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**FIRST-YEAR STUDENTS' AND THEIR MENTORS' EXPERIENCES
OF SOCIAL INTEGRATION IN A PEER MENTOR PROGRAMME**

by

Zanete Malan

Dissertation in fulfilment of the requirements for the degree

Magister Artium in Psychology

in the

**DEPARTMENT OF PSYCHOLOGY
FACULTY OF THE HUMANITIES**

at the

**UNIVERSITY OF THE FREE STATE
BLOEMFONTEIN**

Supervisor: Prof L Naudé

Co-supervisor: Dr WP Wahl


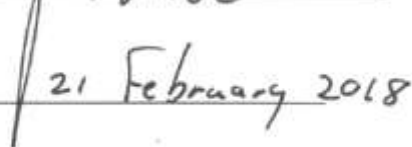
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Signature: _____

Date: _____

PERMISSION TO SUBMIT DISSERTATION



Reference: Prof L. Naudé
Psychology Building, Room 111
University of the Free State
BLOEMFONTEIN
9301
Telephone: 051 401 2189
Email: naudel@ufs.ac.za

February 2018

PERMISSION TO SUBMIT

Student: Zanete Malan

Student number: 2005155706

Degree: Master's

Department: Psychology

Title: First-year students' and their mentors' experiences of social integration in a peer mentor programme.

I hereby provide permission that this dissertation be submitted for examination - in fulfilment of the requirements for a Master's in Psychology, in the Department of Psychology, Faculty of the Humanities, at the University of the Free State.

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A handwritten signature in black ink, appearing to read 'L. Naudé', is written over a light blue rectangular background.

Prof L Naudé
Supervisor



PROOF OF LANGUAGE EDITING

P.O. Box 955
Oudtshoorn
6620
Tel (h): (044) 2725099
Tel (w): (044) 2034111
Cell: 0784693727
E-mail: dsteyl@polka.co.za

08 February 2018

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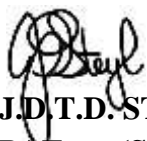
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Author: Ms Zanete Malan

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J.D.T.D. STEYL
PATran (SATI)

SATI REGISTRATION NUMBER: 1000219

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ABSTRACT

This research study aimed to explore and describe the experiences of social integration in a peer mentor programme. A significant amount of existing evidence suggests that students need to be provided with the required support to persist at higher education institutions. One of these support structures is peer mentoring. Peer mentoring relationships at higher education institutions have a significant effect on first-year students' academic performance, sense of belonging, and commitment towards their studies. Feuerstein states that in his theory of mediated learning experience, intentional interactions between mentors and mentees can assist to shape the mentees' cognitive growth, control of behaviour, goal achieving behaviour, and optimistic attitude towards challenges and problems. In a peer mentor programme at the University of the Free State, senior undergraduate students are assigned to small groups of first-year students in their campus residences and present a structured peer mentor programme to them during a year. A qualitative study was conducted to explore the experiences of these students. A purposive sampling method was employed to select students who were mentors and mentees in the peer mentor programme to participate in the research study. Focus group discussions that were semi-structured in nature were held with these participants, and the recordings of the discussions were transcribed for analysis. The transcriptions of the data were analysed by making use of thematic analysis. From this analysis, four main themes were identified from the data, namely (1) focus of the mentor-mentee relationship, (2) type of mentor roles, (3) factors influencing the mentor-mentee relationship, and (4) value of the mentor-mentee relationship. These themes were discussed in depth for both the mentors and the mentees. These findings indicate how the intervention of a peer mentor programme can increase the amount of belonging students experience towards their campus community. Recommendations for amendments to the peer mentor programme and suggestions for future studies are also discussed.

Key words: mediated learning experience, peer mentoring, social integration

OPSOMMING

Hierdie navorsingstudie het ten doel gehad om die ervarings van sosiale integrasie in 'n portuur-mentorprogram te ondersoek en te beskryf. 'n Aansienlike hoeveelheid bewyse dui daarop dat studente die nodige ondersteuning benodig om by hoër onderwysinstellings suksesvol te wees. Een van hierdie ondersteunende strukture is portuur-mentorprogramme. Portuur-mentor-verhoudinge by hoëronderwysinstellings het 'n beduidende invloed op eerstejaarstudente se akademiese prestasie, gevoel van tuishoort en toewyding tot hul studies. In sy teorie van bemiddelde leerervaring sê Feuerstein dat opsetlike interaksies tussen mentors en hul ondergeskiktes kan help om laasgenoemde se kognitiewe groei, beheer van gedrag, doelwitgedrag, en optimistiese ingesteldheid teenoor uitdagings en probleme te vorm. In 'n portuur-mentorprogram by die Universiteit van die Vrystaat word senior voorgraadse studente aan klein groepe eerstejaarstudente in hul kampuswonings toegewys en 'n gestruktureerde portuur-mentorprogram gedurende 'n jaar aan hulle voorgelê. 'n Kwalitatiewe studie is uitgevoer om hierdie studente-ervarings te verken. 'n Doelgerigte steekproefnemingsmetode is aangewend om studente wat mentors en hulle ondergeskiktes in die portuur-mentorprogram was, te kies om aan die navorsingstudie deel te neem. Semi-gestruktureerde fokusgroepbesprekings is met hierdie deelnemers gehou, en die opnames van die besprekings is vir ontleding getranskribeer. Die transkripsies van die data is ontleed by wyse van tematiese ontleding. Uit hierdie ontleding is vier hooftemas geïdentifiseer, naamlik (1) die fokus van die mentor-ondergeskikte-verhouding, (2) tipe mentorrolle, (3) faktore wat die mentor-ondergeskikte-verhouding beïnvloed, en (4) waarde van die mentor-ondergeskikte-verhouding. Hierdie temas is vir beide die mentors en ondergeskiktes in diepte bespreek. Die bevindinge uit die data wys hoe die intervensie van 'n portuur-mentorprogram die hoeveelheid positiewe ervarings van studente in hul kampusgemeenskap kan verhoog. Aanbevelings vir wysigings aan die portuur-mentorprogram en voorstelle vir toekomstige studies word ook bespreek.

Sleutelwoorde: bemiddelde leerervaring, portuur mentorskap, sosiale integrasie

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LIST OF ABBREVIATIONS

FYE	-	First Year Experience
HEI	-	Higher Education Institutions
MLE	-	Mediated Learning Experience
SANRC	-	South African National Resource Centre
TA	-	Thematic Analysis
UFS	-	University of the Free State

Chapter 1: Introduction to the Study

The experiences students have during their first year of study can shape the rest of their academic success and influence their persistence at higher education institutions (HEIs) (Demaris & Kritsonis, 2008; Tinto, 1987; Upcraft & Gardner, 1989). The more students are involved and integrated into university life, the more likely they are able to persevere in their studies (Tinto, 1997; Zhao & Kuh, 2004). The importance of this integration is grounded in the worldwide concern about the extent of attrition among first-year university students (Pitkethly & Prosser, 2001). Therefore, the aim of this research study was to explore and describe the experiences of social integration in a peer mentor programme.

In this chapter, an orientation to the research context of this study is provided. The overview of the theoretical framework is presented, followed by the rationale, aim, and research methodology of the study. A brief delineation of the forthcoming chapters is provided to orientate the reader to the main components in the study.

1.1 Theoretical Framework

The first-year experience (FYE) is much more than a single module, programme, or event. It involves all the experiences that students have during their first year at university (Hunter, 2006). The term "first-year experience" is advocated for by the National Resource Centre for the First-year Experience and Students in Transition (NRC) (Hunter, 2006). Additionally, Upcraft and Gardner (1989) state that there is an overwhelming amount of evidence that the FYE is an important factor influencing student success (Johnson et al., 2007). This type of student success involves not only obtaining an adequate grade to be able to graduate, but also development in personal and educational areas (Upcraft & Gardner, 1989; Young, 2016). Student success is also multidimensional, involves the whole student, and goes beyond academic success (Hunter, 2006). Additionally, Upcraft and Gardner (1989) describe students as successful when they develop intellectual and academic competence, establish and maintain interpersonal relationships, explore identity development, achieve clarity about career goals, maintain health and wellness, consider faith and the spiritual dimensions of life, develop multicultural awareness, and develop a civic responsibility. With this in mind, Upcraft and Gardner (1989) believe that universities are more than able to assist first-year students in achieving their personal and educational goals by providing challenging and supportive

classroom experiences and richer co-curricular experiences without compromising academic standards.

According to Collings, Swanson, and Watkins (2014), the first year at an HEI is often characterised by loneliness, depression, and homesickness, especially during the first few weeks. This time in students' lives is also marked by a severe decrease in social support and is therefore needed to buffer the negative effects of certain life experiences (Collings et al., 2014). Consequently, HEIs have started implementing FYE programmes to address the growing needs of their new student intake (Schrader & Brown, 2008), since few students are prepared for the severe challenges of tertiary education (Schrader & Brown, 2008). Therefore, these FYE programmes strive to assist by teaching students the necessary academic and life skills (Schrader & Brown, 2008). An FYE programme teaches new first-year students anything from the campus map to how to find appropriate support staff (Schrader & Brown, 2008). Such a FYE programme should be capable of increasing the knowledge of students and affecting attitudes associated with academic and life skills (Schrader & Brown, 2008). A significant amount of evidence shows that interventions inside and outside the classroom achieve higher levels of students' personal growth, satisfaction, retention, and academic growth (Upcraft & Gardner, 1989). The factors that positively correlate with student retention include students' experience of connectedness with the campus and their involvement; therefore, support programmes are created to emphasise this (Hunter, 2006).

Tinto (2006) states that the more integrated students become with social and academic systems (by means of interactions with other students, among other factors), the more likely they are to attain degrees. Tinto (1975) explains social integration as the communication and interactions between individuals with different sets of characteristics. In his model for student dropout from university, Tinto (1975) depicts peer-group interactions and faculty interactions as the two main influences on social integration. Mannan (2007) also validated Tinto's model when he found that the model is applicable in different settings and environments.

Rhodes, Spencer, Keller, Liang, and Noam (2006) state that mentor relationships affect youths by enhancing their social relationships, by improving their cognitive skills and by aiding positive identity development. Therefore, an emerging discipline at HEIs is that of peer mentoring. Peer mentoring is used to reduce attrition during the first year by aiding students' transition to university (Hill & Reddy, 2007). The effectiveness of a mentor relationship can

be explained by Feuerstein's model of mediated learning experience (MLE). MLE can be defined broadly as the mediation of the interactions of an individual with the environment through a more experienced partner (Lidz, 2002). The theory of MLE emerged because of Feuerstein's studies in cognitive psychology with Piaget (Dawes, 2006). By using MLE, mentors are able to mediate responses and stimuli from the environment to the individual. In other words, the mentors facilitate the interactions mentees have with the environment with the purpose of facilitating the development of independence and social integration.

The success of first-year students can be increased significantly with the help of proactive interventions, especially during the first semester (Chester, Burton, Xenos, & Elgar, 2013). Furthermore, the transition from high school to university has steadily become the main interest of many academics during recent years (Evans, 2016). The primary motivation for this interest is to investigate the reason for student dropout or non-completion (Evans, 2016). Several variables have been identified that affect first-year students' transition from high school to university, including family background, academic and social involvement, peer group interactions, academic preparedness, and socioeconomic status (Korgan & Durdella, 2016; Schrader & Brown, 2008). Upcraft and Gardner (1989) state that first-year students' success is strengthened by a campus that promotes faculty-to-student contact, student-to-student interaction, and offers out-of-classroom opportunities (Demaris & Kritsonis, 2008).

1.2 Research Context and Rationale of the Study

In South Africa, the concern at HEIs about the success of first-year students has grown due to challenges such as widening access, decreased resources, the influence of technology, and massification (Leibowitz, Van der Merwe, & Van Schalkwyk, 2009). Since the 1990s, the enrolment at HEIs has almost doubled in South Africa (Leibowitz et al., 2009). Consequently, South Africa is known for having a low-participation and high-attrition system, which leads to high student dropouts (Van Zyl, 2016). According to the National Planning Commission (2011), only 17% of the 20-24-year-olds in the country are registered to study at HEIs. Furthermore, the Council on Higher Education (2013) estimates that 55% of these students never graduate. Of the students who are registered, only 30% complete their studies; therefore, only 5% of South Africa's young population benefits from HEIs (Young, 2016).

To compensate for this, HEIs in South Africa have undergone many changes in recent years (Wilmot, 2016). Some of these changes can be attributed to international massification, a decline in state funding (revenue), and lack of transformation in the academic workforce (Wilmot, 2016). Moreover, the educational realities and unique history of South Africa, especially with regard to the divided past of the country, add complexity to the interventions that respond to the FYE (Leibowitz et al., 2009).

Traditionally, a first- year student at an HEI is viewed as one who is independent in thought and behaviour, is growing in confidence, and is undergoing new intellectual and personal experiences (Leibowitz et al., 2009). However, the majority of first-year students in South Africa can be described better as someone undergoing an experience that is ruined by failure, low confidence, and disillusionment (Leibowitz et al., 2009). In South Africa, these students find it difficult to succeed at HEIs (Van Zyl, 2016). Student success is much more than merely passing all their modules, but it also requires them to develop as individuals (Young, 2016). The barriers for these students' success cannot be ascribed only to student underpreparedness (Scott, Yeld, & Hendry, 2007), but their socioeconomic status should also be considered (Van Zyl, 2016). Furthermore, the issue of student dropout and throughput is far more complex and needs to be addressed from multiple approaches (Scott et al., 2007). In South Africa, extra life skill programmes and academic development need to be added to the campus life to address the retention of students (Leibowitz et al., 2009).

In an effort to aid first-year students' transition to university, the University of the Free State (UFS) has launched a peer mentor programme. By using MLE, this programme is focussed on student support in a social setting. The mentors are senior students in residences who were selected by the programme coordinator after going through an application process. After selection, the mentors undergo a three day training programme focused on mentoring. When the year commences, mentors meet with their mentees on a monthly basis, both individually and in groups. During these sessions, the mentors discuss topics based on certain values that form part of the programme content, such as mercy, forgiveness, compassion, responsibility, perseverance, honesty and self-control. The purpose of the programme is to give first-year students experiences in positive and informative relationships with peers, in order to facilitate the transition to university and student's experience of social integration. However, little is known about how this programme facilitates students' experience(s) of social integration in this peer mentor programme.

The aim of this research study was to explore and describe the experiences of social integration in a peer mentor programme and to put forward a description of how a peer mentor programme that uses MLE aids first-year students' experience of social integration. The exploration of the student's experiences would also enable the Division of Housing and Residence Affairs to address the needs of the students better. Since this mentorship programme is the only one of its kind currently at the UFS, it is important to create a successful model that can be used in coming years, as well as a model that can be duplicated by other departments and universities.

1.3 Overview of the Research Design

The aim of this research study was to explore and describe the experiences of social integration in a peer mentor programme. The research study was exploratory and descriptive in nature and was done by means of a non-experimental type, qualitative approach (Sandelowski, 2000). According to Thomas, Ross, and Stothart (2012), descriptive, qualitative research is useful to explain the meanings behind certain life events. The purpose of using this approach was to explore the experiences that mentors and mentees had and to describe them meaningfully. A qualitative approach was used to provide an in-depth view of the research aims. This approach provides the researcher with valuable, in-depth information about the participants' experiences (Bowtell, Sawyer, Aroni, Green, & Duncan, 2013; Koerber & McMichael, 2008). The exploratory design assisted to investigate a previously unexamined phenomenon in order to make practical assumptions about it (Benavent, Ros, & Moreno-Luzon, 2005; LaSala, 2005).

Purposive sampling, which involves the selection of information-rich cases in a relatively small group (Teddlie & Yu, 2007), was used on the mentors and mentees who were signed up for the programme. Both first-year (mentees) and senior (mentor) students in residences of the UFS who participated in the peer mentor programme were included in this research. A total of 38 mentees and 52 mentors participated in this research study. Patton (2015) advises that the rationale and purpose of the study should be used as a basis to select the purposive sample. Consequently, the sample is selected according to the aim of the study (Koerber & McMichael, 2008).

Data were collected by means of focus group discussions. Focus group discussions involve group interviews that use data generated from communication between research participants (Brown, Swinyard, & Ogle, 2003). Focus groups that were semi-structured in nature were held with the mentees and mentors. Data collection took place until the point of saturation was reached.

Ethical clearance was granted by the research desk of the Department of Student Affairs (see Appendix A). The process and purpose of the research was explained to the participants in order for them to give their informed consent. All the data that were gathered were kept confidential, and the participants would remain anonymous.

The trustworthiness of the research was established by means of credibility, dependability, transferability, and confirmability (Shenton, 2004). Credibility was ascertained by using participants with various experiences. Transferability was ensured by giving clear descriptions of the research process, participants, context, methods, and analyses (Graneheim & Lundman, 2004). Lastly, confirmability was achieved by showing that the findings emerged from the data and not from the researchers' own predispositions (Shenton, 2004).

1.4 Delineation of Chapters

In Chapter 1, the rationale for the study and an introduction to the study are given by offering an outline of the research study. The current challenge regarding the FYE in the South African context is explained. Next, the aim and rationale of the study are explained, and an outline of the research methodology is given.

In Chapter 2, the theories about student development are explored by paying special attention to the theories on cognitive and psychosocial development. The way in which these theories relate to students' social integration is explained.

In Chapter 3, the concept of mentoring and the mentoring process is explained, along with the benefits and types of mentoring. An overview of peer mentoring is provided to show how this relates social integration. MLE is discussed as a theoretical framework for peer mentoring.

The focus of Chapter 4 is on the research methodology used in this research study. Special attention is given to the research design and approach, the data-collection procedures, the methods of data analysis and the ethical considerations.

In Chapter 5, the findings of the qualitative analysis are presented. A report is given of the themes and subthemes that were identified in the data. The perceptions of both the mentees and mentors are presented.

In Chapter 6, the findings of the Thematic Analysis (TA) are discussed. It is shown how these findings relate to the literature discussed in Chapters 2 and 3, as well as current studies on related findings.

Lastly, in Chapter 7, the study is concluded by providing a summary of the findings and the conclusions from these findings. Finally, the limitations of the study are discussed, and recommendations for future studies are made.

1.5 Chapter Summary

In this chapter, the context and rationale of the study were explained, and the theoretical framework supporting this was given. It was shown that in the current South African context, there is a desperate need to put initiatives in place that can address and prevent student dropout and increase student retention. An overview of the research design and methodology was given to explain the use of a descriptive and exploratory approach. The chapter concludes with a short delineation of the chapters to follow.

Chapter 2: Student Development and Social Integration

In this chapter, student development in the cognitive and psychosocial domains is highlighted. The discussion on cognitive development will include Piaget's theory on cognitive development, Vygotsky's theory on learning, Perry's stages of cognitive development, and King and Kitchener's stages of moral development. Moreover, in the domain of psychosocial development theories, different perspectives on stages of psychosocial development are discussed. These include Erikson's theory of psychosocial development, Chickering's seven vectors of student development, and Baxter Magolda's theory on self-authorship. Furthermore, the ways in which students' social integration influences their commitment to persist at HEIs are emphasised by exploring Tinto's theory of student integration, Kuh's theory of student engagement, and Pascarella and Terenzini's theory on attrition. The chapter then concludes with an elaboration of how various theories of social integration relate to student development.

2.1 Student Development

The factors that affect student success and development at HEIs cannot be explained by only one theoretical perspective (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2007; Quye & Harper, 2015). However, when put together, a variety of theoretical perspectives on student retention and departure can assist to explain the way in which students learn and develop during their time at HEIs and the factors that contribute to this (Kuh et al., 2007). The central focus of student development is to have a holistic view of the students; however, in recent years, this had not been the case (Schmid, 2011). Baxter Magolda (2009a) states that theorists tended to focus on separate aspects of student development, which made it difficult to contemplate on the holistic student. Therefore, HEIs mostly do not have an accurate theoretical perspective to assist with the development of the entire student (Baxter Magolda, 2009a). Ng et al. (2016) agree with this statement by emphasising the need for a holistic perspective to prepare students to be successful adults who can overcome and survive challenges posed by society.

However, to understand this holistic perspective, it helps to study the different parts of the whole (Beekman, Cilliers, & De Jager, 2012). The focus of research has been on various aspects of the development of students (Beekman et al., 2012). For the purpose of this chapter, attention is given to cognitive and psychosocial developmental theories.

2.1.1 Cognitive development.

The theories on cognitive psychology are broadly centred on “how the mind works” (Lachman, Lachman, & Butterfield, 2015; Myers, 2010). The cognitive development of students focuses mainly on coherent comprehension and the development of empathy (Scheu & Yaoying, 2014). This can be seen as students move through a series of cognitive changes that include the development of linguistic constructions and increase memory abilities and capacity to respond to unfamiliar situations with logic instead of just emotions (Scheu & Yaoying, 2014). Quye and Harper (2015) show that educationally, purposeful engagement advances student outcomes in cognitive development. Therefore, an understanding of cognitive development can increase individuals’ comprehension of ideal ways to build memory and learning in the classroom (Miller, 2011). Furthermore, when an understanding of cognitive development is incorporated into the practices of HEIs, it will emphasise the need for learning to be presented at the suitable difficulty levels and using the appropriate techniques to encourage the development of the students without underwhelming or overwhelming them (Yordy, 2008). In general, students move through some stages during their years at HEIs (Yordy, 2008). These stages can be described by the theory of cognitive development by Piaget's and Vygotsky's theories on learning, Perry’s stages of cognitive development, and King and Kitchener’s stages of moral development.

2.1.1.1 Piaget’s theory of cognitive development.

Jean Piaget (1886-1980) is a renowned French psychologist and epistemologist whose work revolves around the concept that intelligence is shaped by experience (Ahn, 2008). He believes action (experience) is the key to learning as the result of interaction between the individual and his or her surroundings (Ahn, 2008). Therefore, meaning is created because of these interactions with the world (Hajhosseini, Zandi, Shabanan, & Madani, 2016). Most cognitive developmental theories are based on the work of Piaget, who examined the way in which children think and how they process information (Yordy, 2008). Before Piaget’s research, it was assumed that children were less capable thinkers than adults were; they were regarded as miniature adults whose reasoning was pre-logical (Marchand, 2012). However, Piaget was able to show that when compared to adults, children just think in different ways (Beins, 2016). Cognitive development was first studied systematically by Piaget (Beins, 2016). He made many contributions to the field of cognitive psychology, including the theory of cognitive development of children, and a series of tests and research methods to reveal cognitive abilities by assessing children’s responses (Marchand, 2012). Three components are

essential to Piaget's cognitive theory, namely schemas (Thaxton, 2009), the adaptation processes that enable the transition from one stage to another (Aggarwal & Goodell, 2015), and the stages of development (Lefmann & Combs-Orme, 2013). For the purposes of this study, only the stages of development are focused on. Because of research on how children strive to articulate certain situations as a way of explaining their own thought processes, Piaget developed his theory on stages of development (Lefmann & Combs-Orme, 2013).

The first stage of Piaget's stages of development is the sensorimotor stage, which takes place from birth until two years of age (Lefman & Combs-Orme, 2013). During this stage, it is important to master object permanence, which is the knowledge that an object exists even if it is not visible (Lefmann & Combs-Orme, 2013). The second stage, the preoperational stage, takes place from the age of two until the age of seven (Lefman & Combs-Orme, 2013). During this stage, children become capable of thinking symbolically about things, which is the ability to make a word or object represent something else (Lefmann & Combs-Orme, 2013). However, the individual still assumes the viewpoints of others; therefore, the thinking is still egocentric (Lefmann & Combs-Orme, 2013). The third stage of development is the concrete operational stage between the ages of seven and eleven (Lefman & Combs-Orme, 2013). Piaget considers this stage as a turning point in the individual's cognitive development because it shows that logical reasoning is commencing (Lefmann & Combs-Orme, 2013). The last stage of Piaget's developmental stages is the formal operational stage, which takes place from 11 years and older and is the stage in which students function (Lefman & Combs-Orme, 2013). Individuals begin to develop the ability to think about abstract concepts and can test hypotheses logically (Lefmann & Combs-Orme, 2013). In this stage, most students are assumed to be functioning, should have inductive and deductive reasoning skills, and be able to utilise strategies and resources for problem solving (Woolfolk, 2004). This problem-solving ability is enhanced through the development of complex thinking and hypothetical thinking skills that allow students to identify aspects of a problem and infer solutions (Bond & Tryphon, 2007). The best possible solutions are imagined by making use of the newly developed ability to think ideally (Woolfolk, 2004). Another development during this stage is the acquisition of metacognition, which involves thinking about thinking (Bond & Tryphon, 2007).

Fullerton (2010) found that students report changes in the way in which they see themselves, the way in which they think or act, and how they critically examine their values, knowledge, and identity. Piaget's theory offers a potential reason for low academic outcomes

of students, which can take place when students' cognitive development and progress through the stages mentioned above are slower than the rate at which the curriculum is delivered (Whannel, Allen, & Lynch, 2010). Therefore, the student will be unable to understand a complex curriculum, which will result in poor academic performance (Whannel et al., 2010).

2.1.1.2 Vygotsky's theory on learning.

Lev Vygotsky (1896-1934), a Russian psychologist, lived during the Russian revolution (Newman & Holzman, 2014). Vygotsky's significant contribution to cognitive psychology is his theory that the human mind develops when social interaction is internalised (Veresov & Kulikovskaya, 2015). Vygotsky's theories on the development of cognition strongly emphasise the crucial role of social interaction (Thurman, 2009). Vygotsky (2004) believes that the process of 'meaning making' is influenced by the role of the community in the individual's life (Vygotsky, 2004). Vygotsky argues that learning is an essential component for development to take place, which differs from Piaget's belief that development precedes learning (Blake & Pope, 2008). Therefore, Vygotsky's approach to development is sociocultural, which emphasises the interactions between the social, cultural, and psychological processes (Williams, Abraham, & Negueruela-Azarola, 2013). Additionally, Vygotsky assumes that cognitive development varies between different cultures. This view is in direct contradiction to Piaget's view of universal stages of cognitive development (Blake & Pope, 2008). Another difference from Piaget's theory is that Vygotsky emphasises the role of language and social factors contributing to the field of cognitive development, whereas Piaget was criticised for underestimating these factors (Vianna & Stetsenko, 2006). It is also important to note that Vygotsky views adults as an important source of cognitive development when children internalise the tools of cognitive adaptation that are transmitted by the adults of a culture (Lourenco, 2012). However, Vygotsky regards peer interaction as promoting social perspectives (Cicchetti & Cohen, 2006).

An important premise of Vygotsky's theories is the zone of proximal development, which shows that a connection can be made between an individual's actual level of performance and proximal potential (Swanson, 2011). According to Vygotsky, to understand children's cognitive abilities, it is important to recognise the child's actualised as well as actualising abilities (Cho et al., 2015). A child's actualised abilities are already developed in the form of information that in developing a self-esteem has already been accumulated, whereas a child's actualising abilities are not yet fully developed, but can become actualised through social

interaction with an experienced individual (Cho et al., 2015). Thus, the zone of proximal development is the distance between these two ability levels (Cho et al., 2015).

Another important premise is transference, which involves the capacity to take the knowledge that was learnt in a certain context and apply it in an entirely different context (Cho et al., 2015). Individuals differ in their levels of mastery of transference in academic learning, as can be seen when they learn from instruction on knowledge and skills and then have to apply it independently in a different context (Cho et al., 2015).

For the HEI environment, it is important to be aware continuously that learning is a constant reciprocal process between the teacher and student because both of them are shaping each other continually (Orosco & O'Connor, 2014). The teacher must be constantly aware of the students' cultural and linguistic capital to mediate the meaning successfully (Orosco & O'Connor, 2014). When teachers implement a social constructivist framework for teaching in their daily practice, they not only confer knowledge but also foster the critical thinking skills of their students (Orosco & O'Connor, 2014). Therefore, learning is enhanced through the interactions that the students have with their teachers (Compernelle, 2013). Teachers become acutely aware of their student's cultural framework and strive to teach their students in this context (Orosco & O'Connor, 2014).

2.1.1.3 Perry's stages of cognitive development.

William G. Perry's (1913-1988) theory is based mainly on undergraduate students' cognitive and ethical development (Baxter Magolda, 2006). Any discussion on the cognitive development theories of students has to include the work of Perry, which forms a bridge between the child and adolescent studies of Piaget and Vygotsky to a focus on early adulthood of students (Love & Guthrie, 2002). Perry was interested to see how students' reasoning changed after exposure to the university environment and learning in the classroom (Blimling, 2010; Carmel-Gilfilen, 2012). He developed a model that strives to explain how students make meaning from theories, experiences, information, and opinions in classrooms (Love & Guthrie, 2002). Perry adopted Piaget's constructs of assimilation and accommodation to assist him to explain the development process that he identified in students (Love & Guthrie, 2002). Both of these theories examine the awareness of self and the influences from the environment, but Perry moves further in understanding cognitive development (Love & Guthrie, 2002). Perry's studies show that these students go through four stages of moral development, namely dualism,

multiplicity, relativism, and commitment (Carmel-Gilfilen, 2012). Moreover, the stages are divided into nine positions (Carmel-Gilfilen, 2012). Perry (1970) initially clustered the nine positions into three groups and described the first group as moving from a right-wrong outlook towards recognising relativism, the second group as the development of a relativistic outlook, and the third group as developing commitments to a relativistic world (Love & Guthrie, 2002).

a) Dualism. The first stage that students encounter during their cognitive growth in university is dualism (Blimling, 2010). During this stage, the individual believes that everything is solvable, all knowledge is known, the right answers must be learnt, and authorities must be obeyed (Blimling, 2010; Carmel-Gilfilen, 2012). Students in this stage tend to think of themselves in terms of looking for right answers, and the role of the lecturer is to provide those answers (Love & Guthrie, 2002). These students make evaluations and judgements thinking that they are obvious and do not need explanations for the statements (Love & Guthrie, 2002). When a lecturer fails to answer a question firmly and quickly, these students will often respond negatively and question the credibility of the lecturer (Love & Guthrie, 2002). Furthermore, the lecturer possesses the ‘absolute truth’ and the students’ job is to listen to the lecturer and receive the right answers (Love & Guthrie, 2002). Therefore, all problems are solved by obeying and conforming to what the authority prescribes (Love & Guthrie, 2002). Development takes place once students begin to recognise that authorities disagree on right and wrong (Love & Guthrie, 2002). Perry (1970) notes that the initial challenge to student’s dualism often comes from peers (Love & Guthrie, 2002). Perry (1970) also notes that students who become aware of multiplicity often express stress, sadness, or fear that the right they have always known is no longer true (Love & Guthrie, 2002). They become confused when a problem or a question may have multiple correct responses or interpretations, due to their belief that there should only be one right answer (Love & Guthrie, 2002).

b) Multiplicity. The second stage is the multiplicity stage, in which students believe that some problems are solvable and there are problems for which the answers are unknown (Myers, 2010). Multiplicity refers to the pluralism of ideas, opinions, answers, and viewpoints on problems (Love & Guthrie, 2002). Students struggle with concepts that have no right or wrong answers and begin to accept that not all knowledge is known (Blimling, 2010). They accept the idea that there is room for uncertainty, but this uncertainty does not affect the nature of truth and is temporary, even though the students still find this uncertainty to be very aggravating (Love & Guthrie, 2002). Students are yet unable to evaluate each perspective on a problem

sufficiently, shy away from arguments or engagements on contentious topics, and are still on a quest to find out what the authorities want and strive to give it to them (Love & Guthrie, 2002). Development begins when students begin to recognise that uncertainty is common and quick and easy answers are limited (Love & Guthrie, 2002). The transitional path is largely dependent on the students' relationship and identification with authority, and students may move through either one or both of two phases before reaching the next stage (Love & Guthrie, 2002). In the first phase, students believe that everyone has the right to their own opinion and no one may be called wrong (Love & Guthrie, 2002). These students still need to learn respect for others' views and opinions and not feel threatened by them (Love & Guthrie, 2002). However, students tend to become very argumentative to prove their own opinions or stances as the correct ones (Love & Guthrie, 2002). In the second phase, students go beyond multiplicity in that they recognise that there are diverse, ambiguous, and different opinions but issues of context and rules of evaluation play a big role in analysing, comparing, and evaluating these different points of view (Love & Guthrie, 2002). Knowledge is no longer seen as right or wrong but discerned as better or worse (Love & Guthrie, 2002).

c) Relativism. The third stage is known as relativism. In this stage, there must be reasons for all the solutions to problems and whether these solutions must be viewed in a particular context or a bigger picture (Myers, 2010). More trust is also put in the individual's inner voice; they believe that people have the right to have their opinions (Blimling, 2010). Students become accustomed to complexity and relativism, and the move to this stage is calmer and easier than the previous stages to the extent where students will often have no explicit memory of how they arrived at this stage (Love & Guthrie, 2002). For the student, those in authority lose their status and are regarded as people who should be questioned (Love & Guthrie, 2002). Students also recognise the existence of multiple and conflicting authorities (Love & Guthrie, 2002). At the end of this stage, students have a changed relationship with authority, a capacity to be objective, a realisation of personal growth and competence, and a consciousness of their own developmental path (Love & Guthrie, 2002).

d) Commitment to relativism. During the last stage, commitment, uncertainty is accepted as part of life and students begin to use lessons learned from personal experience to arrive at their own conclusions; therefore, beliefs are open to further development (King, 2009). Students are confronted with the challenge to make commitments to belief and value systems, because to leave these undefined or uncommitted would be irresponsible (Love & Guthrie,

2002). Students begin to explore careers and lifestyles and find their place in the world (Blimling, 2010). Therefore, self-discovery forms an important part of this stage (Blimling, 2010).

When understanding this model, it sheds light on how the perspectives and development of students differ from what is expected from their lecturers (Love & Guthrie, 2002).

2.1.1.4 King and Kitchener's stages of moral development.

Another theory that bears out Perry's pattern of development is the research done by King and Kitchener (Love & Guthrie, 2002). King and Kitchener developed the reflective judgement model, which assists to explain how students develop judgements and arguments from adolescence to adulthood (Baxter Magolda, 2009a). It is a framework for educators to assist students to develop their problem-solving skills by learning how to defend their judgements on difficult issues (Love & Guthrie, 2002). This model is built on the cognitive development theories of Piaget and describes development in their assumptions about knowledge (Spence, 2012). The Reflective Judgement Model contains seven stages that fit into three clusters (Zeidler, Sadler, Applebaum, & Callahan, 2009). Even though these three stages take place linearly, it is still possible to be in multiple stages at the same time; therefore, these stages are related developmentally (Zeidler et al., 2009).

a) Pre-reflective thinking. During the first stage, pre-reflective thinking, students believe what authority figures teach them and only learn through first-hand observation instead of evaluating the evidence for themselves (Spence, 2012). They believe with all certainty that all questions have clear and correct answers and all problems are well structured (Chan, 2008).

b) Quasi-reflective thinking. The quasi-reflective thinking stage leads students to believe that knowledge is uncertain. However, they are reluctant to validate their current beliefs regarding knowledge (Spence, 2012). This uncertainty in knowledge is attributed to a lack of all the information or methods of finding evidence (Chan, 2008).

c) Reflective thinking. During the final stage, students become reflective thinkers; they realise that, although not all knowledge is absolute, it is not allowed to limit their own perceptions and assumptions (Zeidler et al., 2009). Students can make assumptions and judgements that are reasonable and of which they are moderately confident, based on the

evidence of data that are available (Chan, 2008). The students also feel comfortable to re-evaluate assumptions and judgements as new evidence presents itself (Zeidler et al., 2009).

2.1.2 Psycho-social Development.

According to Krumrei-Mancuso, Newton, & Kim (2008), psychological factors are very important to student success at HEIs. It has been shown that these factors determine retention at HEIs and predict student success (Robbins, Allen, Casillas, Peterson, & Le, 2006). Therefore, there is increased interest in the role psychosocial factors play in understanding the successful attainment of positive outcomes at HEIs (Robbins, Lauver, Le, Davis, Langley, & Carlstrom, 2004). Taylor, Peplau, and Sears (2006) define psychosocial psychology as the scientific study of how people relate to, influence, and think about others.

2.1.2.1 Erikson's theory of psychosocial development.

A significant influence on Erikson's life was the work of Freud, especially with regard to the structure of personality (Torres, Jones, & Renn, 2009). Nevertheless, contrary to Freud's focus, Erikson's is on the role of society and culture and the internal conflicts of the ego (Baxter Magolda, 2009a). Erikson maintains that the ego continuously develops through resolving conflicts of a social nature (Torres et al., 2009). These conflicts include developing a sense of unique identity in the society and establishing trust in others. Furthermore, Erikson emphasised that development takes place throughout the life span (Beyers & Seiffge-Krenke, 2010). These stages of development occur in five stages before the age of 18 and then in three more stages after that (Schmid, 2011). Like many others, Erikson followed the epigenetic principle, which states that personality develops in a predetermined order (Dunkel & Sefcek, 2009; Schmid, 2011).

According to Erikson's theory, individuals move from one stage to another as they successfully complete the crisis of each stage (Smith-Osborne, 2007; Torres et al., 2009). This successful completion results in the healthy development of personality and personal values (Spence, 2012). When individuals fail to resolve the crises of the current stage, it might result in complications in completing further stages (Dunkel & Sefcek, 2009).

The first stage of Erikson's theory of psychosocial development is the stage of trust vs. mistrust, which takes place from birth until the age of eighteen months. During this stage, individuals rely on their primary caregivers for nurturing them and providing them with

consistent stability and care (Dunkel & Sefcek, 2009). The next stage of autonomy vs. shame is from eighteen months until the age of three and is concerned with how individuals develop new confidence in their abilities and strive to become autonomous from their parents (Dunkel & Sefcek, 2009). After this development of confidence in their own abilities, individuals from the age of three until the age of five begin to initiate various activities of play to emulate the behaviour they see in their parents and therefore enter the third stage of initiative vs. guilt (Dunkel & Sefcek, 2009). From the age of six until the age of twelve, individuals enter the stage of industry vs. inferiority, during which an individual's peer group becomes more significant and assists him or her to develop self-esteem (Sorell & Montgomery, 2009). If individuals fail to develop the skills and relationships they feel society is expecting from them, it leads to them feeling inadequate and inferior (Vogel-Scibilia & McNutty, 2009).

As individuals enter their adolescence years at the ages of twelve to eighteen years, they enter the stage of identity vs. role confusion. This stage is relevant the study of students and sheds light on their psychosocial development. Students shape their identity according to the way they organise their experiences with the world around them (Torres et al., 2009). Students are challenged to discover their identity and how they fit into society (Beyers & Seiffge-Krenke, 2010). Unsuccessful completion of this stage often leads to the loss of ability to identify with suitable roles in life (Beyers & Seiffge-Krenke, 2010). However, successful completion of this stage leads to the psychological strength of fidelity (Dunkel & Sefcek, 2009). Another stage that affects students is the stage of intimacy vs. isolation, which individuals enter from the age of eighteen to the age of thirty-five. The top priorities of this stage are the search for companionship, love, and intimate relationships (Beyers & Seiffge-Krenke, 2010). When individuals avoid intimacy, it might lead to isolation, fear of relationships, and sometimes depression (Beyers & Seiffge-Krenke, 2010).

When individuals mature, they enter the stage of generativity vs. stagnation from the age of thirty-five until the age of sixty-five years. During this stage, the individual's career and work become the most important factors, and individuals strive to become financially independent successfully and to be able to provide for their families (Graves & Larkin, 2008). The last stage of Erikson's theory of psychosocial development is integrity vs. despair, which takes place from the age of sixty-five until death. In this phase, reflection leads an individual to develop either a sense of integrity after leading a successful life or a sense of despair and regret of an unhappy life (Graves & Larkin, 2008).

Even though the general belief is that individuals find it easy to relate to Erikson's theories, most conclude that he is very vague about the reasons for development (Smith-Osborne, 2007). Criticism on this theory is also that it lacks the empirical evidence to support it (Smith-Osborne, 2007). Erikson also admits that his theories are more of a clear overview of the individual's development and do not sufficiently explain why the development occurs (Smith-Osborne, 2007).

2.1.2.2 Chickering's seven vectors of student development.

Chickering's theory, which is one of the well-known student development theories, was proposed originally in the 1960s, but then revised early in the 1990s (Spence, 2012). This theory describes seven vectors that are determinants of student development (Abiddin & Ismael, 2012) and focuses on the developmental demands that students face as they try to balance their autonomy and interdependence (Baxter Magolda, 2009a). Students' development along these vectors can occur at the same time and do not need to take place sequentially (Torres et al., 2009). Therefore, the theory is not linear and makes provision for the premise that individuals develop at different rates (Torres et al., 2009). Chickering's seven vectors are developmental tasks that students accomplish during their undergraduate years (Abiddin & Ismael, 2012).

a) Developing competence. Three types of competence are developed during students' time at HEIs, namely intellectual, physical and manual, and interpersonal competence (Abiddin & Ismael, 2012). Intellectual competence is the skill to use analytical and comprehensive thought, while physical and manual competence involves athletic, artistic, and other tangible activities (Sandas, 2008), and interpersonal competence is characterised by listening, communication, and social skills (Spence, 2012).

b) Managing emotions. This vector develops to assist individuals in ensuring that they are not overwhelmed by extreme emotions (Abiddin & Ismael, 2012). Individuals become more aware of their emotions and learn how to manage them realistically (Long, 2012).

c) Developing autonomy. During this vector of development, students move through autonomy towards interdependence (Long, 2012). This interdependence requires instrumental and emotional independence. Instrumental independence requires individuals to manage

activities and to solve problems on their own (Abiddin & Ismael, 2012). Emotional independence means that individuals no longer need reassurance and emotional support from family and peers and strive after their interests (Spence, 2012).

d) Freeing interpersonal relationships. To develop mature interpersonal relationships, individuals need to develop tolerance, appreciation of differences, and capacity for intimacy (Long, 2012). To achieve this, individuals need to accept others for who they are and accept differences (Abiddin & Ismael, 2012). Individuals develop greater appreciation for others (Goldberg, 2013).

e) Establishing identity. This vector builds upon the abilities, emotions, independence and relationships that were developed during the previous four vectors (Abiddin & Ismael, 2012). Individuals need to become comfortable with their bodies and sexual orientation, their perceptions of their positions in history and society, clarify their self-insight, accept themselves, and develop self-confidence, and they need to be comfortable with their personality (Long, 2012).

f) Developing purpose. This vector of development should not be confused with choosing and finding a career (Abiddin & Ismael, 2012). Developing purpose relates to clarifying personal goals, developing resilience, and planning for the future (Goldberg, 2013). Clear personal values assist with this process (Long, 2012).

g) Establishing integrity. Individuals establish their integrity when they develop a personal set of beliefs to guide their behaviour (Abiddin & Ismael, 2012). Individuals humanise their values by moving away from strong beliefs to incorporating the needs of others into their beliefs. These beliefs then are personalised when individuals confirm them through experience (Sandas, 2008). Lastly, individuals develop congruence when their behaviour becomes consistent with these sets of beliefs (Sandas, 2008).

2.1.2.3 Baxter Magolda's theory on self-authorship.

After being inspired by Perry and Kegan's work, Baxter Magolda identified the theoretical framework of self-authorship, which provides a context for examining developmental transformations and an understanding of students' intellectual growth (Meszaros, 2007). Students move away from relying only on the external influences on their

lives to finding their internal voices (Sattler, & Turns, 2015). External influences remain part of the students' lives. However, the inner voice serves as a mediator or coordinator of these external influences. For this process of self-authorship to take place, students need to reshape their belief systems (epistemological), their sense of self (intrapersonal), and their relationships (interpersonal) (Meszaros, 2007; Sattler & Turns, 2015). To achieve a self-authored epistemological structure, students need to learn to analyse knowledge critically and to create their ideas (Engberg & Davidson, 2016; Hodge & Baxter Magolda, 2009). Furthermore, when students can argue from their perspective and identify areas in which they disagree with others, they have a self-authored intrapersonal structure (Engberg & Davidson, 2016; Hodge & Baxter Magolda, 2009). Lastly, a self-authored interpersonal structure needs students to be able to prioritise advocating for their beliefs over gaining affirmation from others (Engberg & Davidson, 2016; Hodge & Baxter Magolda, 2009; Yordy, 2008). These self-authored structures are built during the journey through the three dimensions of self-authorship, namely learning to trust the internal voice, building an internal foundation, and securing internal commitments (Baxter Magolda, 2009a).

a) Trusting the internal voice. Students realise that whatever happens in the external scene is beyond their control. However, their reactions to these external influences are within their control (Baxter Magolda, 2008). Baxter Magolda (2008) describes this phase as increased confidence in one's internal voice. When students learn to trust their internal voices, they have an improved ability to make meaning of external events (Baxter Magolda, 2009b). As this meaning-making ability develops and proves to be successful in assisting students to influence their emotions and happiness, students' trust in their internal voices also solidifies (Baxter Magolda, 2009b).

b) Building an internal foundation. While learning to trust their internal voices, students consciously create their philosophy or internal foundation, which they use to monitor their reactions to external influences (Baxter Magolda, 2009b). This internal foundation consists of students' revised beliefs, identity, and relationships according to their internal voices (Baxter Magolda, 2009b). When students can explain how and why they make certain decisions, they become more assured that they can rely on their personally created internal foundation (Baxter Magolda, 2009b).

c) Securing internal commitments. After securing their internal foundations, students move away from merely understanding this self-authored system to living according to it (Barber & King, 2014; Baxter Magolda, 2009b). During this dimension of self-authorship, internal commitments are secured (Baxter Magolda, 2009b). Students' knowledge and sense of self merge and are reflected in the students' personal authority becoming their very core (Barber & King, 2014; Baxter Magolda, 2009b).

King and Baxter Magolda (2005) emphasise that the goal of HEIs is to improve student learning to prepare students for adult life. To be ready to enter adult life, students need to learn how to move away from mainly accepting knowledge from external influences and authorities to generating knowledge for themselves (Barber & King, 2014). For this transition to take place, HEIs need to make provision for students to develop in the cognitive, identity, and relationship domains (Pizzolato, 2006).

From the section above, cognitive development theories explain how students reason, organise, and make meaning of their experiences (Long, 2012). These theories are often sequential in nature and unfold in stages as the student builds on past experiences (Long, 2012). It has been shown that psychosocial theories focus on the self-reflective and interpersonal dimensions of students' lives (Long, 2012). It was also explained how students' perspectives of themselves and others develop because of the conflicts and crises that they experience (Long, 2012).

2.2 Academic and Social Integration

Academic and social aspects of student integration are important when student success is considered. Various theorists have developed frameworks or models to explain the intricate nature of student engagement.

2.2.1 Tinto's theory of student integration

Tinto (1993) proposes that, to be successful at HEIs, students must successfully move over into their roles by becoming social and academically integrated with the institution. This theory originated from a need to explain the reasons for student attrition from HEIs (Knipp, 2016). According to Tinto (1987), the number of students who leave HEIs before completing their degrees is growing every year (Tobolowsky & Allen, 2016). This mass student attrition has

enormous consequences for the individuals and the institutions (McKay & Estrella, 2008; Tinto, 1987). For individuals, there are occupational, monetary, and other societal consequences, and for the institutions, it mostly implies the loss of financial resources (Tinto, 1987). Therefore, institutions have realised that retention and throughput of their students are the only viable ways to ensure their survival and have directed most of their energy towards this goal (Tinto, 1987). In South Africa, this concern regarding student attrition has increased in recent years, following the identification of shortages in high-level skills (Leibowitz et al., 2009).

Tinto laid the theoretical foundation for research on student attrition when he published his interaction model of student attrition in 1975 (Mannan, 2007), which has since become the most researched model of the process of student retention and attrition (Knipp, 2016). In the context of student development theories, Tinto's theory forms part of the student success theories (Schuh, Jones, & Harper, 2011; Xuereb, 2014). According to Knipp (2016), these theories aim to assist professionals in guiding students towards success.

In his model, Tinto shows that students enter HEIs with a variety of characteristics such as educational experiences and achievements, family and community backgrounds, and skills and value orientations (Mannan, 2007; Rienties & Tempelaar, 2012). These characteristics determine the level of expectations and commitments that students show towards their education (Mannan, 2007). During their experiences at HEIs, students interact with the academic and social systems of the institution, and according to Tinto's interaction model, students' level of integration with these academic and social systems is the main determinant of their attrition or retention (Mannan, 2007; Tinto, 1993). Basically, the main factors that influence students' social and academic integration are personal factors (pre-entry characteristics and goal commitments) and institutional factors (characteristics of the institution that aid or inhibit student integration) (Knipp, 2016). Integration takes place when the students' norms, values and behaviour are aligned with those of the institution (Nunez, 2009). The higher the level of integration with the university systems, the higher the level of commitment the students have to persist at and complete their degrees (Knipp, 2016), since it influences the students' decision to complete their degrees, transfer to another institution, or drop out. The alignment of norms, values, and behaviour reinforces students' commitment to the institution and their educational goals (Deil-Amen, 2011). Lack of integration can be seen as a result of isolation or incongruence between students and the institution's intellectual and

social communities, hinders the commitment the student has towards the institution, and therefore can lead to withdrawal (Deil-Amen, 2011).

Figure 1 shows Tinto's model of student integration.

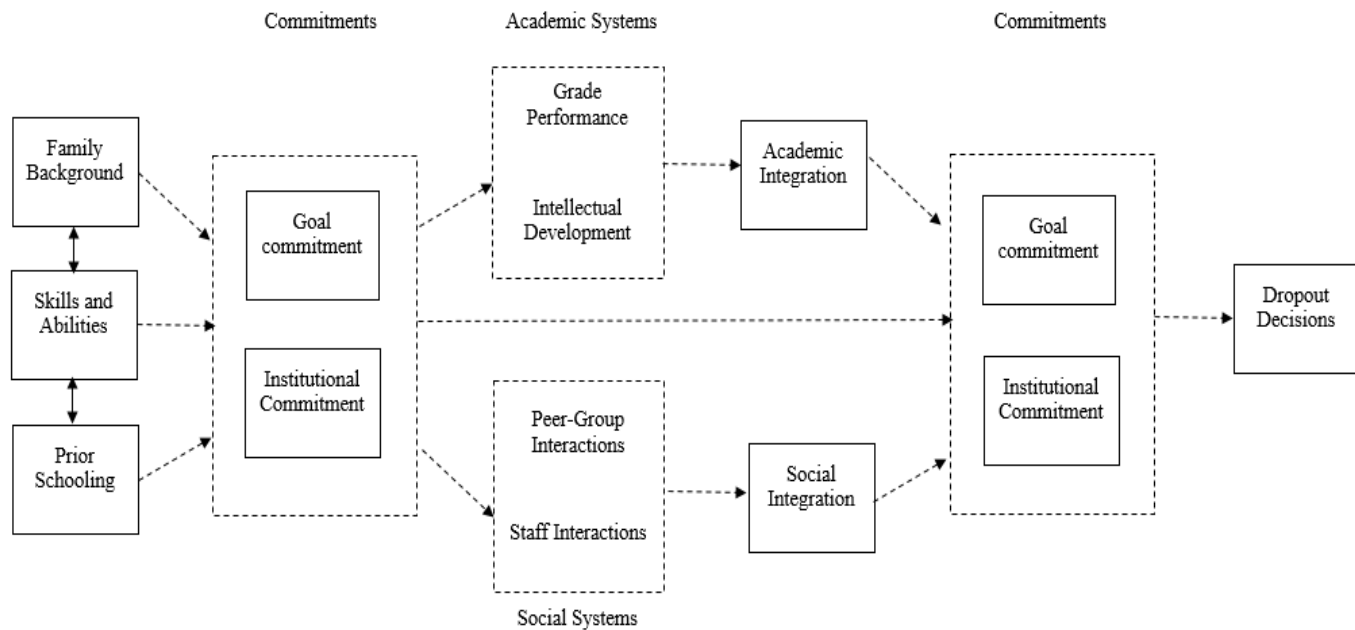


Figure 1. A diagrammatic representation of Tinto's model of student integration. Adapted from Tinto, 1975, p. 114.

The most supported and researched factors of this model are social and academic integration, and various studies have found correlations between these and student retention (Collings et al., 2014). Integration of academic and social functions is regarded as the most important factor for students to complete their studies at HEIs and to develop fully in society (Ng et al., 2016). Social integration explains how valuable connections to the social environment of the university (including staff and peers), contribute to students' success (Knipp, 2016). According to Tinto (1993), social interaction takes place during interactions between students with a certain set of characteristics and other individuals with different characteristics in the HEI environment. These interactions mainly take place by means of informal peer group associations, participation in student groups, semi-formal extracurricular activities, interactions with faculty staff, and experiences in residence halls (Nunez, 2009; Tinto, 1993). The success of these interactions depends on the social communication, staff

support, and friendship support that influence a student's institutional commitments and educational goals (Deil-Amen, 2011; Tinto, 1993).

Deil-Amen (2011) found that socio-academic interactive experiences are most successful in creating the type of integration that Tinto (1993) refers to as “competent membership”. It was found that the main vehicles for this type of integration are (a) formal or impromptu study groups, (b) interactions in class, (c) access to and communication with students who are similar, which is facilitated by a set programme or timetable for interactions, (d) mentor relationships and social-capital interactions, and (e) academically-relevant clubs and activities (Deil-Amen, 2011). Furthermore, Deil-Amen (2011) found that these mechanisms assist students to plan for academic success by aligning their experiences at the institution with their social identity, which enabled them to manage their time better. Additionally, Deil-Amen (2011), found that purely social interactions like going to social events and playing sports are not mechanism for integration.

According to Van Zyl (2016), Tinto's model of social integration is especially important in an HEI context with fragmented social structures. During his visit to South Africa, one of Tinto's (2014) key messages was that providing students access to university without the required support is not an opportunity. The institution is responsible to provide students with the support they need to interpret the environment in order to be successful (Tinto, 2014).

2.2.2 Kuh's theory of student engagement

Like Tinto (1975), Kuh (2003), built on the work of Astin (1984), by arguing that engagement should be defined both by the actions that students take to enhance their own learning and development and by the intentional efforts that institutions make in investing in activities that positively influence student success (Kuh, 2009). Kuh (2009) refers to student engagement as the amount of time and effort that students dedicate to activities that have been found to assist with desired outcomes of university and the effort that institutions put in to encourage students to participate in these activities. Therefore, Kuh, Kinzie, Buckley, Bridges, and Hayek (2006) define student engagement as the participation in educationally purposeful activities, both inside and outside the classroom, which can lead to a range of measurable outcomes. Thus, student engagement is measured as a phenomenon that develops from a social intersection that is dependent on time, place, and interpersonal interactions and is not just measured in terms of student and institutional behaviours (Hatch, 2010). Kuh's (2009) theory

is focused on two main facets that are important to student success: (academic) engagement in class and engagement outside class that is educationally relevant (co-curricular).

Kuh et al. (2006) argue that student engagement and success are responsibilities of both students and institutions. Kuh et al. (2006) propose a framework that illustrates this perspective and the known influences on student success. This framework shows how student engagement forms a central focus to the factors that influence student success (Hatch, 2010). These factors are the students' behaviours and institutional conditions and are focused on students' experiences at the HEI (Kuh et al., 2006). Student behaviours are features like interactions with faculty, time and effort students put into their studies, and peer involvement (Kuh et al., 2006). Institutional conditions that play a role are resources, programmes, practices, and educational policies (Kuh et al., 2006). According to Kuh et al. (2006), these student behaviours and institutional conditions are within the institution's ability to influence and therefore can be altered to affect optimal student engagement. Therefore, Kuh (2009) states that HEIs can create programmes that assist to increase student engagement, and therefore increase their chances of attaining desired educational outcomes (Junco, Heibergert, & Loken, 2010).

2.2.3 Pascarella and Terenzini's theory on attrition.

Pascarella and Terenzini's (1980a) theory of student attrition expanded on Astin's (1984) theory of engagement and Tinto's (1975) theory of student integration that has been discussed in the section above (Burger, 2017). Pascarella and Terenzini (1980b) reviewed six studies related to Tinto's model and found that there was substantive evidence to support his concepts of academic and social integration, and they built on his work to show how integration influences student success (Pascarella & Terenzini, 1991; 2005; Tuna, Yldirim, & Cakmak, 2017).

Pascarella and Terenzini (1980a) pose that students decide to withdraw because of interactions between different variables: institutional factors, student background characteristics, and independent variables (Boice, 2007). Student background characteristics refer to the students' expectations of the HEI, openness to change, family backgrounds, aspirations, goals, secondary school achievements, and personality (Burger, 2017; Pascarella & Terenzini, 1980a). Institutional factors are aspects like staff and organisational culture, administrative policies, institutional size, and academic standards (Burger, 2017; Pascarella & Terenzini, 1980a). Lastly, independent variables that influence students' decisions are informal

contact with staff, educational outcomes, and other experiences at HEIs (Boice, 2007; Burger, 2017; Pascarella & Terenzini, 1980a). These three main variables explain changes in students' cognitive development and learning, which in turn explains their persistence and withdrawal decisions (Boice, 2007).

Furthermore, Pascarella and Terenzini's (1980a) theory focuses strongly on the interactions between faculty and students (Burger, 2017). These interactions are regarded as important to student success and were found to influence students' decisions to persist (Scott, 2010). According to Pascarella (1980), "in order to understand the unique influence of student-faculty non-classroom contact on educational outcomes and institutional persistence, it is necessary to take into account not only the background characteristics which students bring to university, but also actual experiences of university in other areas" (p. 568) (Boice, 2007).

2.3 Social Integration and the Facilitation of Student Development

As mentioned above, it is important for students to integrate with the social systems of HEIs to achieve positive outcomes successfully. Once students are integrated with these systems, the amount of sense of belonging that they experience increases significantly. Therefore, student success is the ultimate goal for all students, and there are a number of ways to attain it (Miller, 2012). It has been shown that social integration and sense of belonging have a significant effect on the overall student experience and student success (Miller, 2012). Strayhorn (2012) describes sense of belonging as a fundamental human need and basic motive that drives human behaviour. Students who experience a strong sense of belonging are more inclined to persist in HEIs (Stebbleton & Aleixo, 2016). Stebleton and Aleixo (2016) also found that students' sense of belonging was shaped by their interactions with faculty members and peers. The social spaces on campus also affect students' transition to university and their sense of belonging (Stebbleton & Aleixo, 2016). Therefore, spaces that enhance engagement and a sense of community need to be created (Stebbleton & Aleixo, 2016).

Vygotsky's zone of proximal development emphasises how the development of cognitive functions must be fostered through collaborative activities with the assistance of more knowledgeable others (Ayas, 2006). Tinto's theory of student integration built on this premise of collaborative learning by means of learning communities (Harris, Jones, & Coutts, 2010). The value and benefits of learning communities include students developing their own self-

support groups, becoming more active in their own learning, and having a greater sense of responsibility (Harris et al., 2010; Tinto, 2000). When making use of learning communities to have students construct knowledge together, students become involved both socially and intellectually in ways that promote cognitive development (Tinto, 1999). The work of Kuh affirms that students who actively participate in educationally purposeful activities are more prone to persist in obtaining their degrees (Quye & Harper, 2015). This statement has been proven successfully by a couple of researchers (McClenney, Marti, & Adkins, 2007; Trowler, 2010). Therefore, students benefit from experiences in and outside classrooms (Schrader & Brown, 2008).

Pascarella and Terenzini's (1980) position on the factors that affect student persistence correlates with Perry's stages of cognitive development and King and Kitchener's (2004) stages of moral development. According to Pascarella and Terenzini (Burger, 2017; Pascarella & Terenzini, 1980a), students' openness to change play a great role in their decisions to persist at HEIs. This is a reflection of Perry's dualism stage, in which students are resistant to opposing beliefs and knowledge (Love & Guthrie, 2002). Perry notes how these students express stress, sadness, and fear (Love & Guthrie, 2002), which can explain why they are unable to integrate successfully with the social systems of HEIs. Similarly, according to King and Kitchener, students who are in the pre-reflective thinking stage of moral development often experience uncertainty when confronted with unclear answers and difficult problems (Chan, 2008), which is also a reflection on how they are not open to change and new situations.

Tinto's work also shows how acknowledging the importance of social development in the learning context leads to developing a sense of connection between students (Harris et al., 2010). This takes place when inherent social contact (like eating lunch together) is incorporated with the learning event (Harris et al., 2010). The conditions that Baxter Magolda identifies as critical for learning share many similarities with the conditions for learning that have been established for learning communities (Tinto, 1998). Baxter Magolda states that validation, situated learning, and shared learning are conditions for learning (Tinto, 1998). This need of valuable social connections is explained by Chickering's (1969) vector of student development of freeing interpersonal relationships. According to Chickering, students have a need to form mature interpersonal relationships and to be accepted by their peers (Long, 2012). Tinto agrees that mature interpersonal relationships and acceptance are key factors to students' social integration (Deil-Amen, 2011).

Tinto (1993) argues that student development and learning are determined by students' involvement in their environment. This involvement is necessary for integration to take place, which in turn is necessary to increase the probability of persistence (Knipp, 2016). Tinto (1993) emphasises that in the developmental stage of students' lives, they are largely influenced by the quality of the relationships that they foster (Tinto, 1993).

2.4 Chapter Summary

The aim of this chapter was to highlight student development in the social and cognitive domains. The domain of cognitive development included theories on learning, stages of cognitive development and stages of moral development. Moreover, in the domain of psychosocial development theories, different perspectives on stages of social development were discussed. Furthermore, the ways in which students' social integration influences their commitment to persist at HEIs were emphasised. In this chapter, it also became evident that, for students to persist at HEIs, the required support needs to be provided. Two of these support structures are peer learning and peer support. In the next chapter, the concepts of mentorship are explained, especially how peer mentorship aids student success at university.

Chapter 3: Mediated Learning Experience and Peer Mentoring

This chapter commences with the theory of MLE by providing an explanation of the model of MLE and the MLE principles. The concept of mentorship is explained by defining mentorship, mentorship roles, and the benefits of mentoring relationships. The mentor-mentee relationship is explained, the benefits of peer mentor relationships are explored, and specific focus is placed on peer mentor programmes at HEIs.

3.1 Mediated Learning Experience

In the previous chapter, it was explained how Vygotsky strongly emphasised the role of social interactions and human mediation in the individual's cognitive development and meaning-making processes (Thurman, 2009; Vygotsky, 2004). However, Vygotsky never expounded on this concept of human mediators or mentors (Silver, 2009). Piaget describes social interaction between peers of equal ability who try to understand each other's perspectives as the most effective social interaction (Tzuriel & Shamir, 2007). Piaget describes this cooperation as a means of developing logical thought when peers discuss perspectives that differ but come to a logical resolution (Tzuriel & Shamir, 2007). Vygotsky differs from this view by arguing that interactions with a better-endowed partner is more effective than interactions with a same-level partner (Tzuriel & Shamir, 2007). He shows how cognitive development takes place when peers, with varying cognitive abilities, work together to complete a task (Tzuriel & Shamir, 2007). Tzuriel and Shamir (2007) found that learning was enhanced when learners were exposed to peers who had received training in MLE and were intentional about fostering the development of their partners. Therefore, this study shows a strong alignment between Feuerstein and Vygotsky's theories on collaborative learning (Tzuriel & Shamir, 2007). Feuerstein shared Vygotsky's beliefs in the importance of human mediation and cultural transmissions and built on these ideas by developing an arrangement of didactical tools that enhanced the human condition (Silver, 2009). One of the core features of Feuerstein's approach is the conceptualisation of an individual as a system that is open to modification by mediating agents (Shamir, Zion, & Spector-Levi, 2008). This conceptualisation bears many similarities to Vygotsky's (1978) Zone 1 of proximal development (Shamir et al., 2008). However, Feuerstein differs from Piaget's view by believing that intelligence is modifiable and not static in nature, as Piaget describes it (Pruitt, 2011). Furthermore, with this view, Feuerstein contrasted with Piaget's theory of an

individual's cognitive development being restricted to his or her innate ability, maturity, and environment (Pruit, 2011). Even though both Piaget and Vygotsky explored the influence of peer learning and the environment on an individual's cognitive development, Feuerstein's research made it possible to focus the attention on human mediators in the learning process (Pruit, 2011).

3.1.1 The theory of mediated learning experience (MLE)

Feuerstein's theory of MLE describes a unique form of interactions between a learner and a mediator (Feuerstein, 2000). Mediated learning occurs when human mediators are placed between the mediatees and the stimuli from the environment and between the mediatees' response to the environment and the stimuli (Feuerstein, 2000; Seabi, 2012; Silver, 2009). The roles of the mediators are to translate and transform the stimuli in the environment and the mediatee's response to these stimuli (Seabi, 2012; Silver, 2009). Feuerstein perceived peers as directing and shaping mediatees' development by being active-modifying agents and therefore ideal human mediators (Shamir et al., 2008).

Thus, MLE interactions are a process in which mediators interpose themselves between a set of stimuli and the mediatees to modify the stimuli (Tzuriel, 2000). Therefore, the mediators interpret the world for the mediatees by selecting and filtering stimuli to which the mediatees are exposed with the purpose of affecting their development (Silver, 2009). The mediators are responsible for controlling the quantity and quality of stimuli to which the mediatees are exposed and are responsible for controlling the mediatees' responses (Silver, 2009). These interactions between the mediators and mediatees are seen as crucial for the development of the mediatees' cognitive modifiability (Tzuriel & Shamir, 2010). Cognitive modifiability refers to the mentees' ability to make use of principles, competencies, and patterns learnt in the past to adapt to new circumstances (Tzuriel & Shamir, 2010). In the graphic formula for MLE In Figure 2 below, it can be seen that the "S" represents the stimulus, "H" the human mediator and "O" the mediatee (Silver, 2009).

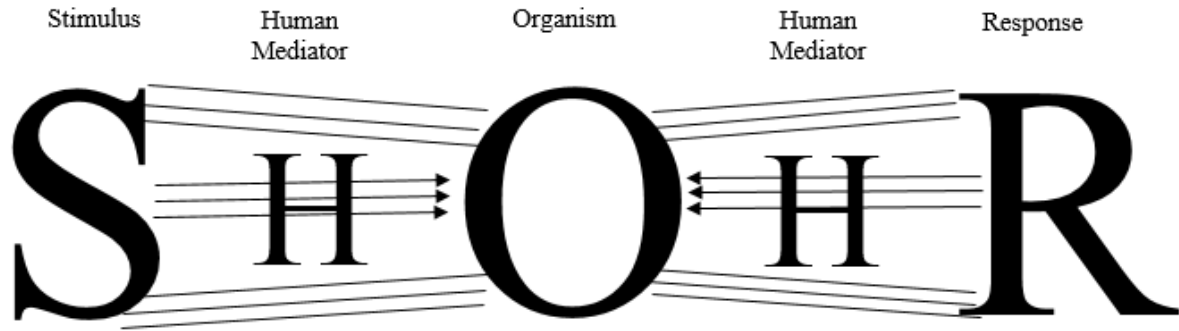


Figure 2: A diagrammatic representation of Feuerstein's model of Mediated Learning Experience. Adapted from Feuerstein, 1999, p. 16.

The concept of cognitive modifiability forms a foundation for Feuerstein's theory of MLE (Tzuriel & Shamir, 2007). Feuerstein sees cognitive modifiability as mediatees' predisposition to learn from new experiences and opportunities, and their ability to change their own cognitive structures (Tzuriel & Shamir, 2007). Silver (2009) refers to Feuerstein who describes cognitive modifiability as the human brain that has an open system with plasticity that enables it to be flexible and to grow and change structurally throughout the lifetime (Feuerstein & Rand, 1981; Feuerstein, Klein, & Tannenbaum, 1994). Individuals' levels of cognitive growth depend on the events they experience during their formative years and based on both direct exposure to stimuli in the environment and MLE (Tzuriel & Shamir, 2007). This concept of cognitive modifiability places the focus on the quality of interactions between mediators and mediatees as methods of developing the mediatees (Silver, 2009). This concept compensates for the mediatees' cultural deprivation and the resulting weak structural modifiability (Silver, 2009).

3.1.2 Mediated learning experience principles

To distinguish normal interactions from MLE, Feuerstein developed a system of MLE criteria (Silver, 2009). The first three criteria, which are intentionality/reciprocity, meaning-making, and transcendence, should be present to have a quality MLE (Feuerstein, 2000). Additional criteria to MLE refer to the diversity of the human condition (Silver, 2009). These criteria are related strongly to individuals' culture and are task dependent (Silver, 2009). The use of these criteria depends on the needs of the individual, skills that are required to be mastered, levels of motivation, and cognitive development (Silver, 2009).

a) Mediation of intentionality and reciprocity is the abilities of the mediators to concentrate on the needs of the mentees and then to shape the task at hand accordingly (Tzuriel & Shamir, 2007). The intentionality of the mediators differs from a teacher's intentionality in that the mediators do not teach the mediatees to solve a problem, but are rather concerned with how the mediatees solve the problem (Feuerstein, 2000). Reciprocity is the willingness of the mediators to be attentive to the responses of the individuals (Tzuriel & Shamir, 2007). Both the mediators and the mediatees need to see each other on the "same level" in the sense that they are both on the same journey to find the correct answer (Feuerstein, 2000; Tzuriel & Shamir, 2007).

b) Mediation of meaning is used during the MLE process by the mediators to demonstrate to the mediatees the reason for the tasks at hand, the significance thereof, and the mediatees' abilities to accomplish the tasks (Tzuriel & Shamir, 2007). The mediators strive to show the mediatees the significance of the mediatees' accomplishments (Feuerstein, 2000). By doing this, the mediators cause the mediatees to reflect on the process of how these accomplishments have been achieved (Feuerstein, 2000; Tzuriel & Shamir, 2007).

c) Mediation of transcendence is the ability of the mediatees to apply strategies and learned approaches in unmediated situations after the MLE process (Tzuriel & Shamir, 2007). The mediators teach the mediatees to generalise strategies and methods learnt to other scenarios (Feuerstein, 2000; Tzuriel & Shamir, 2007).

d) Mediation of the feeling of competence. This refers to interactions between the mediators and mediatees in which the mediators reward success, give positive feedback, and organise the environment and learning in such a way that mediatees see themselves as able to function successfully and independently (Tzuriel & Shamir, 2010). The mediators also reward the mediatees for their efforts to cope with and organise the environment and to master the situation (Tzuriel & Shamir, 2010). This feeling of competence is conveyed to the mediatees when the mediator interprets their behaviour positively by clearly specifying correct or incorrect aspects (Tzuriel & Shamir, 2010). This interpretation of behaviour is seen as a metacognitive component that improves the mediatees' reflective thinking (Tzuriel & Shamir, 2010).

e) Mediation of regulation and control of behaviour. This criterion comprises the mediators' management of the mediatees' behaviour before, during, and after performance of the task

(Tzuriel & Shamir, 2010). The mediatees' behaviour is regulated when mentors inhibit the mediatees' tendencies to react impulsively to a stimulus (Tzuriel & Shamir, 2010). This happens when the mediators systematically explore tasks, sequence components of information, and review performance after the tasks have been completed (Tzuriel & Shamir, 2010). Furthermore, the regulation and control of behaviour can be mediated by making use of methods like inhibition, the verbal anticipation of answering before acting, focusing on task characteristics and task components, modelling of self-control, and prompting metacognitive strategies after performance of the task (Tzuriel & Shamir, 2010).

f) Mediation of sharing behaviour. This criterion refers to the joy of working together towards shared goals in a shared experience (Silver, 2009). Peer mediation has an especially powerful effect on development of sharing behaviour (Silver, 2009).

g) Mediation of individuation and psychological differentiation. This criterion assists the mediatees to become more self-reliant and assertive (Silver, 2009). Diversity is celebrated, respected, and regarded as an important aspect of cultural transmission (Silver, 2009).

h) Mediation of goal-seeking, goal-setting, and goal-achieving behaviour. This criterion helps the mediatees to strive towards something that needs to be planned and visualised (Silver, 2009). The mediatees learn to choose specific goals and are then assisted by the mediators to acquire the needed tools to accomplish the goal (Silver, 2009).

i) Mediation of challenge: The search for novelty and complexity. This criterion assists the mediatees to cultivate readiness to learn from many different experiences (Silver, 2009). This readiness teaches the mediatees to be more open and adaptable to new situations (Silver, 2009).

j) Mediation of the awareness of the human being as a changing entity. This criterion allows the mediatees to reflect on their personal journey of development and envision the path that they still need to travel (Silver, 2009). They become aware that some mediatees take longer to achieve their goals than others do (Silver, 2009).

k) Mediation of the search for an optimistic alternative. This criterion motivates the mediatees to choose a journey of cognitive growth by developing the ability to persist with optimism during difficulties (Silver, 2009). Mediatees are encouraged to anticipate a positive

rather than negative outcome and see problems and challenges as opportunities for growth (Silver, 2009).

l) Mediation of the feeling of belonging. The development of a sense of belonging to a social group through mediation of feeling of belonging is very important to the development of the mediatees (Silver, 2009).

Feuerstein used these principles of MLE to develop numerous cognitive intervention programmes (Kozulin et al., 2010). Feuerstein also developed applied methods to form a powerful and practical framework for interventions that have the main objective of transforming the mediatees to be modifiable, innovative, and autonomous member of society (Silver, 2009).

The effect of MLE was confirmed when Shamir et al. (2008) conducted a study to test the difference between the effect of structured peer mediation and general peer-assisted learning. They found that mediatees who were exposed to mediators who had received peer mediation training showed greater depth of critical thinking, enhanced cognitive modifiability, and increased self-regulated learning abilities (Shamir et al., 2008). Training in peer mediation teaches mediators to mediate peers in “a self-regulated problem-solving learning process”, and they are familiarised with the five MLE problem-solving principles that guide the mediation process (Shamir et al., 2008). These constructs of mediation include (1) focusing on the stimulus, (2) searching for processes, (3) rules of learning, (4) labelling of the objects, and (5) regulation of behaviour before, during, and after solving the problem (Shamir et al., 2008). This study confirmed the value of peer mediation in reinforcing higher-order thinking (Shamir et al., 2008). Shamir and Tzuriel, (2004) found similar results in their study and found that mentees who had not received any training but were only taught mediation by their peers had high levels of mediation strategies. This can be ascribed to the ability of their mediators to incorporate better teaching strategies that are based on MLE (Shamir & Tzuriel; 2004).

Feuerstein’s theory of MLE provides the opportunity to reflect on how the mediatees’ cognitive abilities can be modified so that they can be enabled to adapt to their environment and be provided with the cognitive tools needed to become independent and innovative learners in their environment (Silver, 2009).

3.2 Mentorship

As explained in the section above, the main premise of Feuerstein's theory of MLE is that learning occurs when mediators guide learners in a certain direction, content, or topic and assist them to interpret the information (Pruit, 2011). Feuerstein strongly emphasised the roles of these mediators as a significant influence in the mediatees' development (Silver, 2009). Feuerstein often ascribed the roles of mediators to those of the mediatees' mentors (Brumovska, 2007). He regarded mentors as significant adults or peers who mediate the society and culture (Brumovska, 2007). Research suggests that mentoring is a viable means of improving student success and has been found to affect numerous student outcomes such as students' grades and their decision to persist at HEIs positively (Sorrentino, 2006). Improving the success of students at HEIs has become a very important matter for educators, administrators, and policy makers alike (Crisp, 2010; Hanson, Trolan, Paulsen, & Pascarella, 2016). Many students who enter their studies at HEIs do not always receive the academic and social support that they require to succeed (Krause & Coates, 2008; Nora & Crisp, 2007). However, research has found that mentorship programmes, whether formal or informal, are able to increase the amount of support that students experience significantly and therefore affect their academic performance and decisions to persist until graduation positively (Egege & Kutieleh, 2015; Collings et al., 2014; Jakubik, Eliades, & Weese, 2016; Nora & Crisp, 2007).

3.2.1 Defining mentorship

According to Vygotsky's theory, learning takes place when there is interaction between individuals and persons or mentors who are more competent (Tzuriel & Shamir, 2010). For this learning process to be successful, mentors should have more experience than the mentees and be able to assist the mentees to organise, synthesise, and apply new knowledge learnt (Tzuriel & Shamir, 2010). Therefore, mentors first have to ascertain what the mentees know in order to progress at a pace that is suitable for the mentees' capabilities (Tzuriel & Shamir, 2010). Using MLE is an effective method to ensure learning takes place in these ways (Tzuriel & Shamir, 2007). Another theory that assists to explain the achievements of mentoring with regard to affecting mentees' success is the theory on social interdependence, which shows how individuals share common goals and each respective success is influenced by another's actions (Hanson et al., 2016). This theory shows that shared goals determine how individuals interact with one another, hold each other accountable, and use their social skills (Hanson et al., 2016; Johnson & Johnson, 2009). Collings et al. (2014) confirmed this theory when they found that

mentees who had been peer-mentored showed higher levels of integration to the university, which motivated the students to persist in their studies.

Mentors help other people to move through an important life transition and encourage and assist individuals to attain personal goals (Dominguez, 2013). Mentors also guide less experienced individuals by modelling positive behaviour and building a trust relationship (Jakubik et al., 2016). The traditional form of mentoring is structured around the model of one-to-one mentoring (Collings et al., 2014). However, there are various other forms of mentoring, such as co-mentoring or peer mentoring and group mentoring, all of which depend on the context of the mentoring relationship and the experience of the individuals (Dominguez, 2013). Mentoring is based on a helpful relationship centred on mutual trust and respect (Jakubik et al., 2016). The mentoring relationship originated from advising and counselling and can be either informal or formal (Crisp, 2010). Mentoring is defined as a process that enables individuals who are more experienced (mentors) to assist and nurture the development of people who are less experienced (mentees), and the desired outcome is that learning takes place for both (Collings et al., 2014). It is also a protected relationship in which learning, exchange, and experimentation can occur and new abilities, insights, and knowledge can be obtained (Jakubik et al., 2016).

3.2.2 The mentor-mentee relationship

Crisp (2010) explains that mentoring is no longer limited by a single relationship with a staff member, but is often provided by many people in the students' lives, such as staff, senior students, friends, peers, religious leaders, and/or family members. Therefore, different types of mentoring can take place with students at HEIs. The types of mentoring relationships differ with regard to the training of the mentors, location and frequency of contact, guidelines for meetings, and the specific group of students that is targeted (Nora & Crisp, 2007). According to Leidenfrost, Strassnig, Schabmann, Spiel, and Carbon (2011), mentoring relationships differ in terms of the different mentoring styles; they can provide different types of activities, different forms of support or have different structures. Langhout, Rhodes, and Osborne (2004) identified four different mentoring styles, namely (1) moderate mentors who provide conditional support and moderate levels of structure and activities, (2) unconditionally supportive mentors who provide moderate levels of structure and activity and high levels of support, (3) active mentors who provide the highest levels of activity but lower degrees of structure, and (4) low-key mentors who provide high levels of support, but the lowest amount

of activity. The higher the levels of activities and support, the higher the level of mentor commitment that is considered (Langhout et al., 2004). According to Jacobi (1991), five components form the basis for a mentor relationship: (1) the focus is on achievement, (2) it is a reciprocal relationship, (3) it is a personal relationship, (4) the mentors carry more experience and achievements than the mentees do, and (5) mentors offer emotional support, assistance with career and professional development, and role modelling (Fuentes, Alvarado, Berdan, & DeAngelo, 2014).

A broad range of terms refers to the range of support and learning experiences that students encounter at HEIs (Hewitt, Irby, Boswell, & Lynch, 2016), namely tutoring, coaching, and academic advising. These terms are often confused and may have some similarities with the mentoring relationship (Hewitt et al., 2016). Irby (2012) states, “In general, mentors can coach, but coaches hardly ever mentor, and mentors and coaches can tutor, but tutors rarely mentor or coach” (p. 297). This statement provides an overview of how each of these terms differs. Tutoring is used to provide students with a means to promote effective learning and to enhance students’ engagement (Lee, Hong, & Choi, 2017). Tutors are employed to support quality learning by providing support to the lecturer’s teaching and learning by means of individual feedback and assistance to students (Lee et al., 2017). The scope of tutoring is narrower, often focused on academic learning, and is short-term in duration, while mentoring is long-term, has a broader scope, and involves guidance (Goodlad, 2013). Coaching is a process that helps an individual acquire skills by using coaching techniques that aim to assist the individual to have more control over his or her life (Moran & Brady, 2010). Coaching is aimed at the mentally healthy to assist them to reach their full potential (Moran & Brady, 2010). Mentors make use of certain coaching skills to serve mentees, but their roles involve additional tasks such as being role models, consulting about industry-specific information, and supporting the mentees’ growth and development (Moran & Brady, 2010). Academic advisors are more focused on the daily academic well-being of students such as class attendance, studying, and time management and refer students to appropriate support channels when they require more than advice (Robbins, 2012). Academic staff members usually fill the role of academic advisors, which is rarely given to peers (Robbins, 2012). In academic advising, the ratio of student-advisor is much higher than in a mentoring relationship, and there is rarely a continued relationship between the student and advisor (Robbins, 2012). These advising sessions can often also take place in group settings (Robbins, 2012).

Mentors' roles are to support mentees, challenge their ideas through conversation, and assist them with goal setting towards a future plan for success or career development (Cheatham, 2010). Thus, these roles are based on facilitation, guidance, and advice (Colvin & Ashman, 2010). Mentors have usually followed the same path on which the mentees are embarking; therefore, they can assist with defining and working through challenges that might come up (Dominguez, 2013). Mentors should also have knowledge about the nature of learning and understand how the helping relationship works (Colvin & Ashman, 2010). Effective mentors should be engaged, authentic, dependable, and available to assist with mentees' needs (Dominguez, 2013). Feuerstein states that mentors are responsible for the quality of the mentor relationship, and once this quality has been established, the relationship has a bigger effect (Brumovska, 2007). Feuerstein (2000) prescribes certain characteristics that mentors should have to be effective (Brumovska, 2007). Firstly, mentors should have the right motivation to act as mentors, which includes the desire to pass on knowledge, behaviour, and understanding of the world for mentees to grow in a similar way (Brumovska, 2007; Feuerstein, 1988). Mentors should also be committed to the mentoring relationship and have an intention to pass on their experiences to mentees to assist them in developing their personalities (Brumovska, 2007; Feuerstein, 1988). With regard to the role of the mentees, they are in no way passive in the process, since the emphasis is on a reciprocal relationship within a structured, supportive framework (Barkham, 2005). Barkham (2005) describes the roles of the mentees by referring to a certain set of characteristics that they must possess to render the mentoring relationship successful. These characteristics include being open and honest, being prepared to listen and reflect, respecting the mentors' advice, and being prepared to ask for help (Barkham, 2005).

The mentoring relationship holds benefits for mentors and mentees due to the two-way nature of the process (Jakubik et al., 2016). It is to the benefit of mentees when they feel supported enough to be able to work through challenges they might face (Dominguez, 2013). Mentees also have constant access to the experience and knowledge that mentors bring to the relationship (Dominguez, 2013). Mentees feel more comfortable and encouraged to pursue their goals or advance in their careers (Canter, Kessler, Odar, Aylward, & Roberts, 2012). Through the mentoring process, mentors also benefit by gaining confidence in their own abilities and leadership skills (Canter et al., 2012). Halpin et al. (2017) found that being mentors is beneficial to mentors themselves when the amount of anxiety and stress that they experience decreases and their resilience increases. Schmidt and Faber (2016) also show how the

mentoring relationship benefits mentors in terms of their own professional development and competence, institutional recognition, and personal satisfaction.

3.2.3 Peer mentoring

Staff-student interaction is regarded as critical for quality undergraduate education, because it provides tangible benefits for students, staff members, and institutions (DeAngelo, Mason, & Winters, 2016). Aside from peers, staff members serve as the primary agents of socialisation for students (DeAngelo et al., 2016). Therefore, staff members play a pivotal role through their relationships and informal contact with students (Fuentes et al., 2014). Most types of informal contact and regular staff-student interactions tend to develop into mentoring relationships (DeAngelo et al., 2016). The mentoring relationship between staff and students offers direction to students throughout their educational experience and increases their confidence in their abilities (Crisp & Cruz, 2009). Therefore, staff members have the potential to play a vital role in contributing to successful student outcomes (Fuentes et al., 2014). Johnson (2007) refers to the staff-student relationship as “a useful and career-enhancing academic apprenticeship” (Dominguez, 2013). Furthermore, the research study done by Fuentes et al. (2014), found that staff-student mentoring holds many benefits for students, such as career and educational aspirations, degree satisfaction, adjustment, academic success, persistence, and social development. However, Collings et al. (2014) explain that most HEIs no longer focus on the staff-student model, but concentrate on peer mentoring, since it has proven to have a larger effect on the undergraduate retention strategy.

High levels of student dropout have motivated HEIs to develop formal support methods in the form of peer mentoring (Collings et al., 2014). Chester et al. (2013) state that a peer mentoring relationship can assist student success in the areas of competence, resourcefulness, connectedness, purpose, and culture and can encourage meaningful and strategic approaches to learning. Therefore, peer mentoring has become a basic feature of a model for student adjustment and persistence (Egege & Kutieleh, 2015). Chester et al. (2013) found that participation in a peer mentoring relationship has a significant effect on the academic performance of the mentees, and they found a higher proportion in higher grades after exposure to a peer mentoring relationship. Peer mentoring is focused on senior students assisting newly entering students to adjust better to the new environment and assist them with module-related problems and concerns (Husband & Jacobs, 2009). Strong evidence exists that supports the use of peer mentoring for first-year students to increase their academic success, self-efficacy and

well-being (Chester et al., 2013). Collings et al. (2014) show that mentoring prevents the decline in self-esteem of mentees.

In their study, Nora and Crisp (2007) developed a theoretical framework focused on undergraduate students, which explains that the experience of mentoring is based on four similar forms of support. Their study was based on the premise that the effect of mentorship on student success should be measured by not only academic performance and persistence to study, but also student outcomes that explore the experiences of mentors and mentees.

a) Psychological and emotional support. The first domain of support is psychological/emotional support, which involves mentors listening to students' adjustment challenges and assisting them in solving personal or social problems (Holt & Fifer, 2016; Nora & Crisp, 2007). Mentors assist in increasing mentees' sense of belonging by providing moral support and building a supportive relationship (Holt & Fifer, 2016; Roberts & Birmingham, 2017).

b) Goal setting and career paths. In the second domain of support, goal setting, and career paths, mentors assist mentees with setting academic and career goals (Roberts & Birmingham, 2017). Mentors assess mentees' abilities and weaknesses and provide assistance with decision making (Nora & Crisp, 2007; Roberts & Birmingham, 2017). This domain involves an exploration of mentees' interests, encouragement of critical thinking when envisioning the future, a process of reflection on the current plans of the mentees, and then a respectful challenge of the reasoning of the explanations provided (Nora & Crisp, 2007).

c) Academic subject knowledge support. In the third domain of support, mentors advance mentees' knowledge that is relevant to their chosen field of study by educating and challenging them academically (Nora & Crisp, 2007; Roberts & Birmingham, 2017). This includes reviewing the work mentees have done, assisting them to learn and review content, and assisting them to access additional support (Holt & Fifer, 2016)

d) Role model. The last domain of support focuses on mentors as role models and the ability of mentees to learn from the mentors' actions, accomplishments, and weaknesses (Nora & Crisp, 2007; Roberts & Birmingham, 2017). This takes place when mentors self-disclose the challenges they faced during their adjustment to the HEI environment (Holt & Fifer, 2016).

More emphasis is placed on the mentors sharing feelings and experiences in order to enrich the relationship (Nora & Crisp, 2007).

Furthermore, in their study, Chester et al. (2013) found that the effectiveness of a peer mentoring can be increased by providing sufficient training for the mentors, having shorter mentoring sessions, and by supporting the mentees' ability to manage their academic performance anxiety. It is important that mentors be established as a knowledgeable authority in the mentees' developmental process (Chester et al., 2013). Hammil, Best, and Anderson (2015) found that peer mentors function better when they have clear criteria for outcomes that they need to accomplish or attain, because it enables them to be intentional in their actions and behaviour towards their mentees.

3.2.4 Peer mentor programmes in higher education.

Mentoring has been established at HEIs in response to the large number of students that fail to persist until graduation (Egege & Kutieleh, 2015; Nora & Crisp, 2007). The main goal of mentoring, irrespective of the type of relationship and population of students that it targets, is student persistence and success (Nora & Crisp, 2007). Research shows that when students first arrive at HEIs, they often feel very isolated and anonymous, especially those in large classes (Egege & Kutieleh, 2015). Most of these students fail to persist in their studies due to insufficient social connections and minimum personal contact with academic staff (Egege & Kutieleh, 2015). This lack of engagement reduces the students' sense of belonging, which Krause & Coates (2008) confirm to be the most important component that motivates students' decisions to persist until graduation. To nurture this sense of belonging in students, HEIs have started to implement mentoring as a mechanism to introduce students to the environment and thus assist with adjustment (Egege & Kutieleh, 2015; Kift, 2004). In their study, Nora and Crisp (2007) found that mentoring relationships that are designed to assist students to adjust to and succeed in their HEI degrees should be able to provide them with psychological support, assist with goal setting and career paths, provide academic knowledge support, and provide a role model.

Peer mentor programmes at HEIs provide excellent opportunities for individual growth and development, specifically in terms of academic advancement (Leidenfrost et al., 2011; Skaniakos, Penttinen, & Lairio, 2014). Researchers have found how HEIs benefit immensely from these peer mentor programmes and profit from the reductions in dropout rates

(Leidenfrost et al., 2011). The aim of peer mentor programmes is to establish a system of support that is able to orientate first year students successfully to their new educational environment (Skaniakos et al., 2014). These peer mentor programmes often take place during the first few weeks and months, once classes commence (Skaniakos et al., 2014). Peer mentor programmes are often based on second- or third-year undergraduate students that mentor and support new first-year students (Collings et al., 2014). These senior students possess the recent experiences of issues with which first-year students may be struggling (Collings et al., 2014). These mentors tend to be senior students in the same field of study as the mentees (Skaniakos et al., 2014). The activities of these mentoring relationships include practical information sessions (on student services and student life), academic support, and assistance with study skills (Skaniakos et al., 2014). Peer mentor programmes serve more in a psychological function than in career-related functions and provide increased social support (Leidenfrost et al., 2011).

The peer mentor programme at the UFS has been established in the residences and is focussed on fostering a sense of belonging by assisting with social integration. All new first-year students are allocated to groups of eight to ten to senior students in the residences who have taken up the role of mentors. These mentors facilitate a co-curriculum programme that consists of eight lessons focused on values to first-year students during the course of the year. These value-focused lessons include discussions on topics such as mercy, forgiveness, compassion, and acceptance and are focused on defining these concepts and exploring ways of integrating these concepts with students' daily lives. The mentors are also expected to have regular individual meetings with their mentees throughout the year. This peer mentor programme aims to encourage students to reach their full potential and to teach them certain skills that can facilitate the development of individuals of good character that are resilient in different circumstances. All the residences at the UFS participate in this programme.

3.3 Chapter Summary

In this chapter, Feuerstein's theory of MLE was explored to show how intentional interactions between mentors and mentees can assist to shape mentees' cognitive growth, control of behaviour, goal-achieving behaviour, and optimistic attitude towards challenges and problems. Different perspectives on mentoring were discussed, and the roles of mentors and the benefit of a mentoring relationship were explained. It was shown how mentoring

relationships at HEIs significantly affect first-year students' academic performance, sense of belonging, and commitment to their studies.

Chapter 4: Research Methodology

In this chapter, the methodology followed in this research study is explained. The research aims are described by stating research questions. In the description that follows, the research approach and design that were used are explained. The research participants, sampling procedures, and data-gathering process are discussed. Next, the data-gathering and data-analysis processes are described. Lastly, the ethical dilemmas that were considered in this study are explained.

4.1 Research Aim

In the previous chapters, arguments were put forward for the importance of social integration and peer mentoring in student success. Therefore, the aim of this research study was to explore and describe the experiences of social integration in a peer mentor programme. To achieve the aims of the study, the following research questions were formulated:

- a.) What experiences do first-year students who are involved in a peer mentor programme have with regard to social integration?
- b.) What experiences do mentors who are involved in a peer mentor programme have with regard to social integration?

4.2 Research Approach and Design

A non-experimental, qualitative approach was chosen for this research to provide participants with the opportunity to describe their experiences in ways that would enable the researcher to explore complex processes and phenomena hidden within the data (LaSala, 2005). The research was also descriptive and exploratory in nature to provide greater in-depth understanding of the participants' experiences (Thomas et al., 2012).

Since the purpose of qualitative study is to provide clear reflection on the subject of the research question (Koerber & McMichael, 2008), a qualitative approach was deemed ideal for the purposes of this study. Qualitative data gathering typically involves constant interaction between the participants, data, and the researchers (Bowtell et al., 2013). This data provide the researcher with valuable information (Blundell & Dias, 2000), because the researcher can observe natural occurrences (Sousa, Driessnack, & Mendes, 2007). Similarly, Attride-Sterling (2001) assert that qualitative methods are becoming very popular due to the contributions they

make towards a deeper understanding of social phenomena and their dynamics. However, when using this methodology, it is important to keep limitations of the method in mind, such as paying careful attention to describing the process of the research, in order to ensure the validity thereof (Creswell & Miller, 2000). Fereday and Muir-Cochrane (2006) emphasise this notion when they describe qualitative research as rigorous, and state that it includes processes like thorough planning, constant scrutiny of research questions and valuable results, the fact that it is also important to keep a good argument in mind, and to use methods that are suitable to the research question. Koerber and McMichael (2008) state that qualitative data are not always as representative as quantitative data are.

By exploring a previously unexamined phenomenon for which no current theories exist, researchers are able to make practical assumptions about the extent to which the findings of the research can be transferred to other contexts (LaSala, 2005). The use of an exploratory research design was ideally suited for this study, because it involved a previously understudied field, set a platform to discover a rich set of information about life events and experiences, and would assist the researcher to develop a model that would be applicable to different contexts. Therefore, exploratory research was valuable to this study by assisting to gain new insights into occurrences of social integration.

Descriptive qualitative research is regarded as useful to explore the meanings behind certain life events (Thomas et al., 2012) and very valuable in describing previously unexplored areas of study (LaSala, 2005). Ritchie and Lewis (2003) portray a descriptive approach as aiming to report an understanding of the views of the participants being studied. The fundamental purpose of this type of research is to explore and describe the intrinsic nature of participants with regard to the phenomenon being studied (Ritchie & Lewis, 2003). For these reasons, the design used in this research was descriptive in nature. A limitation to using a descriptive approach is that it can be dismissed as mere journalism due to the data not being converted into non-concrete themes and concepts; therefore, it cannot be used to construct a theory (Ritchie & Lewis, 2003).

4.3 Research Participants and Sampling

Participants in the peer mentor programme in this study were first-year (mentees) and senior (mentor) students in residences of the UFS.

Purposive sampling which involves the selection of information-rich cases within a relatively small group (Teddlie & Yu, 2007) was used to select mentees and mentors. The participants in the purposive sample had knowledge and experience regarding the phenomenon being studied; therefore, they had certain characteristics (Koerber & McMichael, 2008). For this reason, when selecting a sample for focus groups, it is important to remember that the groups should be homogenous in terms of backgrounds and experiences (Patton, 2015). However, Koerber and McMichael (2008) recommend that the most extensive perspectives possible are included in the sample. Patton (2015) advises that the rationale and purpose of the study should be used as a basis to select the purposive sample. Consequently, the sample is selected according to the aim of the study (Koerber & McMichael, 2008). However, a risk of purposive sampling is that the chosen sample may be too large for the resources that researchers have at their disposal (Koerber & McMichael, 2008). Another limitation, according to Koerber and McMichael (2008), is that the perspectives in the sample may not be sufficiently diverse to represent the widest variety available. An additional limitation occurs when researchers wilfully construct the sample in such a way that they attain their desired results (Koerber & McMichael, 2008). Nevertheless, the strength of this method is that only a small sample size is required (Patton, 2015). This sampling method was ideal for this study, because it enabled the researcher to select participants that could shed light on the research aims.

Residences were chosen according to the purposive sampling method, and the managers of the residences were requested to assist with arranging the focus group discussions with the participants. The mentees of each residence were selected at and invited to the focus group discussions. The discussions were held in informal settings at the residences, and the researcher ensured that they took place in a comfortable, quiet environment. Six focus group discussions were held with the mentees: three at female residences, two at male residences, and one at a mixed-gender residence. For the focus group discussions with the mentors, residences were chosen, and the discussions were held with the full group of mentors of that particular residence. Six focus group discussions were held with the mentors, four with female residences, one with a male residence, and the other discussion was held with a mixed-gender group. Therefore, a total of 46 mentees and 44 mentors participated in the research study. The table below illustrates the demographic details of the participants.

Table 1

Focus Groups' Demographic Details

	Mentee/Mentor	N	Gender
Focus group 1	Mentees	8	Females
Focus group 2	Mentees	8	Males
Focus group 3	Mentees	9	5 Males 4 Females
Focus group 4	Mentees	6	Females
Focus group 5	Mentees	7	Males
Focus group 6	Mentees	8	Females
Focus group 7	Mentors	8	5 Males 3 Females
Focus group 8	Mentors	7	Females
Focus group 9	Mentors	8	Females
Focus group 10	Mentors	8	Males
Focus group 11	Mentors	6	Females
Focus group 12	Mentors	7	Females

4.4 Data Collection

Data were collected in the form of focus group discussions. This was based on Ritchie and Lewis' (2003) advice that, when the study is concerned with a service or programme, a reasonable quantity of information is needed to provide accurate descriptive evidence of the participants' experiences in the service or programme. Focus group discussions are group interviews with a relatively small group of homogeneous beliefs and experiences and are based on a specific topic (Patton, 2015) that uses data generated from communication between research participants (Brown et al., 2003). These focus group discussions are ideal for exploring participants' experiences and way of thinking (Brown et al., 2003), as a means of benefitting from the interactions in the group (Webb & Kevern, 2000). Patton (2015) affirms that, typically, a whole range of discussions will be conducted to gain more extensive data that will corroborate the themes that emerge. The benefit of these discussions is that when participants hear one another's responses, they tend to provide further comments beyond what they initially intended to say (Patton, 2015) Therefore, through the interactions among

participants, richer data emerge (Patton, 2015). More advantages of this method of data collection are that it is cost effective, participant interactions augment the data, and the participants tend to enjoy the social interaction (Patton, 2015). However, the limitations are that not as many questions can be asked as in a paper survey, the average response time for each individual is shortened, minority views tend to be held back, and social interaction may be constrained by the unfamiliar setting (Patton, 2015). Thus, focus group discussions should not be used when discussing complex or personal issues (Patton, 2015).

Focus group discussions that are semi-structured in nature were held with the mentees and mentors separately in their respective residence groups. Semi-structured focus group questions were decided on before the discussions began. These semi-structured discussions involve open-ended questions (DiCicco-Bloom & Crabtree, 2006). It is important to note that qualitative research questions are mostly open ended, because they explore the voices of different participants, and the questions can focus on individual views or on collective stories of all participants (Creswell, Hanson, Plano-Clark, & Morales, 2007). Patton (2015) advises that the purpose of a focus group discussion is not to make a decision, solve a problem, or get the participants to agree on a certain topic; its aim is to obtain high-quality data. It is also important to note that the setting of a focus group discussion should be comfortable and allow the participants to enjoy sharing their thoughts (Patton, 2015).

For the reasons discussed above, focus group discussions as a means of data collection was chosen to provide data that were rich with descriptive elements and exploratory evidence (Ritchie & Lewis, 2003). A wealth of qualitative data were collected to ensure that it was a clear representation of the experiences of a diverse group and to ensure the conclusions made from the data would be meaningful. Ritchie and Lewis (2003) also assure that when using an exploratory study, data tend to be less structured, especially when they concern a field in which not much is known and also when the study involves understanding participants' experiences that emerge through their narrative. Thus, the means of data gathering were not as important as the rich data that came from it.

The purpose of the questions asked during the focus group discussions with the mentors was to ascertain what the mentors' observations regarding the social integration and sense of belonging of the first-year students were. Through that, an observation could be made of what the mentors' perceptions of social integration were and how they viewed its effectiveness with

the first-year students. The mentors were also given the opportunity to explain their own contributions to the experience of social integration, the aim of which was to have a subjective report of how the mentors evaluated their own functioning. After describing their experience with the first-year students, the mentors were asked about their own experiences of social integration. The intention of this question was for the mentors to shift their focus away from being external observers to providing more personal insight about the issue at hand. During the focus group discussions, the following types of questions were asked.

- How would you describe your mentees' social integration?
- Describe the degree to which the mentees experience a sense of belonging to their residence.
- In which ways do you feel you are contributing to the mentees' social integration?
- Describe your own experience of social integration.

Additionally, the goal of the questions asked during the focus group discussion with the mentees were also to gain specific information regarding the mentees' perception of what social integration is and also how they experienced it. By asking about their sense of belonging, the researcher had the opportunity to acquire insight about the mentors and mentees' sense of belonging. The purpose of the last question was to have a subjective assessment of the extent to which a mentor added to the experience of social integration. Typical questions that were posed to the mentees were the following:

- Describe your experience of social integration on campus and in your residence.
- Describe the extent to which you feel like you belong to your residence community
- In which ways are your mentors aiding your social integration?

4.5 Data Analysis

Patterns in the data were identified by using thematic analysis (TA) (Braun & Clarke, 2006). This form of data analysis was used primarily for exploratory and descriptive reasons and not to evaluate the programme. TA presents qualitative data in a descriptive way (Braun & Clarke, 2006) by seeking to identify the underlying themes hidden in the data in order to create a better understanding of the participants' responses (Attride-Stirling, 2001). These responses are transcribed with the purpose to reflect the topic being studied experientially (Braun & Clarke, 2006). Furthermore, according to Gibson and Brown (2009), an advantage of identifying themes is that it not only emphasises the similarities in the data, but it also emphasises the

differences in experiences. However, Braun and Clarke (2006) stress that the limitations of TA include that it is applicable only to textual data and mainly descriptive; therefore, it cannot serve as the final analysis. Gibson (2009) adds that a critique of TA is that the themes that are identified may be only a generalised reflection of the participants' experiences. This method of analysis was chosen for its ability to portray the content of the interview transcripts according to the identified themes (Braun & Clarke, 2006).

The TA process begins when the researcher, even during the data collection process already, begins to look for patterns of meaning and noteworthy issues in the data (Braun & Clarke, 2006). From here, the initial observations and ideas for coding themes begin and continue throughout the entire data analysis process (Braun & Clarke, 2006). This process of analysis is described below.

a) Familiarising yourself with the data takes place when researchers immerse themselves in the data to the extent that they become familiar with the content (Braun & Clarke, 2006). This immersion involves reading and re-reading the data actively to search for meaning and patterns (Braun & Clarke, 2006). Braun and Clarke (2006) advise that even though it is tempting to skip this phase, it provides the foundation for the rest of the analysis and therefore is very important (Braun & Clarke, 2006). Since the researcher of this research study was involved directly in the data-collection process, she was able to be very familiar with the data from the outset and could even begin to form some initial analytic thoughts (Braun & Clarke, 2006). The next step during this initial phase is to transcribe the verbal data, which is a great way to familiarise oneself with the data (Braun & Clarke, 2006). If the transcriptions are done by someone other than the researcher, it is important that the researcher spend some time to compare the transcripts with the original recordings (Braun & Clarke, 2006).

b) Generating initial codes is the next phase of the analysis process and begins when an initial list of ideas on the content of the data, which then lead to the production of codes (Braun & Clarke, 2006). Codes focus on aspects of the data that seem interesting and assist to organise the data in meaningful groups (Braun & Clarke, 2006). The researcher should work through the data systematically and pay attention to each item to identify a feature in the data that can form the basis of emerging patterns (Braun & Clarke, 2006).

c) Searching for themes is the third phase of the analysis process and begins once all the data have been coded (Braun & Clarke, 2006). In this phase, the researcher begins to sort and combine all the coded data into potential themes (Braun & Clarke, 2006). At the end of this phase, the researcher should have a collection of potential themes with coded data that are related to the theme (Braun & Clarke, 2006).

d) Reviewing themes is the phase during which refinement of themes takes place (Braun & Clarke, 2006). Some themes might merge to form one theme, while other themes might be broken down into more themes or even fall away completely (Braun & Clarke, 2006). During this phase, the coded data extracts should be reviewed to make sure they form a coherent pattern in the chosen theme (Braun & Clarke, 2006). After this, the validity of each individual theme should be considered in relation to the entire data set (Braun & Clarke, 2006).

e) Defining and naming themes involves identifying the essence of what each theme is about and categorising the factors that each theme represents (Braun & Clarke, 2006). A detailed analysis is then written for each theme by writing the content of the theme in such a way that it fits in with the overall analysis of the data (Braun & Clarke, 2006). During this phase, subthemes are identified, analysed, and documented (Braun & Clarke, 2006).

f) Producing the report is the phase that follows after a set of fully worked-out themes has been analysed and documented (Braun & Clarke, 2006). The purpose of the TA report is to tell the story of the data accurately in such a way that the reader is convinced of the validity of the data (Braun & Clarke, 2006). Therefore, sufficient evidence of the data must be provided in the report by including extracts of the original transcripts as a means to support the analysis (Braun & Clarke, 2006).

All of the focus group discussions were transcribed and analysed by using TA. LaSala (2005) and Braun and Clarke (2006) agree that the themes that emerge from the data through analysis of all qualitative research methods should be an accurate representation of the common opinions of all participants. This method of data analysis is supported by Attride-Stirling (2001), who notes that in order to get useful results from a qualitative study, it is important that the data be analysed methodically. It is also important to keep in mind that the outline of the data analysis must provide an accurate description of how a direct link can be drawn from the participants' own voice to the interpretations that are made (Fereday & Muir-Cochrane, 2006).

4.6 Ethical Considerations

The programme was facilitated by the Division of Housing and Residence Affairs (HRA) at the UFS, which has given permission to conduct the research. After this, the proposal for the research study was tabled and approved by the Research Committee of the Department of Psychology. Lastly, the research proposal was also submitted to the research desk at the Dean of Student Affairs for approval (Appendix A). The process and purpose of the research were explained to the participants to enable them to give their informed consent. Participants were given consent forms to sign (Appendix B) and were informed that the participation in the research study was voluntary and that they therefore were free to leave the focus group discussion if they felt uncomfortable in any way, without suffering any repercussions. Before the focus group commenced, the researcher assured the participants that their responses would remain anonymous and requested the participants to respect each other's confidentiality by not mentioning their responses to anyone after the focus group discussion. Owing to the sensitivity of the discussions, all the data that were gathered were kept confidential, and the names of the participants remained anonymous. Even though the purpose of these mentee and mentor groups was for the purposes of support, the researcher realised the responsibility of referring students to support services on campus if an issue of concern should arise. All the interviews and focus-group discussions were conducted by the same researcher who is also the co-ordinator of the programme and was therefore a useful instrument for the qualitative research. However, transparency was ensured through researcher-reflexivity, by also focussing on the research process as a point of inquiry (Pazella, Pettigrew, & Miller-Day, 2012).

4.7 Issues of Trustworthiness

Curtin and Fossey (2007) emphasise that issues of trustworthiness need to be considered when conducting qualitative research. Hoffman (2010) supports this notion by saying that researchers often mistakenly believe that qualitative research is in some way easier since it does not involve computations like those in quantitative research methods. On the contrary, researchers making use of qualitative methods should be able to prove their comprehensive understanding of the basic paradigms of qualitative research (Hoffman, 2010). Trustworthiness can be ensured basically when researchers can show that the findings of the research are not based on their own biases (Grantham, Robinson, & Chapman, 2015), and is critical to ensure support for the findings of the study (Greenman, 2013). Furthermore, trustworthiness must be

measured by the extent to which the experiences of the participants are reflected accurately in the findings (Curtin & Fossey, 2007). The trustworthiness of the research is established by means of credibility, transferability, dependability, confirmability (Shenton, 2004), and reflexivity (Curtin & Fossey, 2007).

The first principle of importance is credibility, which refers to ensuring and proving that the research study measured or described that which it was intended to measure (Shenton, 2004). According to Patton (2015), when using a purposive sample, it is especially important to show that the analysis of the sample came from the participants and not from the logic of the study. Thus, credibility is strengthened when participants' viewpoints are described by quoting their own words (Fereday & Muir-Cochrane, 2006). White, Oelke, and Friesen (2012) provide a beautiful condition of credibility by saying "participants' input must be honest, clearly recorded, and accurately presented" (p. 246). Credibility was ascertained by using participants with various backgrounds and experiences and by clearly showing how the research findings came from the participants' own descriptions of their experiences.

The key to transferability, which is the second issue of trustworthiness, is to ensure that the research findings can be generalisable; in other words, the research findings should be applicable to other contexts (Curtin & Fossey, 2007). Transferability can be determined only by the readers of the findings and not by the researcher (Slabbert, 2015). Transferability was ensured by giving clear descriptions of the research process, participants, context, methods, and analysis (Graneheim & Lundman, 2004). These clear descriptions enable other researchers to make comparisons of their own findings and experiences (Curtin & Fossey, 2007). Transferability was ensured in this research study by providing clear descriptions of all processes, analyses, and the participants of the research study.

Another principle of importance when considering issues of trustworthiness is dependability. A dependable research project assures that, if the same research methods, instruments, and participants were used in a similar context, similar findings would be obtained (Shenton, 2004). The research proved to be dependable when multiple sets of data collection were used. The different data sets were corroborated in order to strengthen the results. Clear descriptions of the data-collection and -analysis procedures and particulars of the participants were provided.

Lastly, with regard to confirmability, Marrow (2005) asserts that it acknowledges that “research is never objective” (p. 253). Therefore, the findings should show clearly how they have been derived from the data being studied (Marrow, 2005). Confirmability was achieved by showing that the findings emerged from the data and not from the researchers’ own predispositions. This was achieved by means of triangulation (Shenton, 2004).

Researcher reflexivity in research requires researchers to engage constantly in a process of reflecting about and considering their own unique position in the research study (Bowtell et al., 2013). Therefore, Patton (2015) submits that the principle of reflexivity insists that the researcher use critical self-knowledge consider his/her own position regarding a certain issue relative to the participants of the study, as well as how he/she is affected by this issue of study (Patton, 2015). This is important to ensure the researcher’s own views do not influence the nature of the findings (Howitt, 2010). Furthermore, researchers who honestly report their experience with the research as well as the difficulties they have encountered, enable other researchers to be more aware of the intricacies involved in such a process (Bowtell et al., 2013). The process of critical reflection involved in the research of the reflexive researcher creates an understanding of the experiences they have lived through (Bowtell et al., 2013). This process of reflexivity requires researchers to be constantly aware of what they bring to the research before, during, and after the study (Bowtell et al., 2013), as well as the role they play in constructing the data (Gibson & Brown, 2009). Therefore, observations are directed not only at the participants, but also towards the self (Patton, 2015)

All the interviews and focus group discussions were conducted by the same researcher, who was also the co-ordinator of the programme and was therefore a useful instrument for the qualitative research. However, transparency was ensured by researcher reflexivity, by focussing on the research process as a point of enquiry (Pazella, Pettigrew, & Miller-Day, 2012). LaSala (2005) points out that researchers who use qualitative methods should attest that they have used all possible means to prevent their own preconceptions from influencing the research results.

4.9 Chapter Summary

This chapter clarified the research aims for this qualitative, descriptive, and exploratory study. The research aims were explained, and the specific research questions focused on

experiences of social integration were given. Next, the research approach and design were discussed to show that the qualitative approach was chosen to provide a richer depth of data and to explore and describe the experiences of the various participants. Special attention was given to the process of the purposive sampling method that was used to select information-rich cases from the participants' responses. This sampling process and the descriptions of participants were also explained. The researched then explained the data collection procedures. A brief account was then given of the data-analysis process and how TA was used. Lastly, the ethical considerations of the research project were explained.

Chapter 5: Research results

The aim of this research study was to explore and describe the experiences of social integration in a peer mentor programme. Specific attention was given to the extent to which students feel they belong to their residence communities. In this chapter, the key themes that emerged from the analysis of the data for both the mentees and mentors are identified and discussed.

The themes that emerged from the TA are presented in the section below. The experiences of mentees and mentors for each theme are discussed. To provide illustrations of the data, verbatim quotations from the participants are included. This will assist with portraying the voices of the participants and ensuring the trustworthiness of the study. Minor changes were made to some quotations to improve readability. Information irrelevant to the discussion has been omitted and is indicated by means of an ellipsis (...). Where information was added to clarify what the participants were referring to, square brackets [] are used. Responses that were in Afrikaans have been translated into English when used as a quote. All information relating to the identity of the participants and their respective residences has been removed. Quotations were selected to illustrate the students' experiences with regard to social integration in a peer mentor programme. All the focus group transcriptions and the TA can be seen in Appendix C

Even though the TA was done separately for both of these groups, results in relation to both groups are presented together in this chapter. Even though the same themes emerged for the mentees and the mentors, certain nuances that emerged are also discussed in the section below. The perspectives of both the mentees and the mentors are given, and it is shown how these perspectives differ or relate to each other.

Table 2

Themes and Subthemes of Mentor and Mentees' Experiences of Social Integration

Themes	Subthemes
Focus of the mentor-mentee relationship	Orientation to campus life Shared values Development of life skills
Type of mentor roles	Mentor as a role model The role of a friend Academic advisor
Factors influencing the mentor-mentee relationship	Size Type of activities Traditions Commitment to the residence Friendships in the residence
Value of the mentor-mentee relationship	Psychological and emotional support Community and interconnectedness Exposure to diversity

5.1 Focus of the Mentor-mentee Relationship

It became clear that the focus of the conversations between the mentors and mentees were often more than just about the prescribed topics of the programme. Some mentors were very focused on having strong advisory conversations with the mentees and were able to guide them from their own experiences of their own academic success. By doing this, they became valuable assets to the mentees in their orientation to campus life. Other conversations in the mentor-mentee relationship revolved around establishing and discussing shared values. Mentors also often discussed with the mentees their academic progress and challenges, and some relationships even focused on the goal-setting behaviour of the mentees that supported them in their career development.

5.1.1 Orientation to campus life

This subtheme mainly emerged from the mentees who explained how the conversations that the mentors had with them during the orientation activities helped them to feel welcomed and embraced in their new environments. One mentee remembered how his mentor had spent time

introducing him to the other mentees when he moved in later than the rest: *“This is the first years and introduced me to the other guys (...) immediately I felt like ok this is nice. I like this” (Male mentee, FG 5, par. 12)*. The mentees reported how the mentors were focused on ensuring that all of them knew one another and were comfortable in their new environments. The friendships that the mentees formed because of this focus made them feel welcomed into the environment quicker than they would have without it. An accurate description of this can be seen in the following statement: *“And the (first) night was tough because like obviously you are away from home for the first time but after that I felt very welcome like with the people around me I made friends very quickly” (Female mentee, FG 1, par. 7)*. Another mentee stated *“So it was not quite difficult for me, because I am a social person. So our HK [house committee member] first years introduced us very well to each other and made us one. So I adapted like that, so it was easy” (Male mentee, FG 5, par. 13)*. Therefore, the intentional focus of the mentors to orient their mentees towards their new environment aided their social integration: *“So I feel I really feel at home because people are very nice like the reception was very nice” (Female mentee, FG 6, par. 16)*.

5.1.2 Shared values

The focus on shared values in the mentor programme assisted the mentees to feel socially integrated: *“(...) since when we got there we were taught you have respect for one another. That plays a big role because if you don’t have respect for anyone then there are going to be problems” (Female mentee, FG 4, par. 12)*. Another mentee stated how this content focus emphasised the value of caring for one another: *“The thing is we always take care of each other (...) like an example. ‘This guy is in a bad place right now’ ... he said that a lot, that people being in a bad place, just reach out” (Male mentee, FG 5, par. 55)*.

Similarly, the mentors were able to observe the effect that the focus on shared values had on the mentees: *“I didn’t expect it to touch on the first years the way it did. Like especially forgiveness, I had girls cry and I’ve had girls opening up about things that had happened (...) so I think the topics we do are really valuable to them because if somebody else opens up first then everybody then just follows.” (Female mentor, FG 7, par. 22)*.

5.1.3 Development of life skills

It was observed that the mentees were able to view their conversations with their mentors as valuable lessons for later in life. One mentee mentioned, *“They are grooming us from the*

beginning. All these different small things we do, is going to help us later in life” (Male mentee, FG 2, par. 18). Another mentee stated that these conversations that they had with the mentors gave them a better perspective of how the real world works: *“But the thing is that is not how it is in the real life, so they throw a curve ball and say because of this and this (...). So it is actually out of your comfort zone, but it I how it is in real life” (Male mentee, FG 5, par. 39).*

It was interesting to note how the mentors were also aware of how their experiences with the mentees were shaping them for other roles later in life. This can be seen in the following statement: *“Being a mentor opens a lot of doors and you get to know the first years in a whole lot of different light and it is sort of nice (...) It sort of like open a lot of opportunities and allows you to know more people and it adds another leadership role to your life” (Female mentor, FG 11, par. 27).* The mentors expressed how, by focusing on teaching their mentees life skills, they also learnt these lessons: *“I think it was something else whereby I taught them something but in that process of teaching them I also learnt something too (...) so it was also one of the chances that I have through the mentorship programme to invest in someone and do something tangible for someone” (Male mentor, FG 10, par. 32).*

5.2 Types of Mentor Roles

Even though the main purpose of the mentors was to mentor and guide their mentees, it became clear from the TA that they functioned in a few other roles as well. Mentees and mentors were both able to recognise the mentors as role models to the mentees. Furthermore, the mentees especially saw the mentor as a valuable friend and someone to approach for academic advice or assistance.

5.2.1 Mentor as a role model

Mentees often mentioned that the mentor-mentee relationship frequently consisted of having a more experienced person to talk to and ask for advice: *“It is also quite nice to talk to someone that knew everything about what’s going on and like how the res [residence] runs and if you have a problem or if you want to know how something works then you to them and talk to them” (Female mentee, FG 1, par. 30).* One mentee described this experience as follows: *“They always make sure to find out if you are doing (...) how you are doing, if there are problems, and they try to address it in the best way possible. It makes you feel at ease, it makes you feel as if you are being listened to” (Female mentee, FG 4, par. 49).* The mentees generally

appreciated having a role model that “(...) *draws from his own experiences (...)*” (Male mentee, FG 2, par. 55) to advise them and look out for them: “*So she would (...) come to my room and talk about this privately. She would give me advice like it is only for a couple of months just to see it through. She calmed me down*” (Female mentee, FG 1, par. 37). It was also very important for the mentees that the mentors were a “*living example*” (Male mentee, FG 2, par. 69) of the values that they taught. This sentiment was explained accurately as follows: “*Modelling works very well if you see something like a value being expressed you understand it and then you don’t obviously do the same thing, but you try and fit it into your own life*” (Male mentee, FG 3, par. 74).

Similarly to the mentees’ opinion, the mentors were very much aware of their role as role models: “*We had that bond with them and [we had] that trust*” (Female mentor, FG 12, par. 10). Most mentors agreed that, to be successful role models, they should first be able to share from their own experiences. This element was described as follows: “*In my experience with my mentees; the reason why they talk is if they realise that you sort of have or had the same problems (...). Problems can also be common. So talking generally; sometimes not asking them but talking about your experiences just basically telling your testimony would let them open up to you*” (Male mentor, FG 7, par. 16). Another mentor agreed with this statement by saying: “*Make it more meaningful, (...) when the mentors started talking about their [own] challenges, that’s when everybody started shooting up as well. So I think if mentors can be encouraged to give their sides of the stories and be genuine about it, because people can see when you are just giving auto answers*” (Male mentor, FG 7, par. 23).

5.2.2 The role of a friend

The mentees felt safe and confident enough to approach their mentors as friends. This theme can be seen in the following statement: “*If I have an issues, if I am stressing just like go talk to him and like he is super chilled and he is always happy to do it*” (Male mentee, FG 3, par. 31). The mentees described how they “*felt really comfortable talking to them and they all made you feel very welcome*” (Female mentee, FG 1, par. 30), and the mentees seemed to appreciate it when the interactions between them and their mentors were very informal. From the mentees’ statements, it can be observed how the mentors were intentional about keeping the interactions informal in order to form friendships with their mentees: “*He was like ‘how are you’ and I said ‘I am great and you’ and he was like ‘how’s it going with you this and that’ nothing about the session, we just sat and chatted (...) I liked that a lot*” (Male mentee, FG 5, par. 32).

The mentors seemed to be more aware than the mentees were of their roles as friends to their mentees, and in the following statement it can be seen how they were very intentional with this role: *“(...) understand that it is great that you can go speak to him at any time and if you want to, you can go sit in his room and talk about girls. And talk to him as if he has been your friend for 6 years”* (Male mentor, FG 10, par. 20). The mentors felt this role was very valuable for them and would mention incidences where the mentees would express their gratitude towards the mentors: *“She sends me messages that she likes having me in her life”* (Female mentor, FG 9, par. 39). Many mentors had advice to share on how to build relationships with mentees: *“(...) always finding the common thing between two people is important (...) And as you continue to speak then they start to really tell you what’s really going on with them (...) But if you make them feel comfortable they will come to you, find that commonality, speak to them about what they like and they’ll come running”* (Male mentor, FG 7, par. 14).

5.2.3 Academic advisor

Some mentees spoke about how their mentors assisted and advised them with regard to their academic progress: *“He like helped me with some of my studies which I was struggling with (...) He would on a regular basis send me inspirational videos that I would watch and I liked”* (Male mentee, FG 5, par. 61), while others found conversations with their mentors were informative: *“And I think it is really educational and I think it is a good thing because sometimes people get confused when they leave home and so it kinda keeps us grounded as well”* (Female mentee, FG 6, par. 2).

The mentors were also very intentional in assisting their mentees with their academics, which can be seen from the following statement: *“Most of them were not coping academically and I actually gave them advice that; ‘listen’, we were doing the same course, ‘try to do this and try to do that’ (...) If I told them: ‘guys, studying until 4 am is not on, have some rest’ they’d actually take some rest. And I tell them basic stuff like: ‘don’t use certain energy drinks’, they take my advice ”* (Male mentor, FG 7, par. 13).

5.3 Factors Influencing the Mentor-mentee Relationship

For the programme to be a valuable experience, certain factors emerged from the data that, when present, enhanced the experience of both the mentees and mentors. Mentees and mentors agreed that the group size played an important part in their experience of the programme, especially when the group sizes of both the residence and the mentee groups were smaller. Mentees and mentors agreed that the activities in which they were involved with other students assisted them to get to know new people and to form deeper bonds with those in their groups. Additionally, mentees and mentors reported how the traditions in the residence either assisted or deterred the functioning of the mentor programme. The mentees were able to realise that, to gain value from their experience in the residence and mentor programme, it was important for each individual to commit to the residence community. The mentors agreed with the mentees when they reflected on their own experiences and stated how participation and commitment assisted with their social integration. Mentees and mentors reflected on how the friendships that they formed in the residences and the peer mentor programme assisted them to gain value from the peer mentor programme.

5.3.1 Size

The mentees felt connected to one another when the group size of the residence was smaller. A mentee put it as follows: *“Because we are such a small group, you get to know everyone (...) It being small is to its benefit. It shows through various many things. In culture we excel. In academics we excel. In sports, we excel”* (Male mentee, FG 2, par. 46).

The mentors also spoke a great deal about group size and agreed that when the number of students in the residence was smaller, social integration was easier: *“I think, because you are kind of small, it kind of forces us. (...). I think that will also help, the fact that we need to stand together and work together for it to be a success”* (Female mentor, FG 11, par. 9). Mentors were also focused on the number of mentees that they had to mentor for the year: *“I really feel the number of first years you have in a group makes a huge difference and yeah you really have to spend time with people to really get to know them”* (Female mentor, FG 9, par. 32). Another statement made by a mentor agrees with this: *“(…) perhaps if we had like two less so that we can spend a little more time with them and interact a little more and to get to know them a little better”* (Female mentor, FG 9, par. 42).

5.3.2 Type of activities

Mentors and mentees explained how doing things together and participating in activities with other students helped them to feel socially integrated. These students were then also able to benefit more from the peer mentor programme. A mentee explained this theme as follows: *“We have teekan [drinking tea together every day] on Tuesdays and Thursdays and we just interact and we feel like we all belong together. We are a family here” (Female mentee, FG 6, par. 31).*

Mentees became socially integrated when there was *“a lot of events that unite people” (Female mentee, FG 1, par. 27)* in which all of them could participate. These activities included *“(…) teekan [drinking tea together every day], soccer” (Female mentee, FG 1, par. 28)* and *“(…) inters [social gatherings]” (Male mentee, FG 2, par. 34).* Mentees explained how *“(…) everything we did together” (Male mentee, FG 5, par. 14)* and this led to the mentees realising that *“there was no option but for us to get together and it is a good thing because we are together now, we don’t see any divisions between us” (Male mentee, FG 3, par. 9).* It became clear that once the mentees felt safe and comfortable in their spaces, they were confident to interact with one another in other spheres, especially the peer mentor programme. One mentee explained this sentiment as follows: *“So, when you integrate with the whole group you have other people to talk to. You have other themes in common with other people that you don’t usually mix with” (Male mentee, FG 5, par. 55).*

Some mentors reflected on how participating in activities assisted them to feel socially integrated in their first year. The following is an example of such a reflection: *“But I know what makes it easier for me is the stagedoor ser, being involved in the stagedoor makes it much easier, because you are with those people every day. Whereby you even forget about the race and that has helped throughout the years. So I don’t know about someone who has not been involved in those activities, how is it” (Female mentor, FG 11, par. 8).* These shared experiences also led to sharing behaviour among the students in the same residences: *“(…) super comfortable like people like just come to your room and say ‘hey dude I am hungry’ and then open your fridge and take the bread” (Female mentor, FG 8, par. 8).* Another form of sharing behaviour was mentioned in the form of feeling comfortable to share daily experiences with one another: *“I wanted to share something that I found out during the day that was nice to me and it was just nice for me to share it with them” (Female mentor, FG 12, par. 18).* As part of the peer mentor programme, the mentors were also able to build relationships with

students with whom they would not have done so already. A mentor stated, *“Because I think everyone has values and that that’s great to focus on them a bit more, but getting to know them and getting to build a relationship with them is the most important thing for me”* (Female mentor, FG 12, par. 13). Another mentor mentioned that she was able to get to know *“many girls from different cultures and things with whom I never would have spoken”* (Female mentor, FG 12, par. 17).

5.3.3 Traditions

Mentees who experienced a wide variety of residence traditions expressed pride in being part of the residence and by extension were open to and comfortable with the peer mentor programme. These residence traditions ranged from the uniform or dress code in the residence, the titles by which they called one another, the residence songs to the activities that they participated in together. The following statement illustrates how these traditions drew the mentees in to feel part of the group: *“We do things different from other residences, completely different. And to be part of a residence that has so much tradition and culture makes me feel proud. I want to be a part of that”* (Male mentee, FG 2, par. 14). Another mentee spoke about how these traditions in which they were involved assisted with their integration by saying, *“It is a great sense of pride that you feel in a res [residence] (...) being welcomed into something with such history and to become part of the history being able to leave your mark there”* (Male mentee, FG 2, par. 18). According to a mentee, an example of these traditions was *“making us walk together (...) You kind of forced to talk to everybody and get to know them”* (Male mentee, FG 2, par. 51).

Some mentors agreed that the traditions in the residences assisted with social integration: *“Well, basically the thing that was just great to make you feel part of the residences was the small traditions and small things that we do”* (Male mentor, FG 10, par. 9). However, some mentors’ view of traditions were somewhat different. They generally stated that they were able to build relationships with their mentees in spite of strong hierarchical traditions in the residences. A mentor explained this as follows: *“It actually makes people comfortable; they show that division of...you know that hierarchy of seniors and first year? (...) we have like titles...like ‘Andiyano’. It is like no call me [own name], please break down this thing of senior-first year, you know. (...). We try to make them feel comfortable”* (FG 8, par. 29). Still, not all mentors were able to surpass the hierarchical tradition and build relationships with their mentees. This was explained by a mentor who compared being a mentor in her second year to

being a mentor in her third year: *“I would just stand there as a second year and chat to all the first years and I got to know a lot of the first years and this year, just being a third year automatically that thing at the telegat didn’t work. It is like that separation (...)”* (Female mentor, FG 9, par. 53). Upon reflection, some mentors stated that these traditions served as barriers for their own social integration. A mentor stated, *“In my first year, I didn’t feel much of being part of my res, (...). Partly because there was a fear instilled in us by seniors to know their names and I had the fear of not knowing anybody’s name (...). So I stayed mostly in my room, I would hide in there and so I didn’t interact so much with my first year group”* (Female mentor, FG 9, par. 8). Another mentor elaborated, *“You felt forced you know and I couldn’t understand why we have to go there, cause we are first years and we have to”* (Female mentor, FG 9, par. 11). A mentor explained the reason for this experience as follows: *“(…) because in first year you just have matric and now you feel like a grown up and now and you have these rules that made you feel like a child and you don’t want to be treated like a child or you feel just like a child”* (Female mentor, FG 9, par. 19).

5.3.4 Commitment to the residence

An important factor that influenced the peer mentor programme was the amount of commitment that mentees and mentors showed towards it. The mentees were aware that, in order for you become one of the residence members, it is going to require something of you; you will have to put in an effort and show your commitment to the new environment. Many mentees echoed the statement that, to feel part of the residence, you have to show some commitment. The following statement summarises this concept: *“And I just think it is the effort you make with people and that’s what you also get back. So if you are not social with anybody you will find yourself feeling very alone”* (Female mentee, FG 1, par. 10). The next statement goes further to say that if you do not become involved, you will not necessarily experience belonging: *“The more you do, the more you feel you belong. If you are not going to do anything you won’t feel like you mean something to the residence, but if you do a lot you will feel like you make a contribution”* (Male mentee, FG 2, par. 8). This commitment shown towards the residence is dependent on the individual: *“You make of it what you make of it”* (FG4, par. 40), embedded in the *“(…) positive attitude”* (Female mentee, FG 4, par. 40) towards the residence.

The mentors agree with this sentiment and explained it in more detail: *“It depends on initiative (...) like he said ‘it’s not enough that you live in the same place’. And as much as we’d like to say that there is a lot of integration, there isn’t because some don’t want to take*

initiative to actually get to know each other” (Male mentor, FG 7, par. 9). Another mentor described their own commitment as a choice that you make: *“I realised that social integration is very much a personal thing, like you are only as excluded as much as you think you are or you allow yourself to be, so if you want to be included then by simply wanting it, you will start being included and if you stop looking at yourself as an outsider, which is what you will be projecting to rest of the group, then they will start seeing you as an outsider”* (Male mentor, FG 10, par. 10). This commitment was strengthened for many mentors when they realised they had a responsibility to be an example to their mentees: *“You make sure you are as much as you need to be there, but ya it makes you look at yourself as well, because you need to be an example to them”* (Female mentor, FG 9, par. 28).

5.3.5 Friendships in the residence

Mentees and mentors agreed that they were able to make many friends, which aided their experiences of the peer mentor programme. A mentor stated that the peer mentor programme assisted to deepen her understanding of others, which is seen from the following statement: *“(…) makes you experience people’s personalities a bit more and get to know people on a deeper level”* (Female mentor, FG 9, par. 28). Another mentor encapsulated this theme by saying, *“I know someone and think we really love each other and it is really (…) you don’t have be scared of anything, because you are safe in this residence and you have friendships with everyone”* (Female mentor, FG 12, par. 6).

The mentees enjoyed the friendships that they had made, and one mentee explained, *“It is so funny how, I obviously feel like we are all friends. I can literally walk into someone’s room and ask for something at any given moment”* (Female mentee, FG 4, par. 19). These mentees explained how the mentors helped them to make more friends: *“They are just helping to make friends so that you (…) obviously you make easier friends when you are in a residence”* (Male mentee, FG 5, par. 13). They also explained how participating in the mentor programme, especially the group discussions, helped them to have deeper friendships understanding of one another: *“We speak about our personal issues and then with that we get to know each other on that personal level”* (Female mentee, FG 3, par. 30).

The mentors explained that the absence of friendship put strain on the mentor relationship: *“I feel like there are some who are willing to share (...). There is a difference between someone who is being honest and sharing their real opinion and someone that just wants to give what is*

supposedly the right answer. (...) some of them see it as more of an irritation, something in your schedule that you need to do and get it over and done with. So you find that even though you try to get them to open up, some are just reluctant. But at the end of the day it is human for people to not feel comfortable sharing certain things with certain people. Because even in my first year, I found it very difficult to share a lot of things with my mentor because some things you are only comfortable sharing your mother or a friend” (Female mentor, FG 7, par. 12). Another mentor emphasised this statement by saying, *“I worry that they are not being honest with me, like you will never know” (Female mentor, FG 8, par. 61).* Like the mentees, the mentors also felt that the peer mentor programme helped them to grow deeper in their friendships: *“I have learnt a lot from these girls and like a lot of people like saying ‘you are an inspiration’ but you draw inspiration from small things. Even these first years, when they talk it is surprising to see how much they know and they are still in their first year. For me I think we all learn from each other. Mentor and mentees we are all in this together and learning together. I like having fun with them and have a relationship with each one of them” (Female mentor, FG 8, par. 56).*

5.4 Value of the Mentor-mentee Relationship

It was interesting to see how most mentees and mentors derived much value from the mentor-mentee relationship. Most mentees felt psychologically and emotionally supported by having peers to talk to and someone to go to for advice and support. Similarly, the mentors were also able to observe how the mentees were supported psychologically and emotionally and were even able to recognise how mentees became independent as the year progressed. Both mentees and mentors reported how their experiences in the mentor-mentee relationship assisted them to feel a greater sense of community and interconnectedness to their community. The mentees and mentors continued to describe what some of the barriers to community and interconnectedness were.

5.4.1 Psychological and emotional support

Most of the experiences of support can be summarised in the following statement made by a mentee: *“I felt the mentorship programme is pretty cool, cause like she said, it’s nice to have someone to talk to that knows what’s happening and knows how the res works. I’ve never lived in a res and I have never lived in a hostel, I’ve only lived at home. And it is really nice to talk to someone like that knows what’s happening” (FG1, par. 31).* It was also very interesting to

see that the mentors were very much aware of the effect they had on the mentees. A mentor described it as being “*a great privilege (...) to set an example to them (...) to be a nice support system for them or just be someone to talk to*” (Female mentor, FG 12, par. 11). Mentors felt they had “*a special bond with our mentees*” (Female mentor, FG 12, par. 10), which allowed them to develop as individuals, because the experience “*boost(ed) my confidence (...) that also builds your character*” (Female mentor, FG 11, par. 29).

The theme of psychological and emotional support was mentioned the most by mentees and mentors. Mentees describe this as having “*people you can talk to when you are not feeling good (...) if you don't want to talk to your friends about something, you can always talk to your mentor*” (Male mentee, FG 5, par. 33), and “*if something bothers me I can go talk to the guy (...) he helps me and he comforts us if we are going through a difficult time*” (Male mentee, FG 2, par. 56). These experiences of psychological and emotional support enabled the mentees to gain more perspective on their own situations, which a mentee described as follows: “*Most of the situations I think we tend to be the victim in the situation so now when you go to them they kinda give you that wide perspective of the situation and you kinda realise that*” (Female mentee, FG 6, par. 49). Another mentee elaborated on this sentiment as follows: “*But I then I connected with my mentor and we learnt a lot of life lessons that I could keep forever for the rest of my life and my mentor was a really caring person, always asking me are you ok, how are your studies*” (Male mentee, FG 5, par. 36). Mentees described the informal interaction that they had with their mentors as being very supportive: “*Whenever she sees me she always asks if I am ok and stuff*” (Female mentee, FG 1, par. 41). Another mentee told the following about her mentor: “*You greet her, she asks you ‘how are you?’, ‘are you happy?’ she always has a smile*” (Female mentee, FG 1, par. 49).” The group sessions that the mentees had with their mentors also supported them psychologically and emotionally, because they “*find out like you are not the only one to be feeling this way, some also feel the way you do*” (Female mentee, FG 1, par. 33) and they also “*discussed issues we, our personal issues, issues as a group. And it is nice to just talk about things*” (Female mentee, FG 3, par. 27).

Mentors were able to observe how mentees felt psychologically and emotionally supported by them: “*The minute you give them the space what happens is that they realise when they need to talk to you about something. So the fact that we are mentors, we give them the security to actually come to us when they have a problem or need to talk about something (...) It's nice for them to know that there is someone to talk to*” (Male mentor, FG 7, par. 11). However,

most mentors expressed frustration that their mentees seemed to become independent from them as the year progressed: *“But as the year went on they started to phase out and they didn’t need us anymore (...) somebody that knows what is going on able to help you get on your feet and then they find their feet, they don’t need you anymore”* (Female mentor, FG 9, par. 30). A mentor was able to explain the reason for this occurrence very clearly: *“I think the reason for that is that at the beginning they were individuals, they did not have any networks or friends or trust anyone enough to ask. At the beginning they relied on us, because they knew we are there and know more than their roommates and so forth. As the year goes by they make friends and have this close set of people. They don’t have to go to my room, but can ask their roommates or other first years. In the beginning is like one man for himself and you are like alone and the only person you have is the mentor. As the year goes you have some people you can ask and talk to about certain things. Now it seems like they don’t want to talk to us, but they have friends they can talk to”* (Female mentor, FG 11, par. 25).

5.4.2 Community and interconnectedness

The sense of community and interconnectedness was experienced by mentors and mentees as an important means to *“feel part of the residence”* (Male mentee, FG 2, par. 9). Students described this as being *“quite beautiful”* (Female mentee, FG 6, par. 25), because *“it’s not that bad being away from home because I feel like I have a lot of sisters here and yeah I don’t feel a void of my parents and my family and my friends and stuff”* (Female mentee, FG 1, par. 10).

The mentees described interconnectedness as *“a way of life, you are part of it and you can see it at the same time”* (Male mentee, FG 2, par. 24) and *“two different people coming together with two different ideas making one. Basically coming together and sharing ideas and understanding one another’s perspectives”* (Male mentee, FG 5, par. 9). They compared the experience of this to being at home: *“People here are very friendly we don’t have to stress we can just go to anyone and receive a meal or company; it’s like a second home”* (Female mentee, FG 6, par. 25). They experienced this in their daily experiences: *“(…) like if you see a [own residence name] you smile and are like ‘hi how are you?’”* (Female mentee, FG 4, par. 20). The experience of interconnectedness was described as a means to *“empower the whole group rather with themselves”* (Male mentee, FG 5, par. 10).

The mentors reflected more on how their own interconnectedness paved the way for the mentees to also experience this: *“And when people see us getting along, the whole corridors will feed off us and I know they never complain about anything much but if they have anything to complain about they come to us first and we put them at ease”* (Male mentor, FG 7, par. 25). This concept was echoed by another mentor who stated, *“Then I feel like that way, we also make people feel comfortable and welcome. So they also become a part of the hostel. So I think I am one of those people who will get along with everyone and everyone just opens up like ‘she is a nice person’ and they start talking to you”* (Female, mentor, FG 8, par. 28). However, most mentors agreed that this sense of interconnectedness did not necessarily happen immediately, but often took some time, both for themselves and for the mentees: *“I think after three years being in res I can really say with certainty that being in res helps with that social integration on campus, definitely a lot (...) If I would have taken myself and would have lived off campus, I wouldn’t have known as many people as I do now. The amount of friends I have”* (Female mentor, FG 9, par. 22). Some mentors took a while to experience this sense of interconnectedness, as can be seen in the following statement: *“Ok as a fourth year I feel more comfortable and confident in the residence, because now you know how people work”* (Female mentor, FG 9, par. 10). The following statement provides a good description of how mentees progress from experiencing interconnectedness only with their mentor towards experiencing interconnectedness with the whole community: *“At the beginning they were individuals, they did not have any networks or friends or trust anyone enough to ask. At the beginning they relied on us, because they knew we are there and know more than their roommates and so forth. As the year goes by they make friends and have this close set of people. They don’t have to go to my room, but can ask their roommates or other first years. In the beginning is like one man for himself and you are like alone and the only person you have is the mentor. As the year goes you have some people you can ask and talk to about certain things. Now it seems like they don’t want to talk to us, but they have friends they can talk to”* (Female mentor, FG 11, par. 25). Another interesting explanation of the process of forming interconnectedness is as follows: *“‘Complaining’ brings first-year students together. Because they have something to complain about and that started that social integration. Sometimes it doesn’t have to be something positive but it can be something that’s negative that brings people together so they can go forward together”* (Male mentor, FG 7, par. 8).

The mentors, when reflecting on several years in the residence, agreed that experiences of interconnectedness and community in the residence made it easier for them to transcend these

experiences on campus. The following statement summarised this sentiment: *“I think after three years being in res I can really say with certainty that being in res helps with that social integration on campus, definitely a lot (...) If I would have taken myself and would have lived off campus, I wouldn’t have known as many people as I do now. The amount of friends I have”* (Female mentor, FG 9, par. 22). Another mentor agreed with this and stated, *“Every year you grow and you get wiser. Wisdom comes with the years”* (Female mentor, FG 9, par. 21).

The mentees described prejudice on campus as barriers to experiencing community in that environment: *“I think it is more difficult to reach out in the integration in the university”* (Male mentee, FG 5, par. 20). Some mentees mentioned that it was challenging when they had accepted diversity, but then interacted with students on campus who had not: *“In classrooms, when you go there and you see that someone from different races, (...) they want to go to people, the same race as them”* (Male mentee, FG 3, par. 18). Mentees also stated that they did not feel that there was unity or community in the residence when *“there is still little groups and things which could be broken down”* (Male mentee, FG 3, par. 10). A mentee explained that there were *“cliques and racial groups”* (Female mentee, FG 3, par. 12) in the residence.

The mentors were focused on how barriers to interrelationships could become barriers to community and interconnectedness. One mentor described this experience as follows: *“If you let me in and show me that I can come, I will come in. But if you have this wall up, then I won’t even try breaking up things that you won’t even try to break down ”* (Female mentor, FG 8, par. 25). This experience was worsened when mentees had a sense of superiority: *“I had an incident where the B.acc (...) seemed to be superior”* (Female mentor, FG 8, par. 49) or excluded others by remaining in their own cliques: *“And that is what’s happening around here; you have cliques which have some things in common, but will never take initiative to know a broader sphere of people”* (Male mentor, FG 7, par. 9). These cliques seemed to be a common occurrence and appeared to be an obstacle in creating cohesion in the mentor groups. A mentor described this as follows: *“You get different cliques of people and all that in my group, there are people from those cliques and they don’t usually integrate well with each other”* (Male mentor, FG 7, par. 2). Some male mentors also mentioned that male mentees’ difficulties to self-disclose was also a barrier to interconnectedness: *“In my experience with the mentors, guys try to be lions in every aspect of their lives but when it comes to emotions they are like deers, you don’t confront a deer you have to kind of coax it”* (Male mentor, FG 10, par. 36).

5.4.3 Exposure to diversity.

From the TA data, it became evident that the biggest value that the peer mentor programme held for students was to expose them to and teach them more about diversity. Mentors and mentees often described social integration as the integration of different cultures. A mentee described this as follows: *“It can be between, two black groups that have different cultures or it can be between white groups that have different cultures or having different perspectives on religion or so on...so I think it is wider than some people think it is”* (Male mentee, FG 5, par. 5.). Another mentee stated, *“We are mixed genders, mixed races, mixed cultures, so it is just everything together. I think we are a perfect example of social integration right now”* (Female mentee, FG 3, par. 8). Another mentor confirmed that *“social integration in a sense is when people from different backgrounds from another are able to interact with each other within a certain environment”* (Male mentor, FG 7, par. 2). These students also agreed that their experiences in the residences exposed them to diversity and therefore made them accepting of diversity. A mentor explained as follows: *“I come here as a new guy you know like I have to adapt to like different personalities and different characters and stuff and then the next surprise that I have is that I live with a roommate that is completely the opposite of who I am you know like he comes from a, his Afrikaans, he comes from a deep Afrikaans school he... he is white and you know like having to live with that like it was one of the greatest experiences I think that I’ve ever like I have seen my, in my life”* (Male mentor, FG 10, par. 13). Students also agreed that after exposure to diversity in the residences, it became much easier for them to be open to diversity in different environments: *“I think people (...) on campus are very, they allow integration much easier, like obviously people have certain groups, but you find yourself being able to relate and talk to them as easier than anyone else”* (Male mentee, FG 2, par. 23).

The mentees generally associated social integration with racial integration: *“Sort of not when all sort of paths and cultures and everyone comes together (...) we come together but we don’t hide the differences we use the differences in a positive way, in a constructive way”* (Male mentee, FG 3, par. 2). They expressed this belief by explaining some of their experiences in the residence, by saying, *“Everyone gets along with everybody”* (Female mentee, FG 3, par. 6) and being very proud that *“it is not like a separation of cultures. Everybody lives together like even in the corridors, there’s a culture of everything and everybody just gets along”* (Female mentee, FG 4, par. 10). The mentees also expressed surprise at how diverse their new environments were: *“I’ve got many friends, coloured friends, Indians, Chinese!”* (Female mentee, FG 1 par. 12). The intentional exposure in the mentor groups also created a better

awareness of diversity for the mentees: *“We get to hear a white guy’s opinion, a coloured guy’s opinion, and an Indian guy’s opinion. They are from different backgrounds and I get what they are trying to say and it makes sense, but is actually cool”* (Male mentee, FG 5, par. 51). This exposure led to many mentees broadening their perspectives: *“(…) opened my eyes just a bit more to the programme as well and through that he opened my eyes to the different perspectives and as for the different perspectives I am like oh my goodness there is a whole new world out there”* (Male mentee, FG 5, par. 63) and to an awareness of a difference in opinion: *“The other person will have their own perspective about the scene and I would have my own perspective”* (Female mentee, FG 1, par. 36). The following statement paints the picture of what acceptance of diversity looks like for a mentee: *“I was just walking and I just thought I would just come around and say hello and I went into the room. They were talking about religion and I just sat there and joined them. It was him and I think it was five guys. All of them had different religions. What are you? Voodoo? Oh, Venda! Yes, it’s a culture. So all of them had different cultures and I liked how they had different opinions about what they do when they take the next step if I can put it like that. It was nice to have their different perspectives and to see how their cultures work. And we sat there for like two to three hours, just talking”* (Male mentee, FG 5, par. 64).

The mentors also gave very in-depth descriptions of this theme. When asked how they would define social integration, a mentor responded as follows: *“I would firstly like to define what diversity is before I can answer your question. I would define diversity as; people coming together to find a commonality amongst themselves. In other words, to say that ‘hey, listen I’m black you are white, I’m Xhosa and half something and you are …’ you know that type of thing. So diversity is saying; if we put all those things together, there is that commonality that we are all human. So for me when you talk about social integration you speaking about human beings coming together, no matter where they from, no matter how different they are coming together, to find that commonality so that they can live together, so that they can play together, so that they can educate each other. For me that’s social integration: coming together as human beings to find that commonality”* (Male mentor, FG 7, par. 4). Another mentor summarised this statement as follows: *“(…) the coming together of different components and on the social scale that is coming together of different components in a social medium and interacting socially”* (Male mentor, FG 10, par. 4). The mentors agreed that their experiences in a residence had made them accepting of diversity, by exposing them more to this component: *“I think res allows you to interact with people that you would normally not interact with, because you are living with these girls and you can’t just not interact with them as you would be like*

an outcast or you would not have any friends” (Female mentor, FG 11, par. 5). Another mentor echoed this sentiment by stating, “I have learnt about group dynamics that every person is an individual. The way I treat you is not necessarily the way I would treat the next person. Not that I would treat you badly, but the way I talk to you and relate to you differs from the next person” (Female mentor, FG 8, par. 64).

The mentees made many comparisons between their experiences of diversity in their residences and the experience of diversity in the broader campus community: *“In classrooms, when you go there and you see that someone from different races, (...), they want to go to people, the same race as them” (Male mentee, FG 3, par. 18).* They explained how there was a big difference between the way non-residence students interacted with people that were different from them: *“I’ll be sitting with my friends from res and they will be like ‘oh, you are black; all your friends are white’. Like how is that happening? And I’m like ‘oh no these are the people I live with’. ‘Oh are you guys forced to sit together?’, ‘No it is because I want to sit with them’” (Female mentee, FG 4, par. 22).* Another mentee explained, *“You get someone who you see every day and then when you are at the mall you and you see them and wave and they just give you the look. So you know it’s very hard because you don’t know whether the person is happy today or what but, relationships are very hard but the people not so much” (Female mentee, FG 6, par. 40).* Some mentees also compared the different residences with one another: *“It feels like the residence is separate (...) You do not really feel part of the campus” (Male mentee, FG 2, par. 26).* This came especially from the male mentees, who emphasised the challenges of bonding with other students in other male residences: *“You don’t mix with another men’s hostel, like ever” (Male mentee, FG 2, par. 38) and “This is not due to any animosity or conflict, it is just (...) it’s not something you do intentionally. It’s just something that doesn’t happen” (Male mentee, FG 2, par. 39).* When probed, one of the mentees responded that *“male res mingling with male res. It’s not something I can see working” (Male mentee, FG 2, par. 41).*

5.5 Chapter Summary

In this chapter, the themes that emerged from the TA were presented, and the experiences of mentors and mentees for each theme were discussed. The focus of the mentor-mentee relationship was illustrated and the types of mentor roles were explained. The factors that

influenced the mentor-mentee relationship were explored, and lastly, the value of the mentor-mentee relationship was described.

Chapter 6: Discussion of the Results

In the previous chapter, four main themes were identified, and each of the themes had respective subthemes. Most participants agreed on the aspects of these themes, and there were very few differences in views. In this chapter, these themes are discussed in relation to relevant literature and previous research findings. Specific attention is given to participants' perceptions and understanding of social integration, their experiences of support and the effects of MLE.

6.1 Students' Perceptions of Social Integration

The participants in this study showed high levels of social integration with their environments. These levels of high social integration are noticeable in the commitment that they show to their own social integration and involvement in their environments. Kuh, Cruce, Shoup, Kinzie, and Gonyea (2008) state that when students take responsibility for activities in which they are involved, they are likely to become invested in the activity and therefore more committed to it, which in turn leads to social integration. The time and energy that students invest in educationally purposive activities also point to student engagement (Kuh et al., 2008). This idea of commitment to one's own learning relates to Perry's relativism stage of cognitive development in which students make the decision to commit to belief and value systems that they find valuable for their own learning (Love & Guthrie, 2002). The participants also highlighted two institutional offers that influenced their sense of belonging and therefore their social integration. They mentioned the way they were welcomed into their new environment and orientated towards the expectations and interactions in this environment, and they spoke much about the interactions and experiences that they had in the residences. According to Braxton and McClendon (2001), orientation programmes and interaction in residence halls form part of the institutional programmes and processes designed to reduce student departure and influence student integration and retention (Tinto, 2010).

Researchers have shown that participation in orientation sessions directly influences students' social integration (Kuh et al., 2008; Pascarella, Terenzini, & Wolfle, 1986), especially when these orientation programmes provide multiple opportunities for first-year students to interact socially with their peers (Braxton & McClendon, 2001; Lewis, 2011). These opportunities can be informal social interactions, but group-based activities are recommended (Braxton & McClendon, 2001; Lewis, 2011). This is based on research that shows how peer

involvement during the first semester has a positive influence on social integration (Berger & Milem, 1999; Meeuwisse, Severiens, & Born, 2010; Milem & Berger, 1997). From the participants' responses, it became clear that they felt welcomed and embraced by their peers when they entered the environment. The relationships that they formed through these initial interactions also assisted them to adjust sooner to their new environments.

Johnson et al. (2007) found that students living in residences experience higher levels of peer support and sense of belonging than students do who do not live in residences. This finding was confirmed by participants who compared their own social integration and acceptance of diversity with students with whom they interacted in the broader campus environment. The participants were able to observe how their experiences and interactions differed from students not living in the residences due to special social programmes in residences that are instruments for fostering social integration (Braxton & McClendon, 2001; Tinto, 2010). Participants of the study were involved actively in the peer mentor programme, which clearly aided their social integration. Researchers have shown that a sense of community in residence halls fosters social integration (Berger, 1997; Johnson et al., 2007). Participants often spoke about this sense of community when they described how the bonds and relationships that they had in their environments made them feel supported and confident to pursue their goals. It is clear that by being part of the community, the participants were able to make better sense of their environment. Vygotsky states how the 'meaning making' process is influenced by the role of the community in the individual's life (Vygotsky, 2004). Collings et al. (2014) confirm that mentees who have been mentored by peers show higher levels of motivation to persist in their studies.

Social integration takes place when opportunities for residents to interact socially are provided, especially when these interactions are informal, face-to-face, and in groups (Berger, 1997; Berger & Milem, 1999; Meeuwisse et al., 2010). This could be seen clearly when the social interactions that took place in the peer mentor programme, especially in small groups, provided participants with the opportunity to be exposed to diverse opinions and to form valuable and meaningful relationships. Johnson et al. (2007) confirm that positive interactions with peers influence students' sense of belonging, because it makes the complex environment feel more supportive.

6.2 Students' Experiences of Support in a Peer Mentor Programme

The themes related to support that were identified can be compared to Nora and Crisp's (2007) theoretical framework, which is focused on explaining undergraduate students' experiences of mentoring based on four forms of support, namely psychological and emotional support, goal setting and career paths, academic subject knowledge support, and role models.

Psychological and emotional support takes place when the mentors listen to the mentees' challenges and assist them to solve these problems, and when the mentors provide moral support and build supportive relationships (Holt & Fifer, 2016; Nora & Crisp, 2007; Roberts & Birmingham, 2017). Many of the mentees described experiences of being able to approach their mentors or peers to talk about challenges or just to have informal conversations. These conversations assisted them to gain insights and different perspectives on their own issues in order to make a more informed decision. When listening to different perspectives, the participants were able to identify with someone else's challenges, which led to the formation of deeper relationships and friendships. According to Scheu and Yaoying (2014), the development of empathy is a vital part of students' cognitive development. Chickering states that an important part of the student development vector of managing emotions is the awareness that students have of their own emotions and the ability to manage them realistically (Long, 2012). The value of this psychological and emotional support is enhanced through informal interactions and the sharing of informal social experiences. Once the mentor participants became aware of their ability to provide this type of support, they were encouraged to take more responsibility for the mentoring relationship by making themselves more approachable and paying special attention to reaching out to the mentees.

Students experience more forms of support with regard to goal setting and career paths support when mentors assist and encourage them in setting and obtaining academic and career goals, decision making, and critical thinking (Nora & Crisp, 2007; Roberts & Birmingham, 2017). It appears that some participants found the experiences in the mentor programme meaningful and useful for use later in life, especially when entering the world of work.

Support with regard to academic subject knowledge takes place when the mentors use their own knowledge in the relevant field to educate and challenge the mentees academically (Holt & Fifer, 2016; Nora & Crisp, 2007; Roberts & Birmingham, 2017). Some participants

highlighted how the mentors moved outside their scope of expected objectives to assist and support the mentees academically by sharing advice of their own experiences as students. Most of the participants found the content of the mentor programme useful to broaden their knowledge in their specific fields of study.

Support in the form of role models focuses on the mentors serving as role models to the mentees by enabling the mentees to learn from their actions, accomplishments, and weaknesses (Nora & Crisp, 2007; Roberts & Birmingham, 2017). Most participants seemed to be grateful to have someone to talk to that was more experienced and had experienced the same challenges that they were experiencing. The mentors were able to identify how valuable their own self-disclosure was as a means to create openness to share sensitive issues in the mentoring relationship. The mentor's self-disclosure of challenges and how they were overcome plays a significant role in this form of support (Holt & Fifer, 2016).

The fact that the mentees experienced all these forms of support from their mentors is congruent with Dominquez's (2013) stance that effective mentors should be engaged, authentic, dependable, and available to assist with the mentees' needs.

6.3 Effect of the Mediated Learning Experience Theory

Feuerstein (2000) poses that learning takes place when human mediators or mentors are used to assist mediatees or mentees to interpret their environment in such a way that they are able make meaning out of the challenges in interactions with the environment (Silver, 2009). This theory is called the MLE, which consists of 12 criteria that describe the type of learning that takes place from the interactions between the mentor and mentees (Silver, 2009). In the next section, the MLE criteria that were identified from the participants' experiences are discussed.

Mediation of transcendence was the first criterion experienced by the participants. It is the ability of the mentees to apply strategies and learned approaches in unmediated situations (Tzuriel & Shamir, 2007). Both mentee and mentor participants were able to identify how the experiences that they had in the mentor programme, would assist them later in life to be able to navigate the world of work better and to build meaningful relationships outside of the campus environment.

Mediation of the feeling of competence was an important aspect that emerged. It refers to interactions between the mentors and mentees that enable the mentees to function successfully and independently (Tzuriel & Shamir, 2010). It was found that after the initial dependence on the advice and the support of the mentors, the mentees soon grew to be independent. Even though this was a source of frustration for some mentors, many mentors were able to realise that this took place because the mentees had become more independent and reliant on their own competence.

The third criterion that some of the participants experienced is the mediation of sharing, which refers to the joy that the mentors and mentees experience when they work together in shared experiences or towards a shared goal (Silver, 2009). Many participants reported on how the shared, informal experiences in their communities assisted them to form valuable friendships, adjust to the environment, and be more exposed to diversity.

Mediation of individuation and psychological differentiation takes place when diversity is celebrated and respected (Silver, 2009). Participants reported how they were able to come to appreciate diversity through exposure to diverse people with different opinions, ideas, and cultures. Participants were able to develop confidence in their own uniqueness without feeling threatened by differences. This appreciation of diversity developed to the extent to which participants were willing to seek out opportunities to be exposed to even more diversity.

Most importantly, the mediation of the feeling of belonging was a significant criterion that was experienced by the participants. Silver (2009) refers to this as one of the most important aspects of MLE in assisting mentees to develop a sense of belonging through the mentoring relationship. Participants reported on how they became more part of their communities through their experiences in the mentor programme. They described how their interactions and the relationships that they built assisted them to feel at home and that they belong to their new environments.

6.4 The Influences of a Peer Mentor Programme on Students' Learning and Development

Many participants in this study disclosed how they developed during the course of the year. By participating in the peer mentor programme, they felt confident and motivated to persist in

their studies, make more friends, and participate in previously unfamiliar activities. Skaniakos et al. (2014) explain that peer mentor programmes at HEIs provide excellent opportunities for individual growth and development, specifically in terms of academic advancement. The most important influences in the participants' learning and development were the interactions they had with their peers, the orientation activities in the residences, the development of life skills, academic support, and the participants' exposure to diverse opinions and schools of thought.

The participants in this study gained much from learning with and from their peers. Vygotsky regards peer interaction as a valuable component to promoting social perspectives (Cicchetti & Cohen, 2006). In this peer mentor programme, the mentors were senior students in the residences mentoring the first-year students, which according to Collings et al. (2014), is the ideal method since senior students possess the recent experiences of issues with which first-year students may be struggling. Therefore, the mentees were able to recognise their mentors as knowledgeable peers who were valuable resources when sharing previous experiences and modelling the desired behaviour. This concept also relates to what Vygotsky says about peer learning, namely that individuals learn more from a better-endowed peer than from a same-level peer (Tzuriel & Shamir, 2007). Tzuriel and Shamir (2010) agreed that, for this learning process to be successful, mentors should have more experience than the mentees. The fact that the mentors shared from their own experiences fits into Jakubik et al.'s (2016) definition of mentors as individuals who guide less experienced individuals by modelling positive behaviour and building a trust relationship. According to Dominguez (2013), the mentor relationship is so valuable to the mentees because they have access to the experience and knowledge that the mentors bring to the relationship. According to Feuerstein (1988), the mentors should be committed to the mentoring relationship and have the intention to pass on their experiences to the mentees. This commitment and intention emerged very clearly from the findings of the study. The informal interactions that the mentees and mentors had with one another led to valuable friendships that made the relationship more comfortable and approachable. This development of valuable friendships is a good example of the development of trust in others, which Erikson regards as an essential component of identity development (Torres et al., 2009). These friendships also acted as a gateway for the mentee participants to have the confidence to build more relationships in their residences, which is a good example of Feuerstein's human mediators assisting mentees to make meaning of the environment in order to navigate it in a way that makes sense to them (Pruit, 2011).

It was interesting to note how many mentee participants initially felt very lost and confused in their new environments. According to Egege and Kutlieh (2015), this sense of isolation and anonymity is a common experience for most students when arriving at HEIs. Furthermore, Krause and Coates (2008) state that if these students are engaged properly in their new environments, it enhances their sense of belonging. Egege and Kutlieh (2015) confirm that mechanisms like peer mentor programmes that introduce students to their environment can definitely assist with their adjustment. That is why it was not surprising to observe that once the mentees were orientated towards their new environments, they felt much more at ease and comfortable. Many mentees recalled how the conversations that the mentors had with them during the orientation activities helped them to feel more welcome and embraced in their new environments. These conversations took place as soon as the mentees arrived at the residence and continued for the first two to three weeks of the term, which, according to Skaniakos et al. (2014), is common practise at most HEIs. The mentors focused on ensuring the mentees made friends, were comfortable in their new surroundings, and knew what was expected of them, which is one of the aims of a peer mentor programme to establish a system of support that is able to orientate first-year students successfully in their new educational environment (Skaniakos et al., 2014). These orientation activities assisted the mentees to build friendships that lasted them the whole year.

Many participants also disclosed how they had learnt much during the peer mentor programme that supported them with their academic challenges and prepared them for their lives after graduation. Firstly, the sessions that the mentors presented to the mentees involved lessons about values, which had the purpose of educating students on life lessons. Skaniakos et al. (2014) agree that the activities of peer mentor programmes should include practical information sessions. Secondly, whether from direct academic advice from mentors or because of the interactions with the mentors, the mentees felt they were supported academically. Academic support is a valuable aspect of a peer mentor programme, as can be seen in the study of Chester et al. (2013), who found that participation in a peer mentoring relationship has a significant effect on the academic performance of the mentees and found a higher proportion in higher grades after exposure to a peer mentoring relationship. According to Colvin and Ashman (2010), academic advice is an important role of the mentoring relationship, which can be seen from the participants' statements that the mentors took their responsibilities very seriously. Thirdly, mentees and mentors reported how their experiences in the peer mentor programme taught them valuable lessons that they would be able to use once they enter the

world of work. This preparation for the world of work is an example of how participation in a peer mentor programme makes students feel more comfortable and encouraged to pursue their goals or advance in their careers (Canter et al., 2012). Cheatham (2010) agrees that a mentor's role is to assist mentees with goal setting towards a future plan for success or career development. It was also interesting to note that even though the purpose of the peer mentor programme was to teach the mentees life lessons, the mentors also learnt skills and behaviour that would assist them later in life. Canter et al., (2012) mention this as one of the benefits of the mentoring process and state that mentors gain confidence in their own abilities and leadership skills. All of these lessons and experiences align with Dominiguez's (2013) stance on mentors being individuals who help other people to move through an important life transition and encourage and assist individuals to attain personal goals. According to Chickering's developing purpose vector of student development, the clarifying of personal goals and planning for the future are necessary components to develop successfully during the student years (Goldberg, 2013). It is also an indication that the students were moving towards Perry's relativism stage of development by exploring careers and lifestyles and finding their place in the world (Blimling, 2010).

By being exposed to diverse opinions, cultures and people in the peer mentor programme, most participants learnt much about others' perspectives and influences. Participants were often confronted with opposing views and had to decide for themselves whether to accept or reject the viewpoints. According to Cheatham (2010), another part of mentors' roles is to challenge the mentees' ideas through conversation. This whole process of meaning making and adopting and strengthening one's own views is aligned with Baxter Magolda's theory of self-authorship, which states that students need to learn to analyse knowledge critically and to create their ideas (Engberg & Davidson, 2016; Hodge & Baxter Magolda, 2009). By making decisions about their viewpoints, the participants became more confident of what their own views were and were able to defend these views without feeling threatened by others. Therefore, according to Baxter Magolda, they have self-authored intrapersonal structures because they can argue from their perspective and identify areas in which they disagree with others (Hodge & Baxter Magolda, 2009; Engberg & Davidson, 2016). It was interesting to see how most participants at first were resistant to being exposed to different viewpoints and cultures, but as time progressed, they were able to realise the value of diverse opinions. This process is an example of Perry's stages of cognitive development and shows how the participants moved from dualistic thinking, in which the initial challenge to a student's dualism often comes from peers

(Love & Guthrie, 2002), towards relativism, in which more trust is put in individuals' inner voices and they believe that people have the right to have their opinions (Blimling, 2010). Some participants even disclosed that after they had learnt to accept diversity in the peer mentor programme, they were more open and accepting towards diversity in other interactions. This shows that participants were able to transfer their learning to broader environments (Cho et al., 2015).

6.5 Developing Independence and Competence

The development of autonomy is one of Chickering's vectors of student development and refers to individuals who no longer need reassurance and emotional support from their family and peers and who begin to pursue their own interests (Spence, 2012). This development of autonomy emerged very clearly from the data. Many mentors even observed how their mentees stopped needing them and continuously became more independent from them as the year progressed. The phenomenon of the mentees becoming very independent from their mentors, with some even reaching the point of rejecting their mentors, is a very interesting phenomenon and corresponds well with the developmental stage in which the mentees are. Initially, when the mentees were following and obeying their mentors to the letter, they were in the pre-reflective thinking stage of King and Kitchener's stages of moral development, which, according to Spence (2012), is the stage when students believe what authority figures teach them and learn only through first-hand observation instead of evaluating the evidence for themselves. As the year progressed, the mentees became more confident after successfully navigating their new environment and interactions. According to Baxter Magolda's theory of self-authorship, this is the time when students begin to move away from relying only on the external influences on their lives to finding their internal voices (Sattler & Turns, 2015). Furthermore, as the year progressed, the mentees moved towards King and Kitchener's reflective thinking stage of moral development, which Zeidler et al. (2009) refers to as the time when students are confident to make their own assumptions and judgements and they become less dependent on authority figures. During this time, students also move toward what Piaget calls the formal operational stage, when they are able to test hypotheses logically and think abstractly (Lefmann & Combs-Orme, 2013). It is important to note that not all the mentees reached these phases within the first year, but most of the participants showed signs of moving towards it. When confronted with different viewpoints and people, the participants were also able to develop their independence by improving on previously held beliefs and adopting some

viewpoints as their own and after careful consideration rejecting others. This finding is a reflection on the students' cognitive development and relates to Fullerton's (2010) study who found that students report changes in the way they think or act and in how they critically examine their values and knowledge. This finding supports the findings of Chester et al. (2013), who pose that strong evidence exists that supports the use of peer mentoring for first-year students to increase their self-efficacy and well-being. The finding relates to Collings et al.'s (2014) finding that mentoring prevents the decline of self-esteem in mentees.

The development of competence was noted especially among the mentors who seemed to be very mature in taking up the responsibilities of mentoring their mentees. The mentors took responsibility for their own learning to ensure that they became better mentors and to try to learn as many valuable lessons as possible from their experiences as mentors. The mentors were aware of their roles as role models and took responsibility for modelling the behaviour they were teaching, making themselves more approachable, looking for opportunities to assist their mentees, and being intentional about making the conversations meaningful. The amount of intentionality that the mentors showed is very interesting to note and agrees with Feuerstein's (1988) statement that the mentors are responsible for the quality of the mentor relationship, because of the bigger effect it can have once the quality has been established (Brumovska, 2007). According to Sandas (2008), intellectual competence is the skill to develop analytical and comprehensive thought, and according to Spence (2012), interpersonal competence is characterised by listening, communication, and social skills.

6.6 Chapter Summary

Nora and Crisp (2007) found that mentoring relationships that are designed to assist students to adjust to and succeed in their degrees at HEIs should be able to provide them with psychological support, assist with goal setting and career paths, provide academic knowledge support, and provide a role model. The findings of this study illustrate how the peer mentor programme was able to provide all these factors to the participants. In this chapter, the data were discussed in relation to literature and previous research findings.

Chapter 7: Key findings, Limitations and Recommendations

The current study is concluded by providing a summary of the most significant findings that were presented in the previous chapter. The limitations associated with this study are discussed, and recommendations are made for future research relating to the experiences of mentors and mentees with regard to social integration.

7.1 Summary of the Most Significant Findings

The aim of this research study was to explore and describe the experiences of social integration in a peer mentor programme. It was important to explore the participants' experiences of social integration, because researchers like Tinto (1993) found that the higher students' experiences of social integration are, the more likely they will be to persist at HEIs.

The first-year students (mentees) in this study were mentored by older and more experienced senior students in the residences. These mentoring relationships began as soon as the mentees arrived at the residences and continued during the whole year. The mentors were expected to have group conversations with their mentees that were focused on understanding and exploring shared values, and the mentors had to have informal, individual conversations with their mentees during the year. The peer mentor programme was presented as a means to assist with the mentees' adjustment to their new environment and to become socially integrated.

Several conclusions can be drawn from the study. From the analysis, four themes were identified, namely (1) focus of the mentor-mentee relationship, (2) type of mentor roles, (3) factors influencing the mentor-mentee relationship, and (4) value of the mentor-mentee relationship.

For the majority of the participants, their experiences in the mentor programme assisted them to develop a greater sense of belonging to their community. The participants were able to see these experiences of interconnectedness as valuable to their own growth and development as students. Furthermore, the benefit of these experiences encouraged the participants to show even more commitment to the mentor programme and their residence communities. Participants experienced more social integration in the residences than students did who were not living in the residences. This social integration was aided by the way the participants were

welcomed into their new environments and the speed with which they were able to adjust and make new friends.

Informal social interactions in the peer mentor programme enabled participants to make friends with people with whom they normally would not have interacted and to be exposed to different ways of thinking and opinions. These shared experiences, values, and traditions assisted them to be more socially integrated, especially when these interactions were in informal, non-threatening settings.

Participants were exposed to a diverse set of opinions and cultures that were different from their own. Their interactions with these opinions and cultures enabled them to be more open minded towards diversity and therefore more accepting of it. This acceptance and awareness of diversity led students to be able to identify instances of non-exposure and non-acceptance of diversity in different environments.

Since the students who participated in the programme were representative of the ethnic diversity of the UFS student population, the study is also valuable in that it provides evidence for the relevance of Western theories within an African context.

The participants were able to form deep and valuable friendships in their respective environments. These friendships provided strong support structures for the participants and assisted with their social integration by enhancing the sense of belonging to their communities.

Participants felt they were supported by having role models to turn to and by being role models for others. Having someone who advised and encouraged them proved to be very beneficial to the mentees. It was also found that in order for the mentors to be effective in their role as role models, they should be willing to self-disclose about the challenges that they had faced and how these had been overcome. The mentors experienced this role as very beneficial when the mentees showed their appreciation for their commitment and efforts. They also felt emotionally and psychologically supported when they felt safe and at home and had valuable friendships and someone to talk to when in need of advice or support. Some participants felt supported in academic subject knowledge when receiving advice from others' experiences and by being able to apply the content of the mentor programme in their fields of study.

It was found that peer learning had a positive influence on the participants, especially since more experienced and knowledgeable seniors students were mentoring first-year students and were willing to share their experiences and model the behaviour that they were teaching the mentees. The friendships that the mentees and the mentors formed with one another also had a positive influence on the peer mentor programme.

The findings indicate how the orientation activities that took place in the residences assisted the mentees to adjust to their new environments and to make friends sooner. Another finding was that when the mentors became intentional about ensuring that their mentees made friends and became comfortable in their new environments, it assisted them to adjust.

Both mentees and mentors felt supported academically by participating in the peer mentor programme, which is directly due to conversations involving academic advice and indirectly due to the discussions about the content of the peer mentor programme. Mentees and mentors were able to learn valuable life lessons from participating in the peer mentor programme that would assist them to be successful in their careers later in life.

Exposure to diverse people, environments, and opinions enabled the mentees and mentors to re-evaluate their own beliefs, analyse different viewpoints, and accept diversity. Mentees and mentors became more comfortable with diversity and challenges to their belief systems and were able to transfer this experience to different environments.

After the initial reliance and dependence on the mentors, the mentees were able to grow into their own competence and function independently from the mentor's support and guidance. Therefore, by participating in a peer mentor programme, first-year students are able to gain emotional independence in order to function successfully in their new environment. Senior students who participate in a peer mentor programme gain the competence and skills that prepare them for the world of work. The findings support the evidence that the use of peer mentor programmes support first-year students in increasing their self-efficacy and well-being and prevents decline in self-esteem.

7.2 Limitations of the Study

Limitations are intrinsic to all research studies and can be found in the research design and methodology or in the interpretation of the findings. Factors that could have influenced the findings of this study are discussed next.

The study made use of a non-experimental, qualitative approach, which could make it difficult to extend the findings of the data to a wider population with the same certainty as in the case of quantitative data. Even though data were collected to the point of saturation, some of the findings might be limited to the specific group of participants and cannot be generalised to the wider group. According to Patton (2015), another drawback of using qualitative data is that minority views tend to be held back and social interaction may be constrained by the unfamiliar setting.

The study made use of focus group discussions, and Koerber and McMichael (2008) warn that the limitation of self-report data is that it can rarely be verified objectively. Dodorico McDonald (2009) advises that because of social desirability, participants could try to present themselves more favourably. It is also possible that the participants could not recall their experiences accurately or that they could exaggerate their experiences. The number of participants used in the study was also a relatively small; when compared to the larger university population, this might result in the findings of the study not being taken seriously by other academic researchers. Some participants may also have experienced the focus group setting as intimidating and might not have felt comfortable to express themselves honestly, which might have had an effect on the accuracy of the data that were gathered.

English was used as the main mode of communication, and even though most participants were able to communicate in English, it can be expected that some participants were unable to express themselves fully and/or comfortably. Even though some participants were able to speak Afrikaans, this was the only other language that could be used to communicate. However, since the focus group discussions took place in a relaxed and comfortable environment, participants were able to ask for help when they struggled to find the right words to express themselves.

The participants' discussions and the interpretations of the data could have been influenced by the researchers' personal beliefs and opinions. The researchers' understanding of the

participants' responses could also have been limited to her own interpretation of the context. This understanding could have been limited further by the information that the participants gave during their discussions. Bowtell et al. (2013) advise that to prevent this, researchers should engage constantly in a process of reflecting about and considering their own unique position in the research study.

The study was conducted at only one university, which limits the extent to which the findings of the data can be generalised to other populations of mentors and mentees.

7.3 Recommendations for Future Research

Based on the limitations mentioned above, several recommendations can be made.

If the focus groups were to be conducted in the participants' first language, a deeper and richer data set could be obtained. However, this might be very time consuming and limited to the resources that are available to the researcher. Alternatively, a professional interpreter can be used to facilitate the conversations in the participants' mother tongue.

By including quantitative research in future studies, such as a short questionnaire, a more significant and deeper understanding of the participants' experiences could be obtained. A larger sample size could then be approached to confirm the findings of the qualitative, self-reported data. Longitudinal research can also be conducted to measure the experiences of both mentors and mentees as time progresses.

Another recommendation is to use a researcher who is not directly involved with the participants or in the peer mentor programme. This would allow greater objectivity and the ability to interpret the context of the self-disclosed data from an outside perspective.

Furthermore, it should be considered to explore other factors that might affect participants' experiences of social integration. Studies should explore other social and informal peer-group and staff-student interactions that could play a role in influencing participants integration with the larger campus community.

7.4 Conclusion

This chapter focused on concluding the study by providing an overview of the most important finding, the research limitations, and recommendations for further studies. The aim of this research study was to explore and describe the experiences of social integration in a peer mentor programme. From the results, it was found that mentors and mentees reported high levels of social integration to their residence communities and by extension the broader campus community.

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APPENDIX A - Permission Letter from Student Affairs

1



18 August 2014

Faculty of Humanities
University of the Free State

Dear Mrs du Preez

CSA Research Committee: Study approval and registration

With reference to your application for approval by registration with the College of Student Affairs (CSA) Research Committee of your study, *First year students' and their mentors' experiences of social integration in a peer mentor programme*, submitted in August 2013, I am pleased to report that committee approval has been granted for your study to engage the student population for purposes of the research.

Your study is registered with the CSA Research Desk for its full duration, which desk is appointed to offer you support in further detailing access to and data collection among students. Also, please note that Mrs Cornelia Faasen is appointed to serve as your principal contact and you are requested to please contact her for further arrangements.

Kindly also note upon completion of the study to schedule the submission of the required report of findings to the Research Desk.

Please do not hesitate to contact Mr Vhugala Nthakheni, CSA Secretary, with further queries or requests for support.

Yours sincerely,

B Rudi Buys VDM,
Dean of Student Affairs

cc: Dr. L Naude
Dr. W.P. Wahl
Dr. L Lange
Mrs. C Faasen
Mr. V Nthakheni



APPENDIX B - Consent Form to Participants

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA



18 February 2014

Dear student,

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Hereby, please find my application to conduct research on the students in the residences of the University of the Free State (UFS). I am currently the programme co-ordinator at the Division: Housing and Residence Affairs and am also registered for M.A. Research Psychology.

In an effort to aid first year students' transition to university, the UFS has launched the peer mentor programme in 2011. Through the use of MLE, this programme is focussed on student support in a social setting. The purpose of the programme is to give first year students experiences in positive and informative relationships with peers, in order to facilitate the transition to university, as well as student's experience of social integration. However, little is known about how this programme facilitates students' experience(s) of social integration.

The aim of the current study will be to investigate first year students' and their mentors' experiences of social integration in a peer mentor programme.

The research will be done on the 180 mentors and +/-1300 first year students who are signed up for the programme in the residences of the UFS. Data collection will take place from February 2014 until September 2014 until the point of saturation is reached.

Data collection will take place by means of focus group discussions, individual interviews and reflective writing exercises. Both Mentors and Mentees will be expected to complete reflective writing exercises (online) and participate in short discussions with me.

Please note that all responses and data will be kept confidential.

If you are willing to participate in this study, please complete and sign permission slip below.

Thank you for your co-operation

Kind regards

Ms. Zanete du Preez

Program Coordinator: Housing & Residence Affairs

Permission slip from students:

I, _____ (name & surname), _____ (student number) as a P3 Mentor/First Year (pick one) residing in _____ (Residence), hereby confirm that I understand the content of the research and also grant Zanete du Preez permission to include me in her study.

Signature of student

Housing & Residence Affairs
Behuisinge/Koshuisaangeleenthede
T: +27(0)51 401 2145
F: +27(0)51 401 2131
E: duzane@ufs.ac.za

205 Nelson Mandela Drive / Rylands,
Park West / Bakoers,
Bloemfontein 9301
South Africa / Suid-Afrika

PO Box / Posbus 339
Bloemfontein 9300
South Africa / Suid-Afrika
www.ufs.ac.za



Date

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA

APPENDIX C - Focus Group Transcriptions

Focus Group 1		
Mentee Meeting 1 (Females 1)		
	Themes	Subthemes
1.1	Interviewer: Ok so my name is Zanete du Preez and I am doing my Masters in research psychology and part of my research is on the mentorship programme. The topic of the research is the experience of mentors and mentees with regard to social integration in the mentorship programme. It is very interesting and I can tell you a whole lot about it. You must never ask a researcher what her research is about, it can take a while. So I am sitting here with 9 first year girls and you have all agreed to be here and participate in this research? Yes? Thank you. So let us start. As I said that my research is about social integration. So if you had to think about social integration what do you think it means? What is social integration?	
1.2		
1.3		
1.4		
1.5		
1.6		
1.7	Female Participant: Uhm, at first when I came here obviously everyone probably felt very nervous because it is new people it is new surroundings. And the first night was tough because like obviously you are away from home for the first time but after that I felt very welcome like with the people around me I made friends very quickly and uhm, I don't know, like everyone just made the effort to make us feel very welcome and right now I feel like I am part of a family.	<div>Focus of the mentor-mentee relationship</div> <div>Orientation to campus life</div>

1.8	Female Participant: Oh, well I came here not knowing one person and I know a lot of people came here knowing at least one or two people. And from the minute I arrived everyone was so nice and welcoming. I felt integrated socially (<i>laughing</i>) so ja.	Factors influencing the mentor-mentee relationship	Friendships in the residence
1.9	Interviewer: Are we going around the circle? We are going around the circle.		
1.10	Female Participant: Ok, I also feel like that. I didn't know anyone at all here and ja, but now I have made a lot of friends and feel very welcome. And I just think it is the effort you make with people and that's what you also get back. So if you are not social with anybody you will find yourself feeling very alone. So for me it is not being, it's not that bad being away from home because I feel like I have a lot of sisters here and yeah I don't feel a void of my parents and my family and my friends and stuff.	Factors influencing the mentor-mentee relationship	Commitment to the residence
1.11	Interviewer: You can tell me your experience with social integration on campus.		
1.12	Female Participant: Well I'm a second year on campus and a first year in res. Last year was... ok at first it wasn't, it really wasn't. I cried myself to sleep because I didn't have much friends, I didn't know anybody here. But then as the year progressed it was nice, I've got... I've got friends. A lot of friends! I've got my friends, coloured friends, Indians, Chinese!	Factors influencing the mentor-mentee relationship	Friendships in the residence
		Value of the mentor-mentee relationship	Exposure to diversity
1.13	All participants: (<i>laughing</i>)		
1.14	Female Participant: Not Chinese! (<i>laughing</i>)		
1.15	Female Participant: I enjoyed campus. The first few weeks, I hated Rag, just putting it out there. (<i>laughing</i>) Out there it is very different from here because I felt like here we... it was difficult to like adapt because I've never lived in res. So it was a problem to adapt to the environment but when I went to classes on campus I was feeling no stress of saying hi to someone I didn't know. Yeah so I still enjoy classes more than res life, but now it is balanced.	Value of the mentor-mentee relationship	Psychological and emotional support
1.16	Interviewer: So you felt there was less pressure on campus?		
1.17	Female Participant: Yeah, and it makes sense. Yeah.		
1.18	Interviewer: Tell me about your friendships in res?		
1.19	Female Participant: Well I have made a lot of friends, quite a lot. Well, I didn't think it would be that much, because I am not that social. And, ja, cause I really hated this place when I got here, I wanted to be back home. But ja, I am used to the place now.	Factors influencing the mentor-mentee relationship	Friendships in the residence

1.20	Female Participant: Oh ok, I must be honest when I got here I really wanted to go home actually and then I met all the first years. At first it was kind of difficult because I was like ok, who am I actually gonna associate myself with cause I don't know them all. But then ja, as time progressed, actually I made.... ja. So I met people from the first day I got here and became friends and I got to know more girls in this res especially my mother first year. And then ja, became friends, ja, I must say I have a lot of friends. (<i>laughing</i>)	Factors influencing the mentor-mentee relationship	Friendships in the residence
1.21	Female Participant: For me, uhm, on campus I am not like around, ok I am around first years in classes and everything but I only have one friend who is first year. There are a lot of people from back home so like yeah, I am always with them but yeah well I made a lot of friends. I was looking forward to res life, you know, cause all my life I've been home. You know... going to school, come back, it's just the same routine, same boring routine but I told myself once I am done with school I will live in residence because there are many activities you know, you never like get bored. At times it's really, it's a drag. I don't wanna, like cause you have to juggle your school work and res activities but I enjoy it a lot.	Factors influencing the mentor-mentee relationship	Friendships in the residence
1.22	Interviewer: You have found your balance?		
1.23	Female Participant: I guess so.		
1.24	Interviewer: I want to ask you how do you experience the unity in res?		
1.25	Female Participant: The unity?		
1.26	Interviewer: Is there unity?		
1.27	Female Participant: There is unity regarding events like social life inter and stuff. But ja, there is a lot of events that unite people if that's what you mean by unity. And I don't know, like, all the events mean unity and then the rest of the time people just carry on with their lives because we have school work and then when we come back we have meetings, if that is also unity.	Factors influencing the mentor-mentee relationship	Type of activities
1.28	Female Participant: And we have activities like teekan, soccer and other stuff that unites people. And ja, I feel part of the residence when I do the events.	Factors influencing the mentor-mentee relationship	Type of activities
1.29	Interviewer: I want to know what your experience of the mentorship programme is. You can be honest.		

1.30	Female Participant: The first time, I think, I mean the first mentorship meeting we had was very late. We were all tired. I think it was, ja, it was like the second week after we came here and it was really late. And then like we got into our group and everything was so mellow, you felt really comfortable talking to them and they all made you feel very welcome and it is also a good thing to get to know your second years, like starting to get to know the seniors and became friends with their friends. And it is also quite nice to talk to someone that knew everything about what's going on and like how the res runs and if you have a problem or if you want to know how something works then you go to them and talk to them. So it felt nice to know, to get to know someone but I also felt like it's a bit too late that we got used to it.	Type of mentor roles	The role of a friend
1.31	Female Participant: I don't know, I felt the mentorship programme is pretty cool, cause like she said, it's nice to have someone to talk to that knows what's happening and knows how the res works. I've never lived in a res and I have never lived in a hostel, I've only lived at home. And it is really nice to talk to someone like that knows what's happening.	Type of mentor roles	Mentor as a role model
1.32	Female Participant: Yah it is nice getting into smaller groups and getting to know your peers as well, they know what you are going through. That's how I feel.	Value of the mentor-mentee relationship	Community and interconnectedness
1.33	Female Participant: I just think it's really late. Like at first, I am used to sleep at 9 o'clock because I love to sleep. Then here I am forced to talk at like 10 o'clock about how I am feeling about this. And all I can think about is my bed. But anyways like, I think it's better to reassure us, in the sense that we get to talk about how we are feeling, cause obviously there's a new environment and new people for all of us. And also to find out that like you are not the only one to be feeling this way, some people also feel the way that you do. But ja sometimes it wasn't that big of a show, we didn't really talk about the things that, ja, relating to the situation. But overall it was a good experience.	Value of the mentor-mentee relationship	Psychological and emotional support
1.34	Interviewer: Tell me in which ways do you feel your mentors are aiding your social integration?		
1.35	Female Participant: Well, sometimes she would ask us a question then she would require us to answer it. (<i>laughing</i>)		
1.36	Female Participant: Uhm, like for instance if we watch a movie she would ask us how we feel about a certain scene and how like, our personal perspectives. And in the group which will each have an answer. The other person will have their own perspective about the scene and I would have my own perspective. And she tells what she thinks about it so in a way I don't know, yeah.	Value of the mentor-mentee relationship	Exposure to diversity

1.37	Female Participant: Well sometimes you know, like they would make us write stuff or whatever they call it and then get angry and frustrated and take it out on us and when we are at the mentor sessions, she's like uhm, she wants us to talk about it and some of us have never talked out loud. So she would, uhm, like come to my room and talk about this privately. She would give me advice like it is only for a couple of months just to see it through. She calmed me down.	Type of mentor roles	Mentor as a role model
1.38	Interviewer: So you will never stand for a Rag committee?		
1.39	Female Participant: Never.		
1.40	Interviewer: Is your mentor aiding your social integration in your res?		
1.41	Female Participant: Uhm, I never talk much at res sessions I must say, but then our mentor like, she's kinda worried about me because I never seem to be interested but most of the time she'd like ask me to go to her room or like talk and like, whenever she sees me she always asks if I am ok and stuff. She tries and makes me feel at home, she will talk with the other people during our sessions. And as time passed on I talk more cause I don't want to stay here so like, I don't want to say anything about my space, just quiet and I'm like over this.	Value of the mentor-mentee relationship	Psychological and emotional support
1.42	Interviewer: So think of first year that is totally socially integrated. She has successfully passed this test. What does she look like?		
1.43	Female Participant: What does she look like?		
1.44	Interviewer: You know... her actions		
1.45	Female Participant: She is very lively, yes. She greets everyone, she takes the initiatives to know people but I don't know... uhm... you explain, you explain. (<i>laughing</i>) Yeah that person who is really lively and she doesn't like talking to... or if you want to ask her something she is very upbeat. Someone easy to talk to.		
1.46	Interviewer: We will call her Susan, the student. She is a socially integrated person. (<i>laughing</i>)		
1.47	Female Participant: But very easy to talk to actually, like you know that, you are not afraid to actually ask her anything.		
1.48	Interviewer: Ja.		
1.49	Female Participant: Well, she's that person when you were having a bad day which is so easy. I know one of seniors, she is like that. You greet her, she asks you "how are you?", "are you happy?", She always has a smile. Like whenever I, you know, like in the beginning it's hectic, I am not gonna lie. You are tired, you are not use to the work load, and it's really	Value of the mentor-mentee relationship	Psychological and emotional support

	something else. And then you just bump into her and then it gets better because she is going to ask you “how are you?” Even if you are not good, but the fact that she took the initiative, you know, it just makes a difference.
1.50	Interviewer: So how can a community help people become a Susan?
1.51	Female Participant: Well, when everybody helps everybody. And when everybody’s unity ... I don’t know. To make, when a person helps another person, then that person will be willing to help another person. So if you get like, you pay forward, if that is a word. And also like, some people like, they describe this person very helpful and always smiling and always happy and one interested in other people, like to create, I don’t know how to create that person, I can only give an example, because I don’t know how that person was brought up.
1.52	Interviewer: And how about you?
1.53	Female Participant: Me?
1.54	Interviewer: Yes, describe a community that can help a student become a Susan.
1.55	Female Participant: Oh Susan? Ag, I didn’t know what you said. Ok. Uhm, obviously if you are happy then people around you will obviously have to be happy because like your aura gives it off. If I am sad and I am sitting here like bleak, then everyone else there will be bleak, you are not going to be able to... what’s that, if you let your light shine others around you unconsciously does the same. That like perfectly describes it.
1.56	Interviewer: Do you have anything else you would like to add, confess or suggest?
1.57	Female Participant: Confession session! (<i>laughing</i>)
1.58	Female Participant: I think I’d suggest that they are not that late, the sessions, also do more fun stuff, like on the weekends maybe. Because everyone is so busy during the week that when you get to a session you just want to go and do work and what not. So maybe have like once a term, or something like that, have something fun. Like even if maybe some of the girls go for lunch, like in your small group or go do something nice or fun. Like go bowling and something like that. Not always have to talk about emotions and stuff. (<i>laughing</i>)
1.59	Female Participant: So how do you feel about it? “I am sad?” How do you feel about it? I am sad! (<i>laughing</i>)
1.60	Interviewer: So not always focus on the negative?

1.61	Female Participant: Also it's a bit too serious, we can't relate to the topics. Yeah like the film was very touching, like I feel the same and everything, but it never happened to me so I am like, ok! <i>(laughing)</i>
1.62	Female Participant: Maybe talk about the consequences.
1.63	Female Participant: Yeah maybe consequences of partying too much like, being drunk.
1.64	Interviewer: What would you like to learn about your mentorship programme? Something like time management?
1.65	Female Participant: Also to know how to control our emotions, like when you are too stressed or if you are angry and don't know how to control it.
1.66	Female Participant: There is so much theory behind it but actually applying it is tough to do.
1.67	Female Participant: And also teach us how to help, like counsel other people, like how to listen to their problems.
1.68	Female Participant: There is also a lot of theory behind that. <i>(laughing)</i>
1.69	Interviewer: Yes you are a theory person. <i>(laughing)</i>
1.70	Female Participant: But I think like that's the thing you learn yourself in life, how to listen to other people. It's a skill you learn; you can't physically sit down and be here, read this and pull it into your brain. It's something you have to apply.
1.71	Interviewer: And so I have been a mentor for students since I... was not even a student yet. And when I started studying psychology and we started doing like practical things. If you have a session you know sit like this not like this. <i>(laughing)</i> . And if you want, if you are listening, encourage people to speak further using these skills or listening this way or get their attention. <i>(laughing)</i> . Ok, cool. Thank you so much.

Focus Group 2			
Mentee Meeting 2 (Males 1)			
		Themes	Subthemes
2.1	Interviewer: My name is Zanete du Preez and I am doing my Masters in research psychology and part of my research is on the mentorship programme. The topic of the research is the experience of mentors and mentees with regard to social integration in the mentorship programme. And all seven of you guys have agreed to be in this research. Am I right?		
2.2	Male participant: Yah		
2.3	Interviewer: Ok, just to let you know that the responses remain anonymous and so will the research be as well. Ok great, so let us start. I'll ask the difficult question first. How would you define social integration?		
2.4	Male participant: Afrikaans please. <i>(Male participants chuckling)</i>		
2.5	Interviewer: Sosiale Integrasie. Wat dink jy beteken dit?		
2.6	Male participant: Ek dink dis net mense van verskillende rasse en etniese groepe wat soos probeer om saam te smelt. Soos een groep te vorm.	Value of the mentor-mentee relationship	Exposure to diversity
2.7	Interviewer: Hmm, that is a very good example. I like it. <i>(Waiting for response from another Male participant):</i> Giggling, you don't know? That was very good; people from different races trying to be combined and it also has to do with your feeling of you belonging to a certain group or community or you feel welcome or embraced. So, in a residence it will be to what extent you feel like you belong to the Res or your part of the group. So let's ask that question. To what extent do you feel like you belong to your residence?	Factors influencing the mentor-mentee relationship	Commitment to the residence
2.8	Male participant: Ek dink hoe meer jy doen hoe meer voel jy dat jy behoort. As jy niks gaan doen nie dan gaan jy nie voel jy beteken iets vir die koshuis nie, maar as jy baie doen dan voel jy, jy lewer 'n bydrae.		
2.9	Male participant: Ek dink ons almal voel maar deel van die koshuis. Want hoe meer jy doen hoe meer kry jy te doen met almal.	Factors influencing the mentor-mentee relationship	Commitment to the residence
2.10	Male participant: Like, I feel we are part of the Res because we specifically as you can see the same people so we belong in our own little group hey? So we don't feel left out in any way.	Value of the mentor-mentee relationship	Community and interconnectedness

2.11	Interviewer: How many first years are you?		
2.12	Male participant: Pardon? 34		
2.13	Interviewer: Ah, it's a small group. There are residences that have 150 first years. They don't feel so much the unity. What makes you proud about your group or your residence?		
2.14	Male participant: Ek dink vir my is dit. Ons doen dinge verskillend as ander koshuise, heeltemal verskillend. En om deel te wees van 'n koshuis wat so baie tradisie het en kultuur en dan is dit voel vir my, trots. Ek wil deel wees daarvan. Dis beter om vir my is dit, ek sal verkies om 'n [Residence member nickname] te wees eerder as 'n [another Residence name] of [another Residence name], so voel dit vir my, bietjie om trots te wees daaroor.	Factors influencing the mentor-mentee relationship	Traditions
2.15	Male participant: Almal het trots en eer		
2.16	Male participants: (<i>Mumbling agreement</i>)		
2.17	Interviewer: Giggling...Hmm		
2.18	Male participant: I agree with what [participant's name] said. It is a great sense of pride that you feel in a Res, because, firstly for me, from my side, as of the background and being welcomed to something with such history and to become part of the history being able to leave your own mark there. Something that you can come back in a few years' time and say, "I was a [Residence member]. Back Then in 2013, 'n Eerste Jaar [nickname]. And it's things like that that differentiates us from everyone else on campus. We are unique. I mean, all of us are here, dressed from, like we are here for business. Already they are grooming us from the beginning. All these different small things that we do, is going to help us later in life. Especially for those who are going to go into more serious practices where you need to be professional 100% of the time. I feel that is something that is going to leave a big mark if you are from [own Residence name].	Factors influencing the mentor-mentee relationship	Traditions
		Focus of the mentor-mentee relationship	Development of life skills
2.19	Interviewer: How would you describe the [own Residence name] identity		
2.20	Male participant: A cut above the rest		
2.21	Male participant: A touch of class		
2.22	Interviewer: Hmm. Is that what they teach you or is that what you do		
2.23	Male participant: It's not a feeling. It's a ...		
2.24	Male participant: A way of life (<i>Everybody laughing</i>) you are part of it and you can see it at the same time.	Value of the mentor-mentee relationship	Community and interconnectedness
2.25	Interviewer: Ok. So that is about social integration in your Res. Let's speak about social integration on Campus. To what extent do you feel like you belong to the campus community		

2.26	Male participant: Ek voel nie baie nie. (<i>People giggling</i>) Die koshuis is lekker maar die kampus is.... Jy voel meer jy is deel van die koshuis as wat jy deel is van die kampus (<i>Other Male participant agreeing: Ja</i>) Dit voel of die koshuis apart is. Almal gebruik net die kampus as 'n ekstra ding. Jy voel nie regtig deel van die kampus nie. Maar dit is 'n nice kampus. (<i>Participants all chuckling</i>)	Value of the mentor-mentee relationship	Exposure to diversity
2.27	Male participant: Dis 'n nice kampus ja. Maar soos, dis amper soos 'n kompeterende ding, soos onder die koshuise is daar nie altyd mannekoshuis nie. Ek dink dis 'n algemeen so ding dis amper soos 'n kompeterende ding. Soos sal nie soos skool is ons gewoond. Dis nie net klas en klas nie soos 'n skool saam? So jy sal nie eintlik voel jy saam op die hele kampus nie soos jy voel in die koshuis nie. Ek dink julle sal saamstem.	Value of the mentor-mentee relationship	Exposure to diversity
2.28	Interviewer: Do you have friendships outside of Res?		
2.29	Male participants: All agreeing		
2.30	Male participant: Hmm yah		
2.31	Male participant: With females only		
2.32	Interviewer: Females only (<i>giggling</i>) (<i>All Male participants and interviewer laughing</i>)		
2.33	Male participant: I think people not in Res, like outside of campus, on campus are very, they allow integration much easier, like obviously people have certain groups, but you find yourself being able to relate and talk to them as easier than anyone else, whereas some, not all, like some of the Reses have, not animosity, but caution with other people, it is animosity.	Value of the mentor-mentee relationship	Exposure to diversity
2.34	Male participant: But I want to say from my side. It is very much is sort of you have the different resses on campus are very much like their own different schools. It's like we come together on the sports grounds and we walk around campus so it's not like we are going to integrate with everyone else. But then looking at it from another point of view. I mean, the only reason why most of us have female friends in other resses is because we do (activities) a whole bunch of activities in the beginning. So we don't really know other male friends from most resses. I have few, but that's only through my roommates	Factors influencing the mentor-mentee relationship	Type of activities
2.35	Male participant: The only way you can make friends is through sports	Factors influencing the mentor-mentee relationship	Friendships in the residence
2.36	Male participant: Yeah, I agree		

2.37	Male participant: Through sports...And that's when you're forced to speak to them, otherwise in class you very much focus on your own.	Factors influencing the mentor-mentee relationship	Friendships in the residence
2.38	Male participant: Because like at Jool you don't mix with another men's hostel, like ever. Yeah, you don't mingle with them	Value of the mentor-mentee relationship	Exposure to diversity
2.39	Male participant: Yeah, it's not something you do intentionally. It's just something that doesn't happen	Value of the mentor-mentee relationship	Exposure to diversity
2.40	Interviewer: Yeah, it's something that sounds fake. Do you think there's a need for that? For male residences to form friendships?		
2.41	Male participant: I don't know. I won't say necessarily. I think male bonding is very different as opposed to opposite gender bonding. Male bonding is something that comes through more typical male activities, for example sports. I mean I have made a few friends through playing rugby with them and tennis with them, but male res mingling with male res. It's not something I can see working.	Value of the mentor-mentee relationship	Exposure to diversity
2.42	Interviewer: Even if it's like a golf day (<i>Most male participants talking together</i>)		
2.43	Male participant: Yeah actually, yeah that would work. Yeah I would enjoy that.		
2.44	Interviewer: Hehe, well done. Hmmm, ok yes, tell me about your friendships in the Residence.		
2.45	Male participants: Amazing		

2.46	<p>Male participant: I don't know. I think, personally being in [own Residence name] and because we are such a small group, you get to know everyone. It's actually funny I mean seven random people were chosen to come here today, know them all very well. I know [other participant's name] very well. I got jokes going with him. I got jokes going with [other participant's name]. I got jokes going with [other participant's name], [other participant's name] and [other participant's name], [other participant's name]. It's amazing I think it's something very unique to [own Residence name], us being very close and I know they feel the same way. They can just bounce off anyone in first year and the nice thing is that it doesn't become as difficult of a challenge to cross over to seniors, cause then you can also, you don't have so many people to go from first year you can go to seniors and the res as a whole and that is something very unique about [own Residence name]. It being small is to its benefit. It shows through various many things. In culture we excel. In academics we excel. In sports, we excel. And that is typical of life right there and it's because we are so close, one res, and not very disjointed. I probably have a perception of most other resses as having, like you said, 150 girls.</p>	Factors influencing the mentor-mentee relationship	Size
2.47	<p>Male participant: Hmm yeah, just adding to what [previous participant's name] said. Quite a few people ask me, "Who are your close friends in Res?" and I'm like, "I don't know, all of them." (<i>Everybody laughing</i>). All of them together are my friends. I don't like a specific; ok that guy is my best friend, who I chill with, everyday all the time. I see them all the time, we socialize. It's nice.</p>	Factors influencing the mentor-mentee relationship	Friendships in the residence
2.48	<p>Male participant: Ja, en ek het ook nie vriende soos in [another Residence name] en [another Residence name] en so nie. Dis nie een groot groep nie, dis verskillende klein groepies...10 ouens hier 10 ouens hier. 5 ouens hier...Ek kan, hoe kan mens sê, as jy nou op Hoerskool vlak gaan, dan kan jy enige een van hulle na my huis nooi en by my kom kuier jy verstaan, jys vriende dis nie almal verdeel in groepies nie almal is n vriendekring, al 34</p>	Factors influencing the mentor-mentee relationship	Friendships in the residence
2.49	<p>Interviewer: And why do you think that is. Why is the friendship so amazing?</p>		
2.50	<p>Male participant: I think the suits (<i>Everybody laughing</i>)</p>		

2.51	Male participant: It's the small thing we do in the beginning. I mean, them putting us, them making us walk all together. You're not always lined up next to people you wanted you can't walk for 20 minutes from Res to your class and say nothing. You kind of forced to talk to everybody and get to know them even when it comes to learning their names, you have to know each other and even then you start bouncing off and it's so nice and it being small just helps that much more...cause a large volume of people makes it that much more difficult to remember names, especially I know everyone struggled here to remember my surname in the beginning. Some of them still can't pronounce it, but I know they still make an effort and we have a joke going with it. But it is fine.	Factors influencing the mentor-mentee relationship	Type of activity
2.52	Male participant: Dink die orientasie in die begin van die jaar, veral Jool en so bring almal, want dan moet jy vertrou al ken jy hom nie so goed nie....En jy moet vertrou op hom. En ek dink dit bou ook baie sterk bande.	Factors influencing the mentor-mentee relationship	Type of activity
2.53	Male participant: I think the size works for us.	Value of the mentor-mentee relationship	Community and interconnectedness
2.54	Interviewer: Hmm, yeah the size. Interesting hmm. Let's speak about the mentorship programme. Tell me about your experiences in the programme. What have you done? What have you learnt?		
2.55	Male participant: I found that, like for different topics in the mentor booklet, my mentor, for example, to better explain it to us, he draws it from his own experiences. Like he has obviously an idea of it. Let's use mercy as an example. He has an idea of mercy and he draws from his own experiences, then he tries to get people talking what they think, bounce of each other, ideas like that. So it's a very hmm, a very practical kind of thing. So it's not like you go to the dictionary and look up the word, so it's like hmhhh	Type of mentor roles	Mentor as a role model
2.56	Male participant: I think for mentorship going about the booklet in all the subjects but one of the things that's for me the best thing about mentorships is that if something bothers me I can go talk to the guy. If we have something. As eke iets op my hart het en ek wil dit vir iemand vertel. Dan vertel ek dit vir my mentor en hy help my en hy comfort ons, as ons 'n moeilike tyd het of so, of iets is nie lekker nie, bou hy ons op en hy help ons.	Value of the mentor-mentee relationship	Psychological and emotional support

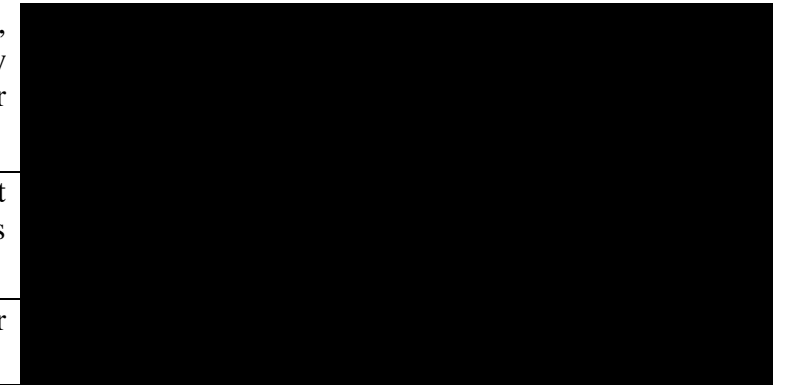
2.57	Male participant: Personally, that is what the essence of mentorship should be. That booklet is nice and everything, but in the end of the day, the transition from High school to Varsity is quite a gap and most of us don't have our parents right around the corner, so we move into somewhere completely different. Completely new people and we know no one. What's nice about firstly mentorship is that it's something to fall back on, but then res you have people to fall back on, your own group and you've got your koshuis pa to fall back on as well. So you have a whole line of channels of people you can trust and who you feel you can trust.	Value of the mentor-mentee relationship	Psychological and emotional support
2.58	Male participant: And they are all welcoming none of them just keep you away like if you need to talk about anything. They will take the initiative from their parts.	Value of the mentor-mentee relationship	Psychological and emotional support
2.59	Interviewer: So it's like a go to person? (<i>Male participants agreeing</i>). Ok, hmmm in which way do you feel the mentorship programme aids your social integration in Res? How do they help you with that?		
2.60	Male participant: I don't think mentorship has, or personally for our res, anything to do with social integration in our Res, it just kind of happens with us with the different things we do and how we participate with each other. I mean we, I have never felt so close to guys as we had those 2 rag weeks. The pride and honour we had for one another when we were watching sports and supporting with the athletics. I mean there were times when we were down seriously down and you had the most amazing people standing up and motivating the whole group to do better and carry on and in our own house committee our HK recognize it and says that's what makes you a special first year group. You are not disjointed, you are not fragmented. You are together. For me that's why	Factors influencing the mentor-mentee relationship	Type of activities
2.61	Interviewer: Good. I want to ask you and this is something I am struggling with is. You have given me a lot of information about the mentorship programme which I really appreciate. How do I make a mentorship programme that is applicable to guys? Because girls love speaking about values and writing in journals and reflect about it, but guys, when you think about mentorship programme and you have to teach you values. What is the perfect way to go about it?		

2.62	Male participant: We have a leadership symposium where they took the guys apart and the girls apart. And the things they taught us about guys, you should take, hoe jy jou eie raad moet motiveer om saam te werk is nou bv. 'n Dom ding jy doen 'n sport saam, se maar 2 koshuise saam, ons is 2 manskoshuise in 'n skool. Wat saamsmelt verskillende spanne. Dis nie koshuis teen koshuis nie. Dan het jy sê nou maar rugby gespeel. Dan het jy nou die prinsiep van Rugby geleer. Hoe dit gespeel word en hoe jy dit moet toepas in jou lewe. Dit het vir my sin gemaak.		
2.63	Male participant: Ek dink vir 'n ou sal dit praktiese voorstelle wees hoe om 'n ding te doen		
2.64	Male participant: Mine not so much an answer. It is just a comment. In that a mentor helps you with like, ok like a father figure or brother bond going on, whereby they understand what you are going through, because maybe they have been through it or they get where you are coming from personally than perhaps a girl. They have a practical knowledge about it.		
2.65	Interviewer: Someone to share their experiences So like a teambuilding, going outside, running together or running around and stuff.		
2.66	Male participant: For me it's like comfortable to talk to [mentor name], who is a second year in [own residence name], because he knows what I am going through. If I must talk to another guy in another hostel I am not going to talk about it (<i>another Male participant chipping in saying it's not going to work</i>). In because he hasn't gone through what I have gone through and don't know what his situation, but if I can talk to someone who has gone through my situation and he can help me. It will be very up building for me. It's going to help me		
2.67	Interviewer: Yeah, so it helps if the mentor comes from your own res. (<i>Male participants eagerly agreeing</i>) what else? What is the best way to learn about values? Like the ones we teach. Honesty, mercy, forgiveness...		
2.68	Male participant: 'n Mens moet dit net sien. Jy moet sien hoe iemand lewe dan sal jy regtig ook so lewe, jy sal nie vir iemand kan sê jy moet so lewe en dan nie self so lewe nie. Mens sal moet kan sien die ou lewe reg en ek wil ook so lewe.	Type of mentor roles	Mentor as a role model
2.69	Male participant: Jy kort 'n lewendige voorbeeld	Type of mentor roles	Mentor as a role model

2.70	Male participant: For me the best way I've ever learnt or one of the most influential times of my life is when I was in Grade 11. We had a leadership camp. It was not your traditional camp with the whole grading, but it was rougher, more hard-core and more rugged. We got dropped off at different sites within a 50km radius of one another and we were told to hike, and track and abseil and mountain climb every day and row, but that was fun for me as a male. It makes you appreciate what you have going back home. I mean sleeping on the floor for 2 weeks straight, eating from spar tins, having a small amount of bread, build a fire every night and then being able to go home and then click; you have a stove, you have a bed made for you. Those kinds of things taught me to appreciate what I have and it filters into all the different values and principles. So I feel that male bonding, the best way it can take place is when a bunch of guys when you doing something physical or exhausting, but it can't be a mental activity cause males typically do get tired and strained out and become agitated and frustrated (<i>Male participant butting in and saying like he will show us just now</i>) Exactly, and you don't focus at all		
2.71	Interviewer: So it must be well balanced		
2.72	Male participant: Yeah, like not to criticize the movie mercy we saw, we were tired that day. We were all tired that day, everybody passed out. I have seen it before in church and it's an amazing video to watch, but I couldn't pay attention the second time and stuff like that is where people shut off. I mean if the guys can do something nice. We have a touch rugby session together with our different mentor groups and the mentor groups going against each other. In [own residence name] that would be awesome. If we have a mentor group golf day, that would be awesome. We have clubs amongst the teams and we play. We compete, stuff like that.		
2.73	Male participant: Like, ons gesê het, competitive, but our High School competitive, and varsity competitive, if we play against [another residence name] or Friday night rugby. That will be really. After the match, you gain friends (<i>another participant saying new tjommies</i>) I think, maybe, like that competition is a good way amongst the males.		
2.74	Male participant: Modelling works very well if you see something like a value, being expressed you understand it and then you don't obviously do the same thing, but you try and fit it into your own life. At times, not always.	Type of mentor roles	Mentor as a role model
2.75	Male participant: Imitation or mimicking it	Type of mentor roles	Mentor as a role model
2.76	Interviewer: Hmm, golf day, competition, people running around		

2.77	Male participant: Also what I find, if people do exotic sports can I say, not like running forever with a spoon or things that is silly, not that you do every day, not rugby or athletics, not things you do regular, weird sports like kayaking and abseiling.
2.78	Interviewer: Thank you for coming. You gave me a lot of ideas. I'll approach it from a different angle. Actually all I wanted to ask from you guy. Thank you so much, is there anything else you want to suggest or share or criticize?
2.79	Male participant: I find that I completely agree with the sport thing as well, cause it's basically mainly a good thing, like for example, stagedoor, it's a varsity thing I know, but the people that were in the stagedoor or like [he] said exhausted, over and over again, they got to know each other and bond in a certain way, more than they bonded with everybody else. If you spend a lot of time, you bound to find something about them. So that helps as well.
2.80	Interviewer: Do you think guys focus more or less when girls are involved?
2.81	Male participant: More and less, it depends. It depends what we are focusing on. (<i>Male participants laughing</i>)
2.82	Male participant: If me and [him] are talking and have a conversation and here comes a girl, one of us is not going to partake.
2.83	Male participant: You focus on the girl, you don't focus on the other guy
2.84	Male participant: The conversation is going to shut out
2.85	Male participant: If you are trying to do work together, not with the girl. I'm just trying to say when she comes in and she's like, it's not so much intruding, but something happens. It gets you awkward. If you are working on a car for example, I am not talking school work. You working on the car and she comes and talking "what's this, what's that?" and then you like explain this, you are not finishing what you are doing. That is just an example
2.86	Interviewer: So for example we have a discussion when you watch a film and do discussion and we bring a girl's res with you think it will compromise the discussion?
2.87	Male participant: I think it will compromise it. There is definitely a difference between a male opinion and female opinion. Females are a bit more sensitive and males may be more blunt and to the point, but that is not even the issue there. The issue is that the guy would feel uncomfortable saying more sensitive, because even primitively, it is very hard for a male to share intimate thoughts and deepest emotions with a female. It's a very difficult thing to do, but with another male it's a lot easier. So yeah.

2.88	Male participant: I like what [he] said. While I agree with that I also think, not adds to it, but that you pick up something you see a certain point of view. Oh, so this is what they think. It is good for knowledge, just to know, see a different view. But yeah, it is hard for males to actually.
2.89	Male participant: You won't feel judged or emasculated in front of other women, but if it is other men, and if do feel slightly emasculated at least you know you are with other guys you are going through the same thing.
2.90	Interviewer: Ok, that is what I thought. Anything else? Nothing? Thank you so much for coming.



Focus Group 3			
Mentee Meeting 3 (Mixed 1)			
		Themes	Subthemes
3.1	Interviewer: Hello everyone. My name is Zanete as I said. I am conducting research on the experiences of mentors and mentees within the mentorship programme with regard to social integration. Now I see we have four boys and two girls present at our discussion today and they have all agreed to participate in this research. And just to confirm that the research is anonymous. I promise I won't tell anyone what you said. Let's start with a difficult question. How would you define social integration?		
3.2	Male Participant: Sort of not when all sort of paths and cultures and everyone comes together. You don't... like we come together but we don't hide the differences we use the differences in a positive way, in a constructive way.	Value of the mentor-mentee relationship	Exposure to diversity
3.3	Interviewer: Ok you embrace the differences		
3.4	Male Participant: A melting pot of different cultures that come together as well.	Value of the mentor-mentee relationship	Exposure to diversity
3.5	Interviewer: Melting pot. I think in our South African context social integration would have to do a lot with culture. The official definition is the extent to which you feel like you belong to a certain group or community or you are a part of it or you feel welcome or embraced. Ok, so please tell me about your experience with social integration in this residence. So to what extent do you feel like you belong to your res?		
3.6	Female Participant: I don't know but to me it seems there is no colour, if I can put it that way. Like everyone gets along with everybody. There is no because you are white, you are white. They have a valuable job in making sure that there are no racial differences in that sense.	Value of the mentor-mentee relationship	Exposure to diversity
3.7	Male Participant: When I see like people on campus that are fellow [my residence]' students, I feel like it is not because we are in [my residence] together, it's just like you see someone; yes, hi. I don't know if it is just cause I like, I don't know if I believe I am primarily a [my residence] person and then their friend or their friend and then we both become [my residence].	Value of the mentor-mentee relationship	Community interconnectedness and

3.8	Female Participant: But [my residence] does play a big part in that because we are mixed genders, mixed races, mixed cultures, so it is just everything together. I think we are a perfect example of social integration right now.	Value of the mentor-mentee relationship	Exposure to diversity
3.9	Male Participant: But I think in this in this context, like we have the structure that is put in place. There was no option but for us to get together and it is a good thing because we are together now, we don't see any divisions between us. Like there are no lines they broke down those borders for us when we came here and yeah we, the social integration	Factors influencing the mentor-mentee relationship	Type of activities
3.10	Male Participant: I don't think we can say we are fully integrated. I think it is only during meetings. You can see there is still little groups and things which could be broken down.	Value of the mentor-mentee relationship	Community and interconnectedness
3.11	Interviewer: Is it like cliques?		
3.12	Female Participant: It is a bit of both, cliques and racial groups. But I think it is more because it is there comfort zone.	Value of the mentor-mentee relationship	Community and interconnectedness
3.13	Male Participant: more like friends or stuff. You probably sit with your friends.	Value of the mentor-mentee relationship	Community and interconnectedness
3.14	Interviewer: So why is this? Why is your social integration so ambivalent?		
3.15	Male Participant: I think in the beginning everyone was really frustrated and we just,... everyone came together and we were frustrated together.	Factors influencing the mentor-mentee relationship	Type of activity
3.16	Interviewer: Went through hardships (<i>Laughing</i>). How would you describe your social integration on campus?		
3.17	Male Participant: It is very different, cause it is still like, especially like if I walk around with [another participant's name], you still get people that like,... they look but, I mean I don't know why, but it is always there. It is still one of those underlying factors that, you do see it around. And we don't take note of it that much but it is still there.	Value of the mentor-mentee relationship	Exposure to diversity
3.18	Male Participant: Yeah but even in classrooms, when you go there and you see that someone from different races, they only want to go to the row, they want to go to people, the same race as them.	Value of the mentor-mentee relationship	Community and interconnectedness
3.19	Male Participant: They are actually afraid to go there because you don't know what they are gonna, or their actions are going to be.	Value of the mentor-mentee relationship	Exposure to diversity
3.20	Interviewer: With regard to the mentorship programme, tell me about your experiences with that.		
3.21	Male Participant: My mentor is the best.		

3.22	Female Participant: My mentor is the best (<i>Laughing</i>)		
3.23	Interviewer: Is it the same mentor?		
3.24	Male Participant: Yes		
3.25	Female Participant: We have female so that is better ok (<i>Laughing</i>)		
3.26	Male Participant: We have a male who is in touch with his feminine side. I am joking.		
3.27	Female Participant: It is a really good experience, especially when we have the sessions with them. I know we had one just during this week and we discussed issues we, our personal issues, issues as a group. And it is nice to just talk about things.	Value of the mentor-mentee relationship	Psychological and emotional support
3.28	Male Participant: But sometimes I feel like it can get too formal. I feel like sometimes the mentor will see that there is something else everyone wants to talk about but then they have to get through these questions and then it is sort of hard to bridge the gap. There is some sort of lost opportunity there.		
3.29	Male Participant: But I think it is a nice platform for us to come forward and like, there are some people they want to speak but they don't know how to approach someone and then having a mentor there for you, it opens that door for you or that channel that, ok here is someone to speak to, I can speak to a mentor whenever you need something. Yeah it is actually a blessing in disguise	Value of the mentor-mentee relationship	Psychological and emotional support
3.30	Female Participant: And with the questions, lots of mentees, they can relate to the questions on a personal basis, so we speak about our personal issues and then with that we get to know each other on that personal level. Generally we wouldn't talk about personal issues	Factors influencing the mentor-mentee relationship	Friendships in the residence
3.31	Male Participant: I think, specifically with my mentor he is like, if I have an issues, if I am stressing just like go talk to him and like he is super chilled and he is always happy to do it. He is very accommodating which is very nice.	Type of mentor roles	The role of a friend
3.32	Interviewer: Tell me more about that. Your relationship with your mentor.		
3.33	Male Participant: Uhm like our mentor, when he sees you in the street he will actually come to you and greet you and he'll ask how was your day. He'll... stel belang in jou lewe.	Type of mentor roles	Mentor as a role model
3.34	Female Participant: My mentor is fine, she is very interesting, like I think she makes things, things that appear to be serious very easy to understand, she makes it a light load for you. You can talk to her, she is accessible.	Factors influencing the mentor-mentee relationship	Friendships in the residence
3.35	Male Participant: Mine is awesome. (<i>Laughing</i>)		

3.36	Interviewer: Just awesome? (<i>Laughing</i>). So how did your mentors add to your social integration? How did they help you to socially integrate?
3.37	Male Participant: I think it would have been better if you know were ladies had... we all mixed with one peer mentor not that guys should have a guy peer mentor and girls should have a girl peer mentor.
3.38	Interviewer: Is it not like that right now?
3.39	Female Participant: No, like girls have a girl mentor, we have broken up into groups so we all girls go with the girl peer mentor.
3.40	Interviewer: Ok, I thought you said that they were mixed gender and it should not be.
3.41	Male Participant: I like the fact that it is not mixed. I enjoy it because it is always awkward like there are certain things that guys talk about and the same with girls.
3.42	Male Participant: But you get to... what can I say, hear the other perspective of other genders.
3.43	Female Participant: I think the girl sessions go longer cause we talk much more.
3.44	Male Participant: And you guys have like tea and cookies
3.45	Female Participant: Yes we do. (<i>Laughing</i>)
3.46	Interviewer: So let's think about that, uhm you said you would like mixed gender groups so if you think about the ideal mentorship programme, how should it be? What should it involve? The purpose is to help students adapt to university life and teach them values. (<i>Silence</i>) Don't worry it took me three years to figure it out.
3.47	Male Participant: I think I would use the ideas that you guys used. Uhm, they are pretty good, but I don't know if I would keep it as structured as it is. I think I would train the mentors to the extent that they would know sort of how to guide the conversation in the right direction which is applicable to the video. But if the group really didn't, if the video didn't strike the group as much; they can talk about something else that is of value or a virtue. And I would keep it how it is with the sexes, the genders because I feel like you know they can grow some really good bonds.
3.48	Interviewer: Anything else?

3.49	Female Participant: I think they are structured pretty well because we don't have it like often so when we do have it we appreciate it a bit. And I am happy about the gender thing; it doesn't take a lot of time. The videos are quite epic, like they hit you. So it is a good system I believe.		
3.50	Male Participant: Maybe it could be a little more corridor specific like because you see these people every day in the corridor but you never really have a moment to get to know them. Uhm so maybe that could be another thing.		
3.51	Interviewer: Do you have individual sessions often? Like a one-on-one. How often do you speak to your mentor one-on-one?		
3.52	Female Participant: I see her every day.		
3.53	Male Participant: I don't know, when I see him I will talk to him and he will ask me how was my day and stuff like that.		
3.54	Interviewer: And last question. Imagine a first year, his or her... they are standing here. And this person is ideally socially integrated. You know if you think about integration, 10 out of 10, this person is it. What does this person look like? Describe him to me.		
3.55	Male Participant: He is friendly.		
3.56	Female Participant: He is our first year father. I think anyone can talk to him.		
3.57	Interviewer: So he is approachable.		
3.58	Male Participant: And he has a great name. <i>(Laughing)</i>		
3.59	Interviewer: So if you were mentors and first years come here how would you tell them to, what's the key thing to adapt to, to become socially integrated?		
3.60	Male Participant: I think it is just to realise that everyone has something to give. Everyone no matter where they are, they are legit. No matter where they are, if they are above or below you can get something from them.	Value of the mentor-mentee relationship	Exposure to diversity
3.61	Interviewer: They shouldn't feel like they don't belong? Not judging. Ok, thank you so much.		

Focus Group 4			
Mentee Meeting 4 (Females 2)			
		Themes	Subthemes
4.1	Interviewer: Hallo, as I said I am doing my research in the experiences of mentors and mentees with regard to social integration in a mentorship programme. And I am sitting today with five girls from a female residence on campus and they have all agreed to participate in this research.		
4.2	Female Participant: Yes!!!		
4.3	Interviewer: Thank you so much. Please note that your responses will remain anonymous. So let's start with a difficult question. I said the research is about the experiences of social integration. So how would you define social integration?		
4.4	Female Participant: I would define it as different people with different interests and goals or just living together, sharing the same space.	Value of the mentor-mentee relationship	Community and interconnectedness
4.5	Female Participant: And interacting with one another.	Value of the mentor-mentee relationship	Community and interconnectedness
4.6	Interviewer: Different people living together and interacting with each other. Very good, that is a very good definition. The official definition is the extent to which an individual feels like he or she belongs to a community or group or feels welcomed and embraced within that group. So for our context we are looking at residences, so the extent to which you feel like you belong to your residence. So tell me about that. To what extent do you feel like you belong to your residence?		
4.7	Female Participant: Ya, I think like, we all feel like we belong in our res because like our seniors are really nice to us. Everyone is just like very nice and accept each other. But that is how I feel.		
4.8	Female Participant: I believe there is great acceptance here in our residence. I don't think there is too much hassle between people or anything.		
4.9	Female Participant: And the support system is really nice because you will always have someone there for you.	Value of the mentor-mentee relationship	Psychological and emotional support

4.10	Female Participant: And it is not like a separation of cultures. Everybody lives together like even in the corridors, there's a culture of everything and everybody just gets along. Not to get along, you must have serious problems. Everyone is like really chilled with each other.	Value of the mentor-mentee relationship	Exposure to diversity
4.11	Interviewer: Why do you think that is?		
4.12	Female Participant: I think it is because... since when we got there we were taught you have respect for one another. That plays a big role because if you don't have respect for anyone then there are going to be problems, no doubt about it.	Focus of the mentor-mentee relationship	Shared values
4.13	Female Participant: And also I think it is a bit of a tradition that comes from the seniors as well. Like when you came into the res, you could see the seniors, nobody has this thing like, ok they are that culture or whatever. Everybody is just one and then obviously the first years come in and you adapt.	Factors influencing the mentor-mentee relationship	Traditions
4.14	Interviewer: So the culture in your residence is unity so that makes it easier to accept each other. So what is your experience with social integration in the res?		
4.15	Female Participant: I think it is really good.		
4.16	Interviewer: How would you describe your friendships in the residence?		
4.17	Female Participant: Amazing.		
4.18	Participants: Ja, ja,		
4.19	Female Participant: It is so funny how, I obviously feel like we are all friends. I can literally walk into someone's room and ask for something at any given moment. And they all look at me funny like, what are you doing in my room? I'll greet you once a week but the time I come to you for, in need of something, I need whatever, or even just "Hi how are you?" They greet with open arms, there is no "Uhm what are you doing here again?"	Factors influencing the mentor-mentee relationship	Friendships in the residence
4.20	Female Participant: Even like on campus, like if you see a [own residence name] you smile and are like "hi how are you? It's like the other residences they just walk past each other but we greet or if they are busy you just smile or just start laughing or whatever. We never just walk past.	Value of the mentor-mentee relationship	Community interconnectedness and
4.21	Interviewer: And then what is your experience with social integration on campus? Outside of res.		

4.22	Female Participant: It is a bit different because I feel like in res it is that thing of we found it happening and we adapted to it but on campus when we are not shielded by our group, our residence as we are, you come across people that are like ok, it's different, it is really quite different because you will find that you.. I'll be sitting with my friends from res and they will be like "oh, you are black; all your friends are white". Like how is that happening? And I'm like "oh no these are the people I live with". "Oh are you guys forced to sit together?" "No it is because I want to sit with them". It's very different because if that happens in res and we are all chilling in one room or sitting together it is like babble, babble. We don't even recognise that there is something like that, it is the norm. And on campus it is like, oh where is [participant name], no she was with some other white girl. You have to classify that it is someone different and in all honesty I feel that it is very different, I am not going to lie.	Value of the mentor-mentee relationship	Exposure to diversity
4.23	Female Participant: But it is not like a problem, it is not huge but you can see like there is a bit of difference in res because I think it is more like, because it is a protected space like in res, campus is much bigger so it is more open. The difference is like "a family and a community".	Value of the mentor-mentee relationship	Community and interconnectedness
4.24	Interviewer: Please describe to me the interactions you have with your faculties. Like with your lecturers or the people you study with. Is it open communication, is there a relationship or is it only regular classes?		
4.25	Female Participant: It is like open communications, all of your professors, even the people in my class are my friends as well. We would like easily go and have something at the bridge or something to eat. And then like today I sat and talked to one of my friends that is in my class and then our professor walked passed and she was like "ha-ha what are you guys doing?"		
4.26	Female Participant: Yes with us it is like exactly the same. And when you see the people that you have class with you greet them. It is actually quite cool.		
4.27	Female Participant: In fact you will know a lot of people in your faculty or in your class, like you sit next to someone you don't know and then after the class you are like "oh ok cool" and then when you see that person again "how are you?"		

4.28	Female Participant: In all honesty when I came from like the transition between high school and varsity I was like “Ag, you are just gonna become insignificant, you are one of the people in your class” But it is so funny how, like your lecturers, even though they don’t know you by name, oh you are in one of my classes. And they won’t just... they actually acknowledge your presence at some point. If you walk past them on campus they will be like “hey how are you? How’s the assignment?” It is like “uhm she knows that I am there?” And most of them have open-door policies, whenever you need something, just pop into their office, write them an e-mail or do something.
4.29	Female Participant: I find it quite fascinating. I really thought you were just going to be, ok you all study the same thing and that is fine. But your lecturers actually pick up on certain characteristics of you. And they know, “oh you are the one that talks a lot, and oh you are the one that sits in the back, you know that doesn’t bother doing much.” They pick it up. And especially in our department as well, a lot of people are involved in sport and the lecturers take note of what you do and they ask you, you know “how was your match?”
4.30	Interviewer: Let’s speak about the mentorship programme. Tell me about your experiences with that.
4.31	Female Participant: Do we start on the positive or the negative?
4.32	Interviewer: Tell me anything.
4.33	Female Participant: I believe that the positive is, I think the clips and that show us something but I think it should rather be incorporated in the residence and the peer mentorship programme because the peer mentorship programme, everyone feels like “Agh, not that again”.
4.34	Female Participant: I feel that there are times that you are really tired or you have to go study or something to do and then they have these video clips and things that, it seems unfair at that point because you have something more important to do for the next day or for... so then it is just like I do not have time for this and then you have to sit there and watch a video and then it is just like ok no I could have done this some other time.
4.35	Female Participant: And like the videos it is all stuff that we know and like someone had told us already or like in school we’ve learned that and stuff. So it feels like ok, I need to study but now I have to watch this video about.... ja.

4.36	Female Participant: You know what I feel, I feel like it is all a good idea on paper than in actual practice because honestly you don't know that that time that you allocate for specific year or whatever, is suitable for everyone and then the fact that it is compulsory doesn't actually make it better because it just grows a negative attitude because you go there just to get it done. You just sit there, you don't even actually open yourself up to get something from that because you just sit there to get it over and done with.		
4.37	Female Participant: I think it really opens doors for people who do need to say something and it is, because you take something away from it even if you go just because you are forced to go. I think it is just like a lot to do because, ja, you have to see all these videos and everything, so maybe like if you can just...	Value of the mentor-mentee relationship	Psychological and emotional support
4.38	Female Participant: And the meetings as well, we should have those meetings for the whole group and then the mentor, and then everyone just comes and sits there and say maybe one sentence just to go. I think if they want to make it more efficient, take one-on-one or something cause, and maybe it is your time and you can talk as long as you like and then you are done. It is not like listening to a whole group and nobody is actually saying anything.		
4.39	Female Participant: But at some point I really feel that some people, it really benefits some people cause you really do need that platform to say "I don't feel comfortable going alone to go say something" but while you are sitting in a group and then someone raises a point, like specific seniors are not particularly nice and you are feeling the same thing so you can elaborate "Ja me too I have experienced something like that". Then it builds up from there. In that sense yes it is effective but if you are one of those of you just sit there anyway, whether you have something to say or not, you just keep it to yourself, then the one-on-one sessions would be more effective. So I don't know how to measure efficiency of these things because we are all on different schedules, so.	Factors influencing the mentor-mentee relationship	Friendships in the residence
4.40	Female Participant: And like, you make of it what you make of it like, you can be like positive about it and like go ok I am going to think about it. But you can also, if you are like, oh no I don't have time for it, then you are cutting off like a valuable lesson, so you have to have like a positive attitude.	Value of the mentor-mentee relationship	Community and interconnectedness

4.41	Female Participant: But I feel that the people, who are in charge of the programme itself and are placed to execute the programme, are really committed to it. And they do it whole heartedly. They are so into it, when you get there it's like, this person is so hyper like, "Hi guys how are you?" and you are like..., so they do encourage you to become more... that I would like to give them, like they are really into it. They like what they are doing and I think they also gain a lot from it themselves.	Type of mentor roles	Mentor as a role model
4.42	Interviewer: So tell me more about that. Your relationship, the relationship you have with your mentors.		
4.43	Female Participant: She is really nice.		
4.44	Female Participant: Good relationship		
4.45	Female Participant: I have had the pleasure of moving from one group to another group because that group was full, someone was asked to leave that other one. I was like, I am happy-go-merry, please pick me it is fine. So I actually gained that experience from that specific group and compare it to another. And with both mentors, because I actually built a personal relationship with both, and they are really nice also.	Factors influencing the mentor-mentee relationship	Friendships in the residence
4.46	Female Participant: The mentors, they really do care. They try hard and they are like, our mentor asked for photos of us so that she can put it on her table and then with your name so that she can just learn your face because at the beginning of the year it was quite difficult because we were almost like a hundred first years and then you have to know who is in your group. So they go through a lot of trouble.	Focus of the mentor-mentee relationship	Orientation to campus life
4.47	Interviewer: In which ways do you feel like they aid your social integration?		
4.48	Female Participant: I think for it is the platform of just having that thing, a programme, executed in the hostel, that in itself is already a platform to say you can come and speak and no one is going to say anything about you or, why are you always complaining and stuff. The fact that they provide such a platform is already enough.	Value of the mentor-mentee relationship	Psychological and emotional support
4.49	Female Participant: They always make sure to find out if you are doing... how you are doing, if there are problems, and they try to address it in the best way possible. It makes you feel at ease, it makes you feel as if you are being listened to.	Value of the mentor-mentee relationship	Psychological and emotional support
4.50	Interviewer: Ok second last question. This is Susan and she is a perfectly, ideally socially integrated first year in your residence. What is she like?		
4.51	Female Participant: She is friendly.		

4.52	Female Participant: And accepting, open-hearted. She definitely cares a lot about everyone.
4.53	Female Participant: And when she asks how are you, she actually means it. She expects you to answer. You know how everybody is “Hi how are you? “ I’m great” “That’s great” That is an automatic answer, that kind of person is like “How are you?” and then she stays and waits for you to actually say, “I am ok, but... “Not just that automatic answer of “I am good thanks and how are you?”
4.54	Interviewer: Ok so she is open and approachable and accepting. Last question. If you had to design the perfect mentorship programme in your residence, what would you do?
4.55	Female Participant: More fun stuff. Cause watching a video is fine, but then sitting and talking is also fine but not like in a formal setting. It is way too formal. So I don’t know maybe something...
4.56	Female Participant: We can do all that but like have something more fun something like, that people take part in. And through that you can also sometimes like see problems.
4.57	Female Participant: The group meetings are fine but then if you maybe like have coffee dates with your mentor then also you are more fine than sitting in a group staring at each other.
4.58	Interviewer: Do you have individual sessions?
4.59	Female Participant: Ja we had a few.
4.60	Interviewer: That is great. Anything else you want to add, suggest or complain about? Now is your chance.
4.61	Female Participant: Maybe they can just like take a day out of each month and then get everything done. The one-on-one sessions can be whenever. But the group sessions, doing the videos.
4.62	Female Participant: Dedicate a day where everybody knows on that day I can mark that date and say all I am doing on that day is peer mentorship stuff. And then we all get everything done on that day. And then it is just one-on-one sessions after that. Because it gets a bit too much

Focus Group 5			
Mentee Meeting 5 (Males 2)			
		Themes	Subthemes
5.1	Interviewer: Good day everybody, my name is Zanete du Preez and welcome and thank you for agreeing to take part in this research, as I said, I am doing research on the experiences of mentors and mentees within the mentorship programme with regard to social integration. Please note that all response will be anonymous as your names will not be mentioned. We are sitting here with 7 first year guys from a male residence on campus and you all agree to participate in this research?		
5.2	Male participant: Yes...willingly.		
5.3	Interviewer: Ok let us start...the research is about social integration, so if you think about social integration, what do you say it is? How would you define social integration?		
5.4	Male participant: I think it is different cultures and religions and JA, let's just say they integrate with each other and forms and just become one and not different groups or sessions on their own.	Value of the mentor-mentee relationship	Exposure to diversity
5.5	Male participant: I think of the guys have a misperception of being black or white, rather than it being cultural differences. It can be between, two black groups that have different cultures or it can be between white groups that have different cultures or having different perspectives on religion or so on...so I think it is wider than some people think it is.	Value of the mentor-mentee relationship	Exposure to diversity
5.6	Male participant: I think it also about forming one big group, instead of a lot of small groups. Everybody coming together and putting all the positives together.	Value of the mentor-mentee relationship	Community and interconnectedness
5.7	Male participant: Not any cliques...	Value of the mentor-mentee relationship	Community and interconnectedness
5.8	Male participant: Yeah		
5.9	Male participant: Well I don't have a different definition, but I would also say two different people coming together with two different ideas making one. Basically coming together and sharing ideas and understanding one another's perspectives.	Value of the mentor-mentee relationship	Community and interconnectedness
5.10	Male participant: Yeah using the perspective to empower the whole group rather with themselves.	Value of the mentor-mentee relationship	Community and interconnectedness

5.11	Interviewer: Very good answers. Basically social integration is everything that you have said. There is no right or wrong answer, but also it is the extent to which you belong to a certain group or part of that group. So I want you to think about your residence and tell me a bit more about your experiences of social integration in your residence. So in other words, to what extent do you feel you belong to that certain group?		
5.12	Male participant: From day one actually, for myself I wasn't there from day one I was accepted late. When I walked into the res, our HK first years was on me like thunder. Already starting this is your room and this where you will be living. This is the first years and introduced me to the other guys...immediately I was like; I was really scared, because I didn't know a single person that was going to be in [own residence name]. I know the other guys were speaking with the other guys over the phone telling them where to go, but that's about it...so rather than leaving me alone, he told me where to go and who is who...immediately I felt like ok this is nice. I like this	Focus of the mentor-mentee relationship	Orientation to campus life
5.13	Male participant: Same for me, because for me...I came from a different place Stellenbosch, because they don't have quantity surveying that side so I study here and I was the only one from my region that came here. So it was not quite difficult for me, because I am a social person. So our HK first years introduced us very well to each other and made us one. So I adapted like that, so it was easy.	Focus of the mentor-mentee relationship	Orientation to campus life
5.14	Male participant: The one thing that always caught my attention is everything we did together. And he said don't separate, but take care of each other and that's what they actually do and it went well. We are one.	Factors influencing the mentor-mentee relationship	Type of activities
5.15	Male participant: The thing is he always takes care of each other. It is not only taking care of each other as this male residence, but rather take care of each other in other social aspects as well, like these guys...like an example. This guy is in a bad place right now...he said that a lot, that people being in a bad place, just reach out.	Focus of the mentor-mentee relationship	Shared values
5.16	Male participant: And include them in what you are doing.	Value of the mentor-mentee relationship	Community and interconnectedness
5.17	Male participant: So it didn't come out from the res itself, but from each other as well. It was nice.	Focus of the mentor-mentee relationship	Shared values
5.18	Interviewer: Tell me a bit now...we have spoken about social integration in your res. How would you compare that to your social integration on campus?		

5.19	Male participant: I think it would be more intimate. Not just only in the res. We've got the Afrikaans and the English group and there is so much talk between us, because once the English would have a test in front of us and the next day we all write that same test, so we would talk to each other and what what... so I think at [own residence name] it is more intimate than it is at the rest of the whole campus, which I like very much. Because if I see that male who is in my residence I know, I am...not safe, but I know I have someone who can stand with me, stand beside me.	Value of the mentor-mentee relationship	Community interconnectedness and
5.20	Male participant: I think it is more difficult to reach out in the integration in the university than in your hostel, but I think the university has to make the effort to organise inters. Make us bond with the girls residences. But, I think it is more difficult for the guys to reach out to the other guys, because it is competitive.	Value of the mentor-mentee relationship	Community interconnectedness and
5.21	Male participant: I kind of disagree with that, because when you come here they kind of brainwash you, especially in certain male res. It is not like brainwash, but they tune it into you to hate other males' residences. Like they say...hey those are our rivals and from day one we become that way and that is why we kind of never get to join in with other residences. You find like with myself, I have friends from other residences, millions of friends. I am a very social person I can speak with anyone, I can relate with anyone. I can go to any male res and have a conversation with anyone...like hey how are you doing, how is your res. Let us compare reses...my res you know that type of things.	Value of the mentor-mentee relationship	Community interconnectedness and
5.22	Male participant: I think the UFS101 also contributes to that.	Value of the mentor-mentee relationship	Community interconnectedness and
5.23	Male participant: I think this mentorship helps, because you know nobody at the beginning of the year. You know you know nobody. They are just helping to make friends so that you...obviously you make easier friends when you are in a residence. So you are used to doing it. I think it would be easier for people that already have experience to do it with other people other people from our university and not just in your residence. That is what I think.	Factors influencing the mentor-mentee relationship	Friendships in the residence
5.24	Male participant: Being part of being in a res is actually getting integrated in the rest of the university, you can put it like that, because like with the inters being organised and all those things, they start to bring integration as well.	Factors influencing the mentor-mentee relationship	Type of activities
5.25	Interviewer: And tell me a bit more how you experienced the mentorship programme this year.		

5.26	Male participant: I like the videos.		
5.27	Interviewer: You did? You are the first person to ever say that.		
5.28	Male participant: Yeah.		
5.29	Male participant: I thought we were going to talk about the mentorship, but he said he liked the videos, which is actually real; it is a modern age so we like watching the videos. That's the way you can, because all day long you sit there and listen to the lecturer and the slide shows and blah, blah and we get at home and we are like there is a video. You can actually listen, because it is something else.		
5.30	Male participant: And relate to it.		
5.31	Male participant: I actually liked it a lot, because it is real issues. Things we struggle with and not just...it is just fun.		
5.32	Male participant: The thing that connected me is the fact that my mentor, I was not there in one of the sessions and he called me each and every day and said when are you coming to my room? So I went to his room and thought we were going to have a session now, like you know here is some work to do. But he was like "how are you" and I said "I am great and you" and he was like "how's it going with you this and that" nothing about the session, we just sat and chatted. And he said cool, enjoy it. So he was just there and being nice to me, so I liked that a lot.	Type of mentor roles	The role of a friend
5.33	Male participant: It is actually people you can talk to when you are not feeling good, uhm if you don't want to talk to your friends about something, you can always talk to your mentor. I think they are good people.	Value of the mentor-mentee relationship	Psychological and emotional support
5.34	Male participant: It was more like an intimate thing.	Value of the mentor-mentee relationship	Psychological and emotional support
5.35	Male participant: I think it's also because it is like a third party. Like somebody that knows you, but not know you. Because of you the circles you're with like what what...because if I go to my mentor and say this girl did that he is not going to know who is the girl or something like that. He is going to be like yeah...out of my perspective this is going to be this and that, that's how it is going to be like or that's good or that is bad.	Value of the mentor-mentee relationship	Psychological and emotional support

5.36	Male participant: Can I say something quickly? I really enjoyed this mentor programme, because like from school from grade 9, CSV it was a big deal for me and when I came here I didn't know about it at first, but I then I connected with my mentor and we learnt a lot of life lessons that I could keep forever for the rest of my life and my mentor was a really caring person, always asking me are you ok, how are your studies. That made me feel comfortable and welcome.	Focus of the mentor-mentee relationship	Development of life skills
5.37	Male participant: To me the mentorship programmes are really educational, because when we do the programmes and we watch the movies and ask questions I get to look at for example I get to look at him and I see from his perspective what he feels about the movie and how he feels. For example if they talk about leadership then I can ask him and say dude what do you think and he can tell me that leadership is about this and I can be like oh...I didn't know that. So I am learning how he thinks. So you can learn about your peers through that.	Type of mentor roles	Academic advisor
5.38	Male participant: Well, what I thought about the peer mentor the sessions is that they were really cool and they really got us thinking about the topics we were discussing. There were some topics on responsibility, mercy, grace and all. It really got me thinking about what it means to forgive and what it can really do for you. When you forgive a person it is not only about that person, but it is also about you.	Type of mentor roles	Academic advisor
5.39	Male participant: When they talk about forgiveness, they can give you the definition of forgiveness and say this is the definition of forgiveness and this is what you should do. But the thing is that is not how it is in the real life, so they throw a curve ball and say because of this and this, would you still forgive the person? Then we talk about that specific situation, which is not an easy situation. So it is actually out of your comfort zone, but it I how it is in real life.	Focus of the mentor-mentee relationship	Development of life skills
5.40	Male participant: It is actually a bit wider than what the definition says.		
5.41	Interviewer: How would you improve the programme? What would you do to make it better?		
5.42	Male participants: Have sessions with other girl reses.		
5.43	Interviewer: As long as there is food and girls.		

5.44	Male participants: What I think the mentorship must do is that there must be more mentors, because more mentors means there will be smaller groups that will be more intimate. I think that mentor must go to each of his peers, not peers; mentees. Because usually when we talk about this in a group, a lot of guys feel ok I must step up and say what I need to say, but if he comes to your room it is like chilled. It is very personal actually, but it is how you feel. It is not like your perspective has been influenced by another person, but you are alone with your mentor. So I think that personal, when you are alone with the mentor it can actually improve this a lot, because he told me I must come to his room, but they don't all do it. And when I went to this room it was like, I like this mentor.		
5.45	Male participant: He must follow up. I think the mentor must not only teach you the stuff, but he must also make sure that you adapt from school to university, because that is a big step. So I think it would be better if you had a mentor who studies the same thing as you. Just to make sure you are adapting and when you have questions, because you will have questions, and then he can answer also your academic needs that he will be able to help you with. So I think that's it and even the smaller groups, because when you are in bigger groups some people just sit back and just shut up.		
5.46	Interviewer: What is an ideal group like?		
5.47	Male participant: We were like 7 and 10 or so...		
5.48	Male participant: But I will take it from 3-5.		
5.49	Male participant: Make it 6, I don't like odd numbers.		
5.50	Interviewer: Do you think there are ways in which the mentors helped you to be socially integrated?		
5.51	Male participants: Yes. They chose the group, because race is a big thing and when I looked around I saw different colours everywhere. That is cool, because we get to hear a white guy's opinion, a coloured guy's opinion, and an Indian guy's opinion. They are from different backgrounds and I get what they are trying to say and it makes sense, but is actually cool.	Value of the mentor-mentee relationship	Exposure to diversity
5.52	Interviewer: So it helped that the groups were diverse?		
5.53	Male participants: Yes		
5.54	Male participant: I think as well as putting the guys in groups, they should not let friends sit together. I know that's quite bad, but I wouldn't let them just divide themselves in groups of five.	Value of the mentor-mentee relationship	Exposure to diversity

5.55	Male participant: Then the social integration wouldn't be about the whole group, but only your small friends or circle of friends. So when you integrate with the whole group you have other people to talk to. You have other themes in common with other people that you don't usually mix with.	Factors influencing the mentor-mentee relationship	Type of activities
5.56	Male participant: Or what you actually can do at the real beginning, you can put people in groups and in those groups they become real good friends with their mentees and mentors and with each other. They can become like more intimate, more personal speeches with each other and thoughts. So I think that could also work.	Factors influencing the mentor-mentee relationship	Friendships in the residence
5.57	Male participant: For it to be more personal.		
5.58	Interviewer: And you personally, did your mentor help you adapt better?		
5.59	Male participant: Yoh! Too much.		
5.60	Interviewer: Too much? What did you do?		
5.61	Male participant: He like helped me with some of my studies which I was struggling with. He was just caring and that made a difference. He would on a regular basis send me inspirational videos that I would watch and I liked.	Type of mentor roles	Academic advisor
5.62	Male participant: What I liked about the mentorship is that it is not formal; you can go in your pyjamas. I am just making an example. You can go I your pyjamas and relax with the guy and really bond with him and talk about relative stuff.	Factors influencing the mentor-mentee relationship	Friendships in the residence
5.63	Male participant: You always have these meetings and wada wada...as I have also said that my mentor helped me as well. He opened my eyes just a bit more to the programme as well and through that he opened my eyes to the different perspectives and as for the different perspectives I am like oh my goodness there is a whole new world out there. So that helped me a lot.	Value of the mentor-mentee relationship	Exposure to diversity
5.64	Interviewer: So think about the ideally socially integrated first year student. This is Jannie; he is ideally socially integrated and lives in your residence. So describe to me what does he look like, what does he do? How did he get to be socially integrated?		
5.65	Male participant: He is an extrovert. He speaks to uhm, I think to be socially integrated you must first try to do it on your own. You must make the first move. And not just it's going to happen. You must have the confidence to approach someone and to find what other people are about and what they think.		

5.66	Male participant: Confidence to speak to anyone from any race, culture, gender. Actually to carry on a conversation with anyone to understand who they are and tell them who you are and be comfortable with any situation. Like he said he should be extroverted, very chilled and be the social guide.
5.67	Male participant: I think my personal moment or my favourite moment of social integration was I think it was a Saturday night [another participant's name] lives like two doors away from me and I was just walking and I just thought I would just come around and say hello and I went into the room. They were talking about religion and I just sat there and joined them. It was him and I think it was five guys. All of them had different religions. What are you? Voodoo? Oh, Venda! Yes, it's a culture. So all of them had different cultures and I liked how they had different opinions about what they do when they take the next step if I can put it like that. It was nice to have their different perspectives and to see how their cultures work. And we sat there for like two to three hours, just talking.
5.68	Male participant: I think an integrated guy like Jannie, must be extremely open minded, because you grew up in a world that your mother and father had taught you what you what is right and wrong, but some people see it not as wrong and some people don't see it as right, so being open minded you can start...it is like saying you don't have what you have until it is gone. So you can take your religion and culture and take it away for that five minutes and put yourself through somebody else's shoes and look at things through their eyes and being open minded towards it and say this is the way of living. So I think social integration for me means being open-minded and not just this is how I must live and this is the only culture that is there.
5.69	Interviewer: How do you help someone to become like Jannie?
5.70	Male participant: By peer mentorship sessions.
5.71	Male participant: Get friends like Jannie.
5.72	Male participant: You will have the one friend that is socially integrated, because there are Jannies in the world or in the residences. So you can go with him and try to be more open minded, like he said.
5.73	Male participant: And Jannie will accept you, because he is an open minded person. So he will listen to your opinions and your views of life.
5.74	Male participant: Just like exposing that the person to the differences there are. Like at the inters. I was like yoh there is black music playing and I have never heard this before, because I am from an Afrikaans school, so I started jiving and I loved it instantly.

5.75 | **Interviewer:** That's it and thank you.



Focus Group 6			
Mentee Meeting 6 (Females 3)			
		Themes	Subthemes
6.1	<p>Interviewer: So my name is Zanete du Preez. I am the programme coordinator for... come on in, come, come, come. Take a seat, get a chair, and pull out chairs. You are more than welcome. You look so scared? (<i>Laughing</i>). Ok so as I was saying, I'm Zanete du Preez, I am the programme coordinator for housing and residence affairs so like I told you now I work with all the programmes running in your residences so the mentorship programme, the cultural renewals, the RC training and such. And the purpose of today's discussion is just a bit about the mentorship programme because I am doing my master's degree in it as well and the topic is the mentorship programme and the, the topic of the, of my research is the experiences of first years and mentors in a mentorship programme. So that is the reason I am recording it so I can transcribe it afterwards and you don't need to worry, the responses are anonymous. I won't remember you at all. I don't know if you received those permission slips, that you have signed, the small ones... not yet? She will first give you permission slips that give you permission, me permission to do research. Ok so it's just discussion, you can relax, it's nothing serious, and you are not going to be marked on it. So firstly tell me about your experience of the mentorship programme? What do you think? (<i>Laughing</i>)</p>		
6.2	<p>Female Participant: Well... well it teaches us a lot actually, like, a lot of things. About virtues and values and stuff like that. Like about forgiveness and whatever. And I think it is really educational and I think it is a good thing because sometimes people get confused when they leave home and so it kinda keeps us grounded as well.</p>	Type of mentor roles	Academic advisor
6.3	<p>Interviewer: How are you experiencing it? Do you like it? Is it fun?</p>		
6.4	<p>Female Participant: It's very nice; it's like uhm, even though you know some of the things it gives you like a border to look at everything else. So it's like, how can I say this... JA that.</p>	Type of mentor roles	Academic advisor
6.5	<p>Interviewer: (<i>Laughing</i>) ok. And you? Do you like your mentor?</p>		
6.6	<p>Female Participant: I am new here.</p>		
6.7	<p>Interviewer: Are you new? Welcome! Tell me, I am going to give you a big word and you must tell me if you know what it means. The word is "social integration". What do you think is social integration?</p>		

6.8	Female Participant: Like F-com social (<i>Laughing</i>)		
6.9	Interviewer: What is that?		
6.10	Female Participant: She is, she is a F-com		
6.11	Interviewer: Oh (<i>Laughing</i>). If you think about someone who is socially integrated.		
6.12	Female Participant: Well social integration means working together, so it should be like people, because social means people skills	Value of the mentor-mentee relationship	Community and interconnectedness
6.13	Interviewer: Thank you. So how would you describe someone who is socially integrated?		
6.14	Female Participant: They are able to interact with different people in different environments.	Value of the mentor-mentee relationship	Exposure to diversity
6.15	Interviewer: And interact with different people in different environments? Ok. And good answers, it's beautiful. What social integration is uhm, the experience of feeling that you belong to a certain group or certain entity, so when it comes to residence you would feel like I am a part of this residence and I feel safe here and at home here. That is, that is social integration. Ok, so to what extent do you feel like you belong to this residence? Do you feel at home here?		
6.16	Female Participant: JA I do, because when I first got here I was like, I want to go home. Like I really can't handle this place and then as time went on, because like I built relationships, I have relationships with certain people. Like when I see [another participant's name], of course we are gonna say something crazy to each other, you know, but now I enjoy. I actually like coming to res because it is somewhere where I know I belong.	Factors influencing the mentor-mentee relationship	Friendships in the residence
6.17	Female Participant: Can I say something... I only got here on Friday.		
6.18	Interviewer: Wow		
6.19	Female Participant: So I feel I really feel at home because people are very nice like the reception was very nice. And I have my space. I thought res was so crammed like people are on your case all the time, but I just have my space. I go to my classes, come back, and do whatever I have to do, and I greet people in the corridors and that's fine, yeah.	Focus of the mentor-mentee relationship	Orientation to campus life
6.20	Interviewer: Are you shy? (<i>Laughing</i>)		
6.21	Female Participant: No I am, for me I think I belong here, because I know... all we do is sing all the time (<i>Laughing</i>)	Factors influencing the mentor-mentee relationship	Type of activities

6.22	Interviewer: So if I want to get into [this residence's name] I just have to stand in the corridor and start singing?		
6.23	Female Participant: Perhaps, on the day when you feel down there are always people there to sing with you and lift your spirit.	Factors influencing the mentor-mentee relationship	Type of activities
6.24	Interviewer: And you? How do you experience life in res?		
6.25	Female Participant: Well, life in res, it's quite beautiful. I have a lovely roommate and I have a mother here and the people here are very friendly we don't have to stress we can just go to anyone and receive a meal or company; it's like a second home.	Value of the mentor-mentee relationship	Community and interconnectedness
6.26	Interviewer: And how would you describe the friendships in this residence?		
6.27	Female Participant: The friendships? I've seen people who are very close. Some, I think, well my perception is that they have known each other for years but it's only been 3 months so it is quite amazing.	Value of the mentor-mentee relationship	Community and interconnectedness
6.28	Interviewer: And you? How do you describe the friendships in this room?		
6.29	Female Participant: The friendships, well, yeah, we get along and like each other we are sisters.	Factors influencing the mentor-mentee relationship	Friendships in the residence
6.30	Interviewer: So what is your experience with unity? Do you think there is a unity?		
6.31	Female Participant: Yes, there is like she said, when you feel down, you just sing and then everyone joins in, and you always sit together that lifts each other's spirits up. Or when we are rejoicing or feeling sad or when you feel emotional, like happy, sad and we just sing together and we feel and we hope, well it's like negative emotions then we don't all feel negative emotions we try and make everyone else happy and when one person is happy they make everyone else happy. And, JA, we do everything together. We have teekan on Tuesdays and Thursdays and we just interact and we feel like we all belong together. We are a family here.	Factors influencing the mentor-mentee relationship	Type of activities
6.32	Interviewer: I like it. So I want you to think about social integration. And how would you describe your experience with social integration on campus?		
6.33	Female Participant: Well I feel like I don't belong because honestly I never see people, ever. And when I am at the student centre people ask me what I am doing there? Like, uhm, I feel like I just belong in my group and then I'm displaced on this campus. No, people, except for people like my sisters and my classmates and that is all, that's all I need. Yeah, so I don't know much about...	Value of the mentor-mentee relationship	Exposure to diversity

6.34	Interviewer: The rest?		
6.35	Female Participant: JA.		
6.36	Interviewer: What do you say about social integration on campus?		
6.37	Female Participant: I think of the same thing, cause you know [own residence name], you are like one of 53 peoples, everyone knows everyone, but on campus you are one of 32 000 people (<i>Laughing</i>). No one really knows you. You know you get your couple of friends that you came from home with and then, it's just like "hi" and then most will be busy 90% of the time so only when you are like with [own residence name] people on campus do you feel welcome.	Value of the mentor-mentee relationship	Exposure to diversity
6.38	Interviewer: So with that, describe for me the interactions you have with your faculty members. So these are the people who study with you or who are your lecturers. Do you think there are social interactions with them?		
6.39	Female Participant: With the people I study with cause I am in every class with them every day. I see their faces all the time. Well we don't really interact with our lecturers cause they don't even know our names so, well I know their names but they don't know my name. But like if I have a problem, obviously I can go to them and be like I need explanations on this and that but like my peers like my classmates and stuff, we are really close cause we see each other all the time. It's like 70 what kids.	Value of the mentor-mentee relationship	Exposure to diversity
6.40	Female Participant: With me and my faculty members I think it's gonna be a different story because basically in our faculty everyone is minding their own business. You get someone who you see every day and then when you are at the mall you and you see them and wave and they just give you the look. So you know it's very hard because you don't know whether the person is happy today or what but, relationships are very hard but the people not so much, except for the ones that I have really made friends with the others they are just random people I got to class with.	Value of the mentor-mentee relationship	Exposure to diversity
6.41	Interviewer: Ok. Have you had interactions with your lecturers? Beside from in the classroom? Have you ever gone to their offices and how did you experience that?		
6.42	Female Participant: It was ok. Cause I went to my law lecturer cause I hate law, but, but I had to go there to ask about something. And she, I thought, you know, lecturers are all these prim and proper people but when I got there she was making jokes and she was just chilled. She even asked me if I wanted coffee and I was like no it will be a bit awkward but thanks.		

6.43	Interviewer: Did you say that?		
6.44	Female Participant: No I thought it, I wanted to say it but I was like no I can't say this so... JA		
6.45	Interviewer: Keep it there (<i>Laughing</i>)		
6.46	Female Participant: Well, I attempted it when I failed my assignment I wasn't very happy about that. So I went up to him and I was expecting to have like, us to have a fight, because I was really prepared. But he was just like no I'll remark it then and I was like ok, thank you, and bye.		
6.47	Interviewer: (<i>Laughing</i>) I like it when you don't have to fight with your lecturers. Uhm... So social integration in the residence, you feel is going well. Tell me how are your mentors contributing to your social integration? How are they helping you?		
6.48	Female Participant: Well, (<i>lots of laughing</i>). I think they really help cause like whenever I like, cause whenever I like, you have a problem or something you can always like go up to them. Like whatever the problem is like, maybe you have issues with school like or issues, just issues like personal issues even cause they are really nice people and I feel that I can trust them with my issues. So whenever I, whenever I have issues I feel like I can talk to them and they can like they give advice and they really help and they don't judge and they don't talk behind your back and they know their thing. I feel that I can trust them.	Value of the mentor-mentee relationship	Psychological and emotional support
6.49	Female Participant: Well I think with their experience we can learn a lot from them cause now if you have a problem you can go to them and, in most of the situations I think we tend to be the victim in the situation so now when you go to them they kinda give you that wide perspective of the situation and you kinda realise that, Oh, there's a bigger picture and you kinda have to just let it go and trusting them ok. So that is how I feel about that.	Value of the mentor-mentee relationship	Psychological and emotional support
6.50	Female Participant: My mentor is actually my mom, so I find it easy to like socialise with her cause like we talk about everything. Before I go to class she will come to my home, say half past seven, and ask how's studies going. So yeah, we talk every time, so to me like we are sisters.	Factors influencing the mentor-mentee relationship	Friendships in the residence
6.51	Interviewer: And are your mentors helping you adapt to the res as a whole to become socially integrated? How?		
6.52	Female Participant: Well, I have a problem with our HK Culture, with the Stagedoor thingy and I went to my mentor, well yeah that's when I saw that the mentors are helping. She even went there and talked to them.		

6.53	Interviewer: Oh she stood up for you?
6.54	Female Participant: JA
6.55	Interviewer: That's nice. Ok. Last question. How would you describe a fully integrated first year, socially integrated first year? What does she look like? (<i>Silence</i>). What kind of qualities do you have that makes you a fully integrated first year?
6.56	Female Participant: But I am always happy and I am always open to socialise with everyone and yeah.
6.57	Female Participant: They partake in res activities and they are well rounded it. They have, they start to have balance between academics and social life and... yeah.
6.58	Female Participant: I think emotional intelligence is also important because when you get here you like miss home a lot and sometimes you may just be angry and all that but you must know how to handle your emotions and know how to make sure that other people are also happy around you.
6.59	Interviewer: Ok JA that is all I want to know from you. Is there anything you want to tell me and....
6.60	Female Participant: That you are so beautiful
6.61	Interviewer: Thank you. It's because I am blonde. I didn't use to be blonde. It's my new thing. Ok thank you so much for your participation, I really enjoyed it and I promise I won't Uhm, tackle you...

Focus Group 7			
Mentor Meeting 1 (Mixed 1)			
		Themes	Subthemes
7.1	Interviewer: Hello my name is Zanete, I'm doing my masters in Research Psychology and today we have a discussion with the P3 mentors from certain residences, we have 5 boys and three girls, thank you for participating in this research. So you know I'm doing a research on the experiences of mentors with regard to social integration in the mentorship programme. So tell me, how would you define social integration?		
7.2	Male participant: So how do I define social integration is; for example in our hostel, you know, you get different cliques of people and all that in my group, there are people from those cliques and they don't usually integrate well with each other: I've got one from the quiet boys, you know and one from the cool boys and one from the not so cool. When they're in a group they don't interact well socially, they just do it for the sake of the work. So social integration in a sense is when people from different backgrounds from another are able to interact with each other within a certain environment.	Value of the mentor-mentee relationship	Community and interconnectedness
		Value of the mentor-mentee relationship	Exposure to diversity
7.3	Interviewer: Hmm very good explanation, does anybody want to add?		
7.4	Male participant: I would firstly like to define what diversity is before I can answer your question. I would define diversity as; people coming together to find a commonality amongst themselves. In other words, to say that "hey, listen I'm black you are white, I'm Xhosa and half something and you are..." you know that type of thing. So diversity is saying; if we put all those things together, there is that commonality that we are all human. So for me when you talk about social integration you speaking about human beings coming together, no matter where they from, no matter how different they are coming together, to find that commonality so that they can live together, so that they can play together, so that they can educate each other. For me that's social integration: coming together as human beings to find that commonality.	Value of the mentor-mentee relationship	Exposure to diversity
7.5	Interviewer: Nice. Beautiful answers, basically you have given me intricate answers but the simple answer is feeling that you belong to some community or that you are welcome and that you are being embraced. What is your experience of social integration as a residence on this campus?		

7.6	Male participant: Ok, basically, I found that in a community setting what happens is that, if people share something that is common work towards a common goal then generally social integration happens. What happens sometimes is that there will be a commonality between a group of people that maybe reside together. But the problem becomes that one thing is not enough and they need more things pertaining to everybody. Having a residence is something in common; that means I know you, regardless of how well I know you but I know you and I know where you live and then at times that's not enough and there are times where you need to have a commonality such as playing games, for example, that brings people even closer together because now you are stretching it further than just sharing something as broad as living in a residence with maybe two hundred people so having something that sort of narrows it down brings about social integration.	Factors influencing the mentor-mentee relationship	Type of activities
7.7	Interviewer: So it's not enough just living together, people have to create a space where people can interact as well.		
7.8	Male participant: Just to add on to that, something that came to my mind when he spoke is that the fact especially the first years have something that they... Ok, "complaining" brings first-year students together. Because they have something to complain about and that started that social integration. Sometimes it doesn't have to be something positive but it can be something that's negative that brings people together so they can go forward together.	Value of the mentor-mentee relationship	Community and interconnectedness
7.9	Male participant: I think again it depends on initiative. Because sometimes you find that a group of people, not just first years only, they'll know you because you live in the same place and like he said "it's not enough that you live in the same place". And as much as we'd like to say that there is a lot of integration, there isn't because some don't want to take initiative to actually get to know each other. For example I'm in a choir and being in a choir would be the same as being in a residence. Being in the same choir as her is how I know her but last week we went to camp and ended up talking for ten minutes and in those ten minutes I realised that we have so much more in common. So taking initiative was what led to this realisation, whereas on the other hand I could have just said "we're just choir members, so we'll do our business and then I'll just go to my room and that's it". And that is what's happening around here; you have cliques which have some things in common, but will never take initiative to know a broader sphere of people. In this varsity we always think in terms of race and whatever and yes race is an issue but if people only took initiative to actually know each other there would be much better social integration. But there isn't	Factors influencing the mentor-mentee relationship	Commitment to the residence
		Value of the mentor-mentee relationship	Community and interconnectedness

	social integration as I would like it to be because people love being in their comfort zones, in their cliques they don't want to take initiative to know a broader sphere of people.		
7.10	Interviewer: So speak to me about the mentorship programme, what are your experiences with that?		
7.11	Male participant: I have noticed that people don't like meeting one on one so I let them come to me. The minute you give them the space what happens is that they realise when they need to talk to you about something. So the fact that we are mentors, we give them the security to actually come to us when they have a problem or need to talk about something. So that's my experience. I can ask those questions indirectly, because they don't like a confrontational one on one session approach and consequently they lie and just say everything is ok even when it is not. It's nice for them to know that there is someone to talk to, they might hate coming and watching videos but at the end of the day they appreciate that there is someone who they can trust to keep everything confidential.	Value of the mentor-mentee relationship	Psychological and emotional support
7.12	Female participant: I feel like there are some who are willing to share. I remember last term, I had about fifteen and about four or five of them were willing to share their personal problems with me. But then you also do find some that want to give the right answer, especially when it comes to the movies. There is a difference between someone who is being honest and sharing their real opinion and someone that just wants to give what is supposedly the right answer. So you do come across those challenges and even with the one on one sessions, some of them see it as more of an irritation, something in your schedule that you need to do and get it over and done with. So you find that even though you try to get them to open up, some are just reluctant. But at the end of the day it is human for people to not feel comfortable sharing certain things with certain people. Because even in my first year, I found it very difficult to share a lot of things with my mentor because some things you are only comfortable sharing your mother or a friend. Now when it comes to the mentor; it is somebody you didn't pick out yourself, you don't know the person well and for me to share certain things are not easy. Although some of them [people we are mentoring] do eventually get to a point where they open up.	Factors influencing the mentor-mentee relationship	Friendships in the residence

7.13	<p>Male participant: I also used to disguise it [mentoring] but there was one day when I went and told them; I'm having a one on one session with you and please tell your roommate to expect me at this time, and to my surprise they actually received it and they were willing to talk to me. Most of them were not coping academically and I actually gave them advice that; "listen", we were doing the same course, "try to do this and try to do that". And some were dealing with pressure from the family and pressure from their peers. It surprised me that they were willing to tell me about their problems because I never did that in my first year. I think the fact that we have a relaxed environment in this residence; any first year can come to me and talk about anything so that really breaks down the barrier or the pedestal that seniors are on. Mentors are supposed to engage first years at their level, there shouldn't be hierarchies. I'm really grateful to be in this situation because the hierarchy has been eliminated, not that they don't respect us, they do respect us and they look up to us and whatever words we say are like gold dust to them and they treasure them. If I told them: "guys, studying until 4 am is not on, have some rest" they'd actually take some rest. And I tell them basic stuff like: "don't use certain energy drinks", they take my advice. I never did that in my first year. My mentor would tell me in passing "don't study too much", I'd say to myself "what, but she's a top student, what's applicable to her is not necessarily applicable to me, I failed my test while she passed with distinction, so she shouldn't tell me what to do because we don't have the same goal". So to my surprise first years actually do listen and they do take my advice.</p>	Type of mentor roles	Academic advisor
7.14	<p>Male participant: I don't know, maybe I'm overusing the word but always finding the common thing between two people is important. I was speaking about a certain topic which I speak about a lot and that's girls, right? So we were chatting with a couple of guys about this and that then all of a sudden you find that they feel comfortable to talk about their girlfriends because they see that "this guy is knowledgeable about girls". And as you continue to speak then they start to really tell you what's really going on with them. I was really surprised because I actually hated mentors, I had a mentor who would want to speak to me but I'd always want to give the right answer. Even the girls like speaking to me for some reason and they often want to talk about intimate stuff and I would tell them "don't ask me for advice about guys". But if you make them feel comfortable they will come to you, find that commonality, speak to them about what they like and they'll come running.</p>	Type of mentor roles	The role of a friend

7.15	Female participant: I had mentees who were avoiding me; whenever I called them they wouldn't answer the phone and didn't want to speak to me. And then there were those who were always in my room and wouldn't want to leave, those that had their own mentors and I'd be like "why don't you go to your own mentor". It's different with different people. In my previous res, the girls were similar, it was easy to speak to them; I had no problems with one on ones. Here now you have people studying medicine others are studying business and have their own study time tables and they come from very different families; this one has got these problems; you have to be there for this one at this time; this one is more sensitive than the other; this one, it's like they have no emotions. So you would know how to deal with them all the time, especially the ones with serious problems, that don't want help and don't want to acknowledge that they have problems. And I really don't know what to do when I am in that situation.	Value of the mentor-mentee relationship	Psychological and emotional support
7.16	Male participant: In my experience with my mentees; the reason why they talk is if they realise that you sort have or had the same problems. So there was one mentee who, I won't say I wasn't close to but he hadn't really heard me talk about my problems so if I'd go for a one on one session with him it's like he's telling me what he wants me to hear because he feels like "oh he's all so perfect, let me tell him what he needs to hear". But I find it easier with the ones on my floor with whom we'd have small talk like "hey how are you doing", "I'm hungry", "Yoh I go broke too you know". And then they can tell you what their problems are and where they come from especially with studying, that's another common thing. Problems can also be common. So talking generally; sometimes not asking them but talking about your experiences just basically telling your testimony would let them open up to you.	Type of mentor roles	Mentor as a role model
7.17	Female participant: Another thing I've noticed with my group is that others will see the value and start to open up only when they have a problem or when they have break down. At this point they become very cooperative and responsive.	Value of the mentor-mentee relationship	Psychological and emotional support
7.18	Interviewer: So what are your suggestions for the programme? If you were to design a good mentorship programme, what would it entail?		
7.19	Female participant: for me (and it is something that we are already implementing) is not to have an event every week. Mentees are more eager for it if it only happens now and then. If it's there every week it starts to feel like an obligation and is not valued so much. I'm not talking about the individual sessions but the group sessions. I think what we are doing is actually helping because if we did it every week it was going to feel like a drag.		

7.20	Female participant: Somebody has to explain to the mentees what the programme is really all about because they really don't understand and you hear some saying "why are we watching Heart-lines? This is all a waste of time, I don't have problems, I don't want to speak to anyone, I don't want to sit here and watch things I used to watch at home, so why do we have to be here?"		
7.21	Interviewer: So the topics that we discuss, the values, are they appropriate?		
7.22	Female participant: To be honest, I'm not negative about this at all, but I didn't expect it to touch on the first years the way it did. Like especially forgiveness, I had girls cry and I've had girls opening up about things that had happened to them that they haven't told people or they don't know how to tell people and this was in a group that it happened, so I think the topics we do are really valuable to them because if somebody else opens up first then everybody then just follows. Like the acceptance thing: we are not very integrated and it's based on race so when the first years were asked to be split into small groups they wanted to do it in a big group instead because they wanted to hear everybody's opinion. And I think this topic touched this group more than it did in the last residence.	Focus of the mentor-mentee relationship	Shared values
7.23	Male participant: I also think, to make it more meaningful, mentors should be encouraged to give their own opinion because I know that in my previous residence they didn't give their opinions that much. I remember with the session on forgiveness, what happened was that everybody was very quiet. And then there was one or two who gave auto pilot answers. But when the mentors started talking about their forgiveness challenges, that's when everybody started shooting up as well. So I think if mentors can be encouraged to give their sides of the stories and be genuine about because people can see when you are just giving auto answers. So if you can be genuine about it and just get the message across that would be helpful.	Type of mentor roles	Mentor as a role model
7.24	Male participant: And comparing us to last year; we are constantly there, each one of us is there. As much as the first years may be apathetic and feel like "we have to go there", if the mentors are also that way, it will feed off into the first years. So team spirit is the key.	Factors influencing the mentor-mentee relationship	Type of activities

7.25	<p>Male participant: Mentors should be encouraged to get along because that also changes the atmosphere. From my previous residence; you would never see the mentors together unlike here whereby mentors have been split into the corridors. And when people see us getting along, the whole corridors will feed off us and I know they never complain about anything much but if they have anything to complain about they come to us first and we put them at ease. And interacting with the first years as well, not necessarily becoming their best friend but just getting to know them at a personal level so that everybody knows that well these are our mentors that would earn their respect. That would go a long way in making this programme successful.</p>	Value of the mentor-mentee relationship	Community interconnectedness and
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Focus Group 8			
Mentor Meeting 2 (Females 1)			
		Themes	Subthemes
8.1	Interviewer: Hello girls.		
8.2	Female Participants: Hello.		
8.3	Interviewer: I am Zanete du Preez and as you know I am the programme coordinator for the mentorship programme. I just want to speak to you today a bit about my research. The topic is the experiences of mentors and mentees with regard to social integration in the mentorship programme. So we are four girls here at [current residence name] and all four of them are mentors and uhm...today is the 23 rd of April. So tell me how would you define social integration?		
8.4	Female Participant: I just asked what is social integration?		
8.5	Female Participant: Isn't it how they get along with each other and communicate like and how comfortable they are within the groups.	Factors influencing the mentor-mentee relationship	Commitment to the residence
8.6	Interviewer: Ok how they communicate and how comfortable they are.	Factors influencing the mentor-mentee relationship	Friendships in the residence
8.7	Female Participant: And the relationships they build are...I feel like, especially for [own residence name], we are a very small res and we get so close that I can easily just say...listen I am hungry, I need this can you get that for me. So how they actually...like gets used to or can they get comfortable enough to reach that point of saying.		
8.8	Female Participant: Super comfortable like people like just come to your room and say "hey dude I am hungry" and then open your fridge and take the bread.	Factors influencing the mentor-mentee relationship	Friendships in the residence
8.9	Interviewer: They do that?		
8.10	Female Participant: Yes. You should see people get into my room..."ey dude I am hungry"...food gone.		
8.11	Female Participant: Gone...yoh. You like little sisters and big sisters. Come eat, you are my mother's child, come eat. (<i>Laughs</i>).		
8.12	Interviewer: Yes...it is the extent to which you feel you belong or you are a part of a certain group or community and you are comfortable and embraced. So it like you said. So how would you describe your social integration in this res?		

8.13	Female Participant: Like personally...yoh it is awesome. Rating it I would give it a 75%, because I am used to each and every one. I can go to [friend's name] and say “ey I am hungry” or eish...I will ask that one and ya I can’t go to. I see that all are the same, nobody is...ok do have those who are super close, but I get close to you if you allow me. If you don’t allow me...aah shame, but I will always try.	Factors influencing the mentor-mentee relationship	Friendships in the residence
8.14	Interviewer: Your loss...		
8.15	Female Participant: Your loss if you don’t know me.		
8.16	Female Participant: For me it depends. I can’t go to anybody’s room. There are a selected few rooms that I can go to and say “ok this is my problem”, but I can I can have a conversation with everybody. I can have a conversation with anybody, but the extent to which I open up is not the same.	Value of the mentor-mentee relationship	Exposure to diversity
8.17	Female Participant: Yeah I am also comfortable in this res. Like I know I can scream and I and talk and I...actually yeah. Thing about me is I don’t worry about being judged by others. Even if they are judging me...like “oh my gosh she is so loud” I don’t get uncomfortable I can deal. I can walk around with my towel.	Value of the mentor-mentee relationship	Community interconnectedness and
8.18	Female Participant: Walk around naked in the res (<i>Laughs</i>)		
8.19	Female Participant: No (<i>Laughs</i>)		
8.20	Interviewer: She socially integrated (<i>Laughs</i>)		
8.21	Female Participant: She is...		
8.22	Female Participant: You knock in her room and she is like “what”		
8.23	Female Participant: And she stands there and she is like “hello [friend's name] how are you?” she just opens with the panties and...		
8.24	Female Participant: she is crazy...yoh!		
8.25	Female Participant: And you know there are people I converse with...like [other participant's name] said...if you let me in and show me that I can come, I will come in. But if you have this wall up, then I won’t even try breaking up things that you won’t even try to break down. But that’s the minority of people...yeah	Value of the mentor-mentee relationship	Community interconnectedness and
8.26	Female Participant: I am socially integrated.		
8.27	Female Participant: Yeah you are (<i>Laughs</i>). You have been here.		

8.28	Female Participant: Yeah I have been here. I mean like if you look at us. Like [other participant's name] is an extrovert and she would get along with everyone. Then I feel like that way, we also make people feel comfortable and welcome. So they also become a part of the hostel. So I think I am one of those people who will get along with everyone and everyone just opens up like “ok she is a nice person” and they start talking to you and...so I am also comfortable in the hostel.	Value of the mentor-mentee relationship	Community interconnectedness and
8.29	Female Participant: It actually makes people comfortable; they show that division of...you know that hierarchy of seniors and first year? For me it is chilled like...it gets a bit awkward when they are always calling you, because we have like titles...like “Andiyano”. It is like no call me [own name], please break down this thing of senior-first year...you know. Obviously there are rules you have to abide to and if you not doing this, why are you not doing this, but I am not gonna be like “why you not doing this...tell me how you could do this”. We try to make them feel comfortable...yeah. And try chat with them, because obviously when you first get here you are like “oh these seniors, they are people who are always locked up in their rooms, studying and they don’t want to talk to us” like why would they want to talk to me and when you talk to them, you realize that it is actually another person. It is the hardest to be those people...I think.	Factors influencing the mentor-mentee relationship	Traditions
8.30	Interviewer: How would you describe your first years?		
8.31	Female Participant: Our first year groups or first years entirely?		
8.32	Interviewer: No the first years in the mentorship programme.		
8.33	Female Participant: Ok...they are kind of reserved...		
8.34	Female Participant: Yes, they are like dead compared to our group.		
8.35	Female Participant: That is kinda harsh (<i>Laughs</i>).		
8.36	Female Participant: Compared to our group (<i>Laughs</i>).		
8.37	Female Participant: Compared to the other groups, they are back, reserved and layed back. They are nice people. They talk a lot and friendly, but I still feel they are not. Like their presence is not as huge as groups in the other years.		
8.38	Female Participant: But they are very academic. I know in my first year, two days before the test we would study. Yoh them! Weeks before you see them.		

8.39	Female Participant: Yeah they are just there for school and their academics. I think why they are like is that, is they have the mentality that they are going to varsity to study, most of them. So when they got here and they are expected to do other things, they are like “why do I have to do this, why do we have stage door, why...” they are always complaining.		
8.40	Female Participant: Coz I think with other years, what we do is that...we use it as an excuse oh no I came to varsity to study and why am I doing res activities? Them...they really mean like I am really here for academics.		
8.41	Female Participant: So why are guys telling me to do all these. With the other groups it was ok guys this and this is happening.		
8.42	Female Participant: Inters! Whoop! They are not excited. If you ask where are you guys going? They are like inter. Like guys “boys” geez what do you want. Really...they are quite deep.		
8.43	Interviewer: How would you describe their social integration with each other, yeah in res or with each other?		
8.44	Female Participant: I think it is good.		
8.45	Female Participant: They got their specific groups. They do... they have their groups of friends.		
8.46	Female Participant: That’s it...		
8.47	Female Participant: They always have that...		
8.48	Female Participant: But I think if you put them together, they will talk to each other.		
8.49	Female Participant: I had an incident where the B.acc girls, no the Bcom and education girls... they were. The B.acc girls seemed to be superior and they felt as though...”why are they”...ok they are studying B.acc. They were not one. They were doing b.arc and they were doing B.com accounting, so they kind of felt like...	Value of the mentor-mentee relationship	Community interconnectedness and
8.50	Female Participant: Arg shame...		
8.51	Female Participant: Yeah...but I think now they get along and they don’t mind now, coz they do like similar modules...yeah.		
8.52	Female Participant: Coz I know B.com and B.acc it is like...B.acc you complete your honours in three years...I am explaining that.so I think B.acc are doing something that they feel “joh wa bona” [translated-you see].		
8.53	Interviewer: Please describe to me your experiences in the mentorship programme.		

8.54	Female Participant: Summarize it...		
8.55	Female Participant: I enjoyed it. I really do have a heart for people, like from my first year I have really adopted mother-daughter thing. Like these are my babies. From first year, I would run home cell I would have babies. So I really enjoyed it. It just that they have so many issues and sometimes I feel like carrying them on my shoulders and hold their hands, but I have ten girls and I can't myself in to 10 pieces, but I really love the girls.	Value of the mentor-mentee relationship	Psychological and emotional support
8.56	Female Participant: I have enjoyed it. I feel like I have learnt a lot form these girls and like a lot of people like saying "you are an inspiration" but you draw inspiration from small things. Even these first years, when they talk it is surprising to see how much they know and they are still in their first year. For me I think we all learn from each other. Mentor and mentees we are all in this together and learning together. I like having fun with them and have a relationship with each one of them. So like with the three girls, [friend's name], [friend's name], and [friend's name], they are inseparable, so you do things with them any will be like..."yes we must try this and this, and ok guys let's do it". Like build a relationship with each and every one of them. I like the girls. And sometimes it would be like, I feel like we have our own workloads and things to do and you would feel "ok I have a meeting with this one now and it will be like you live your school work and then you go to their room or they come to you". Then after they leave you won't even feel bad that you didn't do your school work, because they actually enjoy your company. I know with the roommates, [friend's name], and [friend's name], they were always in my room. [friend's name], when she goes to the bathroom, she will come to my room and we stand there and utter nonsense and she would say I always feel better after talking to you and she would just leave. And I would just sit there and wonder "what was the point" but then in the end it is just about making them feel better. Even when she is sitting there and feeling like this work is just too much, she would just come and ask how are you, very loud and she will laugh. She would tell her story and half of the time I would not say anything..."aha, ok...really" and she feels like she had such a huge conversation. But I enjoyed it. Just that tiny difference even if it is just 15 minutes, but it makes a huge difference. So that's what I enjoyed about it.	Factors influencing the mentor-mentee relationship	Friendships in the residence

8.57	<p>Female Participant: Well I enjoyed my experience with the first years. I haven't had drama, except that there was that quiet girl. But that's not about it...coz she tries communicating with the rest of the group. When the group is together, you get those people that are able to talk and be real about how they are feeling, which is quite a blessing, because you feel like you are able to reach that level of comfort ability and uhm...it is also nice during the one on one sessions and when like the quiet and timid girls would just talk and talk for days. Like one of them, [friend's name], like when she is with the group she is so quiet, but when we have a one on one, she can go on and on. Then she is like "I don't know what is wrong" and she would just keep quiet randomly and I am like "are you gonna go on" and she is like "no every time I am with you, I feel like I talk too much" (<i>Laughs</i>) and I would be like no go on. It is nice having that thing. Like with me towards the end of last term, it felt like it was so long. I was really emotionally drained. I couldn't and forced that smile on and I feel like I couldn't...I kinda like separated from my group a bit. Coz I always wanted to be alone, even with my friends I wanted to be alone and stuff like that. So this term I am kinda trying to rebuild that thing, but like they know I am still there for them and they talk to me randomly. Like sometimes...I got them on WhatsApp and stuff. Like sometimes one of them would just greet randomly and I think something is wrong and she wants to discuss something serious and she is just like "how are you, how was your day?" and I am waiting for that moment to tell me what just happened and it doesn't come. And I would be like "ok, talk to you later then" (<i>Laughs</i>)</p>	Value of the mentor-mentee relationship	Community interconnectedness and
8.58	Interviewer: And she still wants to talk (<i>Laughs</i>).		
8.59	Female Participant: But I love my group...like I love them. I really enjoyed. I enjoyed being a peer mentor...a lot.		
8.60	<p>Female Participant: Ok me...yeah I really enjoyed it. At first I really though this is gonna be serious things and they were all bubbly and be like "hey guys you don't have my time" not that they...but they are all good. If they not, then they know how to put their...like "I am good". It is good and I enjoyed it a lot.</p>	Factors influencing the mentor-mentee relationship	Friendships in the residence
8.61	<p>Female Participant: Sometimes I worry that they are not being honest with me, like you will never know. Like I try and tell them they can come to me and they will be like "yeah", but I just worry...what if my group some people have these problems and they are not sharing. I just don't know what to do.</p>	Factors influencing the mentor-mentee relationship	Friendships in the residence

8.62	Female Participant: I also thought like that...I was like maybe I am always funny and they don't feel like they want to come to me. Then I said if you feel comfortable talking to any of the peer mentors you can go to them	Factors influencing the mentor-mentee relationship	Friendships in the residence
8.63	Female Participant: And everyone would just open up and they have their own choice as well, coz I also felt like some of the mentees that some you would hear from [other participant's name] that [friend's name] was crying and I am like what is wrong and why didn't she come to me? And you would go to her and she would be no I am fine. But she is one of those people and she said "I prefer if I have a moment, cause I have a lot of moments" she has a lot of moments, but she would rather...when I have a moment and she is emotional she would be like "live me alone" and let me deal with it and we can talk about it afterwards She has a lot of moments and...but when I spoke to her she would be like...cause in the beginning it was very difficult to get her, to agree on a time and actually stick to it. So we would agree to meet and she would be like "no I can't come now can I come then, it is me" and she would be like I can't now, can I come then or I am stuck in a line in admin...we always just clashed. But when I spoke to her, you can see she does have a lot of moments. She doesn't forget things, like she would remember on this day this happened. She will always remember it and it would make her cry. So it just one of those that she remembers things and it always just makes her sad. Cause I remember last when it was [friend's name] birthday. She was upset, because it was her friend's birthday and her friend passes away. So we are there having cake and she is on some sad trip. So now I start feeling bad, but she is like "no it is fine, I always remember things that happened and I would cry or have a moment" and it is over.	Value of the mentor-mentee relationship	Psychological and emotional support

8.64	Female Participant: I have learnt about group dynamics that every person is an individual. The way I treat you is not necessarily the way I would treat the next person. Not that I would treat you badly, but the way I talk to you and relate to you differs from the next person. And I also learnt...ok I don't like conflict...I keep it to myself. I am always in my room and people would be like do you live here. But yeah I keep to myself. I don't like confrontation, I just...and the incident with [friend's name], it made me realize that stuff like this will always happen. You will always have a person that crosses your path and you need to be able to deal with it and can't just cry all the time. You can't always have...like "ok I don't want to do this anymore, ok she can go to whoever". I need to be able to stand up to this girl, because you will never know how strong you are until you are tested. I have never been tested, I am just the "arg conflict, it is cool" but when something like this happens, then you see no your weaknesses lie here and ok now I have to learn to be more...not tough, but I need to be able to stand my ground and be firm. When I need that something is wrong then I need to stand my ground and not just cry about things.	Value of the mentor-mentee relationship	Exposure to diversity
8.65	Female Participant: And suddenly you learn of how much you are capable of.		
8.66	Female Participant: When she told me what happened, I said you are strong.		
8.67	Interviewer: Ok thank you girls.		

Focus Group 9			
Mentor Meeting 3 (Females 2)			
		Themes	Subthemes
9.1	Interviewer: Good afternoon ladies. My name is Zanete du Preez and welcome to the session on mentorship programme. As you know I am doing my research on the experiences of mentors and mentees with regard to social integration within the mentorship programme and we are sitting here today with 5 ladies from the ladies campus residence at the University of the Free State. And you all agree to participate in this research.		
9.2	Participants: Yes		
9.3	Interviewer: Thank you. So tell me as you know that the research is about social integration and also what you have learnt this year. So what would you say is social integration? How would you define it?		

9.4	Female Participant: I find it very difficult to define, because whenever we filled out those reports at the bottom about social integration and I wasn't sure how to explain it or my mentees in terms of how they were socialising and how they were feeling. Were they feeling part of the varsity or the residence or were they feeling comfortable around the people. Were they isolated, so I would use examples like "so and so went to the formal last week and as far as I know she seemed..." you know. I thought we had to reflect on she is smiling and she is always smiling. No she seems like she is fine, so I am not sure how to explain it, perhaps their feeling towards being there and their group of friends and their surrounding and how they feel...if they are accepted and so on. It is difficult to define.	Factors influencing the mentor-mentee relationship	Friendships in the residence
9.5	Female Participant: I always use examples there regarding their roommates. Like are their roommates and them getting along and are they part of a definite group, friendship group. Just like one of the girls, she said she started feeling part of the residence when she started doing the Kleinser. She started interacting with seniors more and on that level she felt...in the Kleinser it wasn't like first years (separate from) seniors and after that she felt like I am part of the res now.	Factors influencing the mentor-mentee relationship	Type of activities
9.6	Female Participant: I have to agree with her that, it is really difficult to explain, because when you think social you think is it race alone or friendship. It is a whole lot of things, but with my mentees it looks like everything is going well in that aspect.	Value of the mentor-mentee relationship	Community and interconnectedness
9.7	Interviewer: Yes social integration is difficult to define; basically it is a student feeling, experiences of being a part of or the extent to which they feel they belong to the residence. It is easy to say, but difficult to define. I want you to think about your own social integration in the residences and tell me more about your experiences of the residences thereof. Explain your own social integration in your res.		

9.8	<p>Female Participant: In my first year, I didn't feel much of being part of my res, although the feeling of being a first year and were all there and we were all being in my residence and what not. Partly because there was a fear instilled in us by seniors to know their names and I had the fear of not knowing anybody's name...I am so bad. I didn't even know my roommate's name in my first year for like three weeks and like every time I would speak to her or open the door I would be like "oh look who is here". It was really bad, I battle so much with names. So I stayed mostly in my room, I would hide in there and so I didn't in interact so much with my first year group, so much that I am not close to them at this time. Even when see each other in the corridor it is just "hi" and it is not that kind of relationship where you can ask them how was your day and your test and what not. It is very hi and bye relationship that we are in the same res and we are sisters, so we greet. So in second year you are relaxed and the leash is not as tight and you get to interact with people where you can joke and people can start to talk to you, cause now you are in par. with them, so yeah eventually it kinda evens out in second year. You have to step back and just realize you just as crazy as you saw them at first.</p>	Factors influencing the mentor-mentee relationship	Traditions
9.9	<p>Female Participant: I think in my first year it was all about connecting with my year group. It was all about us as the first years and us becoming a group and standing together as a group. Then from my second year on then you start to integrate more with the whole res, cause now you are a senior and understand how everything works. So it is not about learning everything from the start again, so now you can comfortably go around the res and everything that is happening and you can easily socialise more with the rest of the seniors, cause you are one of them now and you can socialise with the first years also, because you are also more comfortable where you are.</p>	Factors influencing the mentor-mentee relationship	Type of activities
9.10	<p>Female Participant: I would just like to add to her opinion. Ok as a fourth yeah I feel more comfortable and confident in the residence, because now you know how people work. You know how people are in general. Ok some people would ask why this person like this and this and if you if you are with this person for a long time, you get to understand why this person is like this. So you get to know how other people are in general and you are more confident to approach your residence head now. You are more comfortable to approach your RC if they are doing something right or wrong or just anything.</p>	Value of the mentor-mentee relationship	Community and interconnectedness

9.11	Female Participant: I would say that right now I can say I am myself 100% when...uhm. When I came here. When I came to res, it was like. You felt forced you know and I couldn't understand why we have to go there, cause we are first years and we have to. But now the way things have turned out, now I want to this. When there is stuff happening somewhere, I really want to do this cause I feel part and I know that this is for the benefit of the res.	Factors influencing the mentor-mentee relationship	Traditions
9.12	Interviewer: So I think, compared to your first year you are a lot socially integrated.		
9.13	Female Participants: Yeah.		
9.14	Interviewer: So what helped you to become more socially integrated?		
9.15	Female Participant: The years of being at res.		
9.16	Interviewer: The experience...		
9.17	Female Participant: Yes.		
9.18	Female Participant: I think the whole process. In first year who have to do all of these things. You don't maybe understand it, but once you get to second year it all makes sense and then you want to do it. It is the whole process of learning of how everything works and then understanding it and then wanting be a part of it.	Value of the mentor-mentee relationship	Community and interconnectedness
9.19	Female Participant: I think your perspective change a lot, because in first year you just have matric and now you feel like a grown up and now and you have these rules that made you feel like a child and you don't want to be treated like a child or you feel just like a child. But when the year ends, even if it is just at the end of that year, not even talking about second year or third year. When the year has gone by then you and your whole perspective change and you see yeah...I shouldn't have wished all that time away or...yeah then you want to do this things and you want to be part. Then you see the effects it had on your year group, that all the things you did together binds you together. And even if you felt all the seniors were so strict and they were mean and everything. It's everything just part of being in the res and finding your place in res and...yeah.	Factors influencing the mentor-mentee relationship	Traditions
9.20	Interviewer: How would you describe your social integration on campus? We were speaking about res, but now we are on campus.		

9.21	Female Participant: I think... I am surprised at myself that I have been able to open myself a bit more. I am very talkative person and I can talk to everyone. I can come up to people randomly and we talk, but to get to a place where it is just comfortable being in varsity. You no longer lost just going to the library or wherever your classes are. You are so certain of yourself and your course, because in first year everything is so uncertain, but when you are on campus you are like walking in the street. You are like “hi so and so, this person and that person, how is that and that, class, church and that random person’s boyfriend” you know. You get talking and experiencing other people who are not on campus, just the daily ins and outs of it. It makes you grow you know, just the experience of it. Like every year I get to the epiphany; like oh my gosh I can’t believe I did that last year, I can’t believe I was like that last year. So every year you grow and you get wiser. Wisdom comes with the years.	Value of the mentor-mentee relationship	Community interconnectedness and
9.22	Female Participant: I think after three years being in res I can really say with certainty that being in res helps with that social integration on campus, definitely a lot. Uhm...if I take myself, I am a shy person like in new circumstances like being a first year in varsity. You know you are surrounded with 80 girls that you don’t even know one of them and your roommate and RC and all those things. If I would have taken myself and would have lived off campus, I wouldn’t have known as many people as I do now. The amount of friends I have. The relationship I have with my roommate, even though I am still a third year and living in a double room (<i>Laughs</i>), but if I had lived off campus I wouldn’t have had all that and I wouldn’t know what is going on campus. Yeah...so res is definitely...	Value of the mentor-mentee relationship	Community interconnectedness and
9.23	Female Participant: I think it plants you, because it brings you back to where you started, because when you go out you have someone to refer to. You like “yeah no I am from [own residence name]. You are like family. You are the starting point, like you guys can get back here and so. So like it gives you an identity, cause you know you are the [another residence’s name] girls, [another residence’s name] guys. So the social integration kinda comes into play.	Factors influencing the mentor-mentee relationship	Commitment to the residence
9.24	Interviewer: So you say it gives you a sense of rootedness, where you get your security from?		
9.25	Female Participants: Yeah		
9.26	Interviewer: Tell me about your experience of the mentorship programme this year.		

9.27	<p>Female Participant: Ok...it has been a very interesting year. You know when we started you like I am just gonna do this and do that. The students are going to be like this and you will be like that. And then as the year goes and you will have that first that would never come to the meeting and you are like what I am doing wrong. Is there something I am doing wrong and yeah...it has been interesting for me. I have just this one who never comes, because they are studying, but the other seven first years that I have, we are very close and every time I meet them...always getting hugs and telling me about their tests. It is like I always know what is happening with them and they always know what is happening in my life. So yeah...it is not everything I hope for, but it is really where we are now. So it is really great. It is not bad at all, it is great.</p>	Factors influencing the mentor-mentee relationship	Friendships in the residence
9.28	<p>Female Participant: For me, I felt...in the beginning you had your firm idea. You had like your game plan, you got in there...you were going to be the best mentor you know the res has ever seen. You are going to bring sweeties and presents. All the time you were going to have coffee with them and everything. You were going to know everyone's family and huge...you are going to be that mentor and then you get to it and then you realize...it is a bit different and you get those mentees that just never pitch. Like they pitch for the first night and they disappear. You see them in the corridor and they want to hide when they see you, because they don't have a valid excuse. I think it makes you experience people's personalities a bit more and get to know people on a deeper level. And I enjoyed my first years, my mentee group and I think hopefully they enjoyed me. And they are like when are you coming to our room and they are forever talking and you are standing at the door and you want to go, but they are still talking. And you get those who would say...you are so bubbly, where do you get all this energy from? And then others are like shadows, you know you have to go their room like five times before you find them. But for me it is an experience that I would definitely cherish and look back on. It made me think about a lot of things. You realize that your work didn't allow you to be there as much as you would have liked...as much as you like to be there, but you make sure you are as much as you need to be there, but ya it makes you look at yourself as well, because you need to be an example to them. There are some things you can't say to them, not that they are not at your level, but it is not a friendship thing where you can talk about everything and be... yeah. Sometime you have to be in a certain relationship with them; where you can be their friend, but then there should be boundaries and you should figure out those boundaries. So it is all about feeling things out. So yeah I had a good time.</p>	<p>Factors influencing the mentor-mentee relationship</p> <p>Factors influencing the mentor-mentee relationship</p>	<p>Friendships in the residence</p> <p>Commitment to the residence</p>

9.29	Female Participant: I...at one stage I felt crazy possessive girlfriend after their ex-boyfriend, because I had to run after them every time. And another thing with them, the moment you go to them and kinda bombard them in their own room is when they start talking. I think that is when we have the longest conversations and I think they want you to run after them, where as to they run after you. So that was a huge problem for both of us. Not both of us, but all our mentees. Because I couldn't make time sometimes and they couldn't make time. They couldn't come to my room. I had to go after them and sometimes they wouldn't be there, so yeah I think where it worked out for me, just running after them the whole time.	Value of the mentor-mentee relationship	Psychological and emotional support
9.30	Female Participant: I've really learnt a lot and sometimes I think I have learnt more than my first years have this year, but in a way I feel like in the beginning they needed us a lot with all the uncertainty. At the start they really did ask a lot of questions. They really did want to know everything and how it works and...but as the year went on they started to phase out and they didn't need us anymore and now we had to go look for them to talk them ad be able to find them. So in a way I think they need you at the start when they're still, in a way you can say when they still need the mother figure to be there, somebody that knows what is going on able to help you get on your feet and then they find their feet, they don't need you anymore.	Value of the mentor-mentee relationship	Psychological and emotional support
9.31	Female Participant: I think it is like those mothers that take their children on their first day of school and they think they are going to cry, but the child runs away and they wave at you and mom is there crying...you know. I think sometimes I felt like that. You know the moment they felt like they didn't need you anymore, it was like "bye".	Value of the mentor-mentee relationship	Psychological and emotional support

9.32	<p>Female Participant: It was very different for me this year. I think the main difference; last year I had six girls and this year nine. The difference just three girls more girls made...last year I knew each one of them and I could say personally and on a deeper level. This year I struggled, it felt like I only knew the surface. They were going ok and coping, it wasn't...I couldn't spend that much time with them as I could do with the other six. Being senior mentor, the admin...the organizing and all that it wasn't much that fun. I like the very one to one thing. I like getting to know them really good and I feel the first years that was in my group last years that is now in res, we have a better connection still than the first years that are in my group now, so I really feel the number of first years you have in a group makes a huge difference and yeah you really have to spend time with people to really get to know them. That is one of the basic rules of friendship is to spend time together. I feel, like every first year group I have seen, I feel we were really dependent on our RC and if our mentors...I think in the last we were very dependent on them. Till the end we had that bond with them, like every year the first years that come after us, I see the first year group cut that bond earlier every year. Like I don't know...children grow up very independently...uhm the last few years. I don't want to sound old and say the youth of today, but it is really...I can see they grow up very independently and don't want to be children, they are in varsity. The moment they feel they know something they cut you off, so it is being hard to be a mentor this year for me. They sometimes send that message I don't need you.</p>	Factors influencing the mentor-mentee relationship	Size
9.33	<p>Female Participant: Like you are being invasive. Here you are again on the door and they are like "oh it is you, no I am fine"</p>	Value of the mentor-mentee relationship	Psychological and emotional support
9.34	<p>Female Participant: And another thing is, what I have also noticed is after they have gotten their privileges, even when we go to the room; they look at you like why are you here? I have my privileges now and I am doing everything that I told you want to do as first year, so why are you here? So it was really difficult for me honestly. We are not that close with my first years anymore. As much as I know where my room is and I know where their rooms are. It is not the same anymore, because...they're grown up</p>	Value of the mentor-mentee relationship	Psychological and emotional support
9.35	<p>Female Participant: They have found their feet and they don't need us anymore. They have grown up very quickly... yeah</p>	Value of the mentor-mentee relationship	Psychological and emotional support
9.36	<p>Female Participant: You really sound like a bunch of moms (<i>Laughs</i>)</p>		
9.37	<p>Interviewer: What do you take away from the programme? The one thing that you have learnt</p>		

9.38	Female Participant: For me personally I have learnt that age...to have great friendships you don't have to be the same age groups. Cause I have learnt so much from the first years. I have actually created friendships with these first years. So I have taken that out that for you to learn you don't have to learn from older people only, but you can also learn from people who is younger than you.	Factors influencing the mentor-mentee relationship	Friendships in the residence
9.39	Female Participant: There are people who need those mentors in their lives. Like one of the girls in my group, whenever we have time to get together and it doesn't always happen, but whenever that happens she really... she sends me messages that she likes having me in her life. Even though she doesn't always come to my room and say please help, but she like having...she knows that I am there. She likes having this person in her life and whenever she needs me I am there. That was nice.	Type of mentor roles	The role of a friend
9.40	Female Participant: With me, I think it was being exposed to so many different personalities, because you have the mentee who would dismiss you like: "oh my gosh I can't make it today I am so sorry, how are they going to be? I can be there for 5 minutes, but I have to go". And there is a person who won't always be there, but she would let me know and ask "can I do this for you". You feel like a cookie they have extra. Stuff like that and really goes an extra mile and does things that I wouldn't expect. It is more from my side. This mentee is walking towards me, instead of me walking towards her. And then you get the ones as I said. Who you will never see and who don't even give excuses. They just there and the ones that just tell you to be there at this time and you make arrangements with them and they are not there, and you need to sit them down and tell them...you know there is a degree of respect we need to have for one another. I make time for you, you make time for me. If you don't have time, we will make another time, but you don't make time and not pitch up. It made me more assertive, because the other person will be like..."arg it is ok". It doesn't go well, so you need to say no. So it made me assert myself a bit more. Just the different personalities, like people who are so jolly and you also feel happy. So for me it was interacting with everybody and feeding off each other's energy.	Value of the mentor-mentee relationship	Exposure to diversity
9.41	Interviewer: How would you improve the programme?		

9.42	Female Participant: I think I agree with [other participant's name]. That I think we have too many girls, because I would sit there and think, there is definitely one who isn't here, oh jah. And then you walk across the corridor and it is like, "jah this room" and then you go in there and she is not there and you are like now you have to make time for this one. So I feel like I agree with [other participant's name], perhaps if we had like two less so that we can spend a little more time with them and interact a little more and to get to know them a little better, because I think at this time we would be in a place where our friendship would be so good that coming to talk to them wouldn't be such an issue.	Factors influencing the mentor-mentee relationship	Size
9.43	Interviewer: What is the ideal number?		
9.44	Female Participant: Six was very nice for me. I could balance them good.		
9.45	Female Participant: But I think it is because we had a lot of girls this year in the hostel. I think we had 76.		
9.46	Female Participant: And it wasn't your fault. It was with the whole system that went wrong.		
9.47	Female Participant: I would also love if second years can also be mentors, because you would find that the girls in my group would love to be mentors next year. I think they would do a great job at being mentors. Whereas it is just third, fourth and fifth years and I think it would be nice if there were second years as mentors.		
9.48	Female Participant: I don't think it is a rule.		
9.49	Female Participant: It is as rule and I agree with you		
9.50	Female Participant: She was first year last year		
9.51	Female Participant: But you are the exception (<i>Laughs</i>). But I think it makes sense that third year are mentors, because a mentor is somebody who has been there, done that and got the t-shirt. Second years you still finding your sit and you have just gotten off first year. You have a little bit of knowledge, although we are not all wise and all knowing, we are a bit more stable to look back and give advice more objectively. So I think...		
9.52	Female Participant: The reason I say first years is that first years and second years are very close in the residences. They are very close, so I think it would be so much easier for a first year to interact more with a second year, because she experienced all those things just now and I think second years fall under first years too, because they still go through the what not's in the residences they are not completely seniors. I think they would kind of...		

9.53	Female Participant: I think I saw that difference this year. I love coming in after day of class hanging out at the telegat. I loved it last year, I would just stand there as a second year and chat to all the first years and I got to know a lot of the first years and this year, just being a third year automatically that thing at the telegat didn't work. It is like that separation I don't why. I sometimes still feel like a first year. So yeah sometimes I think they will interact more with the second years, because they feel closer to them ...I think.	Factors influencing the mentor-mentee relationship	Traditions
9.54	Female Participant: On another subject... uhm. For me I feel the videos. I mean we understood them and they understood them and I have learnt a lot from the videos, but I found that the first years see it as waste of time, because they don't connect with the videos. They don't understand. They...I don't know why... I don't know if they are not at that point yet. They just don't connect with the videos like I did and I think that in a way they would participate more if there was another way for them to be able to learn these stuff or learn other things...uhm...but I don't have a solution. I just realized with time that sometime they don't want to come, because they don't want to watch the video. And I saw with perseverance, I didn't show that video, I just decided I am not going to show that video and I searched for videos on YouTube and I showed the video and it was a minute and a half and immediately the vibe felt a bit better. So I think that helped a bit. I think shorter videos and don't take that long.		
9.55	Female Participant: I think we have...because these videos have the back story, the weight and the material we are looking for. So perhaps if we can integrate them with a bit of something else or the same principle, but with something else. Because I enjoyed watching the videos, it is like mini movie.		
9.56	Female Participant: I learnt a lot about them, like maybe they haven't reached that maturity level or ...I don't know. Maybe they feel it is like school or Sunday school...I don't know.		
9.57	Female Participant: You find those that enjoy it, but the majority don't think...like after a while they are like "no".		

9.58	Female Participant: What I have also found, it felt like me as a mentor I struggled to balance everything, especially this term. It felt like I saw my mentees every week and like that already made them gatvol of me. They didn't want to see me anymore. So I thought of...can we combine a value. Say like perseverance and...some things that are very much alike combine those and just make it once a month or once in three weeks that you have to see them, because if they see you too much, they don't want to come. So I have thought about that, because [our residence Head] told me to think about it, because she wants me to think about everything I feel, because she wants me to go talk to the new RC and like really give my input.
9.59	Female Participant: Another thing for me is I found the individual sessions very awkward sometimes, because you sit there and there are these shy ones...and you like "how was class, uhm...how is your mom?" I think it gets very awkward at some stage. I think if there were more fun ways of having individual sessions. For example if the senior mentors would get together and plan like a swimming day and then you take one mentor and then you have an athletic day and then you have another mentor and then you have something where you guys can have fun and still have time to interact as the two of you. Because now most people didn't want to come to me. Because the sessions now felt like some kind of interrogation. So if you could take them out of their comfort zone and have fun with them and then the conversation would just come with it.
9.60	Female Participant: I disagree in a sense. I think it was a personality, because me I never has problems in chatting. There were the quiet ones where you have to suck information out of them, but when you get a bit of something and then you kind of get on with that. You know I had one mentee, she hated her course. She did biochem and she is working on doing the chemistry. So I will be like "how is the chemistry going" and she would love to talk about that particular subject and sometimes we would just bond over this one thing. So my mentor sessions in terms of talking weren't an issue, but I agree with you in terms of...I can understand how it can get a bit awkward. Monotony in everything, because it is like the same thing. Not the same question, but it is the same. And at this stage they want to see us anyway, so they are..."aah here she comes again". So I do agree we have a bit of something, but not too much so, because they are first years and they have to do so much as it is. Another thing that they have to do...

9.61	Female Participant: Of course...I am just saying that the first month, we just have whatnot and after that session whatnot...I think the sessions will start to flow, because I think we didn't have that opportunity to, because we just ...I remember the first week, we just met up with just 8 of them. We couldn't communicate with them.
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Focus Group 10			
Mentor Meeting 4 (Males 1)			
		Themes	Subthemes
10.1	Interviewer: Hello everyone. My name is Zanete as I said. I am conducting research on the experiences of mentors and mentees within the mentorship programme with regard to social integration. Now I see we have four boys from a male campus residence at our discussion today and they have all agreed to participate in this research. And just to confirm that the research is anonymous. I promise I won't tell anyone what you said. Let's start with a difficult question. How would you define social integration?		
10.2	Male participant: Ok, ek is nou nie 'n mentor nie maar dit wat ek nou al gesien het en hoe ek dit sou wou sien is dan sosiale integrasie is die bymekaar kom van verskillende mense. Of dieselfde mense ook want jy kan die mense integreer maar jy kan die sosialesering ook integreer. Verskillende maniere van sosialiseer en verskillende mense wat op verskillende maniere sosialiseer. Want dit was vir my lekker as ek net op my stoep sit en ek sien hulle praat en dan die volgende oomblik dan "ninja" ons. (<i>Lag</i>). En verstaan dit is getting to know new ways of... selfde met, never mind met net being mentors, as jy vir eerste jaars inter sou doen sou jy die eenslag geteekan het en die ander slag ge-thirty seconds het en 'n ander slag net gedans het of gespokies het met Emily. Dit is mos nou als sosiale integrasie.	Value of the mentor-mentee relationship	Exposure to diversity
10.3	Male participant: Sosiale integrasie sou ek definieer as om jou vriendekring te verbeter of verbreër. En dan deur dit te doen, weer vriende te kry wat anders dink as jy. Dis een ding om nuwe vriende te kry wat presies soos jy is. Dis great, dis cool, dis hoe jy dink. Dis 'n ander ding om nuwe vriende te kry wat anderster as jy dink. Verstaan dit maak dit bietjie moeiliker. En ek dink sosiale integrasie is dit maar	Factors influencing the mentor-mentee relationship	Friendships in the residence
10.4	Male participant: I think that when you first look at social integration you first have to look at what integration is, which should be the coming together of different components and on the social scale that is coming together of different components in a social medium and interacting socially so... I mean you can get physical integration that sounds weird; you can get sports integration which they actually do as well in the sports scene in South Africa. I think the social integration is the first medium to get the other forms of integration.	Value of the mentor-mentee relationship	Exposure to diversity

10.5	Male participant: I think social integration is basically like a person's ability to adapt in a group of people say first years, I mean you come here and you have this picture of the university and in that picture you only see people whom are like you, you see people like whose colour, whose way of doing things, whose culture, whose tradition are like yours. Coming here you find out that it's basically not a picture that you imagined but you have to live with it and you have to like adapt and get used to other peoples way of doing things and stuff, so I think it's that adaptation, like being added to a group of people like who are different to you.	Value of the mentor-mentee relationship	Exposure to diversity
10.6	Interviewer: Social integration is also the extent to which you feel like you belong or a part to a certain group, so what that group does for you to make you feel more welcomed and embraced.		
10.7	Male participant: Net op daai punt, party mense laat dit net... laat hulle self net toe om welkom of meer betrokke te voel as dit kom by 'n aksie of 'n event. Jy eintlik in 'n koshuis een groot groep is, kan 'n mens nie net heetyd daarop fokus om almal te laat welkom voel en vir hulle net events gee om te laat welkom voel nie. Dit is maar elkeen se individuele verantwoordelikheid ook om in 'n geheel sonder dat daar 'n event is vir so iets betrokke raak by sosiale integrasie.	Value of the mentor-mentee relationship	Community interconnectedness and
10.8	Interviewer: I want you to think about yourself and describe to me your own experience of social integration in your residence, to what extent that you feel like you belong to your residence?		
10.9	Male participant: Wel dit is basies net wat great was wat jou laat deel voel het van die koshuise was daai klein tradiesies daai klein goedjies wat ons doen wat ons, ons maak. Verstaan, daai as jy eerste jaar instap en dan sê hulle vir jou hoor hier ons doen hierdie en hierdie en dan doen 90 ouens dit en dan sien jy hoe doen hulle dit en dan dink jy net wow hierdie is flippen cool kom ek doen dit ook. En dan doen ons as 150 ouens dit saam en dan hoe amazing is dit. Verstaan net daai, soos jy sit in jou kamer en dan kom daar ses, sewe ouens en praat die grootse klomp twak wat jy in jou lewe al gehoor maar jy gaan dit nêrens anders kry nie. Dit laat jou net soveel meer deel van dit voel.	Factors influencing the mentor-mentee relationship	Traditions

10.10	<p>Male participant: For me I experience social integration very directly because I'm a third year now and when I first came to the campus it was before the whole integration wave had probably hit, and I'm first language English you know, in a place that is primary Afrikaans, it was a bit difficult and I realized that it took me a while, and I actually did consider leaving my residence but I realized that social integration is very much a personal thing, like you are only as excluded as much as you think you are or you allow yourself to be, so if you want to be included then by simply wanting it, you will start being included and if you stop looking at yourself as an outsider, which is what you will be projecting to rest of the group, then they will start seeing you as an outsider.</p>	Factors influencing the mentor-mentee relationship	Commitment to the residence
10.11	<p>Male participant: En soos, uit my eie ervaring in, uhm... strike from the record! (<i>Laughing</i>). In my eerste jaar was ek maar pretty much die sluiper omdat ek meer op akademie gefokus het.</p>		
10.12	<p>Male participant: Almal in hulle tweede jaar begin pitch vir dit. So dit wat 'n ding van, ek fokus op een ding en ek vergeet van my koskuis en dis hoe 'n mens gesien word. Maar ja my persoonlikheid het my gehelp om daaruit te kom en betrokke te raak ensovoorts. Maar ek dink nou vir iemand anders wat nie so 'n persoonlikheid het nie, is dit dalk 'n bietjie moeiliker om uit sy skulp uit te klim en betrokke... en ek kry iemand byvoorbeeld, ons nuwe HK kultuur, wat vir my kom sê het in die begin, lank terug, ek gaan nou HK staan net om dit te experience, die sirkus en as ek dit nie kry nie dan moet ek begin betrokke raak. Ek het besef dit is glad nie sy persoonlikheid nie en nou het als so uitgewerk dat hy HK is en hy is nou meer betrokke en hy bring nou meer sy kant en 'n mens waardeer dit ook en 'n mens sien sulke goed in so 'n environment ook. Julle sal seker met my saamsten?</p>	Factors influencing the mentor-mentee relationship	Commitment to the residence

10.13	<p>Male participant: Ja ek dink soos uhm, wat ek kan sê is, like I came into the residence late last year and like coming late and everyone like, already there has that bond, that you can't explain like, and I come here as a new guy you know like I have to adapt to like different personalities and different characters and stuff and then the next surprise that I have is that I live with a roommate that is completely the opposite of who I am you know like he comes from a, his Afrikaans, he comes from a deep Afrikaans school he... he is white and you know like having to live with that like it was one of the greatest experiences I think that I've ever like I have seen my, in my life. And I think what makes it more special like you know like living in [own residence name] you know it's this place where some stuff, when it's like it's seen as a taboo you know when it happens people are like what? But it is so special like having to like live with that and like also like when you look at my roommate like we have never fought before we have never you like those kind of stuff we really appreciate the differences we have and we like embrace it so that is basically what I can say, so.</p>	Value of the mentor-mentee relationship	Exposure to diversity
10.14	<p>Male participant: A dude came to my hostel and had a white roommate (<i>they laugh</i>)</p>		
10.15	<p>Interviewer: What would you say contributed to your social integration, what helped you?</p>		
10.16	<p>Male participant: You want us to say mentorship don't you?</p>		
10.17	<p>Male participant: Ek gaan dit nou nie op rekord sê nie maar ek gaan dit vir julle probeer mime. (<i>Laughing</i>)</p>		
10.18	<p>Male participant: In first year I would have really appreciated a mentorship kind of a thing because I know in guy's residences it is a lot less important, but just to be in one place and play ninja or just talk generally in a group where I would actually understand what they are saying and they were listening to me, that would have helped along the process along, but it turned out okay it also happens naturally.</p>		

10.19	Male participant: And the other thing you have to realise is that in this time we are now, dit is nie meer ‘n ding van ek kan nie met die vierde jaars praat nie hulle gaan my net slaan. Vestaen, jy begin, omdat ons daar deur is minder mate, derde jaars minder mate, tweede jaars bietjie meer en eerste jaars nou veral kan basies met enige iemand ‘n gesprek voer in enige iemand se kamer in stap en almal gaan met almal kan praat want dit is nou hoe die hele samestelling van koshuise nou verander het, which is fine. So dit een, maak dit makliker om betrokke te raak, twee jy kan makliker relate want ek, ‘n eerste jaar argitek, ek was vrees bevange deur eerste jaar om na my vierde jaar argitektuur studente te gaan en vir hulle iets te vra maar nou is dit soveel meer acceptable om na ‘n senior toe te gaan oor ‘n kursus. Hulle is nie unseem en weird nie. En ek dink dit is wat baie gehelp het daai hele verandering van ons is almal ‘n koshuis, ons is almal een, moenie mekaar net wil slaan en ignoreer en doodmaak nie.	Type of mentor roles	Mentor as a role model
10.20	Male participant: Ek stem saam met jou, uhm, dit gaan van waar jy kyk nie in die rigting van ‘n vierde of vyfde jaar nie, jy doen niks nie, jy sê ja oom en jy loop waar dit nou gegaan het na ok jy kan met hom gaan praat maar soos al wat ons praat is kyk net hoe jy met hom praat. Verstaan dis great jy kan enige tyd met hom gaan praat ons wil net nie hê jy moet in sy kamer gaan sit en met hom gaan praat oor girls. En dan net so praat asof hy jou pel is al 6 jaar nie.	Type of mentor roles	The role of a friend
10.21	Interviewer: Okay see this is a first year, he’s name is John; he’s an ideally socially integrated student in your residence, so how would you describe John?		
10.22	Male participant: Everyone likes John? (<i>Laughing</i>)		
10.23	Male participant: John isn’t negative, John is nie negatief nie, John geniet, uhm, John is Joe, kan ons hom Joe noem?		
10.24	Interviewer: Ek dink dis racist maar anyway. (<i>Laughing</i>)		
10.25	Male participant: In teendeel, toe nou nie. Uhm, nee hy is altyd positief as jy vir hom vra om iets te doen is hy positief daaroor. As jy vir hom sê ons gaan met Huis X iets doen, yes, great, awesome. Met huis Y, jis ek love it, dis great. Vestaen, hey wil jy nie huis vergadering bywoon nie, hy is altyd daar, verstaan wil jy... hoe gaan dit met jou akademie, nee dit gaan goed, ek sukkel net met dit. Hy praat actually oor sy goeies. Uhm, vriende maar met almal meestal.		
10.26	Male participant: En gee baie om. My wekker kan vir ‘n uur afgaan en hy sal inkom “eksuus tog.. opstaan of nie? Koffie asb. Ok lekker dag.		

10.27	Male participant: From a senior experience which is the only experience you have of him because you are not in he's year group, he's always willing to do things, when you call the first years down and no one comes down except for Joe, I think he's the only one the hostel who is actually fully socially integrated.		
10.28	Interviewer: does this guy really exist?		
10.29	Male participant: Yes that is a real person.		
10.30	Male participant: And that is without alcohol.		
10.31	Interviewer: Tell me a bit about your experience in your mentorship programme this year?		
10.32	Male participant: Ok, soos vir my was dit, was 'n groot, hoe kan ek sê dit het vir my 'n baie groot deel gespeel in my groei as mens. Uhm, want soos alles wat ons discuss het, het vir my gechallenge, verstaan, soos like many times we come to people and you want to teach and teach, and you don't allow yourself that space of being taught something, but with the mentorship programme I think it was something else whereby I taught them something but in that process of teaching them I also learnt something too, and what helped with that is the application of things and not just talking about something and that is it, but actually applying it in your life because I remember I put it in my report that we gave to [the RC first year] that with one of the first years like when you spoke about compassion, we spoke about how can you have something like a resource and you see someone struggling with something but then you do not want to do your part in helping them, and what happened is that I found a first year that came to me and said "I am struggling about this and that" and he was struggling about textbooks, he didn't have textbooks at all, and he was struggling, and he was behind with his fees and staying at res, and I just told him look here let's just take a walk and we took a walk and I went to van Schaik with him and then I bought all the books that he needed and that is not something to boast about, but it was really a life changing experience because I know where I come from and in my life people have been there to help me, so it was also one of the chances that I have through the mentorship programme to invest in someone and do something tangible for someone.	Focus of the mentor-mentee relationship	Development of life skills

10.33	<p>Male participant: Ja in die mentor, wat vir my by die mentor groep, die mentorship programme or whatever. Wat daar so bietjie moeilik was en bietjie challenging is veral omdat ons 'n mans res is, is waar ek vandaan kom is dit redelik, jy, praat nie oor, verstaan, dis great en als maar dit voel vir my baie keer dis 'n CSV kringetjie of chat. Verstaan waar ek vandaan kom, die mense, hoe ek dink, en baie van die ouens wat in my groepie was dink ook so, is nie altyd so oop teenoor dit nie verstaan dis vir ons moeilik om te gaan sit, soos hierdie nou. Ek, ek, ons doen dit nie verstaan niemand gaan sit en gesels, "ek voel hierdie en hierdie is verkeerd met die wêreld en hier is hoe ons dit kan verander". Nee, dis glad nie wat ons doen nie en girls is weer baie so. Wat vir my half sleg was om dit te try relatable te maak vir ouens, verstaan, waar ouens baie makliker... ouens sal daaroor chat, as jy dit net in 'n tipe formaat doen wat ouens van hou. So ons sal baie keer as ons soos daai ninja games speel en dan tussen in sal ons nou random vragies net skiet. Dit is moeilik vir my om te gaan sit en straight net, hey hierdie is my gevoelens en ek voel so daaroor. Maar verder is dit ongelooflik.</p>		
10.34	<p>Male participant: As ek nog iets kan sê is baie, soos julle sal weet baie keer dat ons nie gaan sit in 'n groep met die ouens en 'n sessie gehou nie. Maar ek dink wat gehelp het is die one-to-ones. Soos met die eerste jaars soos ek het ongelooflik baie eerste jaars in my kamer gehad, verstaan, wat rerig, want ek het gesien ouens sukkel, of baie van hulle will oor sulke dinge praat maar nie in 'n groeps konteks nie, verstaan, want jy wil nie hê ouens moet jou in 'n sekere manier view nie, verstaan jy wil nie soos miskien 'n sussie lyk nie of wat ookal, sag lyk nie, so wat my gehelp het die one-to-one session wat ek saam met hulle gehad het. Wat ek hulle in my kamer gehad het en somer soos openlik soos iets kon gevra het en hulle sal 'n antwoord kon gekry het en soos wat genuine was.</p>	Value of the mentor-mentee relationship	Psychological and emotional support
10.35	<p>Male participant: Maar dis moeilik om, baie ouens is, as jy vir hom sê hey jy moet nou kom en jou gevoelens met my bespreek dan gaan hy heeltemal, wow. En waar ek net voel, soos as daai ou rerig met jou wil praat dan sal hy eventually met jou praat. Jy moet die heetyd daar vir hom try wees, jy moet hey ek is hier as jy wil, verstaan, as hy dan rerig eventually oopmaak en vir jou sê hey ek sukkel met hierdie en hierdie, my kat byt my of whatever. Sulke goed word moeilik, verstaan dit is glad nie iets wat jy kan voorsee met mans nie. Jy kan nie, verstaan dit is dadelik dan hierdie ego-afbrekende experience want jy moet nou 'n issue hê.</p>	Value of the mentor-mentee relationship	Psychological and emotional support

10.36	Male participant: In my experience with the mentors, guys try to be lions in every aspect of their lives but when it comes to emotions they are like deers, you don't confront a deer you have to kind of coax it, you just have to; like my colleagues had, you have to hit and say hey, is there anything you want to talk about? And then eventually the deer gets close enough that you can shoot it.	Value of the mentor-mentee relationship	Community and interconnectedness
10.37	Male participant: Baie keer soos wat ek gesien het, as ek sê jis weet jy wat is vir my sleg? My kat byt my. En dan kom Frikkie na my toe en sê soos ja ek sukkel ook met my kat wat my byt. En dan chat ons oor katte.	Value of the mentor-mentee relationship	Psychological and emotional support
10.38	Male participant: Net op 'n voorstel is dit werd om te relate met iemand? Eerste jaars kry 'n groepie, jy is in sy groepie, jy het jou mentor, jy relate met daai persoon, hy relate met jou HK eerstejaar en die res van jou HK hulle is almal baie nice met jou. So dit maak sin vir so 'n kwartaal en 'n half om dit te implimenteer en dan sal ek sê van daar af aan moet dit 'n minder geforseerde ding raak. Uhm, meer 'n, meet mekaar maandeliks maar jy moet seker maak dat almal gaan na 'n ander venue toe gaan sit op mooimeisies en sorg dat daar 'n meisies koshuis ook is. Of gaan vat hulle almal vir 'n drink of vir put-put of vir swem. Dat julle nie hoef te praat oor dit wat julle in die eerste gedeelte van die hele termyn gepraat het en want, verstaan dit maak sin om te sê ok ons is nou 'n groepie so kom ons leer ken mekaar gou so bietjie, kom ons doen daai struktuur, ja dit gaan bietjie CSV voel, ja dit gaan bietjie stupid voel maar die plan is om daarna as 'n groep bymekaar te kan kom om net fun saam te hê. En dat ek kan voel, right ek wil 'nou n slag weer met Big H gaan praat. Dan kan ek weet ek kan met hom gaan praat.	Factors influencing the mentor-mentee relationship	Friendships in the residence
10.39	Male participant: Ja dis soos, sê maar nou ek en [other participant's name] het gaan saam put-put speel, nou weet ek, hey [other participant's name] is 'n nice guy, ek kan met hom praat. (<i>Laughing</i>) Strike from the record. Dankie. Met Big C? Maar dan klink jy soos kanker. Haha, daai ou, ja dan weet jy as ek iets funks saam met hom gedoen het dan weet ek, hey, hy gaan nou nie my kop af ruk as ek vir hom sê ek sukkel met my goe nie.	Factors influencing the mentor-mentee relationship	Type of activities
10.40	Interviewer: How else would you improve the programme?		
10.41	Male participant: I honestly don't think that we have improved the programme.		
10.42	Interviewer: How would you?		
10.43	Male participant: Definitely more structure but that is with regard to our house, like I have said. More structure, uhm, time and more set-outs, lekker, lekker, lekker ons weet, ons almal weet		

10.44	Male participant: Minder admin vir die mentors
10.45	Male participant: Meetings were a real negative part of this programme.
10.46	Male participant: Ja soos die hele, hey hier is julle, uhm, passwords, skryf vir my 'n 6 miljoen woorde opstel oor Frikkie se gevoelens in die koshuis.
10.47	Male participant: Like I think this would be a lot better.
10.48	Male participant: As ons, en dan staan daar hoe het Frikkie gevoel oor maandagaand se whatever, en dan sê jy sharp, nie sharp. (<i>Laughing</i>) Sal great wees.
10.49	Male participant: Hoekom maak gebruik van daai sisteem om op so 'n manier die mentors te laat terug kom na jou toe? Wat is die p.v.a met dit?
10.50	Interviewer: Dit is maar net, dit gaan nie volgende jaar so in detail wees nie.
10.51	Male participant: O ek verstaan want dit maak sin vir die navorsing ja maar vir my maak dit nie rerig sin om elke dag, ja dit is 'n great manier om op te check op die manne of hulle hul werk doen. Op 'n manier jy moet kan claim, waarvoor claim jy, het jy jou werk gedoen. Ek kan verstaan dat daar implikasies kan wees as dit nou heeltemal weg val maar my voorstel sou wees kry vir 'n maand, of kwartaal en 'n half, leer ken mekaar en daarna moet, even rapporteer met fotos wat nie baie admin is nie... ons was vandag my Christelle op die voorstoep ons het net saam met hulle geteekan en weer geloop ek en my groepie.
10.52	Male participant: O maar ek het nou 'n cool punt gehad.
10.53	Interviewer: Well what they use to do, had to do was write all their reports and submit hard copies. More questions even.
10.54	Male participant: Het jy passwords dan gekry? Ek het een van daai passwords 'n password gemaak van een van my goed. (<i>Laughing</i>) Ek dink dit is my twitter password. My suggestion ook is dat jy 'n male en 'n female mentorship toegang kry, verstaan dat die dames een tiepe mentorship het en die mans een tipe mentorship het.
10.55	Male participant: Dit kan oorvleuel, verstaan ons kan wat is een van die goed? Jy kan "mercy" doen maar doen "mercy" vir mans in 'n manier en "mercy" vir vroue, ek wil glad nie sexist wees nie, maar obviously doen ons net goed anders.
10.56	Interviewer: Ok so mentorship for men? What would it look like?
10.57	Participant: Ek sou sê mentorship for men sou dieselfde lyk as wat dit nou op die oomblik is...
10.58	Interviewer: Just more fun?

10.59	Male participant: Ja	
10.60	Male participant: Men don't really like sitting down and talking about things like we got a lot more done like playing ninja and keeping it active. Like keeping it active like really kept them talking, like I think when you put men to sit down and they are not on recorder, like they don't really speak.	
10.61	Interviewer: Ok, thank you!	

Focus Group 11			
Mentor Meeting 5 (Females 3)			
		Themes	Subthemes
11.1	Interviewer: Good day ladies. Welcome to the research session and thank you for coming. My name is Zanete Du Preez and I am doing research on the experiences of mentors and mentees with regard to social integration within the mentor programme. I am sitting here with four ladies from a campus ladies residence at the University of the Free State. You all agreed to take part in this research and just take note that your responses will be held anonymous as well as your residence's name.		
11.2	Interviewer: So this year we have spoken a lot about social integration and after this year, how would you define social integration?		
11.3	Participant: I think it is just how first years come into a new environment, how they adapt and get to socialize with others. How to socialize with people with completely different backgrounds and how they handle the whole situation of coming into a whole new environment.	Factors influencing the mentor-mentee relationship	Friendships in the residence
11.4	Female Participant: Because they don't all come from places in which they were integrated and when they come here, it is sometimes a big step for them.		
11.5	Female Participant: It is also how they handle the overall goals in res, because they can be quite daunting.		
11.6	Interviewer: Ok...		
11.7	Interviewer: Think about your own social integration, you know not as a mentor, but as a student. How would you define your own social integration in your residence?		
11.8	Female Participant: For us, when we are compared to the other residences, it seems like we get along with the different residences. But I know what makes it easier for me is the stagedoor ser, being involved in the stagedoor makes it much easier, because you are with those people every day. Whereby you even forget about the race and that has helped throughout the years. So I don't know about someone who has not been involved in those activities, how is it. But for me personally those instruments helped me a lot, because it was for first years and it carried through.		

11.9	Female Participant: I think, because you are kind of small, it kind of forces us. Like it is either this or go away. Not go away, but you will be an outcast. Because we need... you know. We cannot have only black girls playing in soccer teams and white girls in netball. We have to play because we do not have enough people. I think that will also help, the fact that we need to stand together and work together for it to be a success.	Factors influencing the mentor-mentee relationship	Size
11.10	Female Participant: I mean just generally being at res, like she say. It kind of forces you to interact with everyone, because the majority of the people that come to res, like our generation most of them we are pass the apartheid and that rubbish that all about hating each other. I think res allows you to interact with people that you would normally not interact with, because you are living with these girls and you can't just not interact with them as you would be like an outcast or you would not have any friends.	Value of the mentor-mentee relationship	Exposure to diversity
11.11	Interviewer: How would describe your social integration on campus as a whole?		
11.12	Female Participant: I think what helped me is...I would meet so many different people, like personality wise as well. That really helped me. I think also being in res also makes your social integration on campus better, if you live in the residences. People who are not in residences never go through what we go through. I think being in res helps your overall social integration on campus.	Value of the mentor-mentee relationship	Exposure to diversity
11.13	Female Participant: Social integration within campus can be a bit hard; I think that is what you are studying. I think depending on the departments some of the departments are massive and the first place are the residences where you make most of your friends, whether you on campus or in a city res. Yeah social integration on campus can be very hard to make friends in the courses that you are studying and then like she says... things like F1 and the executive committee as well. So if you try to be involved more it really helps so many people just being on the executive committee. That sort of thing.	Value of the mentor-mentee relationship	Community interconnectedness and
11.14	Female Participant: I think it also depends on who you are, your personality and how you grew up, how you are going to, hoe kan ek dit sê, hoe jy dit gaan interpreteer in jou lewe en jy moet maar net keuses maak soos jy moet maar kies, ok jy gaan nou met ander mense interact.	Value of the mentor-mentee relationship	Community interconnectedness and

11.15	<p>Female Participant: My view is a bit different. I think my social integration from my res and when I go to class is very different. At res is normal and everything and I know a lot of times when I walk with my friends and I greet girls from my res, it seems a bit weird to them that I get along with people from other races. All of my friends live off campus and where they stay it is only black people and in class its only black people, even when they go home it is only black people. So for me to actually have white friends, is like oh my gosh you have white friends. They are not really involved with things on campus and they don't even do things on campus. So they don't have that platform where they get the opportunity to meet people from other races and stuff. So social integration, especially form a student who lives off campus, you usually speak to your group being white or black. Most black students if they don't stay on campus they live with the black students and for white students if they don't live on campus they live with the white students, because these are the people they stay within their communes or flats. But because they are not as involved as we res kids are and because there are a lot of people from off-campus on campus, the social integration isn't the way it should be, because they are such a big proportion of the campus.</p>	Value of the mentor-mentee relationship	Exposure to diversity
11.16	<p>Interviewer: Do you feel like you are part of the Kovsie community?</p>		
11.17	<p>Female Participant: Ek dink dit is belangrik dat as mens in jou eerste jaar, ek dink hulle moet in 'n koshuis wees sodat jy als kan aanvaar. En soos ek dink wat my ook gehelp het was die inters met ander het ook nogal gehelp want jy word hier ingegooi in die diep kant in en dit help ook nogal.</p>	Factors influencing the mentor-mentee relationship	Type of activities
11.18	<p>Female Participant: Being in res is sort of important, like on campus and even the city res it helps you to get integrated, because I could not imagine coming to a university and immediately living in a flat. I would feel completely lost and would not know where to go or anything. Even though res does suck a little and as a first year you still feel lost, but you rather feel lost in the res with the other first years than feel lost on your own and have no idea what is going on.</p>	Value of the mentor-mentee relationship	Psychological and emotional support
11.19	<p>Female Participant: I think res also teaches you a lot of things like perseverance, like with the projects and stuff. Because like you compare myself with one of our friends who live off campus. I would rather sacrifice my quality time or to sleep to finish my stuff, where they do not have to sacrifice so many things...where there are sports sessions, so you have to plan accordingly. It makes you more disciplined. Even if you are not a good time manager you are going to learn one way or another.</p>		

11.20	Interviewer: So describe to me your experiences of the mentorship programme this year.		
11.21	Female Participant: Like at first I think the first years liked speaking to us, even when we asked how are you doing and they would open up and say how they are doing , that this is hard and whatever. I feel like towards the end they now they are frustrated... I don't know. The first semester they were still very keen about speaking to you about everything.	Value of the mentor-mentee relationship	Community interconnectedness and
11.22	Participants: I think it really helps that they need someone that is not their HK, but is still their senior. They do need it.	Type of mentor roles	Mentor as a role model
11.23	Female Participant: We have to do quite a lot; it is like the beginning of the year. We registered a lot of first years. We registered all of our first years and I agree with her in the beginning they want to talk and ask you a lot of stuff like what happens here. You got so much to tell them, because they don't know what is going on and it is sort of like they know what is going on now...you know. Well in my group they are sort of prepared to talk, but is not the same as it was in the beginning.	Type of mentor roles	Mentor as a role model
11.24	Female Participant: It is not like they need it now. I felt like they needed it in the beginning. They still talk, but it is not like they really need it.	Value of the mentor-mentee relationship	Community interconnectedness and
11.25	Female Participant: I think the reason for that is that at the beginning they were individuals, they did not have any networks or friends or trust anyone enough to ask. At the beginning they relied on us, because they knew we are there and know more than their roommates and so forth. As the year goes by they make friends and have this close set of people. They don't have to go to my room, but can ask their roommates or other first years. In the beginning is like one man for himself and you are like alone and the only person you have is the mentor. As the year goes you have some people you can ask and talk to about certain things. Now it seems like they don't want to talk to us, but they have friends they can talk to.	Value of the mentor-mentee relationship	Community interconnectedness and
11.26	Interviewer: Do you feel like the programme helped you with your own social integration?		
11.27	Female Participant: Being a mentor opens a lot of doors and you get to know the first years in a whole lot of different light and it is sort of nice. So it is sort of not like those are scary seniors and they want to talk to us. It sort of like open a lot of opportunities and allows you to know more people and it adds another leadership role to your life.	Focus of the mentor-mentee relationship	Development of life skills

11.28	Female Participant: I think it depends on where you are with your life. I experienced it a whole lot differently than the first years, because I was a HK the year before. So for us it was continuing, but on a lesser responsibility. Last year as a HK you had to be there for 60 first years and now you go down to nine. For me the social integration I had last year was a lot and now it is scaled down.		
11.29	Female Participant: For me it boosts my confidence, because you now have a one on one interaction. Unlike at stage door where it was in a group where everybody was a first year and everybody was there. But there was the one on one session and you have to be the one that keeps the conversation going so that also builds your character. Even in the beginning when they don't want to open up, you have to keep it going. So for me it was one of those things.	Value of the mentor-mentee relationship	Psychological and emotional support
11.30	Interviewer: How would you improve the programme?		
11.31	Female Participant: I would say bring back the socials, but to a lesser scale, because the social where there at the beginning and they seemed hectic and they were taken out. Maybe if we just even it out, maybe once a term and have a social with another res. To keep them excited, because as time goes by they think do they really need to do this. Maybe not at the beginning, because they are still excited on their own and we still trying to get on with it and still trying to be comfortable with each other, but later on when it is just us and we know each other and are comfortable with each other, then we can add the aspect of having other inters with other residences and that is something that keeps them going.		
11.32	Female Participant: Yes move the inters more to the end, because in the beginning they are so into inters and have gateway and all those things and they still like the programme. They are still keen for everything we do and as the year goes they decide what they want to do and grow up and whatever. So I think the inters at the end will motivate them.		

11.33	<p>Female Participant: What I experienced with my group is that they thought gateway and mentorship was one thing and when I told them that we are going to have mentorship sessions once a month, they were all relieved and I said no and they associated it with knowing how to bank. I understand it is important for other people who are not clued up on something like that. So I don't know if the two can be merged so that there can be one and the programmes can help each other to maybe serve their definitive difference. And I would also improve the programme in our res specifically with more support from first year HK. I think if the first years can see the HK support the programme it is important. Like I said I had a session and only nine pitched out of 22. That is a problem, because it is not fair for people who have pitched up. I think if they can show continuous support, like if one HK attends one session, then it could be easier for the first years to stay motivated. Because we are all sacrificing an hour so that we can learn something together.</p>
11.34	<p>Female Participant: I think emphasizing the importance... whether it is the HK, especially the HK first years to always be there. I also heard you mentioned in the training that it is so important for the HK first years to be there, because then they see you know that the first years are taking it seriously and we should take it seriously. And also for her to say hey guys...this is your mentor sessions and you have to be there and there is no excuse. And also what the other students have mentioned in the training, how they sort of like really use their own initiative. And maybe similar to when you have college events in a term, so that it is something like that. So that it emphasizes for the other mentors, like you have to do this for the other res and use your own initiative for other events.</p>
11.35	<p>Female Participant: I think what I was going to say is what happens with the programme is that obviously they will get excited at the beginning and as the year goes by...we should get them while they are at their peak, when they are so excited. Because you find that when I need one of my mentees, they are like arg! Because they have gotten their privileges and they think I have broken through this varsity thing and I am sorted and I can do whatever I want. They don't need us as much as I think they did in the beginning of the year, or if they did need us in the beginning of the year, we were that comfort zone or comfort proof, that I can always go to her, because she is my mentor and she won't be as strict as the other seniors. When that falls away, they are like... I don't need you anymore for I have this sorted. Again with support from the HK, I think you should emphasize on the mothers that this is part of your portfolio you have to be there. When we are watching a movie you have to be there. When the first years are doing whatever they are supposed to be doing with</p>

	<p>their mentors, you have to be there, because they look up to her as she is their mother. So if she does not emphasize that every Tuesday...every Wednesday you have a mentor session. We don't really have to be running after these first years and telling them. And some of them not that they don't respect us, but because their authority, their mother is not telling them. Because I remember with my first year, our mother used to come to our mentor sessions...she would sit there even when she was not participating, but she would sit there to make sure that we were all there. But this year...oh my goodness...aaah you have to run after them. Not that I am bad mouthing the first years, but we had to ping them and call them to come down and some of them would make excuses like I have practice, like it is such a surprise that they have a mentor session. No I have been practicing all this time and I am tired and need to rest. Or no I have already spoken to my mother and she said it is fine I can bunk it. She is already giving them permission to bunk it, when I am their mentor. She should come to me and say what the problem is, so that I can say no you have to be here 15 minutes. So she is not giving me that kind of respect that you know what this is your mentor and you have to be here as this is something that is compulsory. This is not something we do on our own, all the reses dot that. So I think you have to work harshly on the mothers of the first years, because they don't take this seriously.</p>
11.36	<p>Female Participant: What worked good with the first year meetings was the same night, but then it can't carry on for too long, because then they would come for the mentor session as well as the first years meeting and everybody would attend and their mothers of the first years and that would be motivating.</p>
11.37	<p>Interviewer: I think what helps, what I like when the mentors become HK they are sorted for the whole year.</p>
11.38	<p>Female Participant: I think we are going to learn from the mistakes they have done. Like this is where they were wrong and this is what we want to do better. I can't remember with our mentor sessions, did we have to alternate between mentor session and first year meeting.</p>
11.39	<p>Female Participant: First year meetings were always after mentor sessions. Or mentor session, then first year meeting.</p>
11.40	<p>Female Participant: The communication between the HK sessions and the mentors, there was no communication.</p>
11.41	<p>Female Participant: But I hear how like you say mentors that become HK it would be better, because we know now. We got your back.</p>
11.42	<p>Interviewer: Is there anything else that you would like to add?</p>

11.43	Female Participant: Are we always going to have to watch movies, because some of my first years are like...oh my goodness I started watching heart line in grade 11 in life orientation. They get so annoyed and you try to bring a fresh element to it, because not all of us will have the same opinions, but it gets so draining for the rest of the group if this one is moaning...like oh my gosh I did this in grade 11, I did this in grade 12. Like you can't you tell Zanete to change, but if we are going to then it is still chilled.
11.44	Interviewer: The one group says no I we don't want to watch the movie and the other say please don't take the movies away it is the most valuable thing of this programme, so I am like...
11.45	Female Participant: I think if you say the movie is the most valuable thing in the session, you find that in my group I have students who were pure Afrikaans, kids who were brought up in the Afrikaans background and for them to read the English subtitles at a fast pace. It is difficult for them, because most of the movies are in the Nguni language, so they just sit there and wait for me to read the film summary. I know in my group I have 3 black girls and for the rest of them I had to constantly explain the movie or what was happening. They picked up bits and pieces. Even if they don't complain, but they go to their fellow students and ask why they dot ever watch English movies.
11.46	Interviewer: But that is scary that you are in a university and you can't read English.
11.47	Female Participant: What I saw with the different groups themselves, last year the HK compiled the groups and this year you compiled the group. I think we should go back to the HK first years compile the group, because the HK first year knew most of the first years already, even if she didn't know them, but she knew which first years needed extra guidance from someone older. Because I remember that last years' mentors they were four fourth years and two third years. We had a first year that was 23 years old and it would be advisable to put her with a very mature person and I think this year there were first years that I would have personally put them with older people, just to help them. Because some first years need someone who would say...hey stop it and we are going to work together. Where it would be easier for someone who is three years older than someone who is a year older than them. So I would suggest doing it like that, because the HK first years has already contacted them already. She is building a relationship with first years that are having difficult times, with difficult backgrounds. And I think she will know best and if she doesn't, you can always come to ask her, what do you think or who should I put where?

11.48	<p>Female Participant: I have roommates in my group, so she used to having this comfortable person that she is with. So she is not talking to new people and you find that it is people who hang around each other and they are comfortable with each other and there is that odd one who is not part of the clique and you constantly have to make her part of the clique. Whereas with my first year group, we were jumbled up. There were people from the B block and people from other places that I would not normally bump into, but because we had that mentor session...it was like ok. The mentor would probe the shy one like what do you think. Whereas there were loud people like me and [other participant's name] and she would always shush us. So I think it balances out the way [other participant's name] chose it. She knew the characters and the kind of people we were. So she wouldn't just put all the shy ones in one group with one mentor. She would mix it up with the shy kids and the loud group and with the mentor best suited to handle them. Because have you gotten someone like [other participant's name], she wouldn't have been able to handle them. She would have been like oh my gosh... why are these kids going on so much?</p>
11.49	<p>Female Participant: The problem with the roommate, I saw that...the one girl left unfortunately. When they were there, they had a scrap. They were fighting with each other. When the one girls says A the other would say B and disagree and it was difficult to...and also when she is having a problem with her roommate, she would reference one of the values. Trust or something like that. Or say my roommate irritated me, but I have to be considerate or I have to show compassion. They can't say things like that. But I think roommates should not happen. It was a coincidence.</p>

Focus Group 12			
Mentor Meeting 6 (Females 4)			
		Themes	Subthemes
12.1	Interviewer: Good day ladies, my name is Zanete du Preez and I would like to welcome you to this research session. I would like to thank all of you for being here and participating in this session. As you know I am doing research on the experiences of mentors and mentees with regard to social integration within a mentorship programme and I would also want you to know that the responses will remain anonymous with regard to your residences' name. And you did all agree to take part in this research, right?		
12.2	Female Participants: Yes		
12.3	Interviewer: Uhm...yah that is it with regard to that. So I am sitting here with seven ladies from ladies campus residence from the University of the Free State. Ok, so as you know we have been speaking a lot about the social integration of student in residences, so from your experiences as mentors, what would you say and how would you define social integration? What would you say it is about?		
12.4	Female Participant: Kan ek afrikaans doen? Ok, ek dink wat by ons gebeur het is baie mense kom uit 'n manier, jou ma het jou groot gemaak op 'n sekere manier. Vir jou gesê dis reg en dis verkeerd of, nie noodwendig reg en verkeerd nie maar dit is hoe dit gedoen was in jou huis. En dis jou manier, dit vorm jou denk wyse en ek dink baie mense het verskillende gewoontes en roetines en dis baie verskille waarop dit neerkom. En dis nie verkeerde verskille nie dis net verskille en ek dink daar is baie keer as mens nie, byvoorbeeld by ons het ons baie diverse groepe gehad en ek dink as die diverse groepe nie daar was nie is daar baie meisies wat dalk nie 'n verhouding sou gehad het met 'n meisie wat anders is as sy nie. En dis byvoorbeeld by my wat vir my 'n groot verskil gemaak het en ek is seker vir die eerste jaar ook want jys geneig om te gaan waar jy veilig voel en dis gewoonlik by mense wat soos jy is want dit bied vir jou 'n vorm van bekendheid en baie meisies het nou interaksie gehad met meisies wat anders is as hulle en wat verskille het. En dit was baie interessant om te leer en te besef dat dit is eintlik baie lekker.	Value of the mentor-mentee relationship	Exposure to diversity

12.5	Interviewer: Ok so basically social integration is just the extent to which you feel like you belong or you are a part of a certain group or community. Uhm...yah...so I want you to think about yourself not as a mentor, but as a student in this residence and explain to me the extent to which you feel like you belong to this residence or your own social integration in the residence. How would you describe it?		
12.6	Female Participant: I was never in hostel...uhm at school or any residence at school and when I thought it was going to be difficult to be in a hostel and like om aan te pas and to fit in and everything and really wasn't difficult and it was really great experience for me and when you see like a [own residence name] girl on campus it is like yes I know someone and think we really love each other and it is really...you don't have be scared of anything, because you are safe in this residence and you have friendship with everyone. That is how I feel.	Factors influencing the mentor-mentee relationship	Friendships in the residence
12.7	Female Participant: Ek dink ook in die eerste rukkies toe ons in die eerste jaar was het jy as 'n groep baie gebond eintlik en dit het ook gemaak dat jy baie met die ander kulture gemeng het en dan het 'n mens ook besef soos om bietjie van jouself te vergeet want dan moet my bietjie na die ander uitryk anders gaan jy alleen wees. Ja so dit het ek bietjie, dit het jy ook geleer in die begin waar jy op skool dalk was alles gemaklik en nou moet jy uit jou comfort zone uit gaan om dit toe te pas.	Value of the mentor-mentee relationship	Exposure to diversity
12.8	Female Participant: Uhm... what everyone said it was quite an adjustment, because I wasn't in res either at school, so uhm...when I got here I remember my first year, my roommate was quiet antisocial. So it was quite tough, because I mean I didn't know a single person in the res. Uhm... and it was like I wasn't going to hang out with her the whole time and to have a room. I mean you would see how other tight other people are with their roommates and you see your roommate only talks to you. So that was quite tough, but I made friends with other people in my corridor and then after a while it got better.	Factors influencing the mentor-mentee relationship	Friendships in the residence
12.9	Interviewer: Tell me a bit more about your experiences of the mentorship programme this year. What would you like to share about it?		
12.10	Female Participant: Uhm...I feel like we had like a special bond with our mentees. Because, I remember a few of my mentees that have applied now they came to me and they were like, I would like you to fill this in coz there I don't think there is anyone that knows me better than you do. So it feels like we had that bond with them and that trust.	Type of mentor roles	Mentor as a role model

12.11	Female Participant: Dit was ook 'n groot voorreg want ons het bietjie hulle gaan wys op kampus waar sekere goedjies is en hulle gehelp op blackboard en dit was sommer net lekker om hulle te kan help ook want ek dink dit is vir ons, dan is dit iets wat jy kan onthou van jou mentor toe jy in jou eerste jaar was, wat jy bietjie toegepas het met hulle en wat ook gewerk het so ek dink dit loop maar van jaar na jaar oor wat ons 'n voorbeeld gehad it om vir hulle kan wys en ek dink dit is ook lekker 'n ondersteuningsstelsel of sommer net om met iemand te gaan gesels. Ek dink [senior mentor's name] was ook 'n groot invloed op hulle wat goed was.	Type of mentor roles	Mentor as a role model
12.12	Female Participant: I think for me, 'cause I am really independent. So for me my experience of the entire programme was...oh this is how it is supposed be done, compared to what I have experienced. So through the entire, like actually or should I say before it was...ok, I know you are a first year, ok hello first year. Now it is because of the mentor programme and the relationship I had with my mentees it is like I need to go chill and let me just go to one of my mentees room and just collapse on their bed, so that was nice.	Factors influencing the mentor-mentee relationship	Friendships in the residence
12.13	Female Participant: I think we discovered that the mentor programme is more than the values, like the values is a small part and I think it should play a small part, coz getting to know them, getting to know who they are and gaining their trust is bigger than the values, because I think everyone has values and that that's great to focus on them a bit more, but getting to know them and getting to build a relationship with them is the most important thing for me.	Factors influencing the mentor-mentee relationship	Type of activities
12.14	Female Participant: For me it was a great experience, because in my first year I remember me and my roommate used to dodge our mentor and we wouldn't attend the session, but then to actually be a mentor and attend those sessions it is like...maybe if I had attended them then in my first year, maybe I would have had a sense of belonging too quickly than too late. So for me it was such a great experience. It has also taught me how to interact with people, to get to know them and also a lot of stuff.	Factors influencing the mentor-mentee relationship	Type of activities
12.15	Interviewer: Do you feel like the programme aided your own social integration?		
12.16	Female Participant: Ok. I would like to go back to what I said before like I didn't know...I only knew you are a first year. But now due to the programme, besides the actual first years that are in my group I actually know the names of other first years. I know more first year names than I did. So it did help.	Factors influencing the mentor-mentee relationship	Type of activities

12.17	Female Participant: Nee ek dink ook dit het definitief gehelp vir myself want daar is baie meisies met wie ek nooit sou gepraat het nie van verskillende kulture ook en goeters. En soos (other participant's name) ook gese het ek het baie meisies se name ook leer ken en ons het stories met mekaar gedeel en goeters wat ek nooit rereg sou nie. So op 'n ander vlak het ek ander mense leer ken.	Factors influencing the mentor-mentee relationship	Type of activities
12.18	Female Participant: I wanted to say that sometimes you need to talk to someone more than they need to talk to someone. Sometimes I just wanted to come down and I wanted to share something that I found out during the day that was nice to me and it was just nice for me to share it with them. It made me speak easier before people and share easier, because sometimes I needed it more than they did.	Factors influencing the mentor-mentee relationship	Type of activities
12.19	Interviewer: How would you improve the programme?		
12.20	Female Participant: Ek dink die values was rereg 'n oulike idea maar ek dink ons moet ook tyd maak bietjie om by hulle harte uit te kom en by hulle persoonlike lewe ook en te kyk wat hulle rereg nodig het buiten net die values wat ons gekry het wat ons vir hulle moet leer. Dit moet definitief so betrokke wees maar ek dink 'n mens kan dit dalk 'n bietjie meer gereeld doen maar ook dan die mentors vir die mentees iets lekkers kan gaan doen. Sodat dit vir hulle lekker is om af te kom. Want partykeer dink ek dit voel vir hulle moet iets kom leer nou en hulle is nie altyd lus nie waar hulle dit 'n bietjie sosiale geleentheid ook kan maak soos met die inters wat mens ook bietjie kan reël of so.		
12.21	Female Participant: Ek sal ook sê hulle moet ander videos begin gebruik. Videos wat meer op toepassing is op ons studente nou. Soos gebruik scenarios hier op kampus. Maak videos hier op kampus soos letterlik. Soos van honesty en sulke goeies. Dan sal hulle ook meer, want ek weet die videos dit raak lank en partykeer vervelig, no offence maar. Soos dit sal meer hul aandag van as dit goed is van vandag en...		
12.22	Interviewer: The response the students had to the Heartline videos. How would you say it was?		
12.23	Female Participant: It wasn't that bad, like if it was something that they could directly relate to like ok this is the bridge...ok this is this, because some of them it was always difficult to always read the subtitles so they ended up falling behind and we would be along the way and we had to remind them what happened.		

12.24	Female Participant: I know in my group, lots of them they enjoyed the movie and stuff like that, but in the long run the stuff overlapped. So you can like watch the first five minutes and you sort of know how it is going to end and what to take from this. Now they said it is nice to watch, but it gets boring every week cause you are watching the same thing just different scenario. Like honesty and acceptance can link in a way. Cause I know even with me, lots of people have actually watched these videos previously cause when I got here we watched it as a school. So I think that's also were like, ag I don't need to watch, I mean I can anyway just listen to the group, if I told them ok we are going to talk about this, you don't have to watch the video
12.25	Interviewer: Any other improvements or suggestions.
12.26	Female Participant: I would also say maybe the mentor session timing. I think sometimes it would be better off be on a Saturday, because during the week it is always a drag for people to come down. People always have excuses. I feel like we make it a Saturday, maybe at 10:00 on Saturday then people will be more...cause now people are saying we have to study, we have to study and they don't show up. So yes I think session timing should be...
12.27	Female Participant: I also thought before house meetings because everyone must be here for house meeting and hour before house meeting...
12.28	Female Participant: And I thought in terms of the reports, I think if we are going to watch a session, like three sessions once every week and we have to build up and make a report on each one. To me, like when I have a session and it is on honesty, I will speak to them and then the next session is about compassion, I will also have one on one, but not much difference in terms of what happened in their lives and what they experience. So it is like I am basically typing the same thing, copy and paste. I don't think if I was a first year and my mentor kept asking me the same questions I would be thinking in my head, what has changed in a week that I can tell you now.
12.29	Interviewer: So what do you suggest?

12.30	Female Participant: I suggest that sometimes instead of having a repot for every individual mentee, maybe have it as one group report and maybe if there is that additional mentee that asked for an extra session, then you can have that on. I think I also wrote the same thing for most of them. It was almost the same thing every week, because you taught us that if the session diverges into talking about what is happening at home, so what if every week it happens that instead of honesty, this is what is happening at home and it happens every week. So, I have to write about that every week. So if it was about a one group report and if theirs is an extra session that was asked for, then it would be better.
12.31	Interviewer: Then I also want to quickly know. One more question...this is Suzan and she is an ideally socially integrated student in your residence...ok first year. Describe her to me, what is she like?
12.32	Female Participant: She's friends with everyone, no matter who they are or how academically good they do, or where they come from.
12.33	Female Participant: Someone who is outspoken, speaks their minds, they don't go saying ok they discuss this about this girl and that girl, they are open towards, they are open towards everyone. So and they manage to balance their social life with res life with things like sports life.
12.34	Female Participant: Ja ek dink sy neem ook baie deel aan die dinge in die koshuis en is altyd, ja betyds die huis vergaderings en sy bring bietjie nuwe ideas dalk in 'n kommittee in.
12.35	Female Participant: I would also say she is capable of expressing herself, without potentially offending the person she is speaking to and she also able to separate her own beliefs and understand where someone is coming from.
12.36	Interviewer: So how can your residence help a student become like that?
12.37	Female Participant: Ek dink die seniors is 'n baie groot voorbeeld vir die eerste jaars en die HK self. Ek dink ook die HK eerste jaar is ook nogal iemand wat rereg moet mooi wys en raad gee vir hulle waar hulle kan en al manier hoe sy op ten deel neem en die ander eerste, of, eerste jaartjies hanteer en haar vriendinnne is ook 'n manier hoe hulle kan sien en hoe hulle ook soos sy wil wees. Ek dink as hulle dalk 'n idol kan kry in die koshuis, veral die HK maak ook 'n groot verskil.
12.38	Interviewer: Anything else you want to add, suggest or comment on? Thank you

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