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## Effectiveness of University Orientation Program in Preparing Students for Successful Transition to University: A Case of Moi University, Kenya

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### Abstract:

Universities are taken to have multiple transitions in terms of culture, content (what is taught), environment, inter and intra personal relationships. Therefore, transition of students to university is an important aspect that should be examined because despite the expansion of secondary schools and institutions of higher learning in sub Saharan Africa, the throughput rate is still very low in terms of skills and competences among the graduates. The main objective was to establish the effect of the orientation program received on students' preparedness for transition to university. The philosophical underpinning for the study was pragmatism whose aim is to determine practical solutions to problems and actual meanings of the results. Mixed methods research design was used whereby the researcher generated data using concurrent triangulation approach. Purposive sampling was applied to sample first year students in Moi University and proportionate sampling together with simple random sampling was applied in the selection of 375 sample size comprising both male and female students. Data was collected quantitatively and qualitatively where questionnaires and focused group discussions were used respectively. Quantitative data was analyzed using descriptive (mean and standard deviation) and inferential statistics using SPSS (Pearson Correlation Coefficient), followed by linear regression to test the hypothesis. Thematic analysis was used for qualitative data analysis. The findings of this study revealed that orientation program received at the university was not effective in supporting successful transition to university. Minimal efforts have been put on some areas especially course selection. There was a significant and positive correlation between level of preparedness for transition and orientation program received ( $r=.620, p<.01$ ). Regression results indicated that orientation program received had a statistically significant negative effect on level of preparedness ( $\beta= -.832, p<0.05$ ). The  $H_0$  hypothesis was rejected and instead, Orientation program received has significant effect on students' preparedness for transition from secondary school to University. It was concluded that above 85% percent of first year students are not well prepared for transition to university and that both teaching and non-teaching staff are not meeting the expectations of first year students at the university. The study recommended that there should be an orientation follow up in the second semester of first year. This will ensure that first year university students settle down without having to switch from one course to another. Moreover, it will result in improved competency among students graduating from universities hence contributing to the achievement of vision 2030 and Sustainable Development Goals, specifically SDG 4 and 8.

**Keywords:** Orientation, effectiveness, transition, skills, competences

### 1. Introduction

As one advances in age, there is a mandatory transition from one stage to the next and in this case education institutions are not an exception. This is normally accompanied by different challenges if proper guidance and support is not forthcoming to the individual transition. Transition refers to the behavioral and inner mental process that occurs when students experience adjustments and move from the known to the unknown, reacting to culture, social and reasoning challenges (Edwards, Hawker, Carrier, & Rees, 2015). This change happens in peoples' lives which they may either accept or reject. As much as it can take place rapidly, having a successful transition can be a challenge. In this case, universities are taken to have multiple transitions in terms of culture, content (what is being taught), the environment and inter and intra personal relationships. Due to this therefore, the transition is assumed as the ongoing process in an individual's life hence it is not avoidable.

First year students in universities may be regarded as victors since they performed so well in their final exam in secondary school (Hodgson, Lam, & Chow, 2011). This may not be the case since all through their secondary school life they are normally guided by both their parents and teachers, which is not the case at University. Social transition into the University is a very important component for any student to become successful and in producing graduates with the required skills for socio-economic development (Labadi, 2017). Due to this therefore, transition of students to university is an important aspect that should be examined because despite the expansion of secondary schools and institutions of

higher learning in sub Saharan Africa the throughput rate is still very low especially in terms of the skills and competences among the graduates. This can only be achieved if there is successful transition to the university which, in this case, is the 'factory' for producing successful citizens (Bloom, Canning & Chan, 2006; Vavrus, Thomas & Bartlett, 2011). Consequently, coping with university life is not easy for any student especially in terms of independent decision making, making new friends and academic involvement. If effective measures are not implemented, the student is likely to experience poor transition which will result in various challenges such as alcohol and drug abuse, rioting and irresponsible sexual behaviour, or academic performance, delay in the completion of studies, wrong course selection and misuse of finance and time. It is imperative for every student to have a successful transition in every stage of his or her life since it forms the basis for future success especially in career development. (Trotter & Roberts, 2006). At university, students have to manage their resources independently; both financial and time. This entails that they have freedom to do as they please (Wu, Garza, & Guzman, 2015). Lewin & Mawoyo (2014) noted that students' success is not simply measured by them graduating from the university with a certain course, though it is still important, success translates to the value of the programs, the quality of the skills and the character that the students have by the time they leave the university. This entails their level of preparedness to fit into the employment sector as successful graduates with ease. Learning methods are determined by the environment and a number of individual features such as students' learning experiences before and after joining the University (Byrne & Flood, 2015).

According to McInnis, Hartley, Polesel, and Teese (2000), if the expectations of first year students contrast from their experiences in the University, they may become disorientated and hence may not succeed during other phases of their life. Furthermore, a 1971 review by Shertzer and Stone found that many a time human beings feel emotionally and psychologically insecure in a new environment (as cited in Journal & Jsa, 2013). This is a common feature among students enrolling at the university for the first time who come to be members of the new community. During the first year the student may feel confused, insecure, anxious, disturbed and even helpless especially during the first semester (Brinkworth et al., 2009). The same research contends that, as much as the number of students transiting from secondary school to university is high, it is important to retain the students up to completion.

Consequently, many students' enrolling at public universities have unexplained fears and expectations about life in the university and education. This could be due to the freedom given, huge population and also the fact that a majority of these students come from rural areas which are far from the university setting. Many students find themselves in universities far away from their locality because selection is administered from a central office unlike private universities where admission is administered by the individual universities, though currently few government sponsored students are being admitted. In addition, some students, and especially high school friends, have branched off into different fields hence leading to students feeling lonely and isolated. Some students are able to overcome some of these fears while others become frustrated especially if their needs are not met. In support of this, a report conducted by universities in South Africa found that there are low retention rates resulting in very few students completing their undergraduate program within the stipulated time frame (Lewin & Mawoyo, 2014). According to South Africa's Centre for Higher Education (CHE) report of 2013, 27 % of the students graduating within the stipulated period, 40 % of them abandon their study programs.

### *1.1. Statement of the Problem*

Successful transition to university is a very important stage for any individual admitted to the institution, since it forms the foundation for mature life, for making personal decisions and choice of careers, hence being a very important stage in one's life (Wangeri et al., 2012; Hanna, Hall, Smyth, & Daly, 2014; Kalimasi & Chisalala, 2016). Many students excel in secondary schools in Kenya and therefore expect to be admitted to universities. The question is, how well are these students prepared for university education? Even after the establishment of guidance and counselling programs in the universities, students are still involved in criminal activities such as stealing, stealing exams, irresponsible sexual behavior, rioting, alcohol and drug abuse and mismanagement of time leading to poor performance, drop outs and transfers from one school to another (Nakalema & Ssenyonga, 2014). Hence the need to establish the effect of the orientation program received on students' preparedness for transition to university.

### *1.2. Significance of Study*

It was anticipated that the findings emerging from this study will be of direct support to the Commission of University Education (CUE) to guide them in the revision of policies related to the roles of Universities in enhancing effective orientation of first year students, and in auditing different degree programs for different years of study. It will also support the management of universities in integrating the already existing strategies in first year programs and equipping the support offices to provide support to first year students in their transition to university if they are aware of the challenges. The findings will also assist in adjusting the already existing orientation programs among universities in Kenya. Conversely, the study will be of direct interest to lecturers teaching first year students and universities to increase the retention rates. The findings will also be of importance to future researchers in supporting their study.

### *1.3. Theoretical Framework*

The study was based on Havighurst's (1972) Developmental Task Theory. The study used the theories to compliment because they complement each other. Havighurst's developmental task theory outlines the life stages and their respective characteristics while on the other hand, Erikson's developmental theory has the crisis associated with each stage of human life that one has to overcome for a successful transition. He classified human life into six stages but the current study only picked adolescence (13 to 18 years) and early adulthood (19 to 29 years) because first year

students fall in the two stages. Havighurst contends that every stage has some characteristics or tasks that the individual experiencing must achieve for a successful transition to the next stage, and if these tasks are not achieved, the individual faces challenges transiting to the next level. From his discussion, the developmental tasks of early adulthood are selecting a partner of the opposite sex. The individual also achieves masculine or feminine social roles in society for instance girls acquiring the qualities of being good mothers and home makers and learning to live with a marriage partner. Furthermore, one learns how to detach from the parents and to be independent in life especially in making decisions like this starting a family and rearing children. Moreover, during early adulthood, the individual starts to choose careers, occupations and investments of his or her choice hence being a very important stage in the mature stage of life. The individual also takes responsibility for civic roles in society by behaving according to the societal expectations and finding congenial social groups to identify with away from family members.

## 2. Literature Review

As pointed out by Kelly (n.d.), institutions of higher learning should support the transition of students meaningfully since it will affect their achievement in the university. The transition from Secondary school to university affects social security, physical comfort and the ability to enjoy satisfying activities for first year students (Wagner & Davis, 2006). It tests students' autonomy and their ability to organize their own schedules and even how to manage their finances (Edwards et al., 2015). In addition, a study conducted in the US found that of the 2.2 million first year students, between 25 and 30 % changed their courses when they reach the second semester of their first and second year first semester (Rausch and Hamilton, 2006). Byrne et al. (2015), conducted a study to investigate why a majority of the students dropped out of university in the first year, and found that a lack of preparedness and poor motivation among students were the main reasons for this. In the same research, a percentage of the students were found to drop out of the university.

Another study conducted in Australia on the transition of students from secondary schools to tertiary institutions found that the transition challenges are characterized by a majority of first years dropping out and acquiring low grades as expected (Kelly, n.d.). The former research only worked on the transition of students from secondary school to tertiary institutions, without considering the determinants of the transition, which the current research addressed. The same study found that there was proof of problems of transition since 20% of the first year students expected to change their courses and 30 % were thinking of deferring their studies, with the excuse that they were not prepared for any courses.

Editor, B., Fergie, D., Maeorg, M., & Michell, D. (2014) recommended that in order to prepare students with the social skills universities should incorporate the aspect of social inclusion in their orientation programme in collaboration with student leaders. This was because first year students came from different backgrounds where they were socialized differently.

Muller (2013), conducted a study in New Zealand and the Netherlands on the preparedness of students for transition. He posed a question on who should prepare the students for a smooth transition; is it secondary schools or universities? Another question was how else high schools could prepare students for transition? In the current researcher's view, both university and high schools have a role to play in ensuring the smooth transition of first year students to university. The research recommended that there should be cooperation between university and high schools in ensuring successful transition. It advocated universities to come up with preparatory programs and outreach in secondary schools to fill the gap between secondary school and university in preparing students for the transition process. In support of the above view, Maunder, R., Cunliffe, M., Galvin, J., Mjali, S., Education, S., & August, N. (2017) argue that it could help in giving future first year students a true picture of university and what is expected of them, especially those from families whose parents have no experience with the university (Amri, 2014; Kalimasi & Chasilala, 2016). Moreover, the same research recommended that university education be reformed so that they were also given a huge responsibility in preparing first year students for the smooth transition. Attention should be placed on how to reduce attrition rates among first year students now that university education had been expanded. Furthermore, the study found that universities played a very minimal role in preparing students for transition to university, which should be improved since it is a stage of molding future lives either to fit into the professional world or not. The former study only worked on the role played by different stakeholders up to secondary school level, omitting the university. This study will fill the gap by examining the role played by orientation programs at the university in enhancing transition to university (Moore, G., Slate, J., Edmonson, S., Combs, J., Bustamante, R., & Onwuegbuzie, A., 2010).

Furthermore, Kalimasi and Chasilala (2016) conducted a study in Tanzania on students' preparation from post-secondary to higher education and working life. They found that a majority of first year students consulted their guardians, relatives, peers and secondary school teachers in the choice of their university course (Kalimasi & Chasilala, 2016). From this evidence therefore, it can be concluded that as much as the university has a role to play in ensuring that the students have a successful transition, secondary teachers, guardians and peers have the greatest role since they are to be consulted first before the students can think of university personnel. Kalimasi and Chasilala (2016) recommended that universities provide more holistic information on the courses and even the world of work for every course provided. From their findings, they found that a majority of universities provided insufficient information; they take it as 'one shot' especially public universities. They use media to advertise the courses only during the intake, but not throughout the year. Another challenge that was found among university staff in charge of first year students was that they attended briefly during the orientations, they did not attend at all or they came unprepared to provide information required by the first years, hence confusing students. Helping first years to transit smoothly in the university should not only be done during the first or second week of reporting, but during the whole semester especially by the lecturers teaching them. Some students were

found not to attend orientation programs since they are not informed of its importance, therefore students should also play their roles in ensuring the smooth transition to university.

On the same note, a study conducted in Malawi at Mzuni University concurs with this finding and recommends that there be follow-up activities after the orientation and that orientation be prolonged to even two weeks after reporting (Zozie & Kayira, 2012). This was supported by the report that the time allocated for different speakers during orientation was not adequate to provide all the information necessary to first year students and therefore they ended up rushing or even leaving out some important information. There should also be special programs for the students who do not attend especially because of genuine reasons like late reporting due to some challenges, which were lacking in universities (Zozie & Kayira, 2012).

According to Amri (2014), research among English first year students in Tunisia recommended that there was a need for university officials and lecturers to identify the strengths and weaknesses of fresh men in the university and to enhance smooth and faster transition. This would enhance excellent performance academically and also socially among the fresh men. This research study therefore identified the need to examine the role played by different stakeholders in enhancing students' successful transition to university among first years; lecturers are one of the stakeholders. Amri (2014), also recommended that students attend classes where cognitive skills were enhanced like information processing, exam preparation skills and self-testing. According to Amri, the University administrators were expected to understand diverse motives and the expectations of first year students in order to help them have a successful and faster transition to the university. Any disconnect between students' expectations and what was on the ground might possibly result in students dropping out of the University, or even graduating but performing so poorly both academically and socially. Ridley (2004) argued that the sensitivity and understanding between instructors and learners are essential in overcoming the changes in the expectations of the students at the beginning of learning.

Moreover, in South Africa it was realized that a majority of the students joining university were ill prepared for the transition and therefore universities, especially science faculties, normally organized intervention programs such as the First Year Academy (FYA) to help students fit in the system and cope with the challenges. The programs were aimed at exposing students to university environments and also boosting their level of confidence hence building on their esteem (Jacobs & Pretorius, 2016). This was attributed to a lack of adequate trained teachers at the school level hence 'half baking' the students for transition. It was with this in mind that the current study provided a lens through which to view the role played by different stakeholders in enhancing first year transition to university.

According to a study on transitional skills and strategies by Edwards et al., (2015) students transiting to universities experience social, environmental, financial and academic adjustments which, if they are not guided, experience various challenges. According to the study, some of these challenges include being isolated and lonely, how to manage their finance, stress of the new environment, time commitments, responsibilities, anxiety, being disappointed and being ignored. These findings concur with Wangeri et al., (2012) who conducted research on the challenges facing first year students in Kenyatta University. It is the duty of the university to support the students to experience this transition successfully for learning to take place, especially through the provision of the support facilities. Moreover, Byrne et al., (2015) concur with the findings above. If universities do not support students in understanding what is expected of them, they will be frustrated hence leading to failure and high dropout rates.

Cook (2014) contends that some students are under the misapprehension that a university is a holiday camp where people are not expected to work hard and others have the expectation of having freedom for different social activities away from their guardians, hence affecting the successful transition to university. This was predominantly manifested where the students had minimal levels of preparedness to an extent that they did not have any idea of a university. According to him, gender of the students has varying expectations of the universities whereby male students are found to have greater challenges of transition compared to females. These results were similar to the findings of Wangeri et al., (2012) who conducted a study in Kenyatta university, and found that a majority of males seemed to face challenges as compared to their female counterparts.

Little is known by a majority of first year students about university life and career selection as they join university, and even after orientation in the university. Attention should be placed on how to reduce attrition rates among first year students now that university education has been expanded. Many studies conducted have found that students experience transition challenges for various reasons which differ from one student to another. If universities do not support students in understanding what is expected of them, they will be frustrated hence leading to failure and high dropout rates.

### 3. Methodology

#### 3.1. Research Paradigm and Design

The philosophical underpinning for the study was pragmatism, whose aim was to determine practical solutions to problems and actual meanings of the results, using what works best and using it to understand the research problem (Shannon-baker, 2016). According to Johnson and Onwuegbuzie (2006) this paradigm is always concerned with the implication of items and aims at the outset of the research (Biesta, 2010). This paradigm is of importance in this study on many levels; one is that it allowed the researcher to blend characteristics of quantitative and qualitative methods and to identify concrete solutions to transitional issues in the universities by sharing the findings and the recommendations (Moragan, 2007). According to Shannon-baker (2016) this paradigm allows for transferability and generalizability of the results which enabled the researcher to test for validity and reliability of data generated to enhance credibility. Mixed method research design and concurrent triangulation strategy were used. This is a one phase design in which the

researcher implemented the qualitative and quantitative methods for generating data at the same timeframe and with equal weight applied to them. It involves concurrent, but separate, collection and analysis of data and the results integrated during presentation and interpretation time, in order for the researcher to understand the research problem best (Creswell & Creswell, 2017; Ayiro, 2012). This design was employed because it enabled the researcher to validate data obtained from one method with another hence complementing the weaknesses of one method with the other's strength.

### 3.2. Sampling and Sample Size

The target population of the study was all first year students from all the schools in the University under study, with a population of 4,651 comprising both male and female students. The study was only conducted among first year students because it is the group experiencing immediate transition from secondary school to university, which is a new environment. The study applied both probability and non-probability sampling techniques. In non-probability, purposive sampling was applied to select first year students while in probability, proportionate sampling was used to calculate the number of first year students to be selected from every school according to the total enrolment. Consequently, simple random sampling was applied to select the total sample size comprising equal numbers of male and female students. The study worked with a sample size of 375 at confidence level of 95% and margin of error of 5% which was drawn from both male and female first year students in the schools within the university under study.

### 3.3. Data Collection Methods

The study applied both qualitative and quantitative approaches. For the qualitative section, focused group discussions were applied among 50 first year students from all the schools to generate data on the effectiveness of orientation received in preparing them for successful transition to university. The students were randomly sub-divided into 5 groups made up of 10 participants comprising equal numbers of male and female first year students. For questionnaire, structured questions were administered among 375 first year students to generate data on their level of preparedness for transition offered through orientation program received at the university. A five point Likert scale was used to measure academic, financial, time management and social skills using different questions for different constructs.

## 4. Findings

### 4.1. Level of Students' Preparedness for University Life

The item on effectiveness of orientation in preparing students for university life in general scored a mean of 2.384 (47.68%) which is below average. This was measured in terms of academics, social and time management. This implies that more needs to be done by university management in ensuring that orientation program offered to first year students is helpful in ensuring successful transition. In terms of gender, 33.91% of male students stated that orientation program received did not prepare them for university life in general while 19.72% of female were for the same opinion. This implies that female students were better in preparedness for transition compared to their male counterparts. 20.76% of male respondents were not sure if they are prepared for university life. This depicts the confused life among first year students, since only 11.07% male and 7.95% female reported being prepared by orientation program for university life.

### 4.2. Level of Preparedness in Career Expectation

As to whether orientation program is helping students in their career expectation, majority of the students were not supported. A mean of 2.02(40.4%) was achieved with 48.79% of male respondents and 24.22% of female respondents not assisted in their career expectation. Similar responses were found in focused group discussion where majority of respondents confessed their frustration with orientation in helping them understand their career path. One of the respondents said, '*Orientation dint help student to understand better on what they are coming to partake in the university.*' This implies that majority of first year students have already lost track of their careers and even what jobs to pursue after graduating. The question is how well are they equipped with skills expected in different careers?

### 4.3. Provision of Hostel Information

The item on orientation program providing adequate information on the hostel and the services available scored a mean of 2.4291(48.58%) with 46.37% of male and 21.8% of female supporting that orientation program on hostels and services provided was not useful to them. These findings were not different from focused group discussion responses. This implies that majority of first year students especially male students could be living a very lonely life in the hostels since they are interacting with new people in a new environment hence making them antisocial. From focused group discussion, these are some of the reasons for antisocial behaviour, '*You find a roommate from a rich background and you are from a poor background you find it difficult interacting with them because most of the times things that he does are beyond your reach.*'

### 4.4. Course Requirements Preparation

In terms of orientation program equipping students on course requirements, a mean of 2.36(47.34%) was attained with 41.52% of male and 19.38% of female respondents for the opinion that orientation program did not help them to know more about their course. This implies that orientation program currently being used in the universities is not offering the expected support to students on matters pertaining their courses since only 21.8% of the respondents

supported that they were helped to know more about their course through orientation program. This finding is similar to that of focused discussion where one of the participants said; *'For me, I knew a little bit about my course I consulted before choosing the courses but I thought the orientation will help me understand little bit about my courses but unaenda (you go) there so many people in the hall wengine wanalala (others are sleeping), others are talking, you cannot even hear what they are saying. It was not effective and then they were not even talking about our course so unajua (you know) about your course as you continue with the course itself.'* This implies that orientation program did not shed light on courses they were about to pursue at university.

#### 4.5. Lecturers' Support

The majority of students felt that they were not adequately supported by lecturers during the orientation program. Even when they commenced lectures, it was the same experience where the majority of lecturers did not support students to understand the course they were pursuing. Focus group respondents reported that there is a very big gap between them and lecturers which they expressed as follows: *'The lecturer has not created that environment where every student can approach them. So most students think like they are above so they have that fear I won't talk to them right they don't see them as normal h/being they see them as very superior.... So, most of the students have that fear within them.'* Other students reported that lecturers are not available for the students to consult. *'Me I think the lecturers are not available for students coz most of the time, (you only see them during the lecturers) then after that they are gone even if you have a problem and you want to see a lecturer you can't find them because they teach and go.'* However, one respondents said that orientation program was effective and that he feels that the support given by lecturers is enough which he reported as follows: *'For me the orientation was very effective because they told us the requirement needed to do like what time you are supposed to attend classes you should not miss cats.'* This implies that expectations of first year students at the university were not are not achieved leading to frustrations, and it can result to exam failure, dropping out or indulgence into drugs and substance abuse.

#### 4.6. Support Services

Orientation program scored a mean of 2.35 (46.92%) in providing adequate information on support offices available at the university to cater for students' needs. 43.59% of male and 18.34% of female students ascertained not receiving any information on support offices available at the university while only 21.8% of respondents was fully aware of support services at the university. this was not any different from focus discussions where majority of the respondents confirmed they are not aware of the support offices through the following statement: *'Waaah! We even don't know the support services available at the university.'* Other respondents said that the support offices are always locked, *'Career office should be very active we were just oriented about that but we have never seen it helping us in any way. The office is most of the time locked.'* Another respondents said the following: *'There is a guidance and counseling office that is always locked, and the counsellor does not pick call or reply text.'* Some female students also seemed to be facing challenges with their male lecturers but they do not have someone to share their problem with, hence ending up as victims. This shows that university life is very difficult for first year students who have many unsatisfied expectations and more so, problems with no one to open up to. This implies unsettled life at the university leading to poor performance or even indulgence into criminal activities for both male and female students.

It emerged from the study that the majority of first year students were initially optimistic that the university's orientation program would respond to many of their questions and express concerns relating to university life. This was however not the case since many students complained that the orientation did not help them in any way, and that it was a waste of time to have attended orientation. The Orientation program was not effective and it did not shed light on courses they were about to pursue at university. these findings are similar to Kalimasi & Chasilala (2016) findings that the majority of universities provide insufficient information; they take orientation as 'one shot' especially public universities. They also use media to advertise about the courses only during the intake, but not throughout the year. This may imply crisis in their development stage due to frustrations hence unsuccessful transition to university. Another implication is that universities will end up producing half-baked graduates that do not meet the set qualifications for different careers in the job market. Regression results indicated that the orientation program received had a negative significant effect on their level of preparedness ( $\beta = -.832, p < 0.05$ ). This implies that the current orientation offered to first year students was not preparing them adequately for transition to university. This led to the rejection of hypothesis ( $H_0$ ) that stated that orientation program received has no statistically significant effect on students' preparedness for transition from secondary school to University.

Some first year students displayed a successful transition from secondary school to university. They were comfortable with the course selection, adapted very quickly to the new environment, and were able to interact freely with different groups of people. This group of students experienced very few situation that did not affect their personal development.

#### 4.7. Conclusion

The results of the study showed that majority of first year students both male and female did not find orientation program they received useful in influencing their successful transition to university in all the areas investigated, that is; university life, career expectation, hostel services, course requirements, lecturers support and university services. All the items scored very low. Average mean which was then supported by focus group discussion narrations. Further to this finding, statistics showed that level of preparedness correlated with orientation program received significantly and



positively ( $r=.620$ ,  $p<.01$ ) and that that the orientation program received had a negative significant effect on their level of preparedness ( $\beta= -.832$ ,  $p<0.05$ ).

#### 4.8. Recommendations

Based on the conclusions drawn from the study, First year lecturers should create a collaborative learning community between first and second year students to enhance positive peer support. This could be arranged in collaboration with first and second year class representatives. There should also be a uniform orientation program provided by the commission of university education (CUE) to all universities in enhancing first year students' transition to university. In addition, there should be a follow up after the main orientation in the second semester of the first year to assess the effectiveness of the program and to support those students who registered late.

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