikov (2012), Defining it as a summary of research literature that focuses on a single question, and purports the role of systematic reviews within evidence-based practices.

Methods & Protocols

QES (Meta- Synthesis)

Meta - Analysis

Purpose

Interpretive
Explanations

Purpose

Prediction

Sampling

Purposive

Sampling

Exhaustive

Theoretical Frameworks

Behaviorism

Focuses on overt learner behaviour and disregards all other independent mental activities. The theory of behaviourism postulates that new behaviour is acquired because of human interaction with his environment (Mell and Glance, 2018).

Cognitivism

Focus on the mental process of the learner during the learning process (Myers, 2018).
Key Targets: memory, aptitude, critical reasoning ability

Connectivism

This theory argues that the internet essentially acts as a platform where learners and instructors share a wide range of information between them using the worldwide web (Vermuelen *et al.* 2016).

Review Process

The review process followed a step by step approach as postulated by (McKenna-Plumley, Groarke, Turner, & Yang, 2020) (Noblit & Hare, 1988) and expanded further below.

Step	Description
1	Crafting a specific question
2	Deciding on search databases
3	Developing search terms and retrieving articles
4	Screening articles for duplicates and later on relevance
5	Quality appraisal for legibility
6	Critical Skills Appraisal of purposively selected qualitative studies
7	Final synthesis and presentation of findings

The Origin/Source of the Research Data

Systematic Review process involves collecting secondary data studies in a systematic, logical and organized way and Critical Appraisal to avoid Biases.

Step1: is to clearly define a review protocol by specifying the research question and the methods to be used in undertaking the research.

Step2: was met by using Harzing's Publish or Perish Software 7.31.3306.7768 (basic report), which provides access to databases and indexing platforms such as Publish or Perish - Data retrieval - Data source: Google Scholar, Crossref, Pubmed, Scopus, Google Scholar Profile, Web of Science, Microsoft Academic.

Step 3 and 4: were integrated into this investigation. Search terms were made up of crucial concepts/variables within the research question and were used to obtain articles in the search.

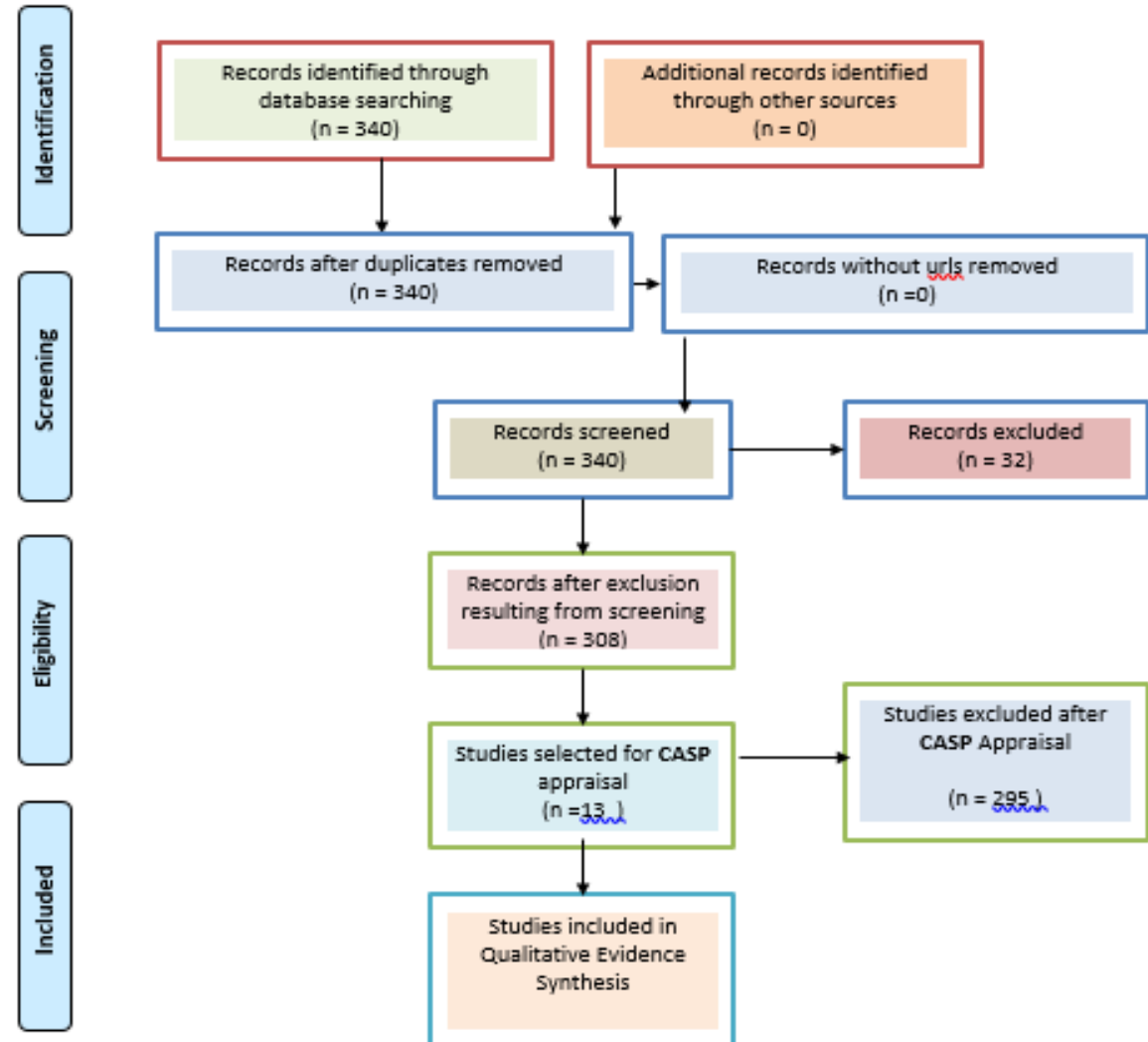
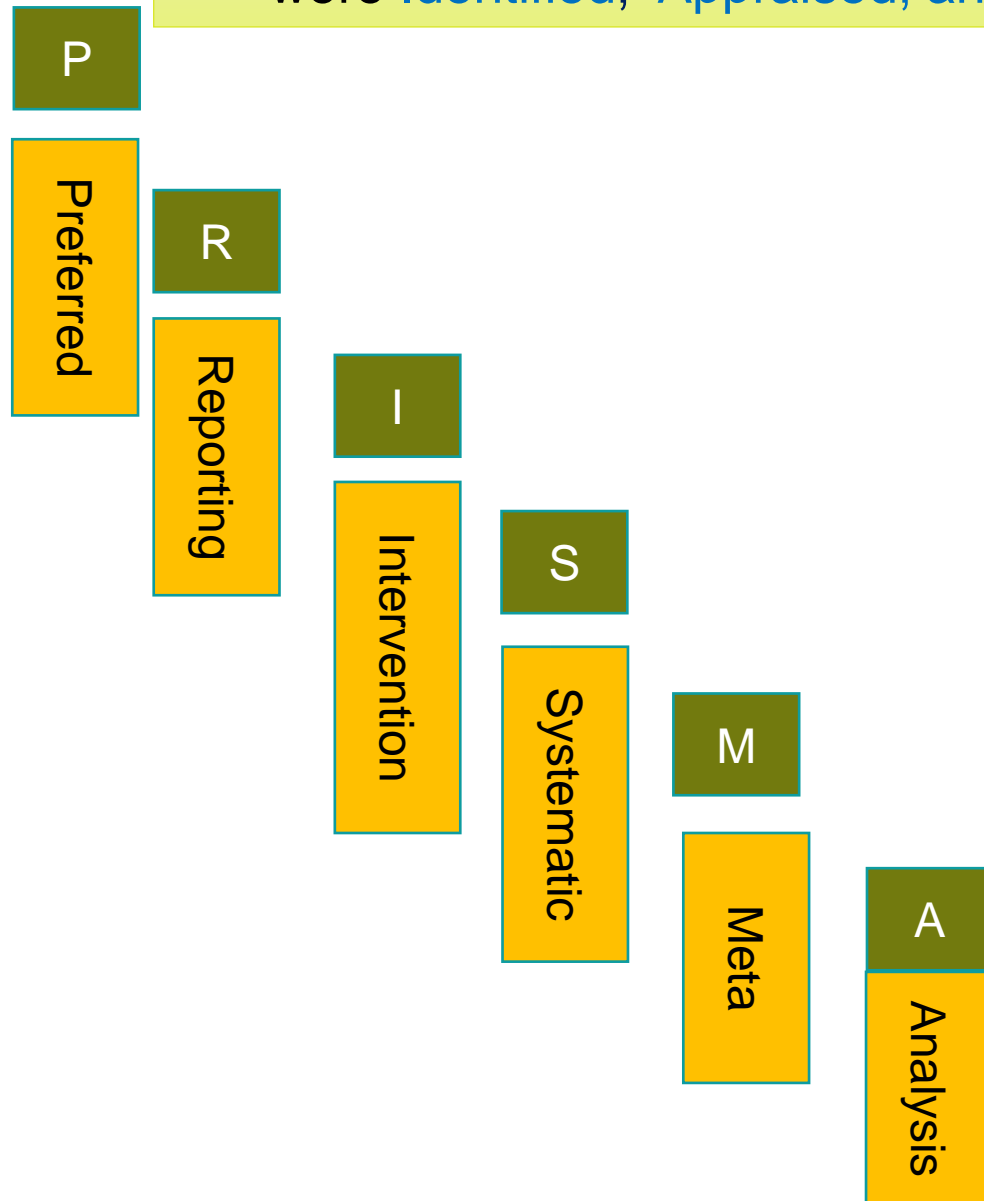
Step5: focused on the quality appraisal of qualitative studies retrieved.

CASP – Included Article Appraisal Report

Appraisal question	Yes	Can't Tell	No
Was there a clear statement of the aims of the research?	13	0	0
Was a qualitative methodology appropriate?	13	0	0
Was the research design appropriate to address the aims of the research	12	1	0
Was the recruitment strategy appropriate to the aims of the research?	11	1	1
Was the data collected in a way that addressed the research issue?	11	2	0
Has the relationship between researcher and participants been adequately considered?	6	4	3
Have ethical issues been taken into consideration?	9	3	1
Was the data analysis reported in sufficiently detailed manner?	13	0	0
Is there a clear statement of findings?	13	0	0
Does the paper provide information about the value of the research?	10	2	1

PRESENTATION OF PROTOCOLS

This structure places rigour at the heart of all systematic reviews and requires researchers to fulfill certain procedural activities such as explication of how articles were **Identified**, **Appraised**, and **Synthesized** (PRISMA, 2015).



The Trustworthiness Framework – To ensure Rigour

The trustworthiness of this study was ensured through application of the 4-D approach proposed in Guba and Lincoln (1985) and TACU as proposed by Costa (2020).

4-D Trustworthiness	TACU	Purpose is to determine
1. Credibility	Truth Value	Trustworthiness and Believability
2. Transferability	Applicability	Replicability
3. Dependability	Consistency	Consistency
4. Confirmability	Unbiasness	Data Auditability

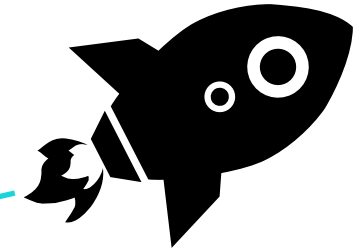
Ethical Consideration
Qualitative Systematic Reviews are also known as research on research, studies that were included for analysis were studies those that sought Ethical clearance by the Authors.

Altheide, D. L., & Johnson, J. M. (1994). Criteria for assessing interpretive validity in qualitative research.

Limitation of the Study



1. QES can only address and synthesise the material presented in the primary studies, even though they provide a rich account of the critical results of a particular study topic. As a result, the large number of articles addressing opinions about FYE does not represent the world but instead the research interests of the scholars.



2. The other limitation is that QES focuses only on qualitative research studies to make conclusions, which is different from primary qualitative studies. There is no requirement to select studies within a particular research paradigm.

Key Findings and Discussion



As the method of analysis followed a themed approach, the following themes were derived from the analysis of data, using a thematic analysis hinged upon the COSTA Qualitative Data analysis approach (Costa, 2020) on webQDA cloud computing qualitative data analysis software (Costa, Breda, & Pinho, 2015).

Understanding the First-year Transition in the Context of Covid-19

Theme 1: Challenges of the first-year student transition

Challenges of the Covid-19 transition

Theme 2: Prolonged financial hardship

Theme 3: Leadership Development for Peer Mentors

Theme 4: Sense of Belonging and Social Support

An uncertain future for online teaching and learning

Conclusion



This study can add to the body of knowledge for peer mentoring as a higher education strategy to assist FY students in transitioning to the university environment (Plaskett et al., 2018) and to promote the development of leadership dispositions and skills among at-risk students who serve as peer mentors (Pascarella & Terenzini, 2005; Woelk & Pennington Weeks, 2010).

1. Given the findings above, it is at this moment suggested that more resources of student transition are needed as the current resources are insufficient.
2. With respect to peer mentoring programs, D'Abate (2009) emphasized the importance of clarifying the role of peer mentors to strengthen the quality of support and fully realize potential benefits.

Furthermore, it is recommended that policymakers prioritise First-year Transition in strategy formulation and budget allocations.



Thank you for your attention

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Learning
together
even when
we're apart