



UNIVERSITY OF ZULULAND

MINI THESIS

The influence of biographical characteristics on emotional concerns of new first-year students at the University of Zululand

For the degree of

MASTERS IN EDUCATION

In the field of

Educational Psychology

At the

FACULTY OF EDUCATION

Candidate: Hlengiwe Qinisekile Masondo

Student Number: 20043621

Supervisor: Prof. M.M. Hlongwane

Co-Supervisor: Ms S.S. Makhubu

DECLARATIONS

Declaration by candidate

I hereby declare that this work is my own investigation and that all the data sources utilised have been acknowledged by means of complete references and bibliography. This work has not been concurrently submitted to any University or University of technology.

Signature: Date:

H.Q. MASONDO

Declaration by supervisor

I hereby declare that I acted as Supervisor for this MEd student:

Student's Full Name: Hlengiwe Qinisekile Masondo

Student Number: 20043621

Thesis Title: Emotional concerns of new first-year students at the University of Zululand

Regular consultation took place the between student and I throughout the investigation. I advised the student to the best of my ability and approved the final document for submission to the Faculty of Education, Higher Degrees Office for examination by the University appointed Examiners.

Signature: Date:

Abstract

For students, transitioning from high school to university is a challenging period which in most cases brings about emotional concerns and mental health challenges. Such students not only have to grapple with stress related to academic load, but also have to take on more adult-like responsibilities without having yet mastered the skills and cognitive maturity of adulthood. This study investigates whether there is any influence of biographical factors on the emotional concerns of New First Year Students at University of Zululand. It focuses on age, gender and sex as the biographical factors. A quantitative method was used and data was collected from 82 participants. Pearson's product moment correlation was used to measure the relationship between demographic traits of New First Year Students and the emotional concerns while an independent student's T test was performed to test for differences between sexes. This research identified areas of concern regarding their emotional challenges which align with previous studies discussed in the review of similar studies at other universities. Areas of emotional concern, according to the current study were identified as belonging emotions, positive affectivity, negative affectivity and pathological emotions.

From the correlation analysis, the study revealed that age of the New First Year Students (NFYS) was not related to the three emotional constructs of negative affectivity, pathological and belonging. Nonetheless, there was statistically significant but very weak negative correlation between age and positive affectivity. The conclusion reached was that positive affectivity decreased with increase in the age of the NFYS even though it has a weak relationship. The 18-19 years old NFYS had higher ratings for positive affectivity emotions while the older than 19 years has lower positive affectivity emotions.

The study also confirmed the nonexistence of any relationship between social economic status, and the emotional concerns of NFYS. An independent student's t test analysis also confirmed there was no significant statistical difference in the emotional concerns between male and female NFYS.

Finally, the results indicated that strong, positive and significant correlation existed between different emotional constructs. Pathological emotions were positively and strongly correlated with negative affectivity. Pathological emotions were also positively correlated with positive affectivity. Lastly, belonging emotions were positively, though weakly correlated with positive affectivity.

ACKNOWLEDGMENTS

To Jesus Christ, My Lord and Saviour, for giving me the wisdom, strength, support, and knowledge in exploring things, for the guidance in helping me surpass all the trials that I encountered and for giving the determination to pursue my study, and to make this study possible.

The path toward this dissertation has been circuitous. Its completion is thanks in large part to the special people who challenged, supported and stuck with me along the way.

First and foremost, I would like to express my sincere gratitude to my Supervisor Prof. MM Hlongwane for the continuous support of my Masters Study and research, for his patience, motivation, enthusiasm, and immense knowledge. His guidance helped me in all the time of research and writing of this thesis. I could not have imagined having a better supervisor and mentor for my Masters study.

I am also grateful to Mr Ephraim Mutsika for the assistance with data analysis, without which this research would not have been possible.

In addition, I would like to acknowledge the support and encouragement of my family (Mom and dad), siblings, Aphelele , Hlobi, Mpilo and Nompilo, and friends, who have provided me with emotional and moral support throughout this challenging journey, words are not sufficient to express my gratitude.

I am forever thankful for the unconditional love and support throughout the entire thesis process and every day.

Contents

DECLARATIONS	ii
Declaration by candidate.....	ii
Declaration by supervisor.....	ii
Abstract	iii
ACRONYMS AND ABBREVIATIONS	ix
CHAPTER ONE: INTRODUCTION TO THE RESEARCH	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND.....	2
1.3 PROBLEM STATEMENT	5
1.4 OBJECTIVES OF THE STUDY	5
1.5 SIGNIFICANCE OF THE STUDY	6
1.6 ETHICAL CONSIDERATIONS	6
1.7 ORGANISATION OF THE THESIS	7
CHAPTER TWO: LITERATURE REVIEW	8
2.1 INTRODUCTION.....	8
2.2 THEORETICAL FRAMEWORK	9
2.2.1 Operational definition of emotions.....	9
2.2.2 Emotional concerns?	9
2.2.3 The nature of NFYS emotional concerns	9
2.2.4 Areas of Emotional Concerns.....	10
2.3 THEORIES OF EMOTIONS	16
2.3.2 The James-Lange Emotion Theory	16
2.3 EMPIRICAL EVIDENCE	18
2.3.1 EMOTIONAL EXPERIENCES OF NFYS AT INTERNATIONAL UNIVERSITIES	18
2.3.2 EMOTIONAL EXPERIENCES OF NFYS AT SOUTH AFRICAN UNIVERSITIES	20
2.5 CONCLUSION	22

CHAPTER THREE: RESEARCH METHODOLOGY	23
3.1 INTRODUCTION.....	23
3.2 RESEARCH METHOD	23
3.3 RESEARCH DESIGN	23
3.4 RELIABILITY AND VALIDITY	24
3.4.1 Face Validity	24
3.4.2 Content Validity	24
3.4.3 Internal Validity	24
3.4.4 Scale Reliability	24
3.4.5 Neutrality.....	24
3.6 POPULATION AND SAMPLING.....	25
3.7 RESEARCH INSTRUMENT FOR DATA COLLECTION	26
3.7.1 DATA COLLECTION.....	27
3.8 DATA ANALYSIS	27
3.9 ETHICAL CONSIDERATION	28
3.10 CONCLUSION	28
CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA	29
4.1 INTRODUCTION.....	29
4.2 Reliability and validity measurements	29
4.2.1 Reliability statistics	29
4.2.2 Validity.....	31
4.3 Profile of respondents.....	32
4.3.1 Age and sex of respondents.....	32
4.3.2 Faculty of respondents	32
4.3.3 Home location of respondents.....	33
4.3.4 The economic status of respondents.....	34
4.4 Descriptive statistics.....	35

4.4 Correlation between demographic information and emotions of NFYS	36
4.4.1 Correlation between emotions and age of NFYS respondents	36
4.4.2 Correlation between emotions and socio-economic status.....	37
4.4.3 Correlation between different emotions	37
4.4.4 Differences of emotions between male and female.....	37
4.5 Conclusion.....	38
CHAPTER 5: RECOMMENDATIONS AND CONCLUSION.....	40
5.1 INTRODUCTION.....	40
5.2 SUMMARY OF THE STUDY	40
5.3 RESULTS AND FINDINGS	40
5.4 LIMITATIONS OF THE STUDY	41
5.5 RECOMMENDATIONS FOR FUTURE RESEARCH	42
5.6 CONCLUSION	42
REFERENCES.....	44

Table of figures

Figure 1 Age and sex of respondents	32
Figure 2 Respondents by faculty	33
Figure 3 Respondents by home location	34
Figure 4 Social economic status	35

Table of tables

Table 1: Cronbach's alpha rules of thumb	30
Table 2: Reliability Statistics	30
Table 3 Statistical validity of the survey instrument items.....	31
Table 4 emotional concern Constructs	35
Table 5 Descriptive Statistics	36
Table 6 Correlation between emotions, age and socio-economic status	37
Table 7 Independent Samples Test.....	38

ACRONYMS AND ABBREVIATIONS

HIS	Hispanic-Serving Institution
NFYS	New First-Year Students
SACQ	Student Adaptation to College Questionnaire
SPSS	Statistical Package for the Social Sciences
UNIZULU	University of Zululand

CHAPTER ONE: INTRODUCTION TO THE RESEARCH

1.1 INTRODUCTION

Student transition from High School to a tertiary institution is a key adjustment which many students face and experience considerable challenges in adapting to the new environment. The transition process is complex, and effective coping strategies are not an option if students are to adjust to a myriad of new demands. Some of the challenges faced by students include meeting the academic standards of tertiary education, social relations, intrapersonal and interpersonal relations. Kumaraswamy (2013) points out that anxiety and depression are common mental health problems among students. The causal factors include greater academic demands, loneliness in a new environment, social life changes, as well as exposure to new people, new ideas and temptations. Kagee, Naidoo, & Mahatey, (1996), argue that the process of transition from High School to University demands is not only stressful for what he called “first-generation students” but often difficult.

This study investigated whether biological characteristics have any influence on the emotional concerns that new first-year students (NFYS) undergo in tertiary institutions. The study focused on the NFYS at University of Zululand irrespective of their age groups. The study aim was to determine the nature of emotional concerns of NFYS in the University environment and establish a relationship between students’ emotions and their biographical characteristics. Wilcox, Winn, & Fyvie-Gauld, (2005), noted that adjustment problems experienced by new students differed among individual students. Students in tertiary institutions value opinion from their peers and friends on how they perceive them and as such, that puts lot of pressure on choosing friends, and that makes it difficult to adjust emotionally. Adams, Berzonsky & Keating (2006), submit that when students go through adjustment problems, they may even lose their self-identity in the process.

Nema, Suvidha, & Bansal, (2015), argue that adolescence is a transitional period to a new phase of life with new social expectations. At adolescence, young people seek to settle down while facing different challenges. Such challenges include emotional adaptation to the university life, and having conflicts in their minds about certain rigid values from their adolescence.

Murphy and Archer (2006), argue that students get worried about things like time demands, examinations, class environment and completion while intimate relationships, finance and parental conflicts give them the most common personal stress.

This study will identify emotional concerns and determine whether there is any relationship between such emotional concerns and biographical characteristics of students. This then would be fundamental in suggesting possible relevant intervention methods to address the challenges.

1.2 BACKGROUND

The emotional experience of NFYS has become a topical area of study in the modern time. There is a general appreciation by scholars that the NFYS indeed face emotional challenges as first time university students. Attending university is probably one of the most challenging times for many first time undergraduate students. Pedrelli et al (2015) states that traditional university students begin university after completing high school and are typically younger, depend on parents for financial support and do not work or work part-time. Such students not only have to grapple with stress related to academic load, but they also normally have to face the task of taking on more adult-like responsibilities without having yet mastered the skills and cognitive maturity of adulthood. In support of this notion, Murtagh (2010) also indicates that students in their first year of university also face challenges of studying independently as well as challenges related to the assessment process. It is therefore not surprising that not all students make smooth transition to university life. Some students get so much overwhelmed that they cannot cope with the demands of the University.

Other studies also points out challenges experienced by new university students. Malinga-Musamba (2014), argued that first-year students face difficulties with their academic work, individual challenges, societal challenges and identifying the new institution of learning. In an earlier study, Wilcox et al, (2005), points out that the initial lives of students at university are marked by social-related anxiety about university life. Wilcox et al. (2005), further argue that NFYS find the processing of attaching to the university to be complex, and linking the old social circumstances with the new produce hard to resolve tensions for students. Some students withdrawal from university due to “over-attachment” to social contacts at home (Wilcox et al., 2005). Nationally, there is great concern about high number of first-year students who fail and dropout out of universities (Letseka & Breier, 2008). The statistics from Department of Education (2005), reports an excess of 36 000 first year dropouts (or 30%) of the 120,000 students that were enrolled in higher education institutions by 2000 alone.

It is inevitable therefore that when NYFS are overwhelmed with challenges that their emotional well-being is affected leading, in some cases, to mental-health problems, as evidenced by cases of depression and other psychological problems, and in some cases leading to suicide. Neophobia and high levels of stress among tertiary students are a major challenge that affect how students perform in their academic work. Generally, as humans, the feeling of emotional insecurity in a new or strange environment is unavoidable (Bojuwoye, 2002). This might relate to the emotional problems of the new student as they find themselves in a new environment whereby they have to adapt to a hostile culture of learning that differs from the previous culture of learning that they are familiar with prior to coming to university. When the students join the universities, they become new members of the new university community, which might trigger a variety of emotions such as fear of the new environment and stress leading to emotional problems.

As the first year students leave home for the first time in their lives, there is anxiety and fear of the knowledge of freedom, as they become independent, and have to make decisions such as managing their own finances and choosing friends. The new environment is unique to NFYS as they were previously assisted by their parents previously but now they have to make their own decisions. Some of the essential features of emotional adaptation include college social integration, support network development, and dealing with the unique social freedoms.

Aherne (2001), argues that University students face essential but stress choices regarding issues like sexual behaviour, drugs abuse and alcohol abuse because of the nature of the developmental stage. Aherne (2001) further argues that these students may greatly relate to the expectation of success from one's family and community, regardless of adjustment problems they may encounter that impact on their studies. In further explaining stress-related issues, Pedrelli et al (2015) points out that many traditional university students may face potentially stressful experiences for the first time that include working, being in a significant relationship that may lead to marriage, or having housemates/roommates with cultures and belief systems different from their own. Emotional challenges have been a common challenge as supported by some earlier studies on the issue. For example, Christopoulos et al. (1997) explains that some of the causes of NFYS university drop out, such as interruption of studies, drug abuse and suicide emanates from failure to identify and treat stress-related problems.

The prevailing coronavirus pandemic exacerbated emotional challenges for NFYS. From the end of December 2019 and January 2020, researchers identified a particular coronavirus responsible for a disease named COVID-19. Since March 2020, the World Health Organisation assessed that COVID-19 could be characterised as a pandemic. Capone et al (2020) explains that the rising concern about the coronavirus pandemic crisis compelled universities across the world to either postpone or cancel all campus and other activities. In South Africa, The rapid spread of COVID-19 led the government to take rigid measures to contain the spread. The government introduced lockdown measures, bringing to a halt almost all economic, social, political and educational activities in the country, except for what were considered essential services. Among the measures, was the suspension of contact classes for university students (and all types of educational activities).

Universities had to move rapidly to transition various courses and programmes from face-to-face to online delivery model. As explained by Capone et al (2020), on a global scale this, therefore, posed new challenges for students, such as the development of different studying methods, more autonomous management of the studies path, a new bureaucracy, and widespread uncertainty. NFYS were very affected, as they had to start their higher education with online learning. In addition to grappling with all the other challenges normally experienced by new university students, there was a significant negative impact on these students' emotional and mental well-being, as they had to navigate their way through the intricate university learning path on their own.

There are studies that investigated the emotional challenges and mental well-being of university students [such as Rafique (2020), Chan et al (2018), McCray & Joseph-Richard (2021) & Hafeez & Zaheer (2021)]. Causal factors for emotional concerns are multifaceted. Biographical characteristics as an influence to the emotional concerns experienced by university students, is still an area that needs to be explored, especially in the South African context. This present study aims to determine the nature of emotional concerns of new students in a university environment as well as to establish a relationship between emotional concerns and biographical characteristics at the University of Zululand (UNIZULU).

Biographical characteristics are personal characteristics that include age, gender, race, disability, social status, etc. This study intends to establish whether the biographical characteristics of age, gender and socio-economic status influence the emotional concerns of

NFYS. In other words, the study aims to determine whether there is any relationship between the biographical characteristics (specifically age, gender and socio-economic status) and areas of emotional concerns. This research identified areas of concern regarding students' emotional challenges which align with previous studies discussed in the review of similar studies at other universities. Areas of emotional concern, according to the current study were identified as belonging emotions, positive affectivity, negative affectivity and pathological emotions.

Kuppens & Yzerbyt (2014) proposed that general group emotions are best seen as emotions belonging to a group, and thus can be classified as belonging emotions. According to Watson & Naragon (2012), positive affectivity is a trait that reflects stable individual differences in positive emotional experience. High levels of the trait are marked by frequent feelings of cheerfulness, enthusiasm, and energy. Watson & Naragon (2012) also points out that positive affectivity is relatively independent from negative affectivity, as these traits developed in response to different evolutionary pressures. Negative affectivity is a personality variable that involves the experience of negative emotions and poor self-concept. Jones et al (2019) describes pathological emotions as emotions that are characterised by sudden, stereotyped displays of emotion that do not need to be triggered by a stimulus of appropriate valence. These emotional episodes do not need to be accompanied by a congruent emotional feeling (i.e., an episode of crying may be preceded by a humorous joke).

1.3 PROBLEM STATEMENT

Hamblin (1989), suggests that when a person leaves home and enters a new environment, he or she will feel less secure and helpless to some extent so that one could acquire a negative perception of themselves. It is further argued that some student might even change their behaviour patterns due to emotional difficulties (Hamblin, 1989). NFYS have many concerns when they enrol at university for the first time. This study seeks to investigate whether biographical characteristics, specifically age, sex, and socio economic status, have an influence on the emotional concerns of NFYS. The gap from previous studies is that most of the studies were conducted in previously white dominated universities with some mixed racial groups. UNIZULU's main campus is rural-based, located at KwaDlangezwa, and it is a historically black institution (Boughey, 2012).

1.4 OBJECTIVES OF THE STUDY

- i. To determine the nature of emotional concerns of new first-year students at UNIZULU.

- ii. To establish if the emotional concerns of students are influenced by the following biographical characteristics:
 - a. Age,
 - b. Gender,
 - c. Socio-economic status.

RESEARCH QUESTIONS

- i. What nature of emotional concerns do new-first-year students have at UNIZULU?
- ii. What influence does age, gender and socio-economic status have on emotional concerns of new-first-year students at UNIZULU?

1.5 SIGNIFICANCE OF THE STUDY

The rationale of the investigation is to fill the information gap by making a contribution to the body of scientific knowledge. The study will inform policy and programme designing at higher educational institutions related to emotional and mental well-being to assist students cope and adjust better in a university environment. This study also contributes by giving appropriate current intermediations and programs for NFYS to be ready for the university rather than falling out as dropouts.

1.6 ETHICAL CONSIDERATIONS

Permission was obtained from the UNIZULU to conduct the study on the University premises. Participants' confidentiality and anonymity has been maintained throughout the study and presentation of results. No participants' personal information will be revealed.

Cover sheets containing identifiers such as the student's name and location were removed from the survey instruments containing the data after data collection. The researcher has securely secured the survey data and documents in a secure location. The researcher entered into a nondisclosure agreement with respondents and provided detailed outline and objectives of the study. Informed consent forms were signed by participants to participate in the research and they were advised they were free to withdraw participation from the study at any time without facing consequences. Support will be provided should any adverse effect occur.

The investigation was planned and conducted in accordance with the law and meeting both the national and international good practice and standards governing research. The researcher conducted a debriefing of the study with the students. If it was not possible to give a debriefing

immediately, the researcher took steps to protect the participants against harm. Should any unexpected harm to participants be identified, it will be the responsibility of the researcher to expedite prevention measures or terminate the study if necessary.

The researcher reported on the data accurately and corrected any errors discovered. The researcher did not fabricate data or falsify results. The researcher followed all necessary precautions to remain neutral. The researcher properly cited others' ideas in this thesis and avoided plagiarism.

1.7 ORGANISATION OF THE THESIS

The study is organised into five chapters as below:

Chapter 1 introduces the study and the background as to why emotional problems are an issue among NFYS and gives the motivation and rationale for the research. The chapter also gives the problem statement and the objectives of the study. Finally, it gives details about adherence research ethical.

Chapter 2 is a literature review laying out the theoretical framework and exploring the empirical researches done before in other places.

Chapter 3 focuses on the research methods used, including a discussion of the sampling strategies, research design, data collection, and data analysis procedures.

Chapter 4 discusses the research outcomes and relates this to the outcomes of previous studies.

Chapter 5 concludes the research study and gives recommendations in accordance with the findings of the study. The limitations of the research project and suggestions for further research are also discussed.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This section lays down the theoretical framework for emotional concerns and explores some of the empirical studies that have been done by other scholars on the subject in many parts of the world and in South African Universities. The first part gives the operational definitions of terms related to the emotions of NFYS while the latter part discusses the findings from the different studies conducted in different parts of the world and in different time periods.

University Life for NFYS can be exciting and challenging (Elias, Noordin, & Mahyuddin, 2010). According to Mudhovozi (2012), in a study about the social and academic adjustment of first-year university students indicates numerous number of social problems at university including culture, separation from family, disengaging high school friends, finance, dress and food. Furthermore, Mudhovozi (2012) revealed that NFYS were concerned about fear of failure and were anxious about passing all semesters.

Wintre and Yaffe (2000), posits that entering University requires young people to face numerous transitions, comprising academic environments, friendship networks, and changes in their living arrangements while coping with new responsibility and greater independence both at personal and academic levels. Some students navigate through this transition to university with ease while others undergo long-term emotional maladjustment and depression, (Gall, Evans, & Bellerose, 2000).

Hoffman, Richmond, Morrow, & Salomone (2002) discuss two paradigms that frequently have been neglected but potentially add to improved university students emotional adjustment during their first year. These include a sense of belonging to university (Hoffman et al., 2002) and the quality of their friendship (Fass & Tubman, 2002).

Botha et al. (2005), reviewed South African literature and concluded that there is a widespread need to support students academically, emotionally and socially during their first-year in tertiary education. Morrison, Brand, & Cilliers, (2006), maintain that universities, particularly in South Africa, cannot correctly function if the emotional support capacity is absent.

Much of the previous research explores the emotional concerns of NFYS, but does not investigate fully whether they have any relation with the biographical data including age, gender, socio-economic status, and location.

2.2 THEORETICAL FRAMEWORK

2.2.1 Operational definition of emotions

Emotions are understood as dynamically progressing mental states, which consists of physiological progressions that control the body, subjective practices that controls behaviours and communicative processes that regulates social co-ordination (Hannula, 2015). Yang, Jia, Wu, & Tang, (2016) defined emotions as a “complex state of feeling that results in physical and psychological changes that influence our behaviour”. There is no single scientific definition that all scholars agree with but many have been used in different ways just as there is no consensus on the number of emotions and whether some of the emotions are more basic than others (Fontaine, Scherer, & Soriano, 2013). It was also noted that the facts about the emotions were uncontroversial although there is a lot of discord on the definition (Ibid). According to Fontaine, et al, (2013), the general definition both in laymen and scientific terms should capture four central features namely relevant activity that has bearing on needs, wellbeing, goals, values and general wellbeing, preparation to deals with the situation, engagement with the complete individual urging for action to be take and lastly regulate precedence on states of action. Their working definition, made a distinction between emotions from some affective states like partialities, interpersonal stances, moods, affective dispositions and attitudes.

2.2.2 Emotional concerns?

Emotional concerns can be defined, as the capacity to care for oneself, adaptation to new environments, regulator negative emotions, or behaviour and shape positive associations. Emotional concern is one of the major element to the success of student during the first year of university.

2.2.3 The nature of NFYS emotional concerns

The commonly cited problems of NFYS are under-preparedness for the new university life and the course for which they registered, as well as socio-economic status (Adams, Hean, Sturgis & Macleod Clark, 2006: Holtman & McKenzie, 1994).

According to Calder and Hanley (2004), peer interaction is vital in the successful transition process. The first-year university students with the support of other students create peer-assisted learning with interactive mediation of learning (Topping & Ehly, 2001).

Berret and Hoover (2015) in their research state that NFYS are assertive in their ability, but less so in their interpersonal skills, and that they believe the main benefit of a university education

is to increase their earning power. It has also been found that NFYS share a frequent feeling of depression and would seek counselling at their campus (Berret & Hoover, 2015; McMillan, 2010).

2.2.4 Areas of Emotional Concerns

Affectivity

Wróbel, & Królewski, (2017) defined emotional affectivity as a moderately stable individual trait that refers to the degree to which people normally experience various affective states or moods and emotions.

2.2.4.1 Negative Affectivity

Negative affectivity is defined as the propensity to experience intense unpleasant feelings such as anxiety, fear, disgust and anger on the high extreme or simply the absence positive on the lower extreme (Cropanzano, Weiss, Hale, & Reb, 2003). The scholars also identified high and low activations for negative affectivity. Whilst the emotions like anxiety, fear, disgust and anger were classified as higher activation of negative affectivity, sadness on the other hand was classified as the lower activation.

2.2.4.2 Positive affectivity

Positive affectivity denotes, the predisposition to experience intense pleasant feelings which may be enthusiasm and excitement or simply the absence of negative affect (Cropanzano, Weiss et al, 2003). Happiness, enthusiasm and excitement were also identified as higher activation form of positive affectivity while there are no markers for low positive affectivity. As such, Cropanzano, et al, (2003) came up with positive hedonic tone and negative hedonic tones to explain the lower activation forms of positive and negative affectivity respectively.

2.2.4.3 Belonging Emotions

The sense of belonging is common to all human beings. The need to belong is the human emotional need to affiliate with and be accepted by members of a group. New first year students at university, being new to the university, and being strangers to their colleagues, have an emotional need to be accepted by their peers, lecturers, community, etc. According to Kuppens & Yzerbyt (2014), general group emotions are best seen as emotions about belonging to a group, and thus can be classified as belonging emotions

2.2.4.4 Pathological Emotions

According to Jones et al (2019), pathological emotions are emotions that are characterised by sudden, stereotyped displays of emotion that do not need to be triggered by a stimulus of appropriate valence. These emotional episodes do not need to be accompanied by a congruent emotional feeling (i.e., an episode of crying may be preceded by a humorous joke).

2.2.5 Biographical Characteristics

There is evident of weaker relationships regarding demographic variables and emotional concerns, prior achievement, coping approaches, and variables that reflect students' psychological independence from their parents (Credé & Niehorster, 2012). The present study focuses on three biographical factors; age, gender and socio-economic factors, and determine whether they have any influence on the areas of emotional concerns experienced by NFYS.

Socio-economic factors

Smith and Khawaja (2011) Acknowledge the relationship between socio-economic adaptation and emotional concerns in the buffering effects of social support in facilitating adaptation adjustment.

Affluence is generally associated with positive mental health across ages and ethnic groups. A study by Yazedjian, Purswell, Sevin and Toews (2007) found out that that financial stress was also a significant contributor to emotional distress. Turner and Fozdar (2010) state that students' financial stability and their ability to complete their studies is stressor that warrants examination. This also significantly contribute to emotional well-being in NFYS.

Palmer, O'Kane and Owens' (2009), study indicates that students from higher social economic backgrounds are privileged and have the resources to back up support necessary for a smooth transition, while students from poor backgrounds are underprivileged and lack resources to support them when they enter university. McMillan's (2010), study revealed that NFYS transition to university is an emotional challenge. The most vulnerable students are the ones from poor educational backgrounds and are mostly likely to face academic challenges.

Age

Psychological maturity and positive personality functioning are significantly influenced by adolescent late-identity which are developed through identification with certain role models in the society (Aherne, 2001). Morrison et al., (2006) argue that the social environment, which consists of the school and university, dictates late-adolescent identity development.

According to Viljoen, & van der Walt (2003), Most of the first-year students generally would be in the late adolescence phase of life, at which stage they would be ascertaining their true identity. Nkwanyana (2013) Studied the attitudes of UNIZULU students towards campus psychological services, and the research revealed that NFYS had less propensity to proactively seek out psychological services than final year students did. Some of the first-year students in Nkwanyana's (2013) despite having psychological and emotional problems, did not seek psychological help.

Sharma (2012), studied adjustment and emotional maturity among first-year university students and the results indicated that the NFYS were less emotionally mature, and had difficulty in adjusting emotionally and socially to the changing demands of the environments and faced more academic difficulty as compared to final-year students.

Gender

Toni and Olivier (2004), state that female first-year students experienced negative feelings, like depression, due to the challenges of adjusting to a fresh and peculiar university environment. Toni & Olivier (2004), further argue that the new university environment may at the same time give an advantage on other female students by giving them a sense of privilege which they take advantage of.

Mudhovozi (2012), also supports the notion that females are challenged with the transition phase. This endorses Enochs and Roland's (2006) assertion that females have poorer coping strategies than males because they rely on social support a greater deal than their male counterparts in adjusting to university life.

Douglass, & Islam, (2009), in their investigation of the future academic success of the first-year university students found out that emotional wellbeing was very critical. The findings indicated that the main predictors of academic difficulties were mental health problems and female NFYS negative experiences. On the other hand, mental health problems and male NFYS negative experiences were not significant predictors for academic difficulties on male students rather

less emotional difficulties were associated with positive interaction. Papier, Ahmed, Lee, & Wiseman (2015) found that NFYS suffer from emotional stress, with more female than male students facing this challenge do.

Emotional and mental wellbeing

Students that experience emotional problems are deprived of academic and social opportunities from the University and the social and academic loss might be very huge for some students. If not addressed, the students who suffer from emotional health issues may resort to substance abuse, dangerous behaviours and in extreme case become suicidal. Ahmed, Lee, & Wiseman (2015) further state that emotionally struggling NFYS, are very difficult to separate from those who need better coping skills or those who would be dealing with larger emotional problems.

Breen, Drew, Pooley & Young (2001) and Botha et al. (2005) argue that without the emotional support capacity from counselling and development centres, tertiary institutions, particularly in South Africa, cannot properly function

A range of services such as counselling, academic skills advice, and welfare support are available to first-year students at Universities as support service to ensure students complete their chosen courses. More often than not, these services are often under-utilised because of students' reluctance to use or lack of knowledge about them. As observed by (Breen et al., 2001) students end up withdrawing, failing, or simply underperforming. Hence, there is need for the development of a supportive academic environment

There is high prevalence of mental health needs among first-year tertiary students as put forward by Hyun, Quinn, Madon and Lustig (2006). They furthermore, highlighted that first-year student's emotional well-being or academic performance is also hindered by stress related problems that students experience.

Researchers Yazedjian et al. (2007) found that emotional instability resulted in students contemplating about quitting their studies and was supported by Turner & Berry, (2000), who noted that student dropouts are a result of untreated mental health problems.

Mahanta & Kannan (2015), in a study about the emotional maturity and adjustment level of University students, found intimate relationships among emotional maturity, individuals health, transition and behaviour. The researchers further argue that it was essential for students

to pursue healthy emotional development in order for their “pleasant and unpleasant emotions” not to reduce their overall mental health. There should be proper development of the ability of emotional catharsis through which he could minimise the intensity of the student’s mental tensions and imbalances, which arise due to unpleasant emotions.

In the study of the challenges and coping mechanisms related to the shift from high school to Tertiary institution, Molapisi (2009) found that many university students found the transition very challenging. Student felt that the environment was not only impersonal but also demanding, competitive and lacking direction.

It is common to find new first-year university students suffering from stress related to the new demands. Many of them get stressed most, if not all the times. They often report not feeling in control or being able to manage their stress on a daily basis. Naong, Zwane, Mogashoa, & Fleischmann's (2009), findings indicate that NFYS’s challenges are the language of instruction, volume of work, ability to manage time, level of independence and support especially from home. These factors were the most crucial areas that affect their performance. Naong et al. (2009) further stated that lecturers displayed a lack of responsibility and commitment, and they prepare poorly for class.

Glass (2014), states that a strong social network with peers from the same town, including forming friendships with other students provide a sense of belonging and a solid base for adaptation to an unfamiliar cultural environment,. Emotional adjustment to university immediately following a successful high school experience (Lau, Garza, & Garcia, 2018).

Sax,& Weintraub (2014), state that as the university culture begins to wear off, NFYS need to get in term with the reality the transitions they are going through. NFYS move towards being self-sufficient, establishing their identity, and accepting more responsibility for their actions. NFYS have many personal issues to deal with in addition to focusing on academic work including reworking relationships with parents, establishing new relationships with peers, separation and its resultant anxiety. It is a period of major change, intense personal conflict and anxiety.

Mahanta, & Kannan (2015), state that entering university is a time of stress and adjustment for any adolescent. The first-year students face difficulties in adjusting emotionally to the new

university life and this manifest in discrepancy between and their emotional, academic, social, familial, sexual and health well-being.

Intersecting factors

Parker, Hogan, Eastabrook, Oke, & Wood (2006), examined the effects of age and gender on perceived interpersonal stress adjustment with interpersonal stressors among late adolescents. Results of the study indicate that, perceived interpersonal stress was higher in females than male and that the females sought more social support than males. Additionally, female students had higher scores than male students on maladaptive coping strategies as well as on emotional distress. Parker, et al, (2009) submit that behavioural and emotional problems are negatively related to emotion-focused and problem-focused adaptation, whereas the perceived stress and maladaptive coping are positively associated with adjustment. Bhadauriya, (2016) investigated the role of gender in predicting university adjustment for students.

According to Durlak (2015), there are a variety of emotional concerns that NFYS might face when they enter university. Roommate issues, staying healthy, time management, having enough money, stress, and access to resources that can help are key concerns.

A study of mental stresses of university students by Ji and Zhang (2011), revealed that there were sources of stresses, include the study conditions, personal factors, and economic conditions. The results revealed also that economic conditions, personal factors and emotional factors were positively correlated.

According to the Harris Poll Foundation et al. (2015), NFYS desired more emotional help to as part of university preparation. Students also reported that emotional challenges for the first-year of university students were far beyond academic issues. Some of the challenges identified include funding for expenses at the university, friendships, and connecting with family and friends who are not at their university (Harris Poll Foundation et al., 2015).

Mamatha, Hanakeri and Aminabhavi's (2016), study indicates that there is a positive and significant correlation between emotional nature and age respectively and the various dimensions of adjustment emotional, location, age and social adjustment. The study showed that the female participants appeared to adjust better emotionally than the males.

Young black first year female university students attending predominantly black institutions usually benefit from the supportive social, cultural and emotional environment at these institutions, and usually enhances their adaptation to the academic demands they have to face (Toni & Olivier, 2004).

Viljoen, & van der Walt (2003), concluded that South African black female first-year students' emotional adaptation were affected by the transformation background. Wangeri, Kimani and Mutweleli (2012), studied the NFYS transitional challenges and found out that there were differences in terms of gender and location. Both male and female students from parents with very little education experienced harder settling challenges than the students from affluent backgrounds. The study also confirmed that students from urban backgrounds reported less access to support services than their counterparts from rural home backgrounds (Wangeri et al., 2012).

2.3 THEORIES OF EMOTIONS

Admittedly, there are many theories that have been put forward by scholars in the psychology field to try to explain the concept of emotions. This study will explore the James –Lange Emotion Theory.

2.3.2 The James-Lange Emotion Theory

This is one of the most popular physiological theory of emotions, (Cherry, & Wilcox, 2020). The theory was presented back in 1844 and posits that physiological responses to the environment are responsible for triggering emotions. According to James and Lange, emotions consist of the body's physical responses to something in the environment. When a person witness something emotional, this leads to changes in the body, for example, increase in heart rate or blood pressure, or breathing more quickly. Put in other words, our emotional reactions consist of our physical responses to potentially emotional events in the environment. The theory suggests that these physical reactions are key to our emotions and that, without them, our experiences would be pale, colourless, and destitute of emotional warmth. For example, the bodily sensation of faster heart beat after hearing a rustling in the bush, constitute an emotion; in this case, the feeling of fear. The theory seeks to explain not just negative states, like fear and anger, but positive ones as well. For example, the emotion of amusement is typically accompanied by laughter.

The James-Lange Emotion Theory is helpful in this study as the study attempts to determine whether emotional responses are triggered by some biographical characteristics that induces some reaction when reacting to the environment surrounding NFYS.

Challenges faced by NFYS

Portie (2018) stated that certain factors predicted first year students to succeed at university at first year, which further named them as students “academic achievement, critical thinking skills, and social-emotional well-being”.

Previous studies indicate pre-university factors are also responsible for some of the motional concerns of NFYS. Feelings of homesickness during the transitional is a common occurrence at NFYS adjust to a new environment (Stroebe, Schut & Nauta, 2015). Respondek, Seufert, Stupnisky & Nett, (2017), classified the challenges for NFYS as numerous and include navigating through the cultural norms, networking with peers, new physical space and new social roles. Furthermore, NFYS also get challenges in the form serious anger feelings, feelings of homesickness, or invite feelings of anger or regret, resulting in poor academic performance and propensity to quit university (Respondek, Seufert, Stupnisky, & Nett 2017).

Mudhovozi (2012) found out that NFYS who were positively coping with the transitional phase experience less emotional concerns than those who were failing to copy. Furthermore, Mudhovozi concluded that academic performance of the NFYS was an inverse function to their emotional concerns, and a direct function personal and emotional adjustment. NFYS should be supported in terms of transition from High school, orientation of the new social environment, for them to become productive community members (Aderi, Jdaitawi, Ishak, & Jdaitawi, 2013). On the other hand, Sledge (2012) views were similar to previous authors as he suggested active participation of the family when a student enters into university life. To him, when families are actively participating NFYS are better prepared to cope with the emotional challenges ahead. He further warned that negative emotions should be expected due to values, conflicts and morals changes at the university

Ruseno, & Kusumaningsih, (2016) in their studies discovered that NFYS face emotional adjustment challenges, as they distrust their capacity to cope with new responsibilities cultures thereby creating unnecessary strain pressure for them.

Gale & Parker, 2014 emphasized that NFYS upon exiting high school, embark on a new social, academic and self-image identification exploration, amidst greater than before responsibility, and independency (Arnett, 2000)

2.3 EMPIRICAL EVIDENCE

2.3.1 EMOTIONAL EXPERIENCES OF NFYS AT INTERNATIONAL UNIVERSITIES

This section explores some of the empirical studies on NFYS emotions, stress management, academic experiences, homesickness and their coping strategies at various universities and colleges worldwide.

In 2015, Stoliker and Lafreniere undertook a quantitative study at a Canadian University aimed at examining students' academic experience, general academic performance, ability to manage academic issues and the relationship of these variables to stress levels, loneliness levels, and learning burnout levels. They used an online instrument and collected data from a sample of 150 psychology students. The results showed that although females had higher social support coping levels than males, there was no statistically significant differences between males and females. As a recommendation they suggested that a support development intervention and prevention programmes be created to assist students to efficiently cope with emotional factors that adversely impact their academic experiences (Stoliker & Lafreniere, 2015).

A cross-sectional study was done by (Fogaça, Matos, Borsetti, Di Rienzo., Ribeiro, Martins, & Silva, 2016) involving a sample of 262 Brazilian psychology students, who were evaluated for their academic experiences using the "Reduced-Academic Experiences Questionnaire". The results showed that there was perceived statistical differences for each year completed. First-year students experienced emotional difficulties adapting to the institution. Based on their research with Brazilian students, Fogaça et al. (2016) state that these difficulties occur because first-year students remained doubtful about the choices they had taken in programmes they were studying. The study indicated that NFYS also experienced difficulties in interpersonal relationships and were anxious due to the unfamiliar university atmosphere (Fogaça et al., 2016).

In 2013, Musoba, Collazo and Placide explored the emotional experiences of black NFYS' in an Hispanic-Serving Institutions (HIS) context. The study identified NFYS needs that might or might not have been addressed by higher education institutions, specifically Hispanic-serving

institutions (HSIs). The researchers identified the themes such as sense of belonging, occupation, choice of courses, and accountability.

Denovan and Macaskill (2013), carried out a qualitative study of seven first-year British undergraduates investigating interpretive analysis of stress and how undergraduate students were dealing with stress. The results showed that variations in the higher education systems widened the variety of emotional problems suffered by students over and above the usual university transition Emotions. Furthermore, Denovan and Macaskill (2013) identified various themes associated with the changes including “homesickness; differences between post-compulsory education and university expectations; academic focus with the subthemes of self-discipline, motivation, learning from experience”, and support networks; and difficulties experienced with housemates, finances, employment and academic work. The authors also suggest that first-year students use a range of emotional coping strategies (Denovan & Macaskill, 2013).

Brandy, Penckofer, Penckofer, Solari-Twadell, & Velsor-Friedrich, (2015), carried out a quantitative cross sectional study on American first year college students in two Chicago colleges, on the factors that make college students susceptible to prolonged homesickness. The results showed significant and positive association between social anxiety and homesickness at the first stage. The study discovered that initial levels of anxiety were unrelated to homesickness later on in the semester. The levels of homesickness declined over time and there was statistically significant negative relationship between anxiety later on in the semester and the level of social support. The study concluded that starting university was a challenging time for NFYS, and was often accompanied by emotional concerns such as homesickness, feelings of loneliness, academic pressure, and confusion, which can negatively affect academic performances and quality of student lives. The scholars suggested that interventions targeting emotional factors in NFYS should be considered for decreasing these concerns and to enhance their university experiences (Brandy et al., 2015).

In 2014, Besser, & Zeigler undertook a three wave longitudinal study on 217 first year students in Israel to investigate the association between psychological distress levels and optimism, hope, and happiness, functional impairment, and self-esteem. The three waves were done during the first week, third week and the fifteenth week. The results showed a significant rise in symptoms of distress and functional impairment over the entire period. It was also observed

that at the beginning, personality features were correlated to the levels psychological distress. However, functional impairment, and self-esteem at 15th week period were correlated. Finally, data showed that during the third week, psychological distress was correlated to greater distress, lower self-esteem and more functional impairment,

In 2015, Al-Mahrooqi, Denman and Ateeq conducted a quantitative study at Sultan Qaboos University among 60 first year English Foundation students. The main study objective was to investigate the adaptation of NFYS in the Sultanate of Oman. The results indicated that 46% of participants had challenges in adapting to their new English-medium environment and to study requirements. The main causes were low levels of self-esteem and a lack of clear course information which limited participants' understanding of the course and its requirements. The scholars recommended induction program that is address the unrealistic expectation from NFYS.

2.3.2 EMOTIONAL EXPERIENCES OF NFYS AT SOUTH AFRICAN UNIVERSITIES

In 2017, Mason did a quantitative study to examine academic performance and sense of meaning among university students in South African. The study involved 210 NFYS enrolled for management of science in five South Africa Universities. The purpose in Life Test was used to collect the data. A simple linear regression analysis and independent t test were used to predict academic performance from their sense of meaning and to make comparison between sexes. The results indicated that a sense of meaning was explained by 4% of the variance within participants' academic performance. There was no statistical difference in mean performance between female and male NFYS. Mason (2017) identified six categories of emotional stressors: spiritual, financial, emotional, physical, institutional and mental stressor. Furthermore, Mason's (2017) findings showed three main strategies for coping with emotions, which include emotion-focused coping, meaning-making and problem-focused coping.

In 2015, Deen and Leonard carried out a mixed methodology case study of the first year Tourism and Hospitality students at the University of Johannesburg on the potential challenges of first year student retention and success rates. The results indicated that students were not ready to take mange tertiary level workloads because of weak High school backgrounds resulting in many University dropouts. The scholars concluded that there was a growing need for universities to support NFYS for a smooth transition into the new academic environment (Deen & Leonard, 2015).

In 2017, Spark, de Klerk, Spark, Maleswena, & Jones (2017) analysed a data set that was collected during Success Tutor symposia for “faculty of Commerce, Law, and Management” at University of the Witwatersrand. They highlighted that support for NFYS, was very crucial especially for the needy students.

In a qualitative research conducted at the University of the Free State aimed at investigating flourishing and languishing first year students at the university, Knoesen, & Naudé, (2018) conducted a study using a sample of 22 NFYS. The results showed that although the NFYS went through both flourishing and languishing, languishing took place at the beginning. The prominent feeling highlighted in the study included uncertainty, confrontation with practical difficulties, overwhelmed by social isolation, academics, and facing crime (Knoesen & Naudé, 2018).

In 2018, Bharuthram undertook a qualitative study of the first year undergraduate students from the Faculty of Community and Health Sciences (CHS) at the University of the Western Cape, who were registered for English for Educational Development (EED). The aim of the study was to assess the emotional experiences and feelings of the NFYS at the university. Fifty-one students took part in the two-wave study. The first wave was in at the beginning of the semester while the last wave occurred six weeks into the semester. The results confirmed that the in the first wave participants felt very pressurised, overwhelmed and stressed because of the heavy workload and the limited time they had to complete tasks while on the second wave, most students seemed more confident and more settled. However, it was reported that other students continued to express feelings of being overwhelmed, stressed, frustrated, tired, drained, pressurised. Bharuthram (2018), also noted that most students used mostly negative descriptors to express their emotions, including feelings of self-doubt, alienation, loss of identity, and not belonging to the university and disciplinary community.

In a quantitative study undertaken by Adams, (2016) on the influence of selected demographic variables on the experience of stress among first year students at in the Western Cape University, 306 NFYS participated. The respondents included only NFYS from various faculties. The questionnaire was composed of 50 questions and a biographical section capturing age, gender, home language and socio-economic status. Pearson’s product moment correlation and coefficient was used to investigate the relationship between the demographic characteristics and the stress experiences. ANOVA was also used for testing differences between languages

and stress experiences. Finally, independent students' T test was done for comparison between sexes.

The results led to conclusion that there was no statistical significance between gender and stress; stress and language; socio-economic status and stress; as well as between faculty and stress. It was furthermore discovered that there was no significant relationship between age and stress.

2.5 CONCLUSION

In summary, the chapter explored the literature about emotional concerns, emotional adjustments and coping strategies of NFYS. The first part introduced the technical terms and theories of emotions. The second part gave a detailed overview of the empirical researches on NFYS emotions done outside Africa and the last part concentrated on the empirical studies that were done within in South Africa. Both qualitative and qualitative approaches were used in the studies. Some scholars adopted cases studies to make their investigations. The general trend was that the NFYS faced a myriad of emotional, stress related and other challenges and these disappeared over time for some students while for other it leads them to dropout of university. The challenges were not gender specific but were cross cutting. The topic has become one of the most researched worldwide and suggestions have been put forwards to improve the situation in the universities.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This section focuses on research methodology and study design used in the investigation about emotional concerns of new first-year students at the University of Zululand study. Firstly, it gives detailed information about the design research design. Secondly, it elaborates on the reliability, validity of the survey and study population and sampling techniques. Lastly, it gives detailed procedure on data collection, validation of the questionnaires, administration of the instruments, and methods of data analysis.

3.2 RESEARCH METHOD

A quantitative method was used in the research. Quantitative research employs inferential statistical methods to produce meaning, form, confirm, or confirm the associations between variables and to make general statements that supports a theory.

According to Churchill & Brown, (2004), three categories of quantitative research can be identified; that is descriptive research, experimental research and causal comparative research. In quantitative research, data is analysed and presented in the form of frequency graphs, plots, charts and descriptive statistics this type of presentations helps in exploring, presenting, describing and examining trends and relationships within data (Saunders, Lewis, & Thornhill, 2009).

3.3 RESEARCH DESIGN

Research design is principally the overall plan or strategy modelling the entire research. According to Henn, Weinstein, & Foard (2005), research design packages the whole process of research, from conceptualising a problem and writing the research question, to actual data collection, analysis, interpretation and report writing. (Creswell, Hanson, Clark Plano, & Morales, 2007).

The focus of the current study was on the emotional concerns of NFYS at UNIZULU. Such measurements of interest are as the time of the study as opposed to over time which justifies the cross sectional design. In order to see the relationships between the demographic information and emotional concerns, a quantitative method will be most suitable.

3.4 RELIABILITY AND VALIDITY

3.4.1 Face Validity

Face validity is a non-technical form of validity that measures the degree to which respondents view the contents of a test and its items as actually measuring the intended items Holden (2010). Pietersen, & Maree (2010), defined face validity simply as all about how the questionnaire looks. In other words, it is the superficial and subjective assessment of whether or not your test measures what it is supposed to measure. It can be argued that face validity is the weakest form of validity because of being non-technical.

3.4.2 Content Validity

Content validity means the degree to which a sample test is representative of the population from which it is drawn” (Salkind, 2012). Content validity enables the investigation of the operation of the items against the appropriate content for the each latent variables in the study by measuring the scores of the questionnaire. The questionnaire was tested to for content validity before data collection.

3.4.3 Internal Validity

Internal validity scrutinises how certain one could be sure that the perceived effects were exclusively by the independent variable, Punch (2013). It denotes how precise a research has been done in terms of the design, operational definitions, variables measured and not measured.

3.4.4 Scale Reliability

Reliability is the degree to which a study will produce similar research findings from a given data gathering method if conducted by a different researcher or repeated on a different sample and time (Saunders, Lewis, & Thornhill, 2012). Principally a reliable method would yield consistent results regardless of who takes the measurements.

The scale reliability was measured using Cronbach’s alpha reliability test to determine the level to which the selected set of questions measured a single one-dimensional latent variable, internal consistency of the variables.

3.4.5 Neutrality

O’Leary, (2004) defined neutrality as the nonappearance of subjective judgements in the research process. In this study, neutrality has been maintained through adherence to research ethics of non-disclosure of individual views of the investigator and the reliance on balanced literature and scientific interpretation of study findings.

3.6 POPULATION AND SAMPLING

In research terminology the term population is a comprehensive group of objects, be they individuals, institutions, and so forth that have a common characteristics under study. Polit & Hungler, (1999), define the term population as the aggregate or sum of all the defined objects, subjects or members. In this research, the target population is NFYS at UNIZULU from the four faculties, which was about 4000.

3.6.1 Probability and non-probability sampling

In probability sampling each unit has an equal probability of being chosen as opposed to each component of the population having a recognised non-zero probability of selection (Struwig, & Stead, 2001). The present study selected a stratified random sampling technique. The sample was stratified into two groups of NFYS doing their first year of studies for the first time at university after completing grade 12 but from different faculties. Then the second group of first-year students was those who have done their first year (studies) at other institutions and were doing their first year for the second time.

According to Struwig and Stead (2001), stratified random sampling is an improvement in sampling compared to the simple random sampling. In this method, the population rudiments are grouped into strata based on some unique characteristic, and then each of these smaller homogeneous groups, drawn a predetermined number of units is at random.

For this study, when choosing participants for the structured questionnaires, the condition was applied that participants be NFYS. This was an essential criterion as the study aim was to explore the emotional concerns of first-year students at university for the first time after the completion of grade 12. The questionnaire covers 40 questions that were measuring the emotional concerns of NFYS at UNIZULU.

Stratified random sampling can be of two types: proportionate stratified sampling and disproportionate stratified random sampling. The present study followed a proportionate stratified sampling. Samples from four facilities: the Faculty of Education, Faculty of Arts, Faculty of Commerce and Law, and Faculty of Science and Agriculture, were drawn from equally and were all represented in the study. This method of sampling enables the research to get more detailed information about the subgroup of the population.

3.6.3 Population Sample

In some of the studies, the population may be limited such that all individual units in the study and this constitute a census. However, at times the study may involve an infinite, large or unknown population size that cannot be studied at once due to limited resources. A sample in this that represent the entire population was opted for. In this study therefore, a representative sample of elements was drawn from the population.

A representative sample was computed using a formula by Krejcie, & Morgan, (1970) below.

Formula for sample size determination

$$s = \frac{X^2 NP(1 - P)}{d^2(N - 1) + X^2 P(1 - P)} \text{ Equation 1}$$

Where

S= required sample

X^2

= the table value of chi square for 1 degree of freedom at the desired confidence level

N = Population size

P = Population proportion assumed to 0.5 for maximum sample size

d = degree of accuracy expressed as a proportion (0.5)

Krejcie, & Morgan, (1970)

Using the sampling procedure above at 90% confidence level and with error margin of 10% the sample was 67.

As a general, rule of thumb, the larger the sample, the better the results. However, despite having more accurate results, larger sample comes with high budgets. In this study a sample of 81 respondents was used which was above the minimum of 67.

3.7 RESEARCH INSTRUMENT FOR DATA COLLECTION

An emotional concerns questionnaire was designed (see the Appendix) by the researcher entitled “Emotional concerns of new first-year students at the University of Zululand”. The questionnaire consisted of 40 structured questions about emotional concerns and the biographical section. A five-point Likert scale was used with options ranging from strongly agree, agree, undecided, disagree, to strongly disagree, with the focus on the respondents’ views about their emotional concerns (Likert, 1932).

The Likert scale was also opted for the study as it quantifies measurements, attitudes and opinions with a greater degree of nuance than simple qualitative questions. The five-point Likert scale’s advantages are that it is a universal method for survey collection and it is therefore,

easily understood. Furthermore, a Likert scale does not restrict the respondent to a simple and solid yes or no answer, rather it allows them to take a stand on a level of agreement with a statement or to be neutral or undecided in their response (Likert, 1932). Working with quantitative data can make it easier to draw conclusions, report on results, and graphs can be created from the responses.

3.7.1 DATA COLLECTION

UNIZULU was chosen as the site to conduct the research at a public higher institution of learning. It was necessary for the researcher to obtain permission from faculty deans. A research proposal was submitted, and ethical clearance granted. A participant informed consent form was also included as part of the data collection.

The data collection started with the researcher's introduction to the students in groups. The researcher explained the purpose of the research and clarified that the students are selected randomly and that there would be no consequences if they do not want to participate in the study. Selected participants were given informed consent forms to sign giving permission to be included in the study. The questionnaire was then administered. Instructions were given, and the scale tool used was explained. Data collection was conducted over two days, and all faculties were included. The participants completed the questionnaires and informed consent form and then returned them to the researcher.

3.8 DATA ANALYSIS

According to Saunders et al, (2003) data analysis is the process of converting data into useful information. The central goal of analysing data in both qualitative and quantitative studies is to check and conclude on the hypothesis under study. Data analysis includes, editing, data reduction, summaries, patterns, and statistical techniques (Cooper, & Schindler, 2006).

The data collected from participants was captured in CSPro and exported to SPSS for analysis. A total of 81 responses were used in the analysis using the latest SPSS version. The various emotional concern questions were grouped into four constructs namely: Belonging emotions, Positive affectivity, Negative affectivity and Pathological emotions.

The analysis included computation of description statistics, reliability and validity tests and frequency graphs. Pearson's product moment correlation coefficient was computed to measure the relationships between the emotional concerns constructs and the demographical

characteristics of the population. Finally, an independent t test was computed to test for the statistical significance of the difference between the male and female respondents' emotional concerns. The results and findings are discussed in detail in Chapter 4: Presentation and Analysis of Data.

3.9 ETHICAL CONSIDERATION

Du Plooy (2009) argues that the magnitude of ethical concern in research deal with matters such as institutional or professional control, confidentiality and privacy, which are very fundamental. In this study, respondents participated on their own volition and were allowed to refuse if they felt unconformable. The respondents were also asked to sign an informed consent form contained within with the questionnaire. It was entirely at the respondents' discretion to complete the survey and confidentiality was ensured during and after the completion of the research. The personal information pertaining to the respondents was not collected and the results were presented in aggregate form. Respondents were not exposed to any danger that could have been harmful emotionally and physically. All the data collected was treated with strict confidentiality.

3.10 CONCLUSION

In summary, this section gave a detail outline of the methodology that was used in the cross sectional quantitative study on the UNIZULU NFYS emotional concerns. The section gave detailed information about the process of research design, reliability measurements, the population, sampling process and the method of data collection and finally the procedures for data analysis

A survey questionnaire was the primary data collection tool and a pen and paper interviews were conducted on the 81 senior NFYS at the University. The data was then captured in CSpro and analysed in SPSS and MS Excel. The analytical technique was both descriptive and statistical tests.

CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

This section presents the results from the survey on the emotional concerns of the NFYS at UNIZULU. The results show, firstly the reliability and validity indices for the research instrument that were used to collect data, the profiles of NFYS who responded, descriptive statistics and the detailed analysis of emotional concerns of the UNIZULU NFYS students at the time of the survey. A total of 83 NFYS from all faculties of study at UNIZULU completed questionnaires on the 3rd and 4th of October 2016. Two of the questionnaires were incomplete and were excluded from the analysis, which means 81 were suitable for analysis. The data from the questionnaires was captured in CSpro and analysis was done in SPSS.

4.2 Reliability and validity measurements

The questionnaire reliability and validity were computed using the Cronbach's alpha and Pearson's Product Moment Correlation Coefficient respectively. The results from the two tests confirmed that the study had reliable and valid results. Reliability refers to the consistency of a measure in terms of time, internal consistency or across researchers. If the same questionnaire were to be used by a different researcher or on a different respondents, the chances are that the results will not change. On the other hand, validity refers to the extent to which the scores from a measure represent the variable they are intended to measure and can take the form of face, content, criterion or discriminant validity (Price, Chiang, & Jhangiani, 2018)

4.2.1 Reliability statistics

Cronbach's alpha measures the internal consistency in a latent variable that is, the extent to which a given set of variables are closely related as a group (Barolli, Hellinckx, & Natwichai, 2019). It is used as a measure of scale reliability. The Cronbach's alpha index is expressed as a function of the number of test variables and the mean inter-correlation among the variables in a latent variable. The equation for the Cronbach's alpha as given by Barolli, Hellinckx, and Natwichai, is

$$\alpha = \frac{Nc^-}{v^- + (N-1)c^-} \quad \text{Equation 2}$$

Where N is represents the number of items,

c^- represent the average covariance inter-item among the items

and v^- being the average variance.

Interpretation of Cronbach's alpha

Table 1: Cronbach's alpha rules of thumb

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	poor
$0.5 > \alpha$	Unacceptable

Source: Habidin, Zubir, Fuzi, Latip, & Azman (2015)

Cronbach's alpha was computed for the overall study with all the 40 Likert scale variables as well as for the individual latent variable. The overall reliability index was 0.756, which according to the rules of thumb on table 2 above was acceptable. The reliability index for the different dimensions ranged between 0.6 and 0.8. The Cronbach's alpha statistics for the survey are presented in table 3 below. Negative affectivity had the highest alpha index value of 0.822, while positive affectivity had the lowest alpha index of 0.602. Pathological and belonging emotions had alpha indices of 0.706 and 0.618 respectively. While the overall Cronbach's alpha statistics for the study was acceptable, the index for negative affectivity was quite good. Conversely, the Cronbach's alpha indices for belonging emotions and positive affectivity fell within the questionable range. The reliability statistics means that there was high level on internal consistence in the variables and thus the results are reliable.

Table 2: Reliability Statistics

Reliability Statistics		
Construct /latent variable	Cronbach's Alpha	N of Items
Belonging emotions	.618	10
Positive affectivity	.602	5

Reliability Statistics		
Construct /latent variable	Cronbach's Alpha	N of Items
Negative affectivity	.822	15
Pathological emotions	.706	10
Overall	.756	40

Source: Survey data

4.2.2 Validity

Validity refers to the degree to which the scores from a measurement represent the variable they are supposed to measure and can take the form of face, content, criterion or Discriminant Validity (Price, Chiang, &Jhangiani, 2018). The scholars further argue that the fact that a measure is extremely reliable does not in itself mean that it is also valid, hence the need to test for validity also. In order to provide a measure for validity of the questionnaire on NFYS emotions at Zululand University, Pearson's product moment Correlation Coefficient was used. The null hypothesis was that the observed R was smaller than the critical value of R at 5 percent significance level suggesting that the item is not valid.

Table 3 Statistical validity of the survey instrument items

Item	Pearson product-moment correlation coefficient		Sig(2-tailed)	Validity
	Critical value at 5% sig	Obtained value		Status
Negative affectivity	.250	.791	.000	Valid
Positive affectivity	.250	.354	.005	Valid
Belonging emotions	.250	.317	.005	Valid
Pathological emotions	.250	.787	.000	Valid

The correlation coefficients produced show that there are statistically significant results for all items and valid results on all items. The p values for all items were less than 5% and therefore one can reject the null hypothesis and conclude that the obtained value for Pearson product-moment correlation coefficient is greater than the critical value hence the items on the questionnaire are all valid. The valid results were also obtained by comparing the critical values to the obtained values. Where the obtained value was greater than the critical value the item was valid while invalid items were smaller than the critical values.

4.3 Profile of respondents

This section gives details profiles of NFYS who responded to the survey in terms of age sex, faculty, home location and the social economic status.

4.3.1 Age and sex of respondents

The respondents in the study were mainly female first year students that is 59 (73%) and a few male students that is 22 (27%). In terms of the age distribution of respondents, the majority of the respondents (58%) were between 18 and 19, 39.5% were between 20 and 25 years while only 2.5% were between 26 and 30 years of age. This means that the majority of the NFYS were coming straight from high school while a few might have been working or studying at other institutions of higher learning or out of school for some time.

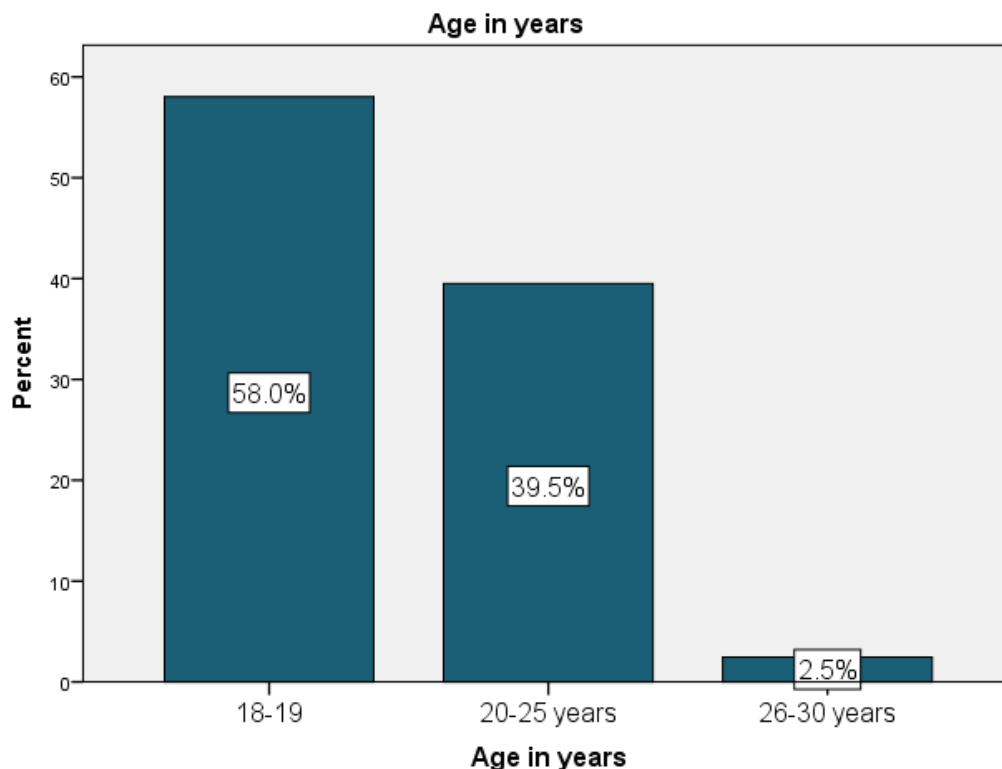


Figure 1 Age and sex of respondents

4.3.2 Faculty of respondents

Whilst the respondents were chosen from the all the five faculties in the university, most of the respondents, that is 72.8%, were in the science and agriculture faculty as shown in the figure 2. Only 11.1% were from the education faculty, 7.4% were from the commerce and administration faculty while the law and arts faculty had only 4.9% and 3.7% respectively.

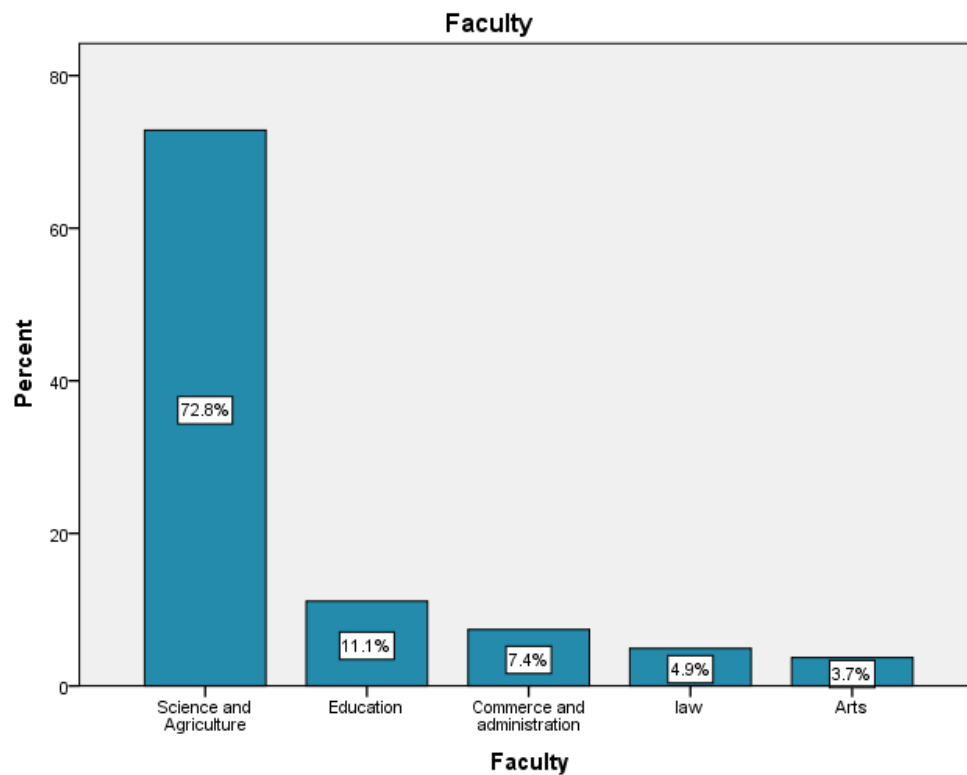


Figure 2 Respondents by faculty

4.3.3 Home location of respondents

The respondents were also asked about the locations of their homes and the results show that 38% of them had homes located in the townships, 30.4% in the City/Town or under traditional authority 26.6%. However, 5.1% classified their home locations as other, which means they did not fall within these categories.

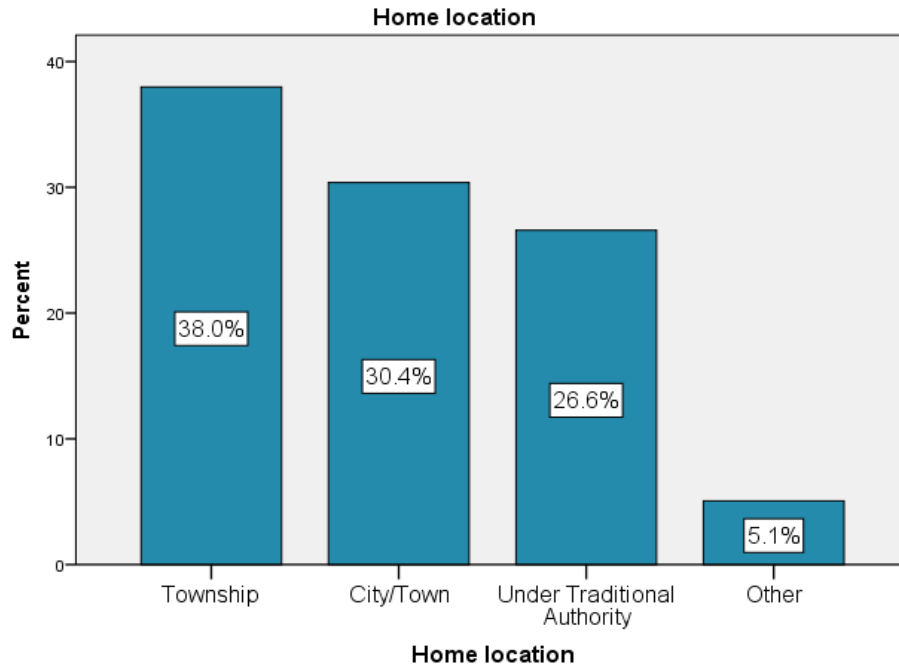


Figure 3 Respondents by home location

4.3.4 The economic status of respondents

The economic status of the respondents was determined by the household income levels. Three income levels were used, that is, low income below R21,000.00 and middle income from R21,00.00 to R120,000.00 and high income group above R120,000.00. The majority of the respondents came from the low-income group, that is 75.4% while 15.4% were middle income and only 9.2% were from the high-income group as shown in figure 4 below.

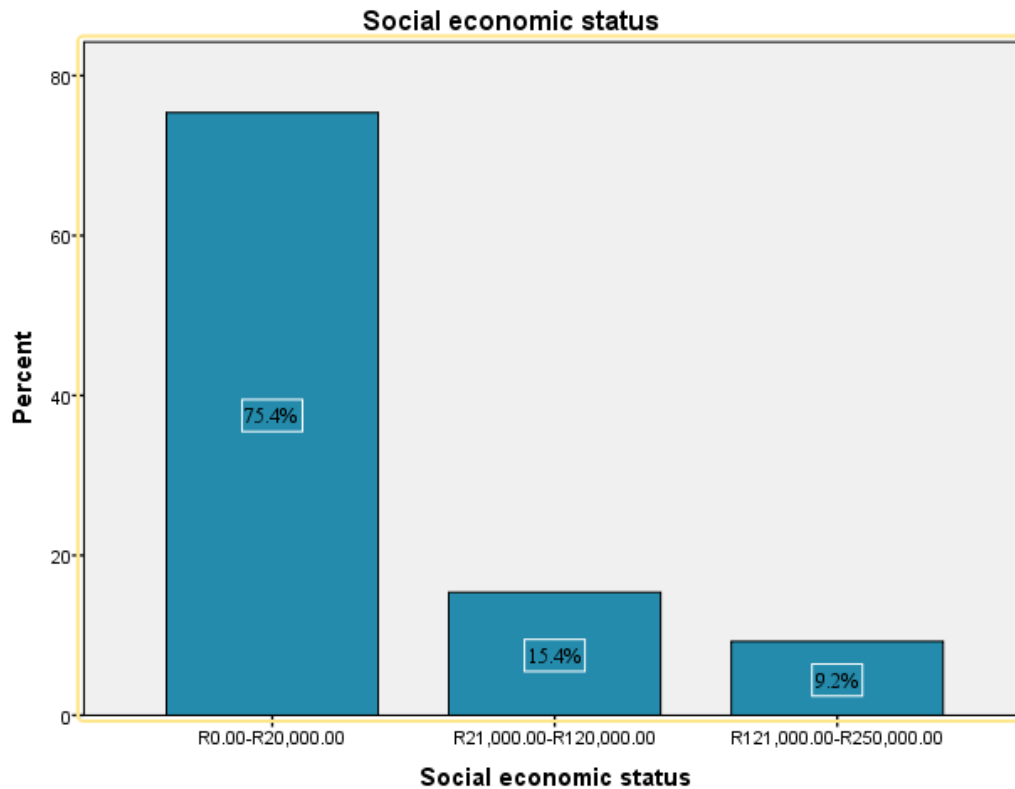


Figure 4 Social economic status

4.4 Descriptive statistics

The descriptive statistics shows the results per construct. The questions were grouped into constructs before computing the descriptive statistics. Table 4 shows how the questions were grouped together to make constructs that were used in the analysis.

Table 4 emotional concern Constructs

Name of construct	Question numbers
Negative emotions	Q1 Q2 Q3 Q4 Q7 Q8 Q9 Q10 Q17 Q19 Q20 Q21 Q30 Q36 Q37
Pathological emotions	Q22 Q23 Q24 Q26 Q33 Q27 Q28 Q31 Q32 Q35
Belonging emotions	Q11, Q12, Q15, Q13, Q14, Q26, Q29, Q34, Q38, Q39, Q40
Positive affectivity	Q11, Q18, Q25, Q16, Q6, Q5

Table 5 Descriptive Statistics

Descriptive Statistics					
Emotion description	N	Minimum	Maximum	Mean	Std. Deviation
Pathological emotions	81	1.42	4.33	3.11	.66
Negative affectivity	81	1.47	4.73	3.06	.67
Belonging emotions	81	1.82	4.27	2.86	.50
Positive affectivity	81	1.33	3.83	2.64	.62

The table above shows the summary of descriptive statistics from the results. For pathological emotions, the minimum value was 1.42 and the maximum value was 4.33. The mean was 3.11 with a standard deviation of .66. Negative affectivity ranged from 1.47 to 4.73 with a mean value of 3.06 and standard deviation of .67. The belonging emotions rating ranged 1.82 to 4.27 with mean of 2.86 and standard deviation of .50. Finally positive affectivity ratings ranges from 1.33 to 3.83 with a mean of 2.64 and standard deviation of .62

Since the Likert scale on questionnaires had strongly agree as 1 and strongly disagree as 5 the results shows that the respondents were positive that there was indeed positive affective and belonging emotions. While they were negative to the pathological emotions and negative affectivity.

4.4 Correlation between demographic information and emotions of NFYS

This section sought to establish if there were any correlations between different emotions and the population demographics. The demograhics include age and the social ecomonic status of the student while the emotions include negative affectivity, positive affectivity, pathological and belonging emotions.

4.4.1 Correlation between emotions and age of NFYS respondents

The correlation between the demographic information was computed and the results as on table 6 shows that age was not in anyway correlated to the negative affectivity, pathological and belonging the emotions of NFYS. The correlation coefficent between age and nagative affectivity was .131 and was very weak and not significant while the correlation coefficent between age and pathological emotions and belonging were -.200 and -.148 respectively which were both negative, weak and not statistically significant. However, there a was statistically significant but very weak negative correlation between age and positive affectivity representated by -.222. This gives a conclusion that positive affectivity was deceasing with age althogh it has a weak relationship. The 18-19 years old NFYS had higher ratings for positive

affectivity emotions while the older than 19 years has lower positive affectivity emotions. These results were in line with the findings by Adams, 2016, at the university of the Western Cape.

Table 6 Correlation between emotions, age and socio-economic status

Emotions	Correlations					
	Negative affectivity	Pathological emotions	Belonging emotions	Positive affectivity	Age in years	Social economic status
Negative affectivity	1					
Pathological emotions	.520**	1				
Belonging emotions	-.086	.149	1			
Positive affectivity	.103	.340**	.258*	1		
Age in years	.131	-.200	-.148	-.222*	1	
Social economic status	-.046	.159	.197	.069	-.137	1
Correlation is significant at the 0.01 level (2-tailed).**						
Correlation is significant at the 0.05 level (2-tailed).*						

4.4.2 Correlation between emotions and socio-economic status

The correlation results for age and social economic status show that not all the emotions were correlated with age. The correlation coefficient were -.046 for social economic status and Negative affectivity, .159 for social economic status and Pathological emotions, .197 for social economic status and pathological emotions and .069 for social economic status and positive affectivity. These results again supported the results from the Adams, (2016) research on stress levels at the University of the Western Cape.

4.4.3 Correlation between different emotions

Despite the results not showing any strong and significant correlation between demographic information and the emotions, the results confirmed there were some correlations between the different emotions. For example, pathological emotions were positively and strongly correlated to negative affectivity with a coefficient of .520 at 1% significant level. Pathological emotions were also positively correlated to positive affectivity with a coefficient of .34 at 5% level. Finally, positive though weak correlation was also observed between belonging emotions and positive affectivity. The correlation coefficient was .258 at 5% significant level.

4.4.4 Differences of emotions between male and female

An independent t test was computed to tests for the emotional differences between female and male respondents. The independent t test results showed no statistically significant difference

in the emotions between males and females. The p value for Negative affectivity was 0.65, the p value for pathological emotions was 0,86, p value for belonging was 0.99 while the p value for positivity affectivity was 0.60. All the p values as well as the lower and upper limits of mean differences show that there was not statistically significant differences between the emotions by the different sex groups.

These results were in line with the results obtained by Mason (2017) in which the performance of NFYS across five south African universities did not have any difference based on their sex differences. The results were also in conformity with the results from the Western Cape University as conducted by Adams in 2016.

Table 7 Independent Samples Test

t-test for Equality of Means						
Emotion	Sig.	t	Sig. (2-tailed)	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Negative affectivity	0.454	0.451	0.653	0.16943	-0.26077	0.41373
Pathological emotions	0.708	0.179	0.859	0.1657	-0.30018	0.35945
Belonging emotions	0.494	0.013	0.99	0.12577	-0.24869	0.25198
Positive affectivity	0.579	0.531	0.597	0.15488	-0.3905	0.22604

4.5 Conclusion

This section focussed on the findings from the survey first outlining, the reliability and validity indices of the study and then gave an overview of the profiles of respondents. The respondents as detailed in the section were mainly students female NFYS from the age of 18 to 19 years from the science and agriculture faculty. The respondents were also mainly students from low social economic backgrounds where their incomes where their annual incomes were below R20,000.00 and were coming from either the townships (38%), town or city (30.4%) or under the traditional authority (26.6%).

The results from the correlation tables computed show that there was no statistically significant correlation or relationship between the demographics of the NFYS and their emotions. The social status of the students did not have any relationship with any of the emotions exhibited by the NFYS. The only relationship that was significant was between age of the NFYS and

positive affectivity emotions which was negative and weak. An independent t tests result also confirmed that there was no difference in terms of emotions between female and male NFYS. The results further showed there was however, correlation between the different emotions themselves that is the pathological emotions were positively and strongly correlated to negative affectivity. Belonging emotions and positive affectivity were also positively and weakly correlated.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This section gives a summary of the research findings, recommendations and conclusions based on the data analysed in the previous chapter. Recommendations are provided to assist organisations and researchers alike to understand NFYS emotional concerns and the strategies that can improve the emotional conditions of NFYS at UNIZULU.

5.2 SUMMARY OF THE STUDY

The investigation employed quantitative methodology and was descriptive in nature. The aim was to determine the nature of emotional concerns of new first-year students at UNIZULU and secondly to establish if the emotional concerns of students are influenced by biographical characteristics such as age, sex and social economic status. The emotional concerns were grouped into four constructs that is Belonging emotions, Positive affectivity, Negative affectivity and Pathological emotions.

The literature review explored the basic concept of emotions and the James-Lange Theory of Emotion. This theory by James and Lange, which became one of the most popular physiological theory of emotions, posits that emotions arise due to physiological responses to actions and environments. The theory proposes that after an individual detects an exterior stimulus, it results in a physiological response.

5.3 RESULTS AND FINDINGS

The object purpose of the research was to determine emotional concerns of NFYS at Zululand University. The study was reliable and valid and the descriptive statistics showed that the NFYS experienced emotional challenges. The results showed that four broad constructs of emotions were experienced by the NFYS and these were identified as belonging emotions, positive affectivity, negative affectivity and pathological emotions. The sense of belonging - comprised feeling accepted, feeling safe and protected at the university while feelings of loneliness and exclusion - arise when a student fails to adapt. Positive affectivity encompassed feelings such as cheerfulness, hope, love, feelings of self-empowerment like emotional discovery, self-assurance and courage. Negative affectivity was a result of feelings of uncertainty, fear, regret, irritation and frustration towards self and others. Finally pathological emotions such as feeling fervently overwhelmed, intense stress, panic, anxiety and other sentiments associated with apathy and despair.

From the correlation analysis, it was discovered that age of the NFYS had not relationship with the three emotional constructs of negative affectivity, pathological and belonging. However, there was a statistically significant but very weak negative correlation between age and positive affectivity. The conclusion reached was that positive affectivity was decreasing with age even though it has a weak relationship. The 18-19 years old NFYS had higher ratings for positive affectivity emotions while the older than 19 years has lower positive affectivity emotions.

The study also confirmed the nonexistence of any relationship between social economic status, and the emotional concerns of NFYS. An independent student's t test analysis also confirmed there was no significant statistical difference in the emotional concerns between male and female NFYS.

Finally, the results indicated that strong, positive and significant correlation existed between different emotional constructs. Pathological emotions were found to be positively and strongly correlated to negative affectivity. Pathological emotions were also positively correlated to positive affectivity. Lastly, positive though weak correlation was also discovered between belonging emotions and positive affectivity.

5.4 LIMITATIONS OF THE STUDY

All the participants in the survey were full-time NFYS, so the findings might not be generalised to part time students. The differences in the way part-time students assimilate and network with the university may mean that, for these students, the variables of interest in this research may operate in different ways despite the fact that there is a thin line between full- and part-time students.

The sampling was done with a confidence level of 90% and error margin of 10%. This allowed the researcher to work with a smaller sample and the survey has less power. Power of a study is measured as the probability of a test rejecting a null hypothesis, which is actually false. By increasing the confidence level and reducing the error margin, a study can be more precise.

A longitudinal investigation over three or four academic terms would have provided richer data on shift in emotional concerns of first-year students by following and monitoring them from the start of their studies up to the end of the first year of study. Although the purpose of this study was to examine NFYS, follow-up investigations must be done to track emotional concerns beyond the first year.

The study was focused on NFYS who were doing their first year of study for the very first time in an institution of higher learning. Other students in the first year and in other years of study may experience different emotional problems.

5.5 RECOMMENDATIONS FOR FUTURE RESEARCH

A study that compares more institutions (such as identifying emotional experiences of first-year students between different universities) has the potential to give a more holistic overview of the national picture.

Although the researcher used a quantitative method in this study, it is advised that future researchers on this same topic combine both qualitative and quantitative approaches to gather more in-depth data and form theories. In this case, the emotional concerns of NFYS are very important.

A replication of the study should be conducted in other Universities or Institutions of higher education, since institutional variables such as its size, location, prestige and student support processes, have impact on relations between the variables.

Future researchers may explore the impact emotional concern may have on the academic success of students.

In terms of interventions, it would be useful to know whether and to what extent particular aspects of emotional concerns can be managed and whether certain coping strategies are applicable.

5.6 CONCLUSION

The purpose of the research was to determine the emotional concerns of NFYS at UNIZULU. The results reveal that there was no relationship or influence from biographical data in relation to the emotional concerns of first-year students. Rather, the relationships existed on the constructs for emotional concerns. This research identified areas of concern regarding their emotional challenges which align with previous studies discussed in the review of similar studies at other universities. Areas of emotional concern, according to the current study were identified as belonging emotions, positive affectivity, negative affectivity and pathological emotions.

Trotter and Roberts (2006), reported that university students seemingly have difficulties in seeking support for personal and emotional problems. This is apparent from the finding of the current study that participants at times attend lecture halls on empty stomachs. Gender differences were one of the interesting findings of this research. Male participants manage emotional concerns better than females. Further research should investigate the difference between gender in terms of management of emotional concerns in order to inform student programmes. Mentorship programmes can be useful for NFYS in order for them to be acknowledged, and receive information about services provided for them when they come to university.

Finally, future research on emotional concerns using the Student Adaptation to College Questionnaire (SACQ) scale rather than a five-point Likert scale questionnaire developed by the current researcher can be used as a further refinement of the subject.

It is apparent that the University's initiatives for supporting fresh students during their first year of study in a form of an orientation programme are indeed having a positive impact. This is noticeable in how the NFYS responded to questions about the influence the support programme has on them. These orientation programmes are emotional problem relievers.

REFERENCES

- Adams, E. (2016). The influence of selected demographic variables on the experience of stress among first year students at a selected university in the Western Cape. MCom thesis, UWC, Cape Town.
- Adams, G. R., Berzonsky, M. D., & Keating, L. (2006). Psychosocial resources in first-year university students: The role of identity processes and social relationships. *Journal of Youth and Adolescence*, 35(1), 78-88.
- Adams, K., Hean, S., Sturgis, P., & Macleod Clark, J. (2006). Investigating the factors influencing professional identity of first-year health and social care students. *Learning in Health and Social Care*, 5(2), 55-68.
- Aherne, D. (2001). Understanding student stress: A qualitative approach. *The Irish Journal of Psychology*, 22(3-4), 176-187.
- Al-Mahrooqi, R., Denman, C., & Ateeq, B. (2015). "Adaptation and first-year university students in the Sultanate of Oman." In Al-Mahrooqi, R., & Denman, C. (Eds), *Issues in English Education in the Arab World*, 60-82.
- Armstrong, S., & Sanson, M. (2011). From confusion to confidence: Transitioning to law school. *Queensland University of Technology Law and Justice Journal*, 12(1), 21-44.
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469.
- Barolli, L., Hellinckx, P., & Natwichai, J. (Eds.). (2019). Advances on P2P, Parallel, Grid, Cloud and Internet Computing: Proceedings of the 14th International Conference on P2P, Parallel, Grid, Cloud and Internet Computing (3PGCIC-2019) (Vol. 96). Springer Nature.
- Besser, A., & Zeigler-Hill, V. (2014). Positive personality features and stress among first-year university students: Implications for psychological distress, functional impairment, and self-esteem. *Self and Identity*, 13(1), 24-44. <https://doi.org/10.1080/15298868.2012.736690>
- Berret, D., & Hoover, E. (2015). College freshmen seek financial security amid emotional insecurity. *Chronicle of Higher Education*, 5 February. [Online]. Available at: <https://www.chronicle.com/article/College-Freshmen-Seek/151645>
- Bhadauriya, D. (2016). A study on causes of stress among the students pursuing higher studies. *Jagran International Journal on Contemporary Research*, 3, 58-63.
- Bharuthram, S. (2018). Attending to the affective: Exploring first-year students' emotional experiences at university. *South African Journal of Higher Education*, 32(2), 27-42.

- Bojuwoye, O. (2002). Stressful experiences of first-year students of selected universities in South Africa. *Counselling Psychology Quarterly*, 15(3), 277-290.
- Botha, H., Brand, H., Cilliers, C., Davidow, A., de Jager, A., & Smith, D. (2005). Student counselling and development services in higher education institutions in South Africa. *South African Journal of Higher Education*, 19(1), 73-88.
- Boughey, J. (2012). Department-specific writing centres linked to tutorial programmes: The quest for quality. *South African Journal of Higher Education*, 26(1), 51-65.
- Brandy, J. M., Penckofer, S., Solari-Twadell, P. A., & Velsor-Friedrich, B. (2015). Factors predictive of depression in first-year college students. *Journal of Psychosocial Nursing and Mental Health Services*, 53(2), 38-44.
- Breen, L., Drew, L., Pooley, J., & Young, A. (2001). Evaluation of the School of Psychology peer-mentoring program during semester 1, 2000. Expanding Horizons in Teaching and Learning. Proceedings of the 10th Annual Teaching Learning Forum.
- Brown, J.W. and Churchill, R.V. (2004) Complex Variables and Applications. 7th Edition, McGraw-Hill Higher Education, Boston, 441-449.
- Calder, A., & Hanley, P. (2004). Transition – helping Students Bridge the gap. *Issues of Teaching and Learning @ JCU*, 2(2).
- Capone, V., Caso, D., Donizzetti, A.R., & Procentesse, F., (2020). University Student Mental Well-Being during COVID-19 Outbreak: What are the Relationships between Information Seeking, Perceived Risk and Personal Resources Related to the Academic Context? Department of Humanities, Universities of Naples Federico 11, 80100, Naples, Italy.
- Centre for Higher Education Development. (n.d.). First-year experience. CHED, University of the Witwatersrand. [Online]. Available at: <http://www.ched.uct.ac.za/ched/fye>
- Cherry, M. L., & Wilcox, M. M. (2020). Decreasing perceived and academic stress through emotion regulation and nonjudging with trauma-exposed college students. *International Journal of Stress Management*, 27(2), 101.
- Christopoulos, A. L., Konstantinidou, M., Lambiri, V., Leventidou, M., Manou, T., Mavroidi, K, Tzoumalakis, L. (1997). University students in Athens: Mental health and attitudes toward psychotherapeutic intervention. *Psychological Counselling in Higher Education: Practice and Research*, 176-191.
- Cooper D. R., & Schindler P. S., (2006). Business Research Methods ninth edition, empirical investigation”, *Journal of Service Research*, Vol. 1 No. 2, pp. 108-28

- Credé, M., & Niehorster, S. (2012). Adjustment to college as measured by the student adaptation to college questionnaire: A quantitative review of its structure and relationships with correlates and consequences. *Educational Psychology Review*, 24(1), 133-165.
- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.): SAGE Publications, Inc.
- Creswell, J. W., Hanson, W., Clark Plano, V., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35(2), 236-264.
- Cropanzano, R., Weiss, H. M., Hale, J. M., & Reb, J. (2003). The structure of affect: Reconsidering the relationship between negative and positive affectivity. *Journal of management*, 29(6), 831-857.
- Cross, M., & Carpentier, C. (2009). "New students" in South African higher education: Institutional culture, student performance and the challenge of democratisation. *Perspectives in Education*, 27(1), 6-18.
- Darji, B. B., & Thapa, M. G. (2013). A study of the adjustment of B.Ed. students. *EduInspire: An International E-Journal*, 25-31.
- Davidowitz, B., & Schreiber, B. (2008). Facilitating adjustment to higher education: Towards enhancing academic functioning in an academic development programme. *South African Journal of Higher Education*, 22(1), 191-206.
- De Klerk, D., Spark, L., Jones, A., & Maleswena, T. (2017). Paving the road to success: Reflecting critically on year one of an undergraduate student support programme at a large South African university. *Journal of Student Affairs in Africa*, 5(1), 1-13.
- Deen, A., & Leonard, L. (2015). Exploring potential challenges of first year student retention and success rates: A case of the school of tourism and hospitality, University of Johannesburg, South Africa. *African Journal for Physical Health Education, Recreation and Dance*, 21(S2), 233-241.
- Denovan, A., & Macaskill, A. (2013). An interpretative phenomenological analysis of stress and coping in first year undergraduates. *British Educational Research Journal*, 39(6), 1002-1024.
- Department of Education. (2005). *Student Enrolment Planning in Public Higher Education*. Pretoria: Department of Education.
- Douglass, L., & Islam, M. (2009). Emotional wellbeing of first year university students: Critical for determining future academic success. Non-refereed paper. [Online]. Available at: http://fyhe.com.au/past_papers/papers09/content/pdf/8A.pdf

- Du Plooy, G. M. (2009). *Communication research: Techniques, methods and applications*. Juta and Company Ltd.
- Durlak, J. A. (2015). *Handbook of Social and Emotional Learning: Research and Practice*. New York: Guilford Publications.
- Elias, H., Noordin, N., & Mahyuddin, R. (2010). Achievement motivation and self-efficacy in relation to adjustment among university students. *Journal of Social Sciences*, 6(3), 333-339.
- Enochs, W. K., & Roland, C. B. (2006). Social adjustment of college freshmen: the importance of gender and living environment. *College Student Journal*, 40(1).
- Fass, M. E., & Tubman, J. G. (2002). The influence of parental and peer attachment on college students' academic achievement. *Psychology in the Schools*, 39(5): 561-573.
- Fogaça, M., Matos, D., Borsetti, J., Di Rienzo, V., Ribeiro, L., Martins, R., & Silva, I. (2016). Academic experience of Psychology students: Differences between beginners and graduating. *Estudos de Psicologia (Campinas)*, 33(3), 515-523.
- Fontaine, J. R., Scherer, K. R., & Soriano, C. (Eds.). (2013). *Components of emotional meaning: A sourcebook*. Oxford University Press.
- Gall, T. L., Evans, D. R., & Bellerose, S. (2000). Transition to first-year university: Patterns of change in adjustment across life domains and time. *Journal of Social and Clinical Psychology*, 19(4), 544-567.
- Gale, T., & Parker, S. (2014). Navigating student transition in higher education: induction, development, becoming. *Universities in transition: Foregrounding social contexts of knowledge in the first year experience*, 13-39.
- Glass, C. R. (2014). International student adjustment to college: Social networks, acculturation, and leisure. *Journal of Park and Recreation Administration*, 32(1).
- Habidin, N. F., Zubir, A. F. M., Fuzi, N. M., Latip, N. A. M., & Azman, M. N. A. (2015). Sustainable performance measures for Malaysian automotive industry. *World Applied Sciences Journal*, 33(6), 1017-1024.
- Hannula, M. S. (2015). Emotions in problem solving. In *Selected regular lectures from the 12th international congress on mathematical education* (pp. 269-288). Springer, Cham.
- Harris Poll Foundation, Jordan Porco Foundation, Partnership for Drug-Free Kids, & JED Foundation. (2015). The first-year college experience: A look into students' challenges and triumphs during their first term at college. White Paper.
- Henn, M., Weinstein, M., & Foard, N. (2005). *A Short Introduction to Social Research*. London: Sage.

- Hennenlotter, A., Dresel, C., Castrop, F., Ceballos-Baumann, A. O., Wohlschläger, A. M., & Haslinger, B. (2009). The link between facial feedback and neural activity within central circuitries of emotion—New insights from Botulinum toxin–induced denervation of frown muscles. *Cerebral Cortex*, 19(3), 537-542.
- Hoffman, M., Richmond, J., Morrow, J., & Salomone, K. (2002). Investigating “sense of belonging in first-year college students. *Journal of College Student Retention: Research, Theory and Practice*, 4(3), 227-256.
- Holden, R. R. (2010). Face validity. *The corsini encyclopedia of psychology*, 1-2.
- Holtman, L., & McKenzie, B. (1994). Pre-instruction and post-instruction testing: Assessing students existing conceptual knowledge and predicting their potential academic performance. SAAAD Conference Proceedings, December.
- Hyun, J. K., Quinn, B. C., Madon, T., & Lustig, S. (2006). Graduate student mental health: Needs assessment and utilization of counseling services. *Journal of College Student Development*, 47(3): 247-266.
- Ji, H., & Zhang, L. (2011). Research on college students’ stresses and coping strategies. *Asian Social Science*, 7(10), 30.
- Jones, M., Ricardo, M.D., & Jorge,E., 2019. Depression and Other Neuropsychiatric Issues Following Stroke. ScienceDirect. [Online]. Available at: <https://www.sciencedirect.com/topics/medicine-and-dentistry/pathological-crying>. [Accessed on 20 April 2022).
- Kagee, A., Naidoo, T., & Mahatey, N. (1996). Theoretical underpinnings of a student mentoring programme at an historically black university in South Africa. *International Journal for the Advancement of Counselling*, 19(3), 249-258.
- Knoesen, R., & Naudé, L. (2018). Experiences of flourishing and languishing during the first year at university. *Journal of Mental Health*, 27(3), 269-278.
- Kowalska, M., & Wróbel, M. (2017). Basic Emotions. In *Encyclopedia Of Personality And Individual Differences* (pp. 1-6). Springer, Cham.
- Kuppens, T., & Yzerbyt,V.Y., (2014). When are emotions related to group-based appraisals? A comparison between group-based emotions and general group emotions. National Library of Medicine. Epub 2014.
- Kumaraswamy, N., (2013). Academic Stress, Anxiety and Depression among College Students – A Brief Review. *International Review of Social Sciences and Humanities*. Vol.5, No.1 (2013), pp.135 – 143

- Kusumaningsih, R. A. L. P. S. (2016). College Adjustment of First Year Students: The Role of Social Anxiety. *Journal of Educational, Health and Community Psychology*, 5(1), 30-39.
- Labaree, R. V. (2009). Research guides: Organizing your social sciences research paper: Qualitative methods.
- Lau, J., Garza, T., & Garcia, H. (2018). International students in community colleges: On-campus services used and its affect on sense of belonging. *Community College Journal of Research and Practice*, 1-13, 109-121.
- Letseka, M., & Breier, M. (2008). "Student poverty in higher education: The impact of higher education dropout on poverty." In Maile, S. (Ed.), *Education and poverty reduction strategies: Issues of policy coherence. Colloquium proceedings*, 83-101.
- Mahanta, D., & Kannan V. (2015). Emotional maturity and adjustment in first-year undergraduates of Delhi University: An empirical study. *Indian Journal of Psychological Science*, 5(2), 84-90.
- Malinga-Musamba, T. (2014). First-year course experience and college adjustment: A case study. *Journal of Psychology in Africa*, 24(3), 278-280.
- Mamatha, S., Hanakeri, A., & Aminabhavi, V. (2016). Impact of gadgets on emotional maturity, reasoning ability of college students. *International Journal of Applied Research*, 2(3), 749-755.
- Mason, H. D. (2017). Sense of meaning and academic performance: A brief report. *Journal of Psychology in Africa*, 27(3), 282-285.
- McMillan, J. H., & Schumacher, S. (2010). *Research in Education: Evidence-Based Inquiry*. Upper Saddle River, NJ: Pearson.
- Molapisi, A. T. (2009). A phenomenological investigation of challenges and coping mechanisms associated with the transition from high school to university. MA Psychology thesis, UNIZULU, Richards Bay.
- Morrison, J., Brand, H., & Cilliers, C. (2006). Assessing the impact of student counselling service centres at tertiary education institutions: How should it be approached? *South African Journal of Higher Education*, 20(5), 655-678.
- Mudhovozi, P. (2012). Social and academic adjustment of first-year university students. *Journal of Social Sciences*, 33(2), 251-259.
- Murphy, M., & Archer, J. (2006). Stressors on college campus: A comparison of 1985 and 1993. *Journal of College Student Development*, 37, 20-28.

- Murtagh, L. (2010). "They give us homework!" Transition to higher education: The case of initial teacher training. *Journal of Further and Higher Education*, 34(3), 405-418.
- Musoba, G. D., Collazo, C., & Placide, S. (2013). The first year: Just surviving or thriving at an HSI. *Journal of Hispanic Higher Education*, 12(4), 356-368.
- Naong, M. N., Zwane, M., Mogashoa, L., & Fleischmann, E. (2009). Challenges of teaching first-year students at institutions of higher learning. *International Education Studies*, 2(2), 170-179.
- Nema, N., Suvidha, D. R., & Bansal, L. (2015). Adjustment among MTech students of Banasthali University. *International Journal of Scientific and Research Publications*, 5(2).
- Nkwanyana, N. L. (2013). Investigation into attitudes of University of Zululand students towards campus psychological services. MA Psychology thesis, UNIZULU, Richards Bay.
- Nqadala, S. N. (2007). Some factors that influence learning and development of primary school learners. MEd thesis, UNIZULU, Richards Bay.
- Nworgu, B. (1991). *Educational Research: Basic Issues and Methodology*. Ibadan, Nigeria: Wisdom Publishers.
- O'leary, Z. (2004). *The essential guide to doing research*. Sage.
- Palmer, M., O'Kane, P., & Owens, M. (2009). Betwixt spaces: Student accounts of turning point experiences in the first-year transition. *Studies in Higher Education*, 34(1), 37-54.
- Papier, K., Ahmed, F., Lee, P., & Wiseman, J. (2015). Stress and dietary behaviour among first-year university students in Australia: Sex differences. *Nutrition*, 31(2), 324-330.
- Parker, J. D., Hogan, M. J., Eastabrook, J. M., Oke, A., & Wood, L. M. (2006). Emotional intelligence and student retention: Predicting the successful transition from high school to university. *Personality and Individual Differences*, 41(7), 1329-1336.
- Pedrelli, P., Nyer, M., Yeung, A., Zulaf, C., and Wilens, T. (2015). College Students: Mental Health Problems and Treatment Considerations. National Library of Medicine. Acad Psychiatry. 2015; 39(5): 503-511
- Petersen, I. H., Louw, J., & Dumont, K. (2009). Adjustment to university and academic performance among disadvantaged students in South Africa. *Educational Psychology*, 29(1), 99-115.
- Pietersen, J., & Maree, K. (2010). Standardisation of a questionnaire. In K. Maree (Ed.), *First steps in research* (214-223).
- Polit, D.F. & Hungler, B.P. (1999). *Nursing Research: Principles and Methods* 6th ed. Philadelphia: J.B. Lippincot

- Price, P. C., Chiang, I. C. A., & Jhangiani, R. (2018). *Research methods in psychology*: 2nd Canadian edition.
- Punch, K. F. (2013). *Introduction to social research: Quantitative and qualitative approaches*. sage.
- Respondek, L., Seufert, T., Stupnisky, R., & Nett, U. E. (2017). Perceived academic control and academic emotions predict undergraduate university student success: Examining effects on dropout intention and achievement. *Frontiers in psychology*, 8, 243.
- Salami, S. O. (2011). Personality and psychological well-being of adolescents: the moderating role of emotional intelligence. *Social Behavior and Personality: An International Journal*, 39(6), 785-794.
- Salami, S. O. (2011). Psychosocial predictors of adjustment among first year college of education students. *US-China Education Review*, 8(2), 239-248.
- Salkind, N. J. (2012). *Exploring Research*: Pearson Education, Inc, New Jersey.
- Saunders, M., Lewis, P., & Thornhill, A. (2003). *Research methods for business students*. Essex: Prentice Hall: Financial Times.
- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*. Pearson education.
- Saunders, M., Lewis, P., & Thornhill, A. (2012). *Research methods for business students* (6. utg.). Harlow: Pearson.
- Sax, L. J., & Weintraub, D. S. (2014). Exploring the parental role in first-year students' emotional well-being: Considerations by gender. *Journal of Student Affairs Research and Practice*, 51(2), 113-127.
- Sennett, J., Finchilescu, G., Gibson, K., & Strauss, R. (2003). Adjustment of black students at a historically white South African university. *Educational Psychology*, 23(1), 107-116.
- Sharma, B. (2012). Adjustment and emotional maturity among first year college students. *Pakistan Journal of Social and Clinical Psychology*, 9(3), 32-37.
- Sledge, L. (2012). Get your education: Family support for African-American college students. *McNair Scholars Research Journal*, 4(1), 6.
- Smith, R. A., & Khawaja, N. J. (2011). A review of the acculturation experiences of international students. *International Journal of Intercultural Relations*, 35(6), 699-713.
- Stoliker, B. E., & Lafreniere, K. D. (2015). The influence of perceived stress, loneliness, and learning burnout on university students' educational experience. *College Student Journal*, 49(1), 146-160.

- Stroebe, M., Schut, H., & Nauta, M. (2015). Homesickness: A systematic review of the scientific literature. *Review of General Psychology*, 19(2), 157-171.
- Struwig, F. W., & Stead, G. B. (2001). *Planning, Designing and Reporting Research*. Cape Town: Pearson.
- Toni, M., & Olivier, M. (2004). Academic identities of black female first-year students. *South African Journal of Education*, 24(3), 194-199.
- Topping, K. J., & Ehly, S. W. (2001). Peer assisted learning: A framework for consultation. *Journal of Educational and Psychological Consultation*, 12(2), 113-132.
- Trotter, E., & Roberts, C. A. (2006). Enhancing the early student experience. *Higher Education Research and Development*, 25(4), 371-386.
- Turner, A. L., & Berry, T. R. (2000). Counseling center contributions to student retention and graduation: A longitudinal assessment. *Journal of College Student Development*, 41(6), 627-636.
- Turner, M., & Fozdar, F. T. (2010). Negotiating 'community' in educational settings: Adult South Sudanese students in Australia. *Journal of Intercultural Studies*, 31, 363-382.
- Viljoen, C., & van der Walt, J. (2003). Being and becoming: Negotiations on educational identity in (South) Africa. *South African Journal of Education*, 23(1), 13-17.
- Wangeri, T., Kimani, E., & Mutweleli, S. (2012). Transitional challenges facing university first year students in Kenyan public universities: A case of Kenyatta University. *Interdisciplinary Review of Economics and Management*, 2(1), 41-50.
- Watson & Naragon (2012). Positive Affectivity: The Disposition to Experience Positive Emotional States. *The Oxford Handbook of Positive Psychology*, (2 ed). [Available Online]. Available at:
<https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195187243.001.0001/oxfordhb-9780195187243-e-019>. [Accessed on 20 April 2022]
- Wilcox, P., Winn, S., & Fyvie-Gauld, M. (2005). "It was nothing to do with the university, it was just the people": The role of social support in the first-year experience of higher education. *Studies in Higher Education*, 30(6), 707-722.
- Williams, C. (2007). Research methods. *Journal of Business & Economics Research (JBER)*, 5(3).
- Wintre, M. G., & Yaffe, M. (2000). First-year students' adjustment to university life as a function of relationships with parents. *Journal of Adolescent Research*, 15(1), 9-37.

- Wróbel, M., & Królewski, K. (2017). Do we feel the same way if we think the same way? Shared attitudes and the social induction of affect. *Basic and Applied Social Psychology*, 39(1), 19-37.
- Yang, Y., Jia, J., Wu, B., & Tang, J. (2016, February). Social Role-Aware Emotion Contagion in Image Social Networks. In *AAAI* (pp. 65-71).
- Yazedjian, A., Purswell, K., Sevin, T., & Toews, M. (2007). Adjusting to the first year of college: Students' perceptions of the importance of parental, peer, and institutional support. *Journal of the First-Year Experience and Students in Transition*, 19(2), 29-46.