STUDENT PERCEPTIONS OF FACTORS INFLUENCING THROUGHPUT IN AN ACCOUNTING PROGRAMME IN BOTSWANA

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Declaration

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any other qualification.

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Abstract

The aim of this study was to investigate students' throughput in an Accounting programme at Botho University, a Botswana university. There is a high demand for qualified Chartered Accountants in Botswana, and the issues of dropout, reduced retention and attrition of accounting students especially in the Department of the Association of Accounting Technicians (AAT) have contributed to this national shortage. The study used an interactive qualitative analysis (IQA) methodology and was situated within the interpretivist research paradigm. The research focused on only one constituency, a selected group of AAT students who failed to progress from semester 1 to semester 2. The study involved research activities which included conducting focus group and individual interviews with participants gaining an understanding of the identified problem through the analysis and interpretation of data collected. The researcher compared the system influence diagrams (SIDs) for focus group and individual interviews, and the research revealed that low student throughput was as a result of inconsistencies in institutional policies, socio-economic problems, lack of students' commitment and poor interaction between lecturers and students. The findings in this study further revealed that there were some discrepancies between Botho University's assessment policy and how the AAT diploma was offered in the United Kingdom. Botho University finds itself in the dilemma of handling contradictory competing goals between the financier (Department of Tertiary Education and Financing) and the franchiser (Association of Accounting Technicians). The study reported in this thesis indicated that it may take time for Botho University to amend its institutional policy due to complex compliance matters. However, the following are the suggested implications to be considered in order to address low student throughput at Botho University, based on the participants' perceptions: an improvement in the provision of library space, recruitment of specialised academic personnel (subject matter experts), and flexible timetabling. Finally, considering the challenges revealed in this study, implementation of strategies towards improving the situation is encouraged in order to address the low student throughput at Botho University.

Key words: Student throughput, interactive qualitative analysis; accounting education

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List of acronyms and abbreviations

AAT	Association of Accounting Technicians
ACCA	Association of Chartered Certified Accountants
ACT	Axial code table
ART	Affinity relationship table
BGCSE	Botswana General Certificate of Secondary Education
BICA	Botswana Institute of Chartered Accountants
CIMA	Chartered Institute of Management Accountants
DESC	Department of Ethics Screening Committee
DTEF	Department of Tertiary Education Financing
IGCSE	International General Certificate of Secondary Education
IQA	Interactive qualitative analysis
IRD	Interrelationship diagram
SID	System influence diagram
TQM	Total quality management
UK	United Kingdom

Chapter 1: Orientation to the Research

1.1 Introduction

Botswana is a developing country in southern Africa that imports some skills from neighbouring countries due to the shortage of qualified and experienced staff. Skills which are not readily available in the labour market may be referred to as scarce skills (Aitchison, 2004:519). Kraak (1994:33) argues that the challenge of scarce skills arises when there are not enough people who possess the required skills. There is a high demand for qualified Chartered Accountants in Botswana and the issues of dropout, reduced retention and attrition of accounting students may have contributed to this national shortage. Botswana has a low number of students who complete accounting qualifications such as the Association of Accounting Technicians (AAT) diploma, the Botswana Institute of Chartered Accountants (BICA) diploma, the Chartered Institute of Management Accountants (CIMA) diploma, and the Association of Chartered Certified Accountants (ACCA) diploma.

This study focused on the AAT government-sponsored students enrolled at Botho University, the majority of whom fail to progress from the first to the second semester of enrolment. Botho University operates on a strong and viable business teaching model, whilst aiming to provide a quality educational experience that is continually benchmarked on national and international academic standards to produce well-rounded employable graduates for the global market. Botho University also subscribes to the national socio-economic development of Botswana.

The institution achieved university status in 2013 (previously having been a college), after which new faculties, including the Faculty of Accounting and Finance, were introduced. The Faculty of Accounting and Finance consists of the Department of Association of Accounting Technicians, Department of Professional Accounting, and the Department of Financial Accounting. The university, which operates from three campuses, namely those in Gaborone, Francistown and Maun, has a total enrolment of over 4 000 students, and an

academic staff complement of over 400 lecturers. The AAT department is the largest department as it enrols approximately 850 students per year. Next in size is the Department of Financial Accounting which enrols approximately 580 students per year. The Department of Professional Accounting enrols approximately 120 students per year. I am employed at Botho University as an AAT senior accounting lecturer and team leader, and I am assigned to supervise AAT semester 1 students by ensuring quality teaching. The poor performance of students does not align with my objectives as a team leader; hence the motivation to conduct this study. The possible causes for students' poor performance may be attributed to poor teaching methods, educational policies, students' attitudes and socio-economic conditions (Townsend, Winning & Redwood, 2010:12). In the context of this study students are closely aligned to the identified problem of low student throughput rates. Therefore the focus of this study was to investigate how the AAT programme is offered at Botho University and to investigate students' perceptions of their goal commitments and academic motivation towards academic progress.

This chapter provides an outline of the motivation for an interactive qualitative analysis (IQA) study conducted at Botho University. The purpose of the IQA study was to allow the group – accounting students in this study – to create its own meaning and then compare this group meaning with the individuals' responses. A combination of these meanings was then used as foundation for interpretation (Northcutt & McCoy, 2004:43).The graphic representation of the chapter outline is presented in figure 1.1.
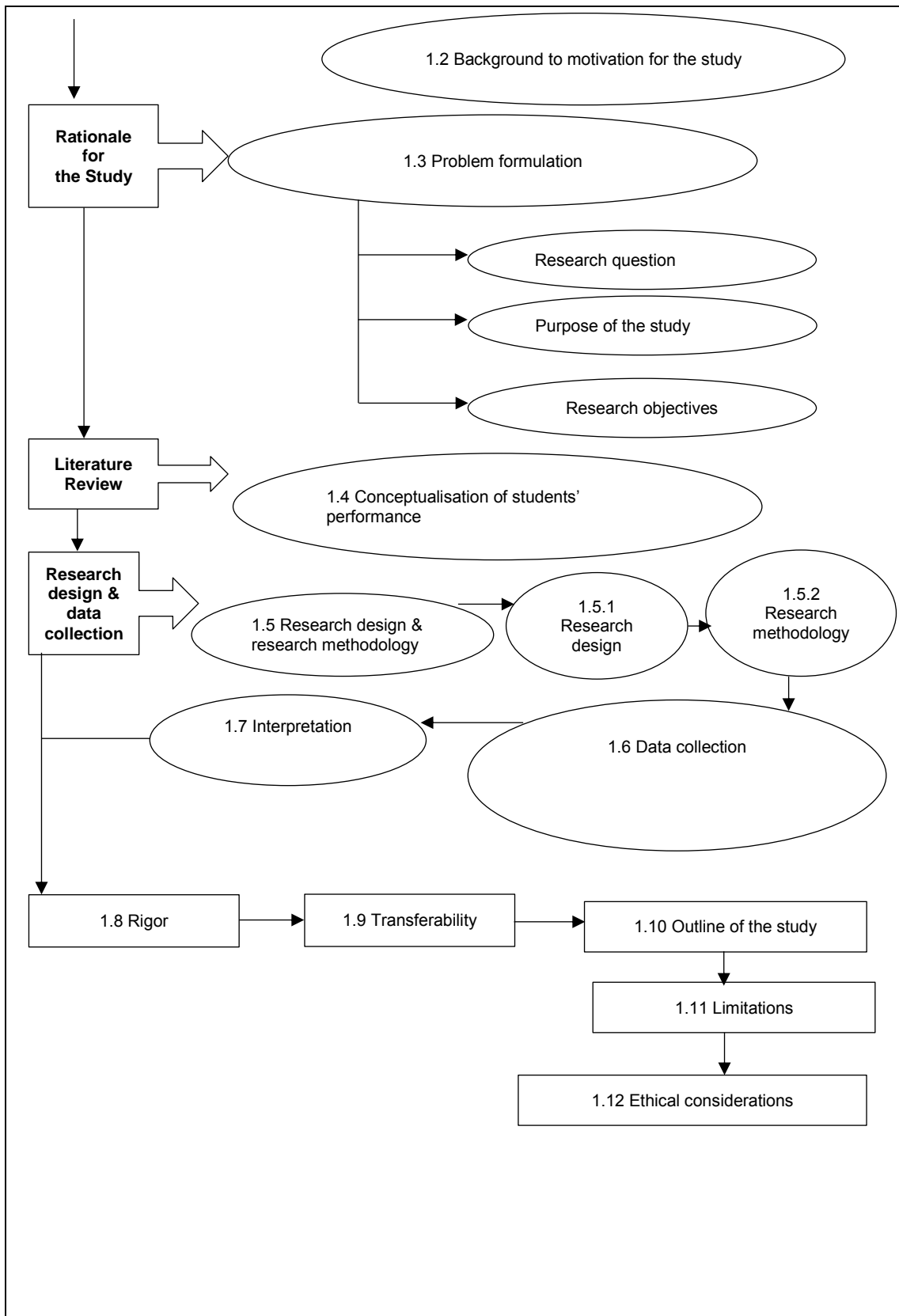
Figure 1.1: Graphical representation of the chapter outline

1.2 Background to and motivation for the study

The AAT diploma is a United Kingdom (UK) franchised accounting qualification that is offered at Botho University. The students enrolled for the AAT diploma are sponsored by the government and the time frame of two years for completing this qualification is embedded in the sponsor's policy. The main challenges are the contradictions between the time frames for completing AAT diploma in Botswana and United Kingdom (as explained in section 1.3). It may be perceived that the AAT diploma time table at Botho University is rigid in order to fulfil the sponsor's requirements hence a high number of students who drop out from the AAT department.

There is a difference in the entry requirements to study towards the AAT diploma in the UK and Botswana, as shown in Table 1.1 below.

Table 1.1: Association of Accounting Technicians **admissions criteria**

Country / Entry requirements	United Kingdom	Botswana
	Applicants are expected to have successfully completed secondary school.	Applicants are expected to have successfully completed secondary schooling.
	At least 2 years working experience in an accounting environment	The typical entry requirement is BGCSE, IGCSE or some other equivalent secondary school qualification.
	Appreciation of bookkeeping, mathematics and English	BGCSE and IGCSE candidates are required to achieve a minimum grade of 'D' or above in 5 subjects. Applicants must have 10 points in English and mathematics combined or 32 points in the top 5 subjects.

The admission point system in Botswana is used to measure the applicant's academic achievement based on the school-leaving results. The candidate's school-leaving subject grades or percentages are converted into points as shown in Table 1.2 below and based on the qualification towards which the student had studied. These points are added up to arrive at the number of points that the candidate obtained.

Table 1.2: Admissions criteria according to the Botswana point system

Points	GCE			GCSE			Senior Certificate			IB	
	A – LEVEL HSC	AS	COSC	HIGCSE	IGCSE	BGCSE	NSC	HG	SG	HL	SL
12	A									7	
11	B									6	
10	C	A		1			7	A		5	7
9	D	B		2			6	B		4	6
8	E	C	A	3	A*, A	A*,A	5	C	A	3	5
7		D	B		B	B	4	D	B	2	4
6	O/S	E	C	4	C	C	3	E	C		3
5			D		D	D	2		D		2
4			E		E	E			E		
0					F	F			F		

The students from the UK and Botswana enter the AAT programme at different levels because of differences in the admissions criteria. However, the minimum 32 point system which is used in Botswana does not take into account the basic elementary understanding of mathematics, English and accounting. According to the admissions criteria any students with a minimum of 32 points and above are accepted. The admissions criteria in Botswana include applicants without Mathematics, English and Accounting. Poor achievements in Mathematics, English and Accounting may be perceived to contribute into low throughput. Students in the UK write assessments for this programme at their own pace and in Botswana students write assessments based on the prescribed timelines.

However, in Botswana students are given a prescribed period of two years to complete this diploma. The students in the UK are more mature than students in Botswana. The students from Botswana are usually fresh from senior

secondary school. This transition period from senior secondary school to higher education may contribute to the low throughput rate. Tinto (1988), McChlery and Wilkie (2009) and Leibowitz, Van Der Merwe and Van Schalkwyk (2009) argue that the students face difficulties during such a transition period. Tinto (1988) refers to transition as the process whereby students separate themselves from the past communities and integrates into the new communities of college. The AAT UK programme uses the 'bottle-necking' system whereby non-performing students are eliminated through poor performance and only the best performing students will progress with their studies. In Botswana a fail and discontinue system (dropout system) is applied. A fail and discontinue system eliminates (dropout) students who fail to pass 50% of the registered modules in each semester and they will not be sponsored by the Department of Tertiary Education and Financing (DTEF) to proceed to the next semester. An overview of AAT curriculum structure, number of modules per semester, total number of modules and number of assessments per module are shown in Annexure M.

Therefore the fail and discontinue system has an impact on the performance of Botho University: as it follows a profitable business teaching model, low numbers will result in poor profitability.

Furthermore, the majority of AAT students in the UK study on a part-time basis because they work during the day; hence there is no time limit for the completion of their AAT diploma. Students in the UK are allowed to write the examination when they are ready, but in Botswana examinations are prescribed and limited to two years. This also contributes to poor pass rates.

The AAT Department is the pillar in the Faculty of Accounting and Finance as it enrols a large proportion of the accounting students at Botho University. Botho University's strategy is to reduce the dropout rate, and increase retention rates and programme completion rates. There are many benefits that accrue due to an increase in student retention rates and programme completion rates, as shown in Table 1.3 below.

Table 1.3: Different beneficiaries from an increase in student retention rates and programme completion rates (Adapted from researcher's own table)

Beneficiaries	Benefits
Government	• The government of Botswana saves costs from hiring expatriate accountants as AAT graduates will have increased. • The government of Botswana benefits from an inflow of foreign currency as it exports skills to other countries through AAT graduates.
The institution	• Student retention creates a competitive brand name for Botho University as the success of the institution is measured by the number of students who complete their programmes in accordance with the prescribed time frame. • An increase in programme completion rates increases a market share for Botho University.
Students	• AAT graduates have access to further studies such as ACCA, CIMA and BICA; this act as a mechanism for their career path. • Resources granted to students through sponsorship are saved as the students achieve their intended objectives as per the stipulated time period; hence economic growth is improved.
Broader society	• An increase in AAT graduates reduces poverty, crime and prostitution in the country. • An increase in AAT graduates enhances the image of the country as being strong in human capital, hence being able to compete in the global village. • The tax payers' money would have been used wisely as most AAT students obtained their full qualification.
The profession	• When AAT students complete their qualification they have access to membership and are recognised internationally as accounting technicians.
Employers	• Employers prefer a full AAT qualification and a student who completes the AAT diploma has a greater opportunity to be employed.

The benefits from an increase in retention rates and completion rates are many and are not limited to the list provided in Table 1.3 above.

Furthermore, the AAT diploma is very popular with employers from the UK and Botswana because its curriculum includes the practical aspects that are work-related. In all semesters students are exposed to practical subjects such as Spreadsheet, Computerised Accounting (Pastel Partner) and Internal Control and Accounting Systems. The above-mentioned practical modules prepare the students to be hands-on in the accounting environment. The employers prefer to recruit AAT students because they cut costs on training as the AAT graduates will be well versed in the accounting packages.

When AAT graduates are employed they need less time to be supervised as they have acquired knowledge on how to write business reports. However, the government of Botswana may withdraw their sponsorship if there is a high failure rate in the AAT programme. Withdrawal of sponsorship threatens the Faculty of Accounting and Finance, especially the AAT department.

1.3 Problem formulation

The AAT qualification is a requirement for entry to the BICA diploma, CIMA diploma and ACCA diploma; hence the students who complete this diploma are a feeder to the Department of Professional Accounting. Low completion rates within the AAT diploma at Botho University may result in dropout or transfers by students and pose the threat of losing the government subsidy. In the context of the present study, throughput in the AAT diploma is discouragingly low, as shown in Table 1.4 below.

Table 1.4: Association of Accounting Technicians results

Year	AAT students registered for examination	Number of students who pass	% Pass	Number of students who fail	% Fail and discontinue
2013 (Semester 1)	510	321	63	189	37
2014 (Semester 1)	520	316	61	204	39

In 2013, during semester 1 321 out of 510 students passed and in 2014, in the same semester, 316 out of 520 students passed. As mentioned earlier, the progression of students is determined by the financier's policy which allows only students who achieved 50% of the registered semester modules to continue with their studies. In 2013 and 2014 the majority of the AAT students failed to pass the required number of modules and dropped out. In 2013 (37%) and 2014 (39%) AAT students had dropped out due to poor academic performance. The research focuses on first semesters of both 2013 and 2014 since these semesters determine the number of students for the second semesters after considering the pass rates (See AAT Curriculum structure in Annexure M). Therefore, in a private institution such as Botho University the number of drop-outs was very high, as shown in Table 1.4.

A reduction in student numbers due to a decrease in the government subsidy may expose Botho University to a reputational risk. 'Reputational risk' refers to a scenario when an institution fails to get business due to a questionable character regarding the quality of services/products (Correia, Flynn, Uliana & Wormald, 2007:45). Since Botho University operates on a business approach to offering education (even though it offers a service to a community), this definition applies. In addition, lower student numbers implies a reduction in staff and even institutional closure. Even AAT UK is also concerned with low throughput at Botho University as high student dropout affects its profitability.

The above-mentioned problems are worrying the teaching staff and senior management at Botho University since the AAT diploma is the largest department in the Faculty of Accounting and Finance at this institution. The problem of low student throughput at Botho University is a continuing problem that warrants further investigation. Various studies worldwide have shown that it is important to investigate the first year of study, as it is believed that the transition from school to university influences student performance (Johnstone, 2001; McKenzie & Schweitzer, 2001; Cutright, 2002; Grayson, 2003; Mandel & Evans, 2003; Smith, 2003; Meyer & Shanahan, 2004; Pancer, Pratt, Hunsberger & Alisat, 2004; Byrne & Flood, 2005; Howe & Briguglio, 2006). The first-year experiences were identified and addressed

through research initiatives conducted by Chansarkar and Michaeloudis (2001), Fenzel (2001), McInnis, (2001), Pitkethly and Prosser (2001), Flisher, De Beer and Bokhorst (2002), Kidwell (2005), and Makinen, Olkinuora and Lonka (2004).

The prior learning or the previous knowledge that a learner accumulates has an impact on the teaching and learning situation as it determines the quality of learning that takes place (Biggs, 2003:34). Biggs (2003)'s study is supported by various authors in the accounting fraternity in regards to quality of learning such as: (Duff, Boyle, Dunleavy & Ferguson, 2004; Lucas & Meyer, 2004; Ramburuth & Mladenovic, 2004; Byrne & Flood, 2005). The requirement to enrol for an AAT diploma in Botswana has posed a challenge as previous knowledge in accounting, mathematics and English are not prerequisites. It is perceived that previous knowledge of these subjects may assist institutions in promoting student retention. In United States it is obvious that an institution may increase retention rates through recruiting more able and motivated students but the truth is that those choices are not readily available (Tinto, 2002:1). This is the same case with Botswana hence the need for not considering prerequisites at Botho University. It is believed that prior school performance may be predictors of future academic success (Steenkamp, Baard & Frick, 2009).

1.3.1 Research question

As a result of the above-mentioned motivation and problem formulation, this study investigated students' perceptions of the reasons for low student throughput in an accounting programme at Botho University. It was guided by the following primary research question and sub-questions:

> Why do students enrolled for the Association of Accounting Technicians programme at Botho University think there is a low progression rate from end of semester 1 to semester 2?

The following sub-questions were set for this study:

- What were AAT students' perceptions of the challenges they face in making progress?

- What were the possible factors that hinder the AAT students' progress, based on their input?
- What were AAT students' views on how best the programme may be improved to aid their performance and progression?

The above students chosen to be part of the sample were relevant since they face challenges from progressing from end of semester 1 to semester 2 due to a low progression rate.

In addressing the problem of throughput, some theories and models were selected to illuminate the possible answers to the research questions posed above.

1.4 Conceptualisation of students' performance

Tinto's (1975) Dropout from higher education: a theoretical synthesis of recent research, Bean and Metzner's (1985) non-traditional student model, and Astin's (1984) student involvement theory were used as conceptual points of departure for this study. Recent studies by McGill and King (2013), and Normore and Brooks (2014) were also included in conceptualising student throughput. These theories are discussed in greater depth in Chapter 2 of this thesis, but the key concepts are defined below.

The key concepts in this study are explained in the following sections:

1.4.1 Student success

Student success refers to a favourable or desirable student outcome (Modesto, 2012:2). Modesto (2012:2) points out the following indicators of student success in higher education:

- **Student retention** relates to students who remain at the university or college, for example AAT students at Botho University who progress to the second semester.
- **Educational attainment** relates to students who persist in completion and attainment of a programme, degree or educational goal, for example AAT students who are enrolled at Botho University and complete the AAT two-year programme.

- **Academic achievement relates** to students who showed satisfactory academic performance as they progressed through the university experience.
- **Student advancement** relates to students who succeed and proceed to subsequent levels of educational and occupational endeavours in which the university programme or degree was designed to prepare them.

In literature on student success, retention and throughput, the latter normally refers to the total of students who completed the programme after the full duration of the programme. In this context it would mean that students could still have failed or dropout in their second year that would have impacted on the total throughput in for AAT qualification.

1.4.2 Student throughput

Case, Marshall and Grayson (2013:1) define throughput as the number of students who successfully complete a programme within the prescribed time period. In the context of the AAT case study, throughput is the number of students who complete the AAT diploma programme at the end of two years, taking into account the failure and dropout rate.

1.4.3 Student attrition/drop-out

Tinto (1975) defines attrition or drop out as poor integration with the social life at the college and poor interaction with the institution, which results in forced withdrawal. The AAT department at Botho University has a higher attrition rate as a result of poor academic performance, hence the need for this study. The research design that was used in this study is discussed next.

1.5 Research design and methodology

In this study, the research made use of an interpretivist paradigm. The goal of interpretivism in this study was to deduce the students' perceptions of their reality and draw conclusions about their perceived truth and knowledge on throughput. According to Baumie (2005:81), knowledge is the creation of a

meaning by a group of individuals through social interactions within their cultural and environmental settings. The purpose of the interpretivist paradigm in this study was to allow a group to create its own interpretation of a phenomenon followed by individual interpretation through an IQA study. In the context of the AAT case study, IQA research prompted the students in a focus group to describe a phenomenon the way they see it and explore their opinion concerning possible causes of low throughput.

1.5.1 Research design

IQA is the methodological basis of this study. The paradigm which informed this study is interpretivism. According to Northcutt and McCoy (2004:56), an IQA research method is qualitative data-gathering and analysis that requires a group to capture a socially construed reality and truth of a phenomenon from a systems point of view. Figure 1.2 shows a system representing the major design considerations in a qualitative study and the relationships among them.
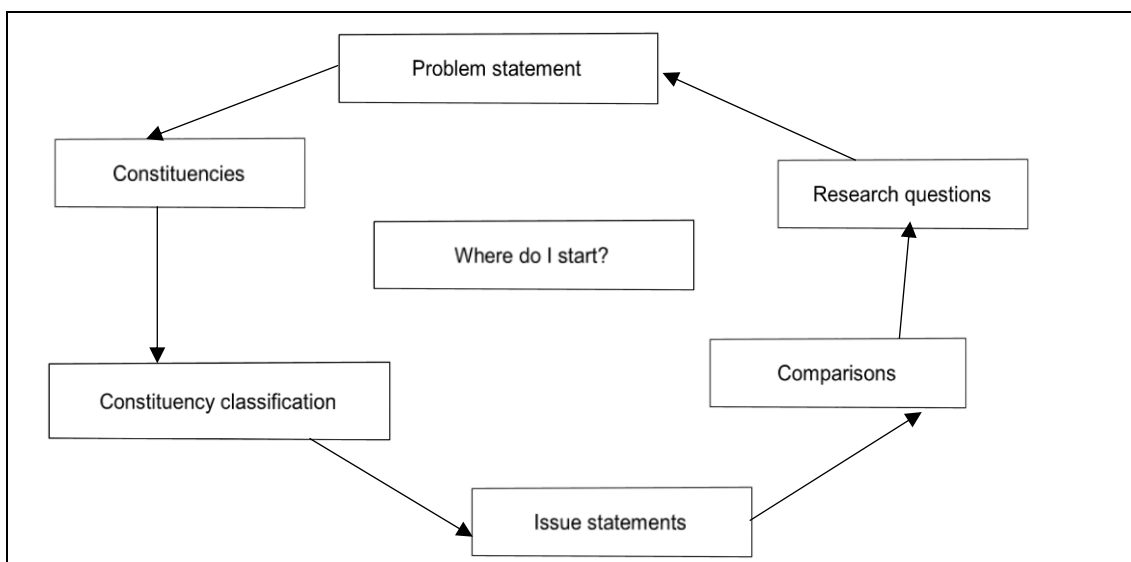
Figure 1.2: **Interactive qualitative analysis research design: A system with recursion (Adapted from Northcutt & McCoy, 2004:57)**

The data collection and analysis techniques for IQA research originated from Total Quality Management (TQM), where techniques were designed in industrial processes to capture knowledge through critical thinking that enhances productivity (Northcutt & McCoy, 2004:81a). A major assumption for TQM which is similar to IQA is that people who are closer to the job best understand what is wrong and know how to fix it. Biesta (2007:14) postulates that researchers in educational practice should go beyond simple questions about "what works"; in order to promote interventions with sound research, policies and effective educational practices. In IQA the subjects in the research know what the problem is, for example in this study the problem was on low throughput hence the need to find appropriate solutions. TQM and IQA approaches are used for problem solving and this study IQA was preferred in this study. In the context of AAT case study the students were close to the phenomenon. AAT students were able to describe their experiences and articulate perceived relationships among these experiences through producing a theory in perception or a conceptual map (which was a system representing how a person or a group understand a particular phenomenon). This system consisted of categories of meaning called affinities or themes and the perceived causal relationships among them. A research methodology is explained in the subsequent section.

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1.5.2 Research methodology

It is important to understand the role of the researcher in IQA study. The role of the researcher in IQA is that of a facilitator. Northcutt and McCoy (2004:44) highlight the threefold responsibilities of the researcher irrespective of the paradigm that is followed: (1) to interpret, (2) to ensure that as much information and knowledge can be gleaned from the interpretation, and (3) to leave as small a personal imprint as possible on the interpretation. The IQA research flow has four distinct phases: first the research design, next focus group, then individual interviews, and finally a report. The phases of the IQA in this study are shown in Figure 1.3 below.
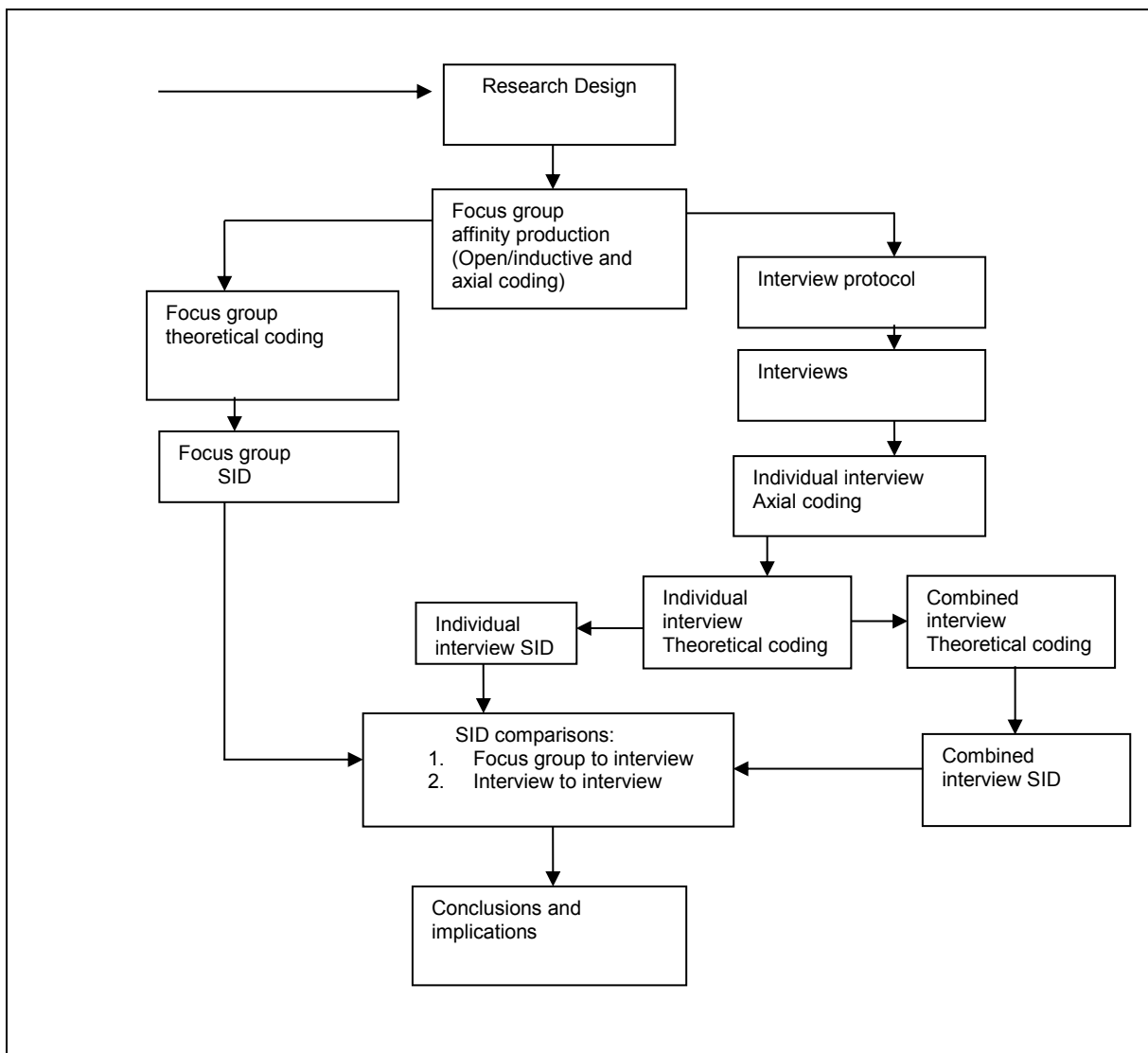
Figure 1.3: A methodological approach applicable to this study (Adapted from Northcutt & McCoy, 2004:45)

In this study, the following main features of the IQA research flow were identified:

- **Constituency**: IQA studies begin with a focus group which is a group of people who share some common experience, in a social set up such as at work or school. In IQA a focus group is known as a constituency. In this study a constituency was formed by AAT students who were enrolled in their first semester of an accounting programme at Botho University and failed to progress to subsequent semester. A focus group of 14 AAT students who had dropped out due to poor academic performance was used. A purposive sampling procedure was followed in this study. The main purpose of the IQA was to use the focus group to identify affinities (themes) of a system that represented the group's experience with the phenomenon (low throughput).This study used only one constituency and comparisons for a system influence diagram (SID) across constituencies were not possible.

- **Affinities**: During the affinity production, the constituency was given an opportunity to reflect on their experiences and express their thoughts and feelings. The feelings and thoughts of the whole group were combined and organised into common themes or affinities by the group itself with the aid of the facilitator. This process was achieved through group discussion and consensus. Affinities were given titles – as determined by participants – that accurately reflected the meaning of each affinity. An example of how affinities were arranged during the AAT focus group workshop is provided in Figure 1.4 below:

Cards organised into affinities

Affinity 1 Name	Affinity 2 Name	Affinity 3 Name
Card	Card	Card
Card	Card	Card
Card	Card	Card
Card	Card	Card
Card	Card	Card
Card	Card	Card
Card	Card	Card
Card	Card	Card
Card	Card	Card
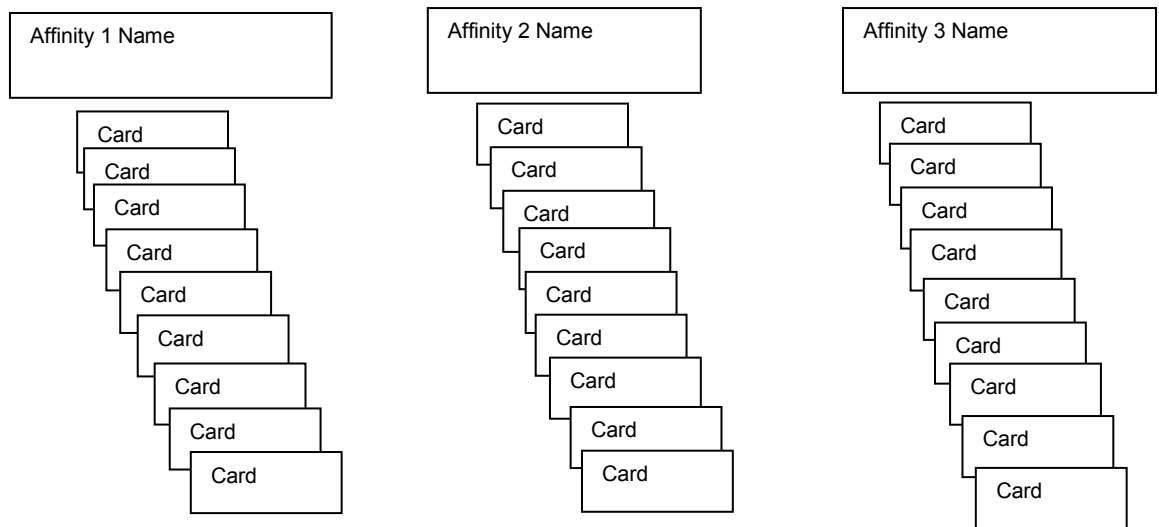
Figure 1.4: A typical example of affinities in the Association of Accounting Technicians case study

- **Systems Influence Diagram (SID)**: According to Northcutt and McCoy (2004:174), a SID in IQA is a visual representation of an entire system of influences and outcomes and is created by representing the information in the interrelationship diagram (IRD) as a system of affinities and relationships among them.

- **Interrelationship diagram (IRD):** The IRD is constructed during a process in which the participants investigate the affinities by developing propositions of cause and effect from their own data. This is called theoretical coding and creates an extended reality for the group through discussion (Northcutt & McCoy, 2004:170).

The following section explains how data were collected.

1.6. Data collection

In evaluating the phenomenon of student throughput in an accounting programme at Botho University I identified many possible constituencies. However, students who were enrolled for the AAT Programme at Botho University but failed to progress from semester 1 to semester 2 were finally selected as the constituency of this study. The reasons for choosing this

constituency are discussed in Chapter 3 (section 3.3). All the IQA activities of the constituency and individual interviews, and the analysis and interpretation of data are provided in section 3.3. The following section explains how data were interpreted.

1.7 Interpretation of the data

In this study the data were interpreted through the use of group and individual mind maps (SIDs). A mind map is a set of relationships from which hypotheses can be deduced (Campbell & Stanley, 1963). To ensure rigor in the research process, theoretical comparisons between the group SIDs and the individual SIDs were made to view the phenomenon from different perspectives. During the interpretation of data, real patterns that exist in the social world were examined. In this study, statement synthesis was relevant to detect dimensions of reality of possible challenges in the AAT accounting programme. The following section explains how rigor was achieved through following the IQA process.

1.8 Rigor

Rigor was achieved through following all the activities needed for an IQA process. These activities included comparisons for a focus group SID and individual interviews SID. A follow-up on individual interviews eliminated any biasness which may have been shown by dominating members during the focus group activities. The individual interviews also created an opportunity for those minority group members who did not participate fully during the focus group workshop. Furthermore, the chances of manipulation of data by the researcher were minimal, as the IQA approach requires the researcher to act as a facilitator for the focus group.

1.9 Transferability

Transferability occurs when research findings have meaning for others in similar situations or contexts (Northcutt & McCoy, 2004:7). However, transferability depends on the similarity between the original research (situation) and the situation to which it is transferred. Student throughput is applicable to a wide range of educational contexts due to its importance within

the educational arena. However, given the rigor of the study the results may have meaning for other researchers and institutions interested in accounting students' throughput at the first-year level.

1.10 Outline of the study

Chapter 1: Orientation to the Study

This is the introductory chapter that gives a general framework within which the research is contextualised. The problem statement, research objectives, research questions, purpose of the study, clarification of key concepts, limitations and ethical issues are discussed.

Chapter 2: Overview of Relevant Literature

This chapter establishes a dialogue between the researcher and other scholars who have something in common regarding the problem. The literature review is used to explain concepts in relation to the research findings. Henning, Van Rensburg and Smit (2004) argue that theories are created by developing sets of propositions, or generations, which establish relationships among things in a systematic way. Such theories or concepts are statements about how things are connected. In this study the purpose of the literature review is to argue a case. It provides an explanation of the concepts or theories in relation to the research findings.

Chapter 3: Research Methodology

This chapter discusses all the salient aspects of data collection, analysis and procedures employed to address the research questions in the study. In IQA study, emphasis is placed on the credibility of a well-documented set of protocols that promote transparency in the research evidence.

Chapter 4: Results and Discussion

In IQA study, results refer to describing systems (Northcutt & McCoy, 2004:298). The results and discussion chapter provide readers with the facts to be used in later discussion. It provides an audit trail for later arguments. This chapter should be as free from the researcher's interpretation and opinion as possible – in other words, free from researcher bias.

Chapter 5: Conclusion and Possible Implications

In IQA study, implications arise from comparing systems and setting these comparisons in the two larger contexts of theory (conceptual implications) and application (pragmatic implications) (Northcutt & McCoy, 2004:298). In this chapter I re-engaged with literature reviewed in Chapter 2 in order to accomplish what has been learned. The applications of this chapter were responses to the research question.

1.11 Limitations

In this study one focus group (constituency) was used instead of two focus groups due to time and cost constraints. This study was limited to the analysis of non-empirical evidence as shown in Figure 1.3. In future, the results of this study may be tested on other programmes at Botho University, or at other institutions of higher learning in order to make comparisons or generalise within the context of students' throughput in an Accounting programme.

1.12 Ethical considerations

A researcher must not plagiarise, fabricate or provide false evidence, or knowingly misrepresent information or sources (American Anthropological Association 2012:2). Ethical principles were adhered to throughout the study. It was important to get the students' consent to participate in this study. Lucas and Lidstone (2000:55) argue that protecting individual autonomy is a central principle in educational research. The students were not coerced to participate in this study. During the focus group workshop, a trained field assistant assisted in the facilitation of the focus group. Individual interviews were conducted on a face-to-face basis between the principal investigator (me) and each student. No information was divulged to third parties as this would be an infringement of the participants' rights to privacy. The data were kept on the researcher's password-protected personal laptop computer. The trained field assistant did not keep any information, as her role was to ensure the smooth flow of the focus group workshop. A formal ethical clearance for this study was approved by the Departmental of Ethics Screening Committee (DESC) of Stellenbosch University.

1.13 Conclusion

This introductory chapter provides the reader with the general framework within which this research is contextualised. The next chapter (Chapter 2) provides a critical review and analysis of the literature, interrelated studies in accounting programmes, codes of best practices and practical guidelines relevant to this study. Chapter 2 focuses on the conceptual framework that underpins and forms the basis of this study.

Chapter 2: Literature Review

2.1 Introduction

This chapter is premised on the problem identified in Chapter 1 (see section 1.3). The low student throughput at Botho University manifested in the attrition of enrolment signified by student withdrawal, transfer and a high rate of failure. The review of literature in this chapter was guided by the primary question, namely:

> Why do students enrolled for the Association of Accounting Technicians programme at Botho University think there is a low progression rate from end of semester 1 to semester 2?

Employers prefer highly qualified candidates for jobs being offered, hence the need for high completion rates. Education increases value for the young generation in the job scarce market (Mogil'chak, 2012:88). In many developing countries, including Botswana, the accounting profession is regarded as a scarce skill, hence it was important to investigate low student throughput in this field since student retention rates and programme completion rates are encouraged in the broader education sector.

This chapter reports on pertinent literature on student throughput, including research related to students enrolled in accounting programmes. Throughput is then put into context within the tertiary education environment of Botswana. An understanding of key words such as student retention, educational attainment, academic achievement and student advancement in the context of higher education has already been explained in Chapter 1 (section 1.4.1). Thus the following section focuses on existing conceptual frameworks that support these key concepts as used in this study.

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2.2 Conceptual frameworks underpinning this study

There are many conceptual frameworks that may inform studies related to throughput. For the purposes of this study, the conceptual background was delimited to three such frameworks, including the Dropout from higher education: a theoretical synthesis of recent research (Tinto, 1975), the student involvement theory (Astin, 1984), and the non-traditional students' model (Bean & Metzner, 1985). The approach taken involved the following:

   a. a brief summary of the main features of each of these conceptual frameworks;

   b. how the conceptual framework relates to the problem investigated in the study;

   c. how the conceptual frameworks guide answers to the research questions; and

   d. a discussion on the similarities and dissimilarities of the three conceptual frameworks.

The above mentioned three theories discuss factors that influence students' dropout or throughput at a university or college. The rationale for the choice of these theories was as follows: Tinto (1975) reports the factors that contributed to student dropout, Astin (1984) highlights the importance of student involvement and Bean & Metzner (1985) discuss the factors that affect non-traditional students. These theories have some common similarities with Botho University students hence the need to use these theories to inform this study. The following sections discuss the theories in more detail.

2.2.1 Dropout from higher education: a theoretical synthesis of recent research

The popular theoretical models of student attrition such as Spady (1970), Tinto (1975), Pascarella (1980) and Bean (1982), both build on Durkheim (1961) propositions related to suicide. Durkheim's (1961) study indicated that when a person is involved in sharing values with a group and has friendship support is less likely to commit a suicide. Spady (1970) argues that students stay or dropout of school due to past experiences and poor interaction with the institution. Pascarella (1980) identified that an informal relationship

between the student and faculty may contribute to student retention. Similarly Tinto (1975) developed a conceptual schema for dropout from college based on Durkheim's (1961) work.

According to Tinto's (1975) theory, there are different factors that contribute to student dropout, such as poor social integration with social life at college and poor interaction with the institution, which result in forced withdrawal. Braxton (2000) refers to forced withdrawal as involuntary withdrawal which occurs when a student may want to remain at the college but is dismissed for violations of academic performance or social conduct. Braxton (2000) views characteristics of students involved in involuntary withdrawal as; students with low GPAs, students with lack of academic motivation and students with low expectations in achieving better GPAs. This is the same context with the AAT students who transfer from college for a number of reasons due to a situation where individuals disassociate themselves from the (academic) society due to poor interaction and failure to become integrated in the community. The students that transfer in this context may enrol in other programmes and hence considered to be dropouts. Figure 2.1 shows a conceptual schema for 'dropout from college' as adapted from Tinto (1975).
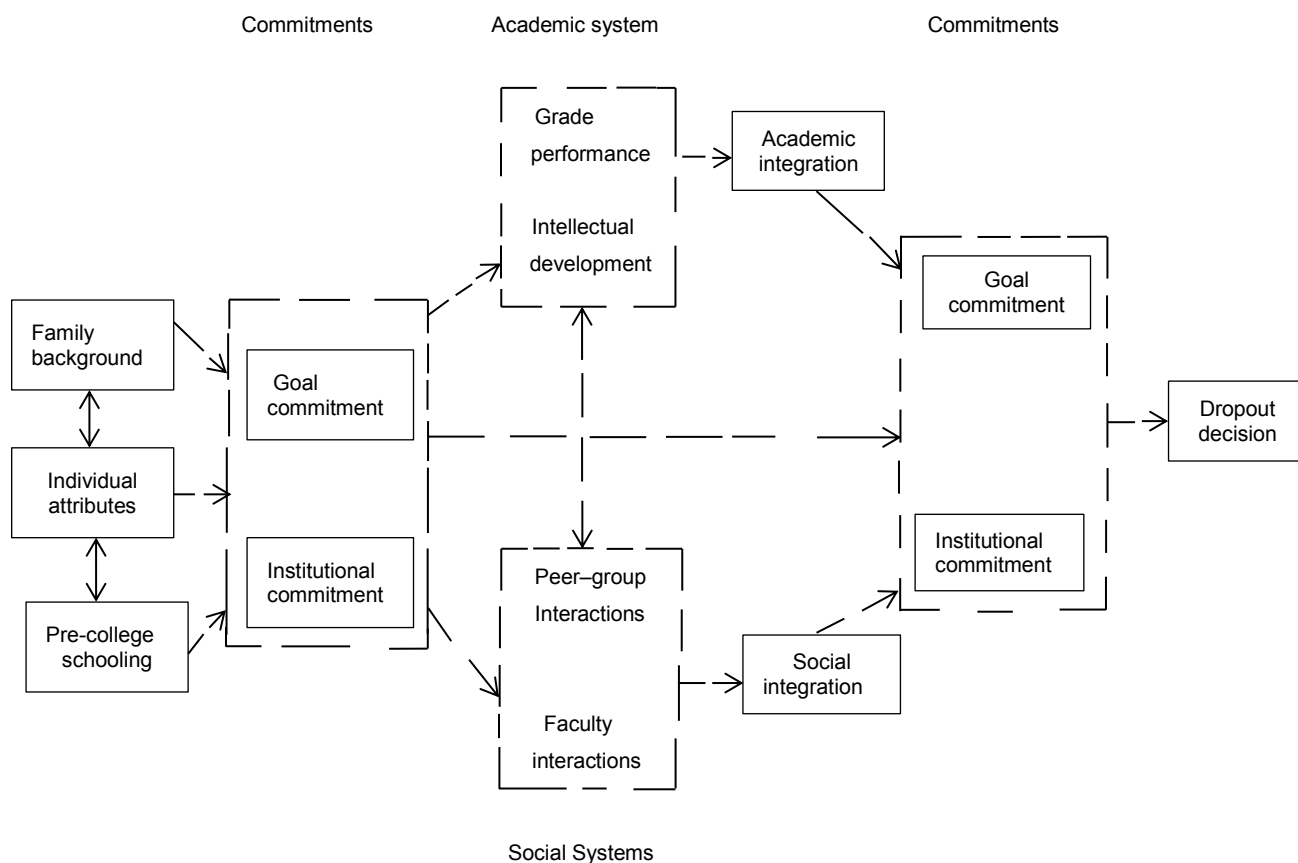
Figure 2.1: A conceptual schema for dropout from college (Adapted from Tinto, 1975:95)

The following are the factors that influence dropout among college students according to Tinto's (1975) Dropout from higher education: a theoretical synthesis of recent research.

Family background

Lower income background assumes two psychological processes that have an impact on students' academic performance. Students from a lower income background are perceived to become either high performers or non-performers. In most cases students who come from a lower income background are motivated to perform so that they uplift the welfare of their families. It is from a psychological point of view that a student from a lower income may be forced to study hard and committed to persisting with the programme in order to close the gap in the family income. Therefore, students

from a lower income background may select peers who are more serious about their studies in order to progress with their programmes at the university. The other reason for their persistence is that such students are committed so that they meet future occupational objectives. For an individual to meet future occupational objectives, their results must be outstanding in order to achieve the intended goals. The committed students from the lower income category may occupy high positions in the working class as a motive for improving family status.

On the other hand, students from the lower income group may not perform because of their poor family background; thus this may lead to dropout at university. The major reason for poor performance is psychologically connected to social status in which the students from this category lack respect from their peers and academic staff.

As a result, these students may be psychologically affected and lose concentration. Such a state of affairs may result in these students failing to become integrated into the academic world at the university. Such students then isolate themselves from the rest of the university and may ultimately decide to leave the institution. These students may not have the choice to remain at the same university as they are forced by circumstances to drop out as a result of poor grades.

The majority of the students who enrol at Botho University are from economically poor backgrounds. They are funded through a sponsorship programme from the Ministry of Higher Education (DTEF). Hence the majority of them may enrol in order to gain access to government allowances.

Students from economically poor backgrounds may integrate with students from higher income groups, but in the process become irresponsible and waste their financial resources. While students from higher income families may have expandable income, it is the opposite for those from lower income groups. From a psychological point of view the poor students may then indulge in devious activities in order to raise cash or please their friends from

a higher income bracket. The poor students may then be exposed to unacceptable behaviour; consequently their academic performance is affected, which results in their dropping out from the university. Such negative behaviour may cause operational disruptions through cheating in examinations and inciting others to strike, hence resulting in dropout.

Students from a medium- to high-income background are also placed in two categories: those who are committed to completing their two-year or four-year programmes within the stipulated time, and those who are not serious about their studies. Those who persist and complete their programmes are intrinsically motivated by occupational goals. The other reason is that these students aim to finish the qualification in order to fulfil the desire of their family members. This means that in their families there are individuals who are respected because of high occupational positions, which were earned through good educational qualifications. Therefore, the family educational background influences academic performance as members compete amongst themselves. In such circumstances the students from a medium-income background may complete programmes within the specified time period.

At the other end of the spectrum of student behaviour, students from a medium- to high-income background may not be motivated to study hard enough as they perceive that they are rich. Parents or guardians may be able to provide all the needs of their children; hence learning may not be seen as priority with students in this category. In this case, parents or guardians are to blame if they happen to spoil their children to such an extent that the children are not concerned about their future. This means that students from this category may not respect the university's policies and procedures and consequently fail to be committed, resulting in poor class attendance. Ultimately such students would fail their examinations and be forced to leave the institution. At Botho University students from this group cause many problems as they fail to attend classes.

Individual attributes

A high student dropout rate may be influenced by individual attributes and traits. Individual attributes link well with this study as it investigated the reasons for failure to complete the AAT programme within the stipulated two-year time period, and a high dropout rate. There are two types of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation occurs when students are internally motivated to achieve a certain goal. In this context it is an educational goal. Such students would not need much interaction with their lecturers. This means that these students may study for examinations with little involvement from lecturers, and attain good results. In this scenario a lecturer may be viewed as a facilitator who supports learning and may not be seen as important.

This category of students gives high assurance that the programmes are completed within the specified time period as they are intrinsically motivated. Intrinsic satisfaction brings about deep understanding of the subject matter being taught irrespective of any external rewards (Brown, 2000:315). The studies conducted by Hatano and Inagaki (1987) and Brown (2000) indicated that deep comprehension needs motivation but it is not easy and automatic. Hatano and Inagaki (1987) further suggest that deep understanding may occur when students are required to: explain, elaborate or defend their work to their peers. This notion was supported in the study conducted by Grimes (2002) when he evaluated performance for economics students. The findings in Grimes (2002) study indicated that effective classroom teaching is as a result of recognition and accommodation of how students internally process and react to what they have been taught. This is known in educational psychology as the *metacognition,* which refers to an ability to appraise and manage the internal aspects of learning. The study by Bandura (1977) reflected students' personal abilities that assist them in acquiring knowledge and strategies for coping with college studies as: feelings of competence, self-worth and personal efficacy. The study conducted by Pizzolato (2005) indicated that students should work towards self- authorship a scenario where students become author of one - self. The idea of self - authorship was a build from Pizzolato (2003) Developing self- authorship, which suggested a

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compilation of experiences that culminates in a *disequilibrium* provocative movement in relation to student's knowledge. This helps a student to construct new ways of knowing through an inward search for self – definition.

The other category of students comprises those who are extrinsically motivated to complete the programme. Such students are motivated by environment and occupational factors. An example may be students from a lower income background who are forced to study in order to assist their families in future. Another would be students from a high-income background who may want to maintain their families' status quo in obtaining similar or better educational qualifications. The latter group relates to students whose aim is to get employment after graduation. This group of students would interact with their lecturers at all times and require much more attention. Tinto (1975:97) postulates that failure to interact with lecturers may result in a student transferring to another university or college. Therefore, a lack of attention to this group may lead to dropout due to poor academic performance. Poor interaction between lecturers and students at Botho University may be another factor that influences low student throughput.

Pre-college schooling

A student's prior school background may also have an impact on concentration and academic performance, especially in the case of a student who attended a dysfunctional senior secondary school (Tinto, 1975:96). The student may fail to interact with peer groups and feel isolated. This means that the student has failed to fit into the culture of the university or college. Social integration at the university is important because if it is lacking, a student's performance may be affected. It is also possible that the student may eventually be forced to leave the university because of poor academic performance (Tinto, 1975).

Similarly, according to Tinto's (1975) framework, the relationships among family backgrounds, individual attributes, pre-college schooling and goal commitment influence a student in making a decision to drop out or not.

Sagayadevan and Jeyaraj (2012:2) postulate that good interaction between a lecturer and student yields positive academic performance. Miller, Greene, Montalvo, Ravindran and Nichols (1996), Wigfeld and Eccles (2000), and Barkatsas, Kasimatis and Gialamas (2009) concur that lecturer–student interactions foster positive academic outcomes and achievements. Studies conducted by Finn (1989), Skinner, Wellborn and Connell (1990), Finn and Voelkl (1993), Connell, Spencer and Aber (1994), Jimerson, Campos and Greif (2003), and Skinner, Furrer, Marchand and Kindermenn (2008) indicated that higher levels of student engagement and interaction act as safeguards to student dropout. These authors are in agreement that student engagement and interaction help students not to be involved in risky activities prevalent in higher education.

Sagayadevan and Jeyaraj (2012) used a Self-System Model of Motivational Development (SSMMD) to establish the links between teacher–student interaction and engagement. The purpose of their study was to establish whether there were relationships between teacher–student engagement and academic outcomes. Two experimental conditions were established: good interaction and poor interaction. The results indicated that participants who

shared good interaction with the lecturer reported more positive experiences as they were inspired to learn while those with poor interaction with the lecturer reported negative feelings as they were bored during the lecturing contact sessions.

Tinto (1975) Dropout from higher education: a theoretical synthesis of recent research guided the researcher in understanding the factors that affect tertiary students' decisions to persist or withdraw. The same factors that cause students to transfer may also contribute to the reasons for poor performance. According to Tinto (1975:97), poor performance may result in a student dropping out from the university or college. This is also the case with Botho University students.

The reasons for student attrition given by Astin (1984) provide a different perspective from Tinto's (1975) framework. The following section focuses on Astin's (1984) student involvement theory.

2.2.2 Student involvement theory

According to Astin's (1984) student involvement theory, lack of student involvement may affect students' throughput. Astin (1984) further argues that poor institutional policy may have a direct effect on student development and learning. A review of the AAT (UK) code of practice shows that AAT students are required to write examinations when they are ready (Association of Accounting Technicians UK, 2015:4). It was imperative to review the literature pertaining to policies and regulations in the Botswana educational context in order to understand how it relates to Astin's (1984) student involvement theory. The codes of practices from AAT UK contradict the DTEF and Botho University policies, which require students to write examinations according to a scheduled timetable. The AAT UK code of practice states that students determine their pace of writing examinations, and the completion time limit is 10 years while in the case of Botswana it is only two years. (See section 1.2.)

The AAT UK code of practice shows that AAT UK students are given more time to prepare for examinations. As mentioned earlier, the AAT programme

in the UK is offered mostly to working-class students. (See section 1.2.) Furthermore, AAT UK students are self-sponsored and are not obliged to complete the course in a short period of time. In the case of AAT students at Botho University, the students are required to complete the programme according to Botho University and DTEF policies and guidelines (two-year completion period). In assessing the AAT code of practice, both the Botho University policy and the DTEF policy show that there is a problem, which may have contributed to low student throughput.

Astin (1984) put forward three possible pedagogical theories that influence student development, namely Subject Matter theory (Content theory), Resource theory, and Individualised (Eclectic) theory. These theories are explained below.

Subject matter theory (Content theory)

Astin's (1984) theory suggests that a student's performance is affected by the subject matter or content. He notes that content assists in the learning and development of a student if it is used effectively. However, Astin (1984) states that the Subject Matter theory of pedagogy is based on the student's exposure, thus the student should understand the content in order to be able to perform during the assessment process. The influence of content on students' performance is also raised by Pekrun, Goetz, Frenzel, Barchfeld and Perry (2011), who state that students are expected to enjoy studying when they feel they are mastering the learning material and perceive the material as interesting. Pekrun et al. (2011:38) further state that students become bored when the class activity lacks value for an incentive. When the content is not interesting, students may stay away from lessons, thus affecting academic performance adversely and resulting in forced withdrawal. An understanding of the Subject Matter theory (Content theory) is important in order to relate to first-year AAT students, because when they enter the university, exposure to content may be lacking. This theory is perceived to be lecturer-centred as students are passive as they attentively take instructions from their lecturer. Such a situation is not healthy as students are not given a chance to ask questions from their lecturers. This is the case with Botho

University as lecturers rush to finish the content in order to meet the stipulated completion time period of two years.

Resource theory

Resource theory, which is the opposite of Content theory, purports that students' learning and development may take place if there is a high belief in the acquisition of resources and high quality of the student–teacher ratio (Astin, 1984:299). Mokgele and Rothmann (2014) agree that lack of study resources psychologically affect the student's academic performance. A quality student–teacher ratio of 1:20 enables the facilitator to concentrate on each student in the class. The high quality teacher–student ratio is also complemented through the recruitment of high-performing students; otherwise, students of low esteem may be a waste of resources as assessment results may not be favourable (Mokgele & Rothmann, 2014:519). At Botho University, a 1:30 teacher- student ratio is regarded as normal for a class. A study by Tinto (2006) indicated that excellent faculty classroom management contributes to an increase in student's retention. He then emphasises that in order to link faculty pedagogy to student retention it was important for institutions to explore faculty development. A poor teacher-student ratio may contribute to low student throughput as lecturers teach many classes due to shortage of manpower. Therefore, it is important for Botho University to attract high-performing students in order to increase high student throughput.

Individualised theory (Eclectic theory

According to Astin's (1984) Individualised (eclectic) theory, content should best fit an individual student as it needs to be personalised. This theory goes beyond the curriculum as it places emphasis on advising, counselling and autonomous self-paced study. This theory was important to this study as most students at Botho University are not motivated to work on their own.

Individualised theory sheds light on the problem of student throughput and it helps the researcher in understanding some of the reasons for low pass rates;

in the case of this study especially among students enrolled in the AAT programme at Botho University.

Students' behaviour was also studied by Human Vogel and Rabe (2015) who found that student dropout is influenced by poor schooling, lack of fluency in the language of instruction, poor financial support and inadequate student support services. These factors may exist at Botho University and thus lead to lack of student academic commitment, thus they may be perceived to affect students' academic performance.

The following section focuses on Bean and Metzner's (1985) non-traditional students' model. The section concludes by discussing similarities and dissimilarities among in Tinto's (1975), Astin's (1984) and Bean and Metzner's (1985) models on student throughput.

2.2.3 Non-traditional students' model

Bean and Metzner (1985) put forward a non-traditional students model which deals with students residing outside the campus (for example, commuter students), or part-time students, or students older than 24 years, or a combination of these three factors. In this study I was interested in the characteristics of commuter students, because all the students at Botho University are commuters. The majority of students at Botho University stay outside the campus and their age range is from 19 to 22 years, hence the need to target commuter students.

It is therefore important to understand the attributes of a commuter student (student residing outside the campus) at the onset. Bean and Metzner (1985) proposed that there are four variables that influence commuter students dropout: academic performance measured in relation to past and present Grade Point Average (GPA); intent, which is influenced by psychological outcomes and academic variables; defining variables such as age, enrolment status, residence status, educational goals, high school performance, ethnicity and gender; and environmental variables. The research by Bean and Metzner (1985) revealed that non-traditional student dropout was due to pressure from

the external environment. Figure 2.2 illustrates Bean and Metzner's Conceptual Model (1985) of non-traditional student attrition. Student academic performance measured in relation to past and present GPA is also applicable in Botswana. Hence Bean and Metzner's (1985) model (Figure 2.2) is relevant to this study.

→ Direct effects
⟹ Direct effects presumed most important
– – ⇢ Compensatory interaction effects
– – –⇢ Possible effects
Deleted, 1985

Academic variables
Study habits
Academic advising
Absenteeism
Major Certainty
Course availability

Study hours
Study skills

Major & job certainty

Academic outcome
GPA

Intent to leave

Background and defining variables
Age
Enrolment Status
Residence
Educational goals
High school Performance
Ethnicity
Gender

Hours enrolled

Dropout

Psychological outcomes
Utility
Satisfaction
Commitment
Stress

Environmental variables
Finances
Hours of employment
Outside encouragement
Opportunity to transfer

Family responsibilities

Social integration variables

Memberships
Lecturer contact
School friends

Figure 2.2: Conceptual model of non-traditional student attrition
Adapted from Bean and Metzner (1985)

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The relevance of this model to this study is that the majority of the students enrolled at Botho University are commuters, as said earlier. Hence, it is important to understand the variables that cause attrition among this cohort of students. (See Figure 2.2.) This study focused on the previously mentioned three models (see sections 2.2.1, 2.2.2 and 2.2.3) as they all shed light on students' throughput in higher education. The characteristics of students at Botho University are similar to the characteristics found in both theories.

There are similarities and differences among the three frameworks presented, namely the Dropout from higher education: a theoretical synthesis of recent research (Tinto, 1975), the student involvement theory (Astin, 1984), and the non-traditional students' model (Bean & Metzner, 1985) in relation to student throughput. The common factor that contributes to low student throughput in three frameworks is social integration. In the three frameworks, it is emphasised that poor integration in the academic society affects students' performance and hence results in forced withdrawal. The similarities in Tinto (1975) model and Bean and Metzner (1985) model were revealed in the study that was conducted by Cabrera, Nora and Castaneda (1993). The study for Cabrera, Nora and Castaneda (1993) merged the two models and the results indicated similarities in individual relationships, institutional integration and impact from environmental factors. There are differences in the findings for all three models, namely social status (background), individual motivation, student participation, subject matter (content), lack of learning resources and external environment. In contrast Tinto (1975)'s model and Bean and Metzner (1985)'s model failed to integrate financial aid factor into the persistence process. The study by Cabrera, Nora and Castaneda (1992) was conducted in the view to close the gap in these two models and their findings indicated that financial aid contributes in commitment to stay at the college. These differences helped me to understand student throughput from different perspectives.

2.3 Review of literature pertaining to students' throughput in an accounting environment

A number of studies helped me to understand the issue of student throughput particularly within an accounting environment. Lucas and Tan (2013) conducted a study among undergraduate students in a business and accounting programme in a large new UK university. The problem they investigated was the capacity to engage students in critical reflection. Their study explored extrinsic motivation for studying a business and accounting programme at a university in the UK. They specifically investigated the students' desire to graduate with a good degree that would not have an unquestionable attitude towards the quality of assessments. This means that the students were taught the material related to the examination and it was possible to apply either surface learning or deep learning in a business and accounting programme. In their study Lucas and Tan focused on how students make meaning in school experiences and how those experiences relate to the way in which they view learning. Their study revealed views that are similar to those of Botho University students and the only difference was in the methodologies used.

The method used to gather data in Lucas and Tan's (2013) study was a semi-structured extended interview, which falls into the naturalistic area of inquiry.

A similar study was also conducted by Magolda (1992:411f). Magolda (1992:411f) identified five domains for the learning environment, namely the role of the learner, the role of peers, the role of the instructor, assessment, and the nature of knowledge. Magolda (1992:411f) amended the protocol to suit the terminology and context in the accounting environment. The students were asked questions about their expectations of their learning with regard to the completion of their studies. The results reflected that the students were supposed to move from the absolute to the contextual way of knowing. That study showed that the most important aspect in learning was motivation. Furthermore, motivation was the lens through which the students viewed the learning environment. These findings suggested that further research should be conducted on student motivation and pedagogy.

When comparing the studies, it became evident that Magolda's (1992) findings on pedagogy were consistent with those of Case et al. (2013), but they differed on matters of curriculum and institutional culture. Case et al. (2013) inquired about teaching practice (pedagogy), curriculum and institutional culture. Their findings proved that it is important to triangulate the three aspects in order to maintain a high throughput rate. My study built on, and enriches knowledge by addressing a gap in Botswana and other developing countries.

There is congruence on the methods used by Magolda (1992) and Lucas and Tan (2013) (oral interviews and questionnaire). The benefit of the two methods is that there is comparability between the questions in the questionnaire, and those in the interview schedule. The responses are mutually confirmatory, thus enhancing trustworthiness and validity. The conclusions drawn by Lucas and Tan (2013) in their article impelled me to re-examine the issue of student throughput in a context significantly different from that of a UK university, while taking into account pedagogic similarities.

The above-mentioned studies are relevant to the conceptual frameworks of Tinto (1975), Astin (1984) and Bean and Metzner (1985) that were used in this study. There are similarities between the studies by Tinto (1975) and Lucas and Tan (2013) as they investigated what motivated students to learn. They both agreed that students are either motivated intrinsically and extrinsically when they are studying.

The findings reported in the Tinto (1975) and Lucas and Tan (2013) studies are also supported by those from the Ekanayake and Jackling (2014) study, which focused on the growth of international enrolments in accounting and the implications for migration. In their study Ekanayake and Jackling (2014) investigated what motivated students to complete their accounting degree within the prescribed time period. They found that the participants were motivated to complete the accounting degree in order to be able to seek permanent residency and employment in Australia. The findings of the Tinto (1975), Lucas and Tan (2013) and Ekanayake and Jackling (2014) studies are similar, as they report motivation as the driver to completing an accounting

programme. The differences are that Tinto further discusses pre-college schooling while Lucas and Tan (2013) do not include this aspect. The findings of these studies assisted me researcher in understanding what motivates students to complete their qualifications within the stipulated time period.

Steenkamp et al. (2009) conducted research in South Africa among students studying Financial Accounting for the Bachelor of Commerce (BComm) degree at Stellenbosch University. Their study assisted me in understanding students' perceptions of low throughput; I then applied some of the concepts in my study, as explained below.

The problem Steenkamp et al. (2009) investigated was the relatively low throughput rate in the subject Financial Accounting. The rate had been below 70% for a number of years. The throughput rate figures for Financial Accounting at Stellenbosch University were similar to those of a module offered by another South African university, as reported by Du Plessis, Muller and Prinsloo, 2005.

The conclusions drawn by Steenkamp et al. (2009) include the following factors: no background in accounting, limited English tuition, low class attendance, lack of adequate preparation at school level, and poor preparation for tests and examinations. The findings from their study are similar to those of Tinto (1975), as it was found in both these studies that it was important to consider pre-schooling during admission of students. The research by Astin (1984) and Bean and Metzner (1985), referred to in this thesis, did not focus on prerequisite for admissions.

Low class attendance was common to all three of the models used in this study and it was reported in both models that it affects students' academic performance. The differences were in the terminology in Tinto's (1975) model where absenteeism would be perceived as a lack of motivation on the part of the students; hence they failed to attend lessons. In Astin's (1984) model absenteeism would be attributed to a lack of student involvement. In Bean and Metzner's (1985) model students did not attend classes because they

were affected by socio-economic factors, such as transport issues, social problems and financial problems which are commonly experienced by non-traditional students. In this study it was important to understand such socio-economic factors as they may be similar to those affecting Botho University students who are also non-traditional students (who reside outside the campus).

Furthermore, the results reported in the Steenkamp et al. (2009) study indicate that low student throughput is ascribed to poor preparation for tests and examinations. In the case of Botho University it may be perceived that some students struggle to get help from lecturers as the lecturers may not be approachable; hence the low student throughput. The studies discussed above enriched my study on low student throughput in an accounting programme at Botho University.

2.4 Conclusion

It must first be emphasised that stakeholders need to understand why there is a low student throughput in Accounting programmes at tertiary institutions. This is a gap which has not yet been filled in the context of colleges in Botswana and other developing countries. Pertinent research in the field of accounting was reviewed in order to promote a clearer understanding of the most up-to-date research in the field. It was important to discuss theories on throughput as tools to be applied in the current study, relative to the research problem and the primary research question. Chapter 3 focuses on the methodology that was used in this study.

Chapter 3: Research Methodology

3.1 Introduction

This research was focused within the interpretive paradigm aimed at determining participants' perceptions on reality and to draw conclusions about the truth, knowledge and authority (Lather, 1992:92). As I was a senior lecturer at Botho University, where low student throughput was studied, an interactive qualitative analysis (IQA) research methodology was preferred in order to avoid biasness. The chosen research methodology that satisfied the requirements of investigating a social phenomenon of low student throughput within higher education was interactive qualitative analysis (IQA).

IQA is an interpretive methodology which uses structured, systems approach by means of focus groups and individual interviews whereby participants construct their own meaning (interpretation) (Northcutt & McCoy, 2004:299). In this study, in which the IQA approach was followed, the researcher's role was seen as that of a facilitator as participants were encouraged to participate actively in the data generation and analysis process. Credibility and trustworthiness of the data presented in the next chapter were ensured by the rigorous IQA approach followed in this study that is described in this chapter. Rigor was explained in more detailed in Chapter 1 (section 1.7 and 1.8).

According to Northcutt and McCoy (2004:16), IQA is a system-based methodology grounded in systems theory. In an IQA approach different constituencies of a particular phenomenon are identified and focus group interviews and individual face-to-face interviews with participants are conducted. According to Northcutt and McCoy (2004:16), there are two relevant criteria for selecting constituencies in IQA research, namely:

1) the degree of power that a constituency has over the phenomenon to be investigated and
2) the distance from the phenomenon.

A focus group is used to identify similarities known as themes or affinities of a system or systems that represent the group's experience with the

phenomenon. The next stage is to get clarification from the group before finalising the names of the themes or affinities. The affinities are organised into groups according to similarity, after which the relationships among them would be identified. The patterns then form the mind map or systems influence diagram (SID) of the focus group interview. According to Northcutt and McCoy (2004:44), a systems influence diagram is then developed to explain the phenomenon.

The focus group interviews are then followed up with individual interviews designed to add richness and an in-depth description to the meaning of the affinities. The participants are given an opportunity to indicate the perceived relationships among the affinities, which result in individual SIDs. The results of an IQA individual interview would be twofold: a rich detailed description of each affinity from the participant's point of view and a mind map of the phenomenon for the participant. Comparisons of the group responses, relationships and the individual responses are then made in order to predict the findings based on the properties of the systems (Northcutt & McCoy, 2004:45).

As this study was of limited scope, it did not include comparisons for SIDs across constituencies. Only one constituency was defined and utilised in this study. The following sections explain in more detail the research design used for this study.

3.2 Interactive qualitative research flow

According to Northcutt and McCoy (2004:44), IQA research flow consists of four distinct phases, namely research design, focus group interview, interviews and reporting. IQA research design provides a series of tools to help in expressing problems of interest, to identify the constituencies that have a common interest in the phenomenon and state the research question implied by the research problem statement (Northcutt & McCoy, 2004:44). After the research design is completed, IQA then uses focus groups to identify the quilt pieces (affinities) of a system or systems that ultimately represent the group's experience with the phenomenon – in this case the student

throughput. Using a set of protocols or rules within IQA systems theory, a system can then be drawn that should represent the reality as perceived by the students (participants) in the form of a mind map. A group would then define affinities that are used to develop a protocol for interviews, which are used to explore the meanings of the affinities and their systemic relationships (Northcutt & McCoy, 2004:44). From the results a comprehensive system diagram is subsequently developed and the final report should be described through the affinities and relationships among each other based on the properties of the phenomenon.

In this study I followed the first step of the research design that requires developing an IQA research flow diagram, which consists of four phases of the proposed research. An IQA research flow diagram for this study was developed based on the guidelines given by Northcutt and McCoy (2004:45). The IQA research flow diagram in Figure 3.1 shows that the most important part of the study was the focus group, where the focus group determined the affinities or themes of the phenomenon. After the production of affinities the focus group worked on axial coding. The research flow diagram shows that after the completion of the focus group interview the research was split into two parts. The left side of Figure 3.1 shows the theoretical coding; this led to compiling the group affinity relationship table (ART). A group SID was then developed.

The right side of Figure 3.1 shows that the information obtained from the focus group interview was used to develop the individual interview protocol. The individual interview protocol was then used in the individual interviews. During the individual interviews, the participants were asked open-ended questions which required individual perceptions on the affinity or theme. Next the participants were requested to complete an ART. Axial coding was performed using the information gathered from the open-ended questions and each ART was used to provide input to the theoretical coding which was then combined to produce a combined interview SID. After the completion of these two processes, the two SIDs from the focus group and combined individual interview diagrams were compared to each other.

The following section discusses how the constituency of this study was identified. The section also explains how the focus group interview was conducted.
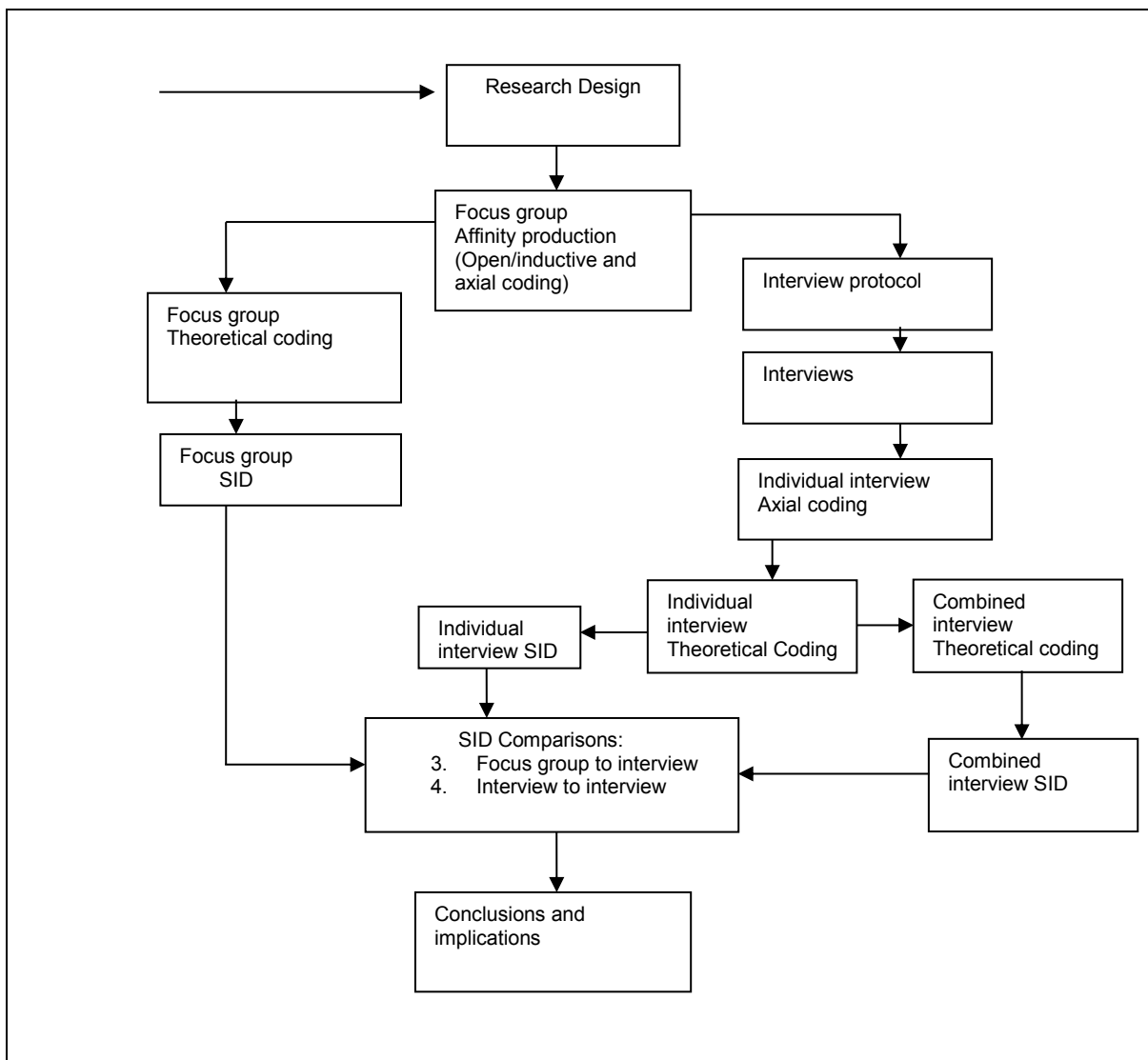
Figure 3.1: A methodological approach applicable to this study (Adapted from Northcutt & McCoy, 2004:45)

3.3 Focus group interview

IQA research usually begins with a group of people who share some common experience and work together in the same organisation and live in a common structure or have the same or similar background. Any researcher who uses IQA is required to identify similarities between participants. A focus group is

made up of individuals with different opinions, perceptions and experiences of the same phenomenon being studied (Northcutt & McCoy, 2004:45). The next section focuses on the research process that was used in this study.

3.3.1 Selection of a constituency

The following were possible constituencies that the researcher identified in evaluating the phenomenon of student throughput in an accounting programme at Botho University:

- Students who were enrolled for the AAT programme at Botho University and failed to progress from end of semester 1 to semester 2;
- Students who managed to progress from semester 1 to semester 2 enrolled for the AAT programme at Botho University;
- Lecturers at Botho University teaching students who failed to progress from semester 1 to semester 2 enrolled for the AAT programme;
- Lecturers at Botho University teaching students enrolled for the AAT programme and who managed to progress from semester 1 to semester 2;
- Graduates who completed the AAT programme within two years at Botho University;
- Students in the UK enrolled for the AAT programme;
- A governmental department – Ministry of Higher Education in Botswana especially the DTEF and
- Employers in Botswana.

Given the limited scope of this study, it was decided to include only one of the constituencies from the above list, namely *Students who were enrolled for the AAT programme at Botho University and failed to progress from semester 1 to semester 2.* These students were enrolled at the researcher's place of work. Students who were enrolled for the AAT programme at Botho University and failed to progress from end of semester 1 to semester 2 were deemed to have little power over the throughput rate overall, but were very close to the phenomenon of student throughput.

A purposive sample was drawn to select 22 students from end of semester 1 who were enrolled for AAT at Botho University and failed to progress to semester 2. From a total of 22 students who were invited by the researcher only 18 participants accepted to participate in this research. During the focus group only 14 participants accepted to participate in this study. The demographics of the participants who attended the focus group are shown in Table 3.1 below. This table shows that the participants were commuter students who were residing far from Botho University. Participants' characteristics in this study relate very well to Bean and Metzner's (1985) non-traditional students' model, as the students in both of these studies were residing outside of the campus. The non-traditional students' model has already been explained in more detail in Chapter 2. (See section 2.2.3.)

Table 3.1: Demographics of focus group participants

Race	Sex	Residential area	Number
Black	Male	Mmopane	1
Black	Female	Mochudi	1
Black	Male	Lobatse	1
Black	Female	Ramotswa	2
Black	Male	Gaborone	4
Black	Female	Gaborone	5
Total			**14**

3.3.2 Focus group workshop session

The session started with warm-up exercises in order to prime the participants' thoughts about the issue statement. My main aim was to achieve maximum participation and concentration on the part of the participants. A brainstorming question was then posed to the participants:

What are your experiences of the AAT programme?

The participants' answers to the above brainstorming question are shown in Table 4.1. After the participants had answered the brainstorming question, they were asked the following questions:

▪ What were the most interesting things in your AAT programme?

- What did you like most in this programme?
- What were your challenges in this programme?
- What were the things that discouraged you from completing this programme?

After the participants had reflected on these questions and shared their experiences regarding the AAT programme, they were asked:

Tell me about the causes of the low progression rate from end of semester 1 to semester 2, by students enrolled for the Association of Accounting Technicians programme at Botho University?

The approach to this question was different to the warm-up exercises as participants were asked to think of words, phrases, mental pictures, experiences or memories that they visualised when they were doing the AAT programme. The participants were given 25 yellow cards of 5x8 cm and asked to write down one idea (reflection) per card. They were encouraged to produce as many cards as they wished. In terms of ethical considerations, the participants were advised that their responses were to be treated confidentially and each writer would remain anonymous. All the words or phrases captured on the cards are depicted in Table 4.2 (Chapter 4).

The participants were asked to stick their cards onto the wall in a room where the focus group was conducted. The group was then asked to read silently through the cards and requested to make meaning out of each card. Next I read out each card aloud in order to clarify the meaning of each card. If any word or phrase was unclear, the participants were requested to assist in clarifying it and give a clear meaning of the content on the card or cards. After the clarification of the meanings, the focus group was asked to write on the cards any information they think was relevant so that it would be added to the relevant column.

The next process was to combine the feelings and thoughts of the whole group and to organise these into common themes or affinities through the focus group itself with my help. The participants were requested to put themes and affinities into columns. Affinities were given titles or names as determined

by the participants, and that accurately reflected the meaning of each affinity. The participants were then requested to evaluate and discuss each of the theme names and decisions were made either to add new themes or to combine them. The themes that the focus group collectively came up with are shown in Table 4.3. These themes were numbered according to the order in which they were arranged on the wall from left to right (that is from 1 to 9).

3.3.3 Identifying the relationship between system factors

The group was satisfied with the combination of the cards and the naming of the themes. The next stage was to come up with a focus group ART. A simple ART was used in this study and the facilitator explained the procedure for coming up with a simple ART. (See Annexure B.)

The focus group was introduced to the Focus Group Theoretical Coding: Democratic Protocol. The Democratic Protocol is an alternative to the Pareto Protocol, whereby a simple majority vote would be used when the focus group determines the direction of each relationship. The focus group voted for each potential combination on the three options, for example: A influences B, B influences A, or there is no relationship. For example:

- A $\longrightarrow$ B (A influences B)
- B $\longleftarrow$ A (B influences A)
- A <>B (no relationship)

The option attracting the majority of votes was recorded in the ART. Those relationships which attracted very few or no votes were excluded from the ART. The focus group continued to complete the Focus Group ART up to the last affinity. For the AAT Focus Group ART refer to Table 4.4. After this exercise the group started the theoretical coding process that was required to develop the IRD, which led to the mind map or IRD of the group's perceived reality of the phenomenon.

3.3.4 Creating the group composite interrelationship diagram

As mentioned earlier, the group did not use the Pareto Protocol; a democratic majority vote was preferred to complete the ART. An IRD was then developed

using the simple ART. Developing an IRD is the first step in a general process called rationalising the system. Output of the focus group hypothesising activity was summarised in an IRD: a matrix containing all the perceived relationships in the system (Northcutt & McCoy, 2004:170). The IRD displays arrows that show whether each affinity in a pair is a perceived cause or an effect, or if there is no relationship between the affinities in a pair. The IRD was created by placing arrows in the table, thereby showing the direction of the relationships. An arrow pointing from A to B indicates that A is the cause or influencing affinity and that B is the effect or influenced affinity. Table 3.2 below is an example of a nine- affinity interrelationship diagram.

Two arrows would be placed in the IRD to represent the relationship ((Table 3.2). In Table 3.2 the arrow in both cases points away from 2 and toward 1. As a result all the relationships in the nine-affinity systems were recorded in Table 4.5 in the same manner. An example of how the relationships were recorded is given in the subsequent paragraph.

Table 3.2: Nine-affinity tabular interrelationship diagram

Affinity Name
1.
2.
3.
4.
5.
6.
7.
8.
9.

Tabular IRD												
	1	2	3	4	5	6	7	8	9	OUT	IN	Δ
1		←										
2	↑											
3												
4												
5												
6												
7												
8												
9												

Relationships from the ART were then recorded in Table 3.2; each relationship was recorded twice, once with an upward arrow (arrow points up) and once with a left arrow. The arrows were then counted to find the value of *delta* (Δ), and this process was repeated for all the nine affinities. The rules for calculating *delta* are shown below.

- Count the number of up arrows (↑) or *Outs*
- Count the number of left arrows (←) or *Ins*
- Subtract the number of *Ins* from the *Outs* to determine the (Δ) *Deltas*
- Δ= Out-In

In the Tabular IRD, the deltas (Δ) were sorted in descending order. The value of the delta was used as a marker for the relative position of an affinity within the system. The data in the table then provided the information that was imported into the tentative SID assignment table (Northcutt & McCoy, 2004:173). The tentative SID assignments indicated the themes which were the primary driver, secondary driver, circulator/pivot of the system. Table 3.3 shows an example of a tentative system influence diagram assignments table.

Table 3.3: Example of a tentative system influence diagram assignments table

Tentative SID Assignments	
1	
2	
3	
4	
5	
6	
7	
8	
9	

Primary driver
Secondary driver
Circulator / Pivot /?
Secondary outcome
Primary outcome

The next section explains how the SID was constructed.

3.3.5 Constructing the system interrelationship diagram

The tentative SID assignments were used to draw an SID which is called the cluttered SID. It reflects all of the influences of each of the themes on the others. The first SID, called the cluttered SID, was drawn using the relationships and influences between the themes. (See Figure 4.1.)

Using the uncluttered SID it was possible for me to come up with a clean SID with no redundant links and to identify a model that could be more easily interpreted, although this does not make the cluttered SID redundant. With the aid of the uncluttered SID it was then possible to develop a simple flow model of the system. This model was used to determine the best themes to focus on in order to influence the outcomes. A simple flow diagram shown in Figure 4.7 was developed from the uncluttered SID, which clearly reflected the interaction and flow of influences.

The simple system flow diagram was used to provide a clear visual representation of the drivers and outcomes of the entire system. The SID is a

visual representation of the "theory in perception", grounded in the specific experiences and logic of the participants (Northcutt & McCoy, 2004:48).

3.4 Individual interviews

The data generated from the AAT focus group were analysed and finalised, and then individual interviews followed with six selected participants. The IQA individual interviews were a mix of structured and open-ended interview methods which allowed deeper gathering of information and data. Interview questions were developed based on the statements developed from each of the nine themes and combined to form the interview protocol. The next step was to ask each participant to give the meaning of each theme as given by the statement and to make sure that they were in agreement with the statement or wish to amend it and share any of their personal experiences related to each theme. The participants were then asked individually to use an ART in order to examine their perceptions in relation to the connections between all possible pairs of the themes or affinities.

3.4.1 Individual interview participants

From the list of 14 students that initially participated during the focus group activity, only six were conveniently selected for individual interviews. The selected six participants were part of the original focus group who indicated their availability to participate during the individual follow-up interviews. The demographics of the interview participants are shown in Table 3.4 below.

Table 3.4: Demographics of the individual interview participants

Race	Sex	Residential area	Number
Black	Male	Mmopane	1
Black	Female	Mochudi	1
Black	Male	Lobatse	1
Black	Female	Ramotswa	1
Black	Male	Gaborone	1
Black	Female	Gaborone	1
Total			**6**

The demographics for the participants assisted me in relating to Bean and Metzner's (1985) non-traditional students' model with the students in this study, as was mentioned in section 3.3.1.

3.4.2 Interview protocol

An interview protocol was developed using a theme reference table with the cards under each theme. The guidelines on how the individual interview was to be conducted can be seen in Annexure C. According to Northcutt and McCoy (2004:48), the individual interview protocol is aimed at adding richness, a deeper description and meaning of affinities as well as an understanding of the reality of the phenomenon, which is not possible with a focus group. It also allows for individual mind maps, which can be used in a debriefing sessions as an interpretive aid to the researcher.

The themes reference table produced from data obtained from the focus group, shown in Table 3.5, was given to each participant to refer to during the individual interview. I explained in detail to each participant how the individual interview was to be conducted.

Table 3.5: Themes reference table produced from data obtained from focus group

Participant Themes Reference Table	
Theme Number	
1	Poor timetabling
2	Poor communication
3	Policies and regulations
4	Lack of commitment
5	Social problems
6	Financial problems
7	Transport issues
8	Poor interaction between lecturers and students
9	Lack of teaching and learning resources

During the interview period I discussed each theme by putting probing questions to each participant in order to extract more information based on the affinities that were identified by AAT focus group. As mentioned earlier, the objective for a follow-up individual interview was to gain a deeper understanding of the individuals' perceptions of the phenomenon through each participant's experience in regards to each theme. The following were some of the questions that were asked during the follow-up individual interviews:

- What does a theme mean to you?
- Do you agree with the definition or statement of the theme?
- Tell me about your experience with the theme?
- What led you to think like this?
- What are the results?
- You said the results are … Can you give an example?

After the questions had been answered, the interview transcripts were coded both axially and theoretically as was done with the information gathered from the focus group. This process is explained in the sections below.

3.4.3 Individual axial code table

An individual axial code table (ACT) was used as the main document to capture all the individuals' responses to the questions for each of the nine themes, which helped each participant to explain the meaning given to each specific theme within the system. I identified and recorded all the quotes and phrases from each participant for ease of reference and retrieval. Next all quotes and phrases were copied into a combined interview ACT, indicating which individual ACT it originated from in order to compare quotes and each meaning that was given by each participant to a theme. An example of a combined interview ACT for theme 3 is shown in Annexure D.

3.4.4 Simple individual interview affinity relationship table

After finishing the individual interviews, each participant was given an individual ART to indicate which theme would influence which or whether there was no relationship, as was done during the focus group. The results of all participants were then imported into a combined ART. Next the minority relationships were identified within this system, using the Pareto cumulative frequency table. The cumulative of 80% was taken as the cut-off reference of the values as shown in Table 4.11. The columns of both the theme number and frequency sorted (descending) were copied over to a new table and the affinity pair relationship was sorted in ascending order. Next the conflicts in the affinity pair relationship table were examined and a question mark was placed in the conflict box. It was easy to deal with the conflicts as there were only six participants. The data were then imported into the Tabular IRD. (See Table 4.12.) Each relationship was recorded twice with a left arrow and with an upward (up) arrow as explained earlier in section 3.3.5. The delta (Δ) values were sorted in ascending order. (See Table 4.13.) The information sorted in ascending order was then imported into the tentative SID assignment table as can be seen in Table 4.14. The assignment table was then used to identify themes into primary or secondary drivers as well as the primary or secondary outcomes and to ascertain the pivot point of the system.

3.4.5 Composite system influence diagram

An SID was drawn using the information from the SID assignment table. (See Figure 4.13.) A completed SID was highly saturated and again all the redundant links were removed in order to produce an uncluttered SID. Theme 3 (policies and regulations) was again the theme with the highest delta (Δ) and was also the base used to start removing direct links to other themes deeper into the system as was previously explained. The combined individual tentative SID assignment table (Figure 4.14) was used to remove redundant links. An uncluttered SID was produced and it was possible to develop a simple flow model of the combined individual system. (See Figure 4.15).

The next section explains how the results from the IQA were interpreted.

3.5 Interactive qualitative analysis results and interpretation

The IQA method of analysis produced results of two flow diagrams: the composite system flow diagram and the combined individual system diagram. The two diagrams showed the flow of the driver side of the system and then the observable differences on the outcome side. Both systems can be used effectively to interpret and analyse the perceptions and realities of participants in the study on AAT students' throughput in an accounting programme. However, to be able to determine the main system drivers it was necessary to compare the two system diagrams as shown in section 4.6. The sub-themes were identified and a simple flow diagram was then used for the final interpretation. (See Figure 4.16.) A scholarly view was then given based on the participants' perceptions and realities about the phenomenon under discussion.

3.6 Conclusion

Using the IQA research methodology I was able to collect data through the participants' perceptions. Participants were able to describe their experiences and articulate perceived relationships among these experiences through producing a theory in perception or a conceptual map, which was a system representing how a person or a group understand a particular phenomenon.

The results, analysis and interpretation from the AAT focus group and the individual interviews are covered in Chapter 4.

Chapter 4: Results and Discussion

4.1 Introduction

The data gathered from the focus group and individual interviews are presented and interpreted in this chapter. The data presented in this chapter were analysed using the prescribed IQA tools including the simple ART, IRD and the SID. The results from the analysis were used to answer the question:

> Why do students think there is a low progression rate from end of semester 1 to semester 2 by students enrolled for the Association of Accounting Technicians programme at Botho University?

Comparison and interpretation of the analysed data from both the focus group interview and individual interviews as explained in the subsequent sections in this chapter support the eventual answer to this question.

4.1.1 Warm-up exercise results

During the focus group session a warm-up exercise was designed in order to focus the participants' attention on the issue on hand. I engaged the participants through presenting the issue statement to the group members and then gave them a reasonable time to consider the topic by engaging them in a brainstorming warm-up exercise. The participants were asked to brainstorm their good and bad experiences in the AAT programme offered at Botho University. The responses from brainstorming are shown in Table 4.1 below.

Table 4.1: Responses from warm-up exercises (brainstorming)

What are your good experiences in the AAT programme?	What are your bad experiences in the AAT programme?
Positive experiences	**Negative experiences**
- Lecturer support - Learnt how to budget and save - Passing spreadsheet part of exam - Computer literacy - Exposed to business (learnt fundamentals) - Learning about ethics - Learning with different students each semester - Punctuality - Professionalism - Importance of teamwork - Communication skills	- Inconsistency in student groups (changes each semester) - Dropping out of school - Clashing student schedules - Being chased out of the classroom - Lack of communication from the institution - Questionable rules related to punctuality (3 minutes grace period) - Have to pay a lot of money if fail the examination - IT students exempted from paying for one repeat - Not getting stipend on time 2 hrs 30 minutes too long for a class - Back-to-back classes (no breaks in between; therefore 7 hours) - Problems with concentration - Communication with management is poor - Long distances to cover when commuting (live far away) - Classes end 19:30 – get home too late (taxis expensive - No campus accommodation - No university transport - Day too long (07:00 – 17:00) long breaks in between (too far to go home) - No cafeteria - May not study in classrooms , no quiet places - Library not open at night – 24 hours - No place to study - Different preferences / methods of study (during day or night) - Transport leaves too early for night study - Dangerous at night (theft or attack) - No student support (IT challenges – uploading) hours wasted - Days too long - Class on Saturday – attendance poor and success low (Friday 17:00) - Timekeeping during tests poor (time not monitored) - Learn plus exams 17:00 – 19:30: only lesson of the day (exhausting, waste of time) - Excuse for absence ignored (doctor's certificate) - Family responsibility not seen as an excuse - Family needs result in lack of concentration and poor punctuality

The responses reflected in Table 4.1 above highlight that the participants noted more negative experiences than positive experiences. However, these responses are merely provided to give an overview and they helped to focus the participants' attention. These responses are not included in the dataset presented in the rest of this chapter as actual IQA data. The brainstorming exercise was followed by a focus group interview in which the group realties

with regard to the phenomenon of student throughput for AAT students were identified.

4.1.2 Focus group interview - Inductive and axial coding results

Each participant was given a black ball pen and approximately 25 5x8 cm blank yellow cards. They were asked to write down one thought per card answering the following question:

> Tell me about the challenges that you have faced to complete a semester?

Each participant was asked to write only one idea as an answer to the above question per card. The responses written by the participants on the cards can be seen in Table 4.2 below.

Table 4.2: Cards generated by focus group

Responses per card from focus group
Poor communication from the university to the student
Lack of information from the school
Poor communication between students, institution and DTEF
Poor communication
Over-exhaustion and pressure due to long hours in class
Having to attend classes 07:00 and then attend class at 1700 till 19:00
Having long breaks during classes
Lesson duration too long
Poor planning / scheduling of school timetables
Students rotating and changing classes
Having long classes thus lacking concentration
Clashing subjects
Back-to-back classes
Poor transport
Long distance from school
Being late for class due to lack of transport
No transport money especially mid-month
Being dropped out of school before the semester end (no money)
Student allowance being credited late e.g. 4 days after month end
Money problems (cause absence from school)
Loss of concentration (due to family problems)
Having personal family problems
Ill health (spent most of the time at the hospital)
Poor time management (personal management)
No one to revise with (lack of collaboration)
Difficulty in understanding modules yet could not approach lecturers due to their attitude

Poor study skills
Being unable to understand the lecturers
Lack of study skills
Poor support from the lecturers and school
Poor cooperation between students and lecturers
Lack of accommodation in Gaborone / No campus accommodation
Atmosphere not conducive to learning (disruptions)
Limited computers
Being a tenant (other tenants always holding party)
Lack of teaching / learning resources
The inability not to practise for my exams in a practice room as computers are always occupied
No cafeteria
Results taking too long to be released (affect resits)
University regulation
No mercy on students and drop them out of school when they are about to complete their course
AAT students should not be dropped out because they are paying for their resit
Being chased out of class for coming late
Not allowed to enter the school premises without my school identity
Being dropped unfairly (by a mistake)
Punctuality as a policy
Being chased out of class for being 5 minutes late
Problems on punctuality
Not given a chance to choose a lecturer (not enough specialised lecturers)
Family background (lacking family support)
Lack of motivation
Not taking education seriously
Lack of goal settings
Interacting with wrong peers, which results in poor performance and attendance
Being unaware of other academic events held at main campus
Poor communication from the school
Poor communication between the school and students
Need more breaks during semester
University timetable
Long lesson duration
Time limit of exams
Having long breaks during classes
Late and early classes (07:00 and 17:30)
Saturday classes (having more than one)
2 hours 30 minutes classes and end up losing concentration
Being chased from class due to late coming
Transport issues when travelling to and from school / distance issue
Long distance
Long distances to the university
No internet at home
Resits payment is expensive
Not being credited with allowance before the semester end
Student allowance not credited at all (DTEF)
Poor attendance

Clash between my social problems and my studies
Family problems
Lack of family support
Loss of concentration (social problems, no money)
Lack of communication between me and my lecturers
Not being open to my lecturers about the problems I have concerning my studies
Not given attention by lecturers
No support from lecturers
Not enough specialised lecturers
Too many assignments
Poor wireless connectivity
No accommodation in school
Lack of study material
Sharing accommodation
Limited space for study
Limited access time to the school library
Full school library / no space when you need to study
Renting in Gaborone expensive
Being chased away from 07:00 classes
The breaking / splitting of batches every semester
Changing of results by Association of Accounting Technicians – United Kingdom (AAT UK)
Not being fair to each other like dropping out students
Security problems
Failing resit due to technical problems and delaying scheduling of resits
Being chased from class due to late coming and the lecturer does not listen to my excuse
Time keeping
Punctuality problems
No semester breaks – need more breaks during semester
Having a lot of fun (not serious enough about studies)
Lack of commitment to my studies
Students lack motivation
Not serious enough
Negative peer pressure
Poor attendance (not feeling / motivated to go to school)

Table 4.2 shows a diverse number of experiences and thoughts that were generated from the focus group. As facilitator, I supported the participants in arranging the cards into categories of commonalities in order to identify the themes of the system, using a process of inductive coding, as described by Northcutt and McCoy (2004:97). The focus group participants identified nine themes that are provided in Table 4.3 below.

Table 4.3: Focus group themes

Focus group themes	
Theme number	**Theme name**
1	Poor timetabling
2	Poor communication
3	Policies and regulations
4	Lack of commitment
5	Social problems
6	Financial problems
7	Transport issues
8	Poor interaction between lecturers and students
9	Lack of teaching and learning resources

I guided the focus group participants in evaluating and re-evaluating the theme labels and the expressions contained in each category under the respective themes (Northcutt, 2004:163). No sub-themes were generated and all nine themes remained separate. Next, the themes and their respective categories of expressions were finalised through the process of axial coding. The group then moved to the next exercise for theoretical coding, which is explained in the section below.

4.1.3 Focus group theoretical coding – Democratic protocol

A simple majority vote was used by the focus group participants to determine the direction of each relationship. (See Northcutt & McCoy, 2004:163.) For each potential combination there were three options, for example: 1 influences 2, or 2 influences 1, or there is no relationship at all. The option that attracted the majority votes was recorded in the ART and those relationships that attracted few or no votes were excluded from the ART (Northcutt & McCoy, 2004:164). The focus group simple ART is shown in Table 4.4 below.

Table 4.4: Simple affinity relationship table

Affinity name
1. Poor timetabling
2. Poor communication
3. Policies and regulations
4. Lack of commitment
5. Social problems
6. Financial problems
7. Transport issues
8. Poor interaction between lecturers and students
9. Lack of teaching and learning resources

Possible relationships
A → B
A ← B
A <> B (No relationship**)**

Affinity Relationship Table				
Affinity pair relationship		Affinity pair relationship		Affinity pair relationship
1 ← 2		3 → 4		6 → 7
1 ← 3		3 <> 5		6 → 8
1 → 4		3 → 6		6 ← 9
1 <> 5		3 → 7		7 → 8
1 → 6		3 → 8		7 <> 9
1 → 7		3 → 9		8 ← 9
1 → 8		4 ← 5		
1 ← 9		4 ← 6		
2 ← 3		4 ← 7		
2 → 4		4 → 8		
2 <> 5		4 ← 9		
2 → 6		5 → 6		
2 → 7		5 <> 7		
2 → 8		5 → 8		
2 <> 9		5 <> 9		

The simple ART was then followed by a group IRD which is explained in the following section.

4.1.4 Theoretical coding: Group interrelationship diagram

After resolving all the conflicts, the majority relationship votes were used to populate a group composite tabular IRD as shown in Table 4.5 below.

Table 4.5: Group interrelationship table

Tabular IRD										OUT	IN	Δ
	1	2	3	4	5	6	7	8	9	OUT	IN	Δ
1	�©	←	←	↑		↑	↑	↑	←	4	3	1
2	↑	▢	←	↑		↑	↑	↑		5	1	4
3	↑	↑	▢	↑		↑	↑	↑	↑	7	0	7
4	←	←	←	▢	←	←	←	↑	←	1	7	-6
5				↑	▢	↑		↑		3	0	3
6	←	←	←	↑	←	▢	↑	↑	←	3	5	-2
7	←	←	←	↑		←	▢	↑		2	4	-2
8	←	←	←	←	←	←	←	▢	←	0	8	-8
9	↑		←	↑			↑	↑	▢	4	1	3

The data in Table 4.5 above were then sorted in descending order of the delta (Δ) and the results are provided in Table 4.6 below.

Table 4.6: Sorted group interrelationship table

	1	2	3	4	5	6	7	8	9	OUT	IN	Δ
	Tabular IRD – Sorted in Descending order of Δ											
3	↑	↑		↑		↑	↑	↑	↑	7	0	7
2	↑		←	↑		↑	↑	↑		5	1	4
5				↑		↑		↑		3	0	3
9	↑		←	↑			↑	↑		4	1	3
1		←	←	↑		↑	↑	↑	←	4	3	1
6	←	←	←	↑	←		↑	↑	←	3	5	-2
7	←	←	←	↑		←		↑		2	4	-2
4	←	←	←		←	←	←	↑	←	1	7	-6
8	←	←	←	←	←	←	←		←	0	8	-8

4.1.5 Theoretical coding – System influence diagram

The values reflected in Table 4.6 were used as a marker for the particular themes in the system through importing ordered delta (Δ) theme numbers into a tentative SID assignments table as shown in Table 4.7 below.

Table 4.7: Tentative system influence diagram assignments table

Tentative SID Assignments		
Theme no.	Theme names	
3	Policies and regulations	Primary driver
2	Poor communication	Secondary driver
5	Social problems	Secondary driver
9	Lack of teaching and learning resources	Secondary driver
1	Poor timetabling	Secondary driver
6	Financial problems	Secondary outcome
7	Transport issues	Secondary outcome
4	Lack of commitment	Secondary outcome
8	Poor interaction between lecturers and students	Primary outcome

The assignment table provided above allowed the themes to be marked as primary or secondary drivers or primary or secondary outcomes. Next the

results from the IRD and the information from the tentative SID Assignment table were used to draw an SID, showing clearly the influences and outcomes of the system. A cluttered SID was then produced showing the relationship among the themes as shown in Figure 4.1 below.

Arrows were drawn according to the ART to represent the relationships between the themes.
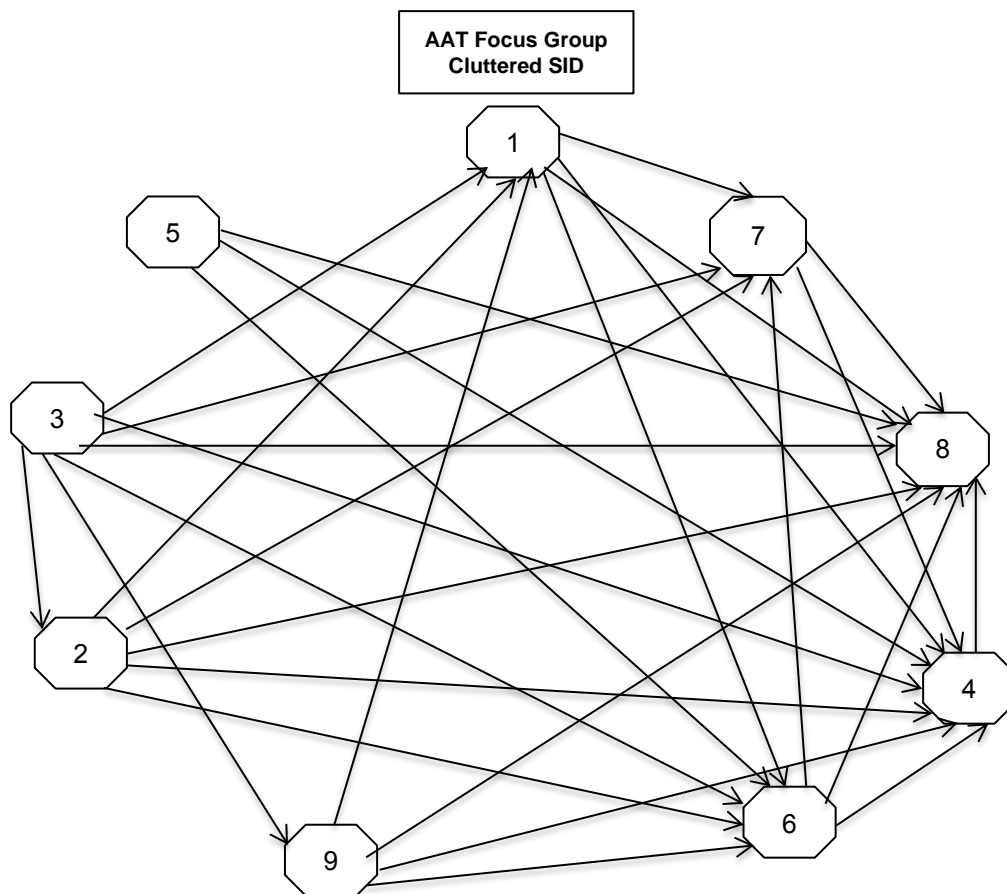
Figure 4.1: Cluttered system influence diagram

In order to improve the influences through the primary drivers, and the primary outcome, each theme is shown separately below to clarify the interaction of themes on the others within the cluttered SID.
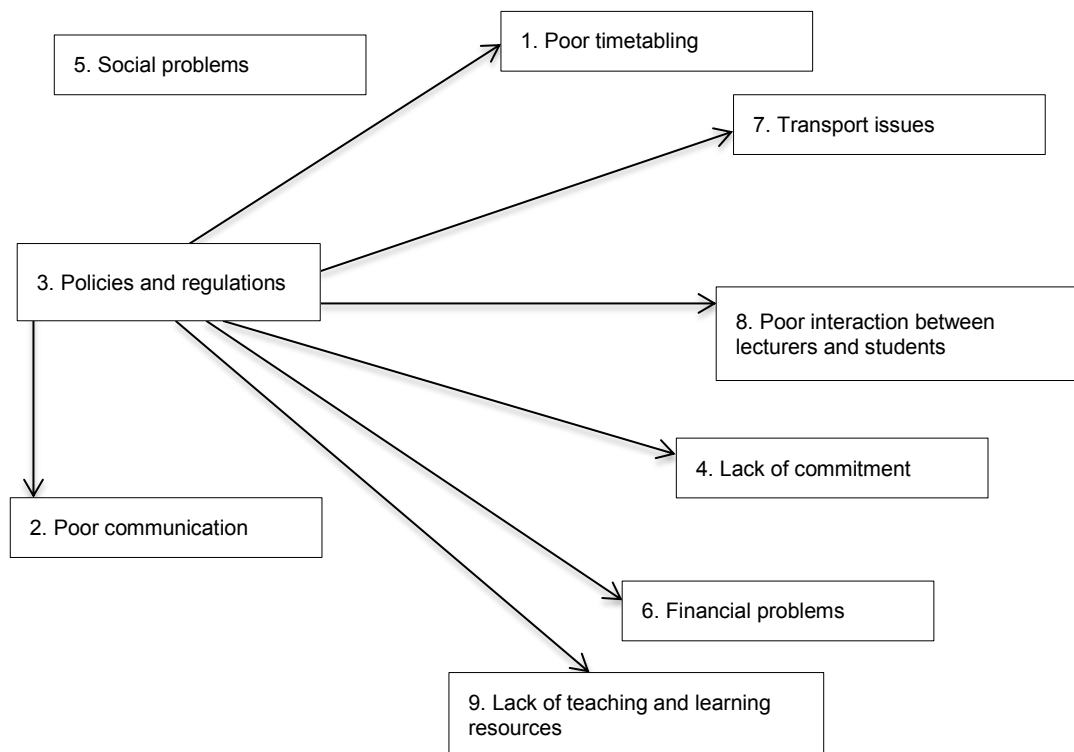
Figure 4.2: Primary system driver, theme 3 (*Policies and regulations*)

Figure 4.2 shows that theme 3, the primary driver (*Policies and regulations*)*,* has a direct influence on all the other themes (except theme 5 – *Social problems*) since it received the most votes from all participants in the focus group interview. This preliminary analysis indicates that theme 3 (*Policies and regulations)* influenced all the other eight themes. (See Figure 4.2 above.) However, the individual participants needed to clarify the theme 5 (*Social problems)* during the individual follow-up interviews. (See section 4.4.)

The secondary driver identified by the number of votes which was given by the participants during the focus group interview was theme 1, (*Poor timetabling)*. Figure 4.3 it shows that theme 1 (*Poor timetabling*) directly influenced seven of the nine themes.
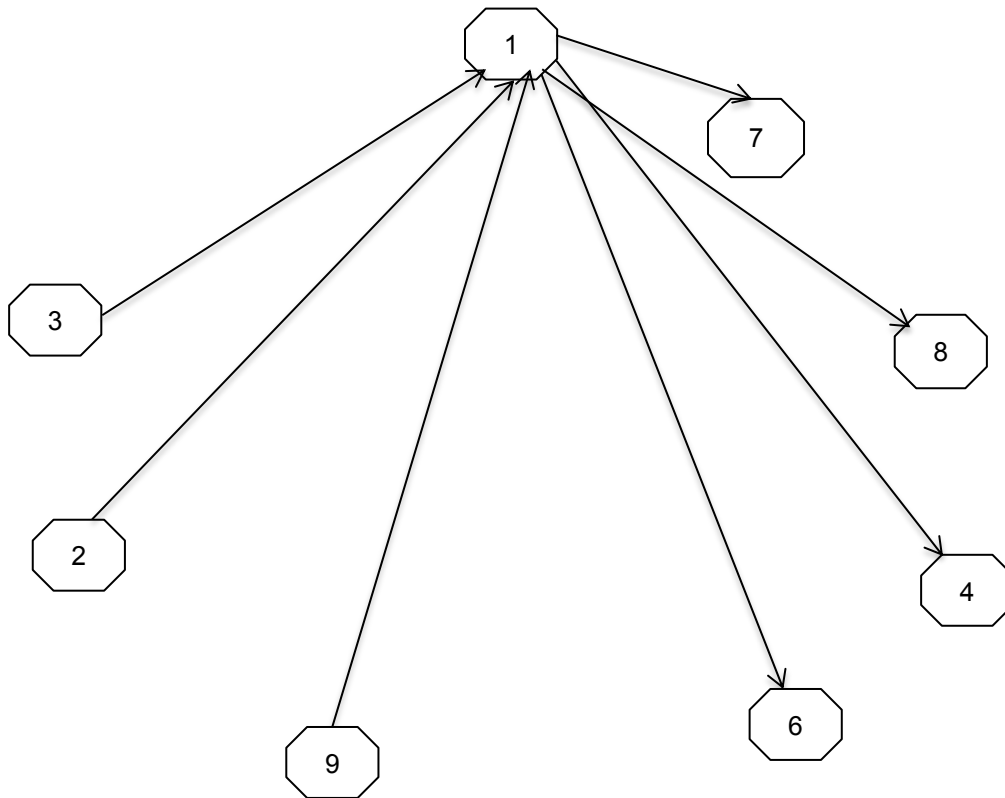
Figure 4.3: Secondary primary driver, theme 1

Next, theme eight (*Poor interaction between lecturers and students*), a primary outcome, is discussed. (See Figure 4.4 below.)
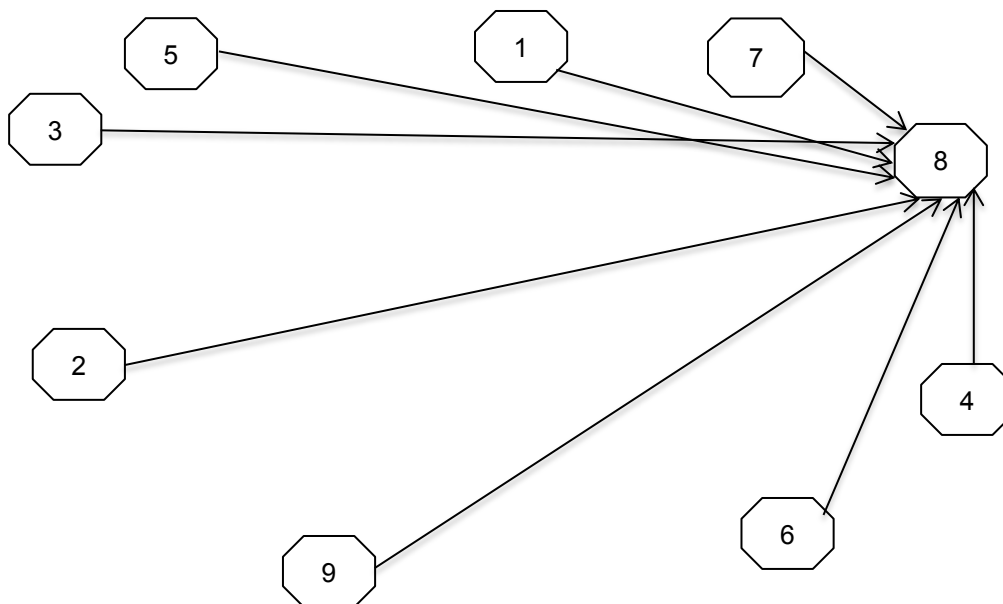
Figure 4.4: Primary outcome, theme 8

Theme 8 (*Poor interaction between lecturers and students)* was selected as the main primary outcome of the system. Theme 8 (*Poor interaction between lecturers and students*) influenced eight of the nine themes. (See Figure 4.4.) The primary outcome should have incoming influences and no outgoing influences (Northcutt & McCoy, 2004:180). In Figure 4.4 all the influences are incoming to the main primary outcome (*Poor interaction between lecturers and students*). As seen in Figure 4.1 (in section 4.1.5), the cluttered SID was highly saturated and difficult to interpret. Therefore to simplify the cluttered SID and to make the system relationships flow and stand out, all the redundant links were removed. The tentative SID assignment was used to remove all the redundant links until only the influences remained that can be seen in Figure 4.5 below, which resulted in an uncluttered SID.
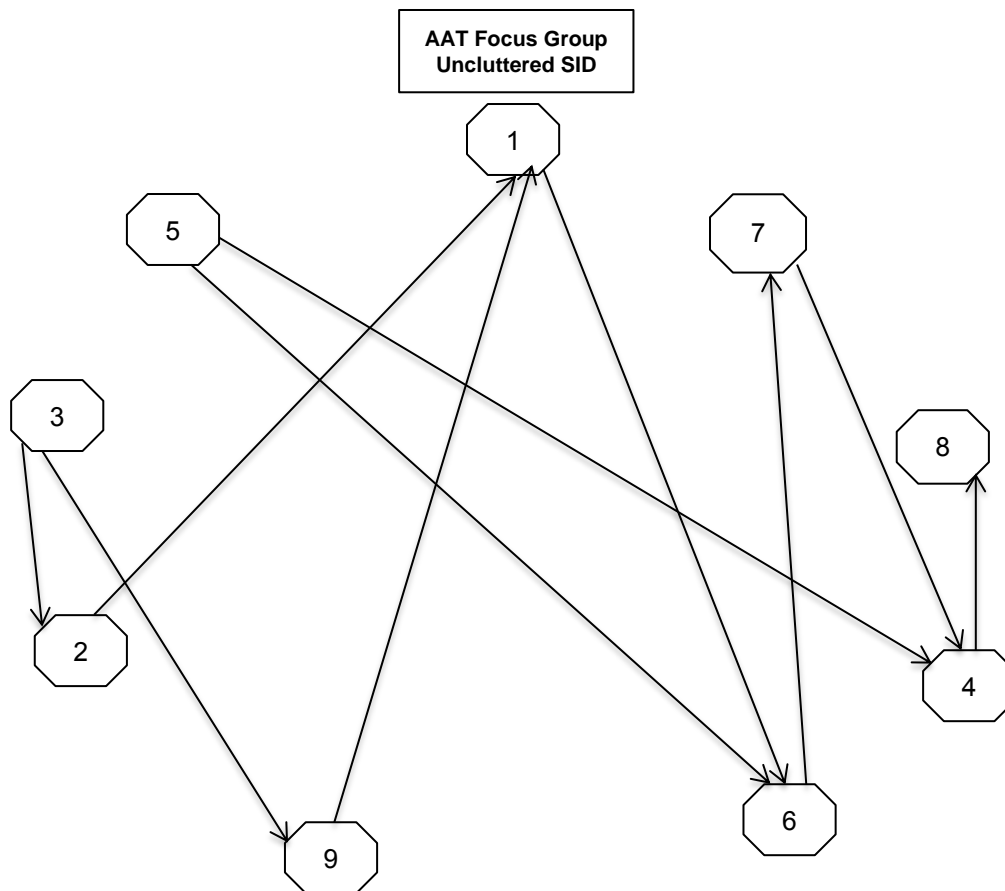
Figure 4.5: Uncluttered system influence diagram

The uncluttered SID was then more easily interpreted, and it was therefore easy to develop a simple flow diagram of the system. The simple flow diagram presented in Figure 4.6 below shows the interaction and flow of influences, which can now easily be visualised and understood.
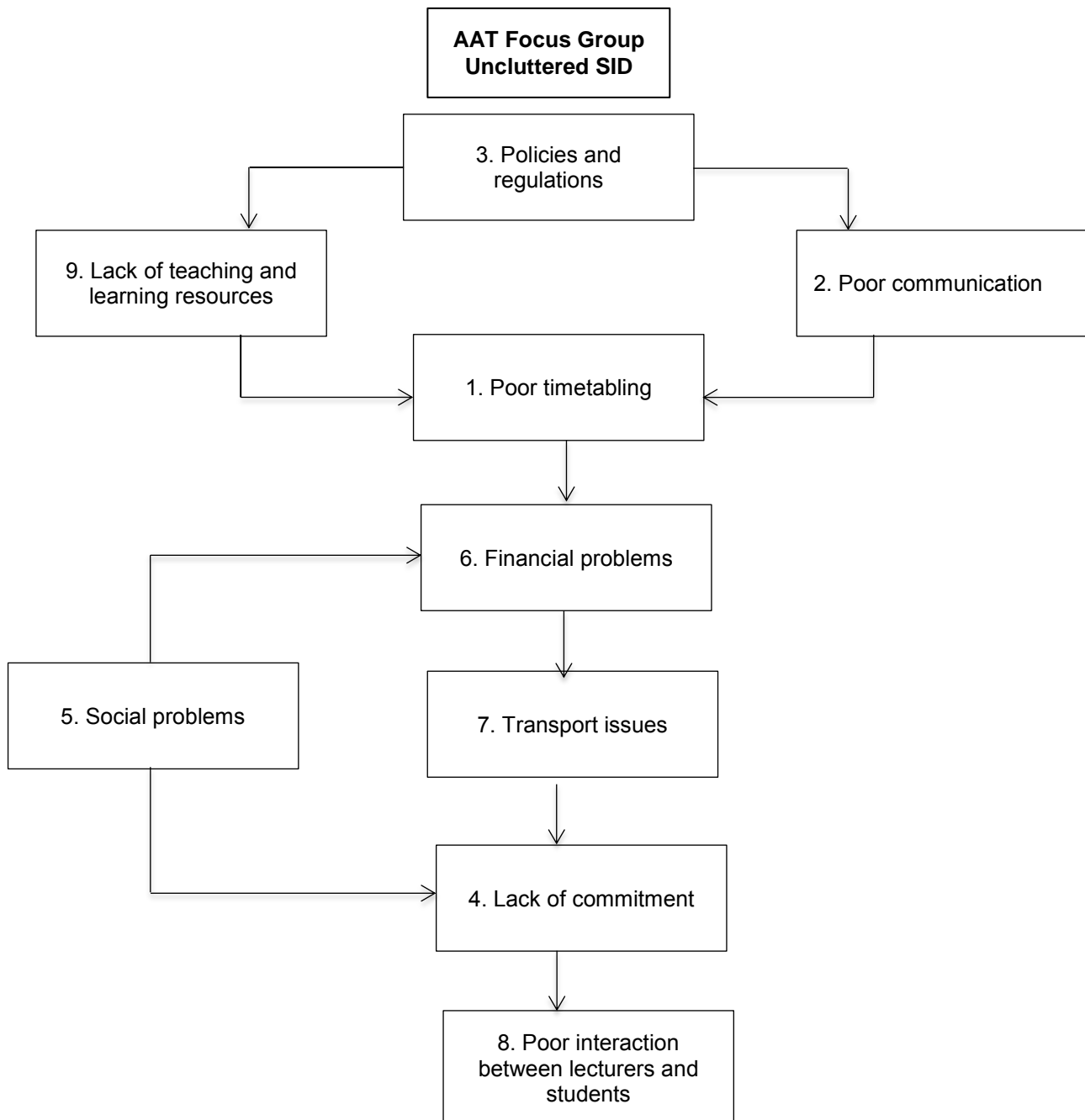
Figure 4.6: Two feedback loops

There are two feedback loops in Figure 4.6 that become clear with regard to all the outcomes, which will be discussed and analysed in more detail in section 4.4.

4.2 Placement of themes in the system

Figure 4.6 shows that the themes were arranged from the left to the right according to the delta (∆) values within the system flow diagram (Northcutt &

McCoy, 2004:180). Figure 4.7 shows that the main primary driver (theme 3, *Policies and Regulations)* directly influenced theme 9 (*Lack of teaching and learning resources*)*,* and theme 2 (*Poor communication*)*.*
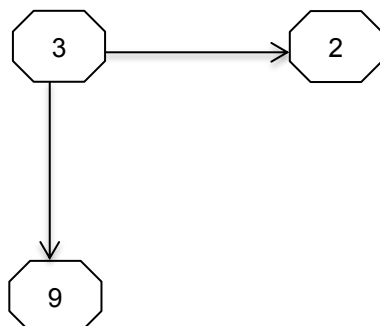
Figure 4.7: Theme 3 system influence

Figure 4.8 below shows that theme 9 (*Lack of teaching and learning resources*) and theme 2 (*Poor communication*) influenced theme 1 (*Poor timetabling*). Both theme 9 and theme 2 were secondary drivers as they fed into the first loop of theme 1 (*Poor timetabling*).
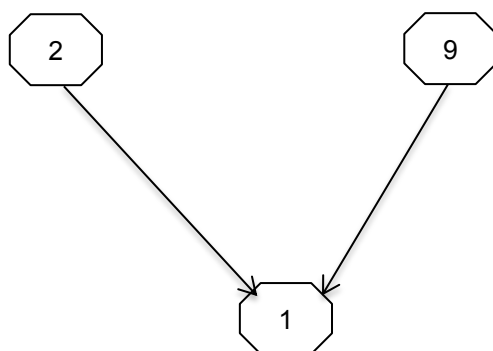
Figure 4.8: Themes 9 and 2 influenced theme 1

Figure 4.9 below shows that theme 5 (a secondary driver, *Social problems*)*,* influenced theme 6 (*Financial problems*) that was secondary outcome, and theme 4 (*Lack of commitment)* also a secondary outcome, which fed into the main primary outcome theme 8 (*Poor interaction between lecturers and students*)*.*
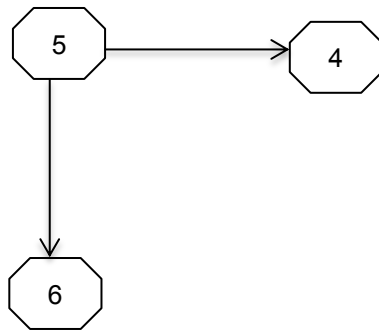
Figure 4.9: Theme 5 influenced themes 6 and 4

The next section focuses on the individual interview analysis.

4.3 Individual interview analysis

Individual interviews were conducted from 21 August 2015 to 27 August 2015. Individual interviews were divided into two parts, namely the axial interview and the theoretical interview.

4.3.1 Axial interview

The first part of the interview between the researcher (interviewer) and the interviewee (participant) focused on the experiences of the interviewee on the nine themes or affinities that were identified during the focus group interview. I copied over all the quotes or phrases that were identified during individual interviews into a combined interview ACT. (See the combined ACT for theme 1 to theme 9 in Annexure D to Annexure L.) A combined ACT was used to compare phrases, quotes and individual meanings from each individual interview participant on each theme that was initially identified during the focus group interview. The combined ACT was used in the subsequent sections of the study to explain individual realties in the context of the identified main system influences. (See section 4.5.)

4.3.2 Theoretical interview

In the second part of the individual interviews participants were given a simple ART in order to identify the relationships among the themes or affinities that were identified during the focus group interview. The participants were to indicate which theme would influence which, from their own perspective. (See

section 3.4.4 for further elucidation.) The results from all the participants were imported into Pareto table frequencies in affinity pair order (Table 4.8).

Table 4.8: Pareto frequencies in affinity pair order

No.	Affinity pair relationship	Frequency	Conflict	No.	Affinity pair relationship	Frequency	Conflict
1	1 ← 2	6		37	3 ← 7	0	
2	1 → 2	0		38	3 → 7	6	
3	1 ← 3	6		39	3 → 8	6	
4	1 → 3	0		40	3 ← 8	0	
5	1 → 4	6		41	3 ← 9	0	
6	1 ← 4	0		42	3 → 9	6	
7	1 ← 5	0		43	4 → 5	0	
8	1 → 5	0		44	4 ← 5	6	
9	1 → 6	5		45	4 ← 6	6	
10	1 ← 6	1		46	4 → 6	0	
11	1 ← 7	1		47	4 → 7	0	
12	1 → 7	5		48	4 ← 7	6	
13	1 → 8	6		49	4 ← 8	0	
14	1 ← 8	0		50	4 → 8	6	
15	1 ← 9	6		51	4 → 9	0	
16	1 → 9	0		52	4 ← 9	6	
17	2 → 3	0		53	5 ← 6	0	
18	2 ← 3	6		54	5 → 6	6	
19	2 ← 4	0		55	5 ← 7	0	
20	2 → 4	6		56	5 → 7	6	
21	2 → 5	1		57	5 → 8	6	
22	2 ← 5	0		58	5 ← 8	0	
23	2 ← 6	0		59	5 ← 9	1	
24	2 → 6	6		60	5 → 9	0	
25	2 → 7	6		61	6 → 7	6	
26	2 ← 7	0		62	6 ← 7	0	
27	2 ← 8	0		63	6 ← 8	0	
28	2 → 8	6		64	6 → 8	6	
29	2 → 9	1?	Conflict	65	6 → 9	0	
30	2 ← 9	1	Conflict	66	6 ← 9	6	
31	3 ← 4	0		67	7 → 8	6	
32	3 → 4	6		68	7 ← 8	0	
33	3 ← 5	1?	Conflict	69	7 ← 9	6	
34	3 → 5	1	Conflict	70	7 → 9	0	
35	3 → 6	6		71	8 ← 9	6	
36	3 ← 6	0		72	8 → 9	0	
					Total frequency	**192**	

Table 4.8 shows that the six participants selected for individual interviews cast 192 votes for 72 possible relationships. The researcher selected the relationships with the highest frequency and imported them into a combined ART. A Pareto 80:20 rule was used on the affinity with minority relationships within this system. The affinity relationships reflected in Table 4.8 were also examined for conflicts. (See affinities highlighted in purple in Table 4.8.) The researcher requested two participants to re-cast their votes in order to resolve the conflicts in the influences that were pointing to opposite directions (Northcutt & McCoy, 2004:180). New influences, according to the votes, were then considered and data were imported into the tubular IRD (Table 4.10), using the combined interview simple ART (Table 4.9).

Table 4.9: Combined interview simple affinity relationship table

Affinity name
1. Poor timetabling
2. Poor communication
3. Policies and regulations
4. Lack of commitment
5. Social problems
6. Financial problems
7. Transport issues
8. Poor interaction between lecturers and students
9. Lack of teaching and learning resources

Possible relationships
A → B
A ← B
A <> B (No relationship)

Affinity Relationship Table				
Affinity pair relationship		Affinity pair relationship		Affinity pair relationship
1 ← 2		3 → 4		6 → 7
1 ← 3		3 → 5		6 → 8
1 → 4		3 → 6		6 ← 9
1 <> 5		3 → 7		7 → 8
1 → 6		3 → 8		7 ← 9
1 → 7		3 → 9		8 ← 9
1 → 8		4 ← 5		
1 ← 9		4 ← 6		
2 ← 3		4 ← 7		
2 → 4		4 → 8		
2 → 5		4 ← 9		
2 → 6		5 → 6		
2 → 7		5 → 7		
2 → 8		5 → 8		
2 ← 9		5 ← 9		

4.3.3 Individual Interview Protocol 2 – Theoretical coding

After resolving all the conflicts, the majority relationship votes were used to populate a combined individual interrelationship, which is shown in Table 4.10 below.

Table 4.10: Combined individual interrelationship table

	1	2	3	4	5	6	7	8	9	OUT	IN	Δ
Tabular IRD												
1		←	←	↑		↑	↑	↑	←	4	3	1
2	↑		←	↑	↑	↑	↑	↑	←	6	2	4
3	↑	↑		↑	↑	↑	↑	↑	↑	8	0	8
4	←	←	←		←	←	←	↑	←	1	7	-6
5		←	←	↑		↑	↑	↑	←	4	3	1
6	←	←	←	↑	←		↑	↑	←	3	5	-2
7	←	←	←	↑	←	←		↑	←	2	6	-4
8	←	←	←	←	←	←	←		←	0	8	-8
9	↑	↑	←	↑	↑	↑	↑	↑		7	1	6

The data in Table 4.10 above were then sorted in descending order of the delta (Δ) and the results can be seen in Table 4.11 below.

Table 4.11: Sorted group interrelationship table

Tabular IRD – Sorted in descending order of Δ												
	1	2	3	4	5	6	7	8	9	OUT	IN	Δ
3	↑	↑		↑	↑	↑	↑	↑	↑	8	0	8
9	↑	↑	←	↑	↑	↑	↑	↑		7	1	6
2	↑		←	↑	↑	↑	↑	↑	←	6	2	4
1		←	←	↑		↑	↑	↑	←	4	3	1
5		←	←	↑		↑	↑	↑	←	4	3	1
6	←	←	←	↑	←		↑	↑	←	3	5	-2
7	←	←	←	↑	←	←		↑	←	2	6	-4
4	←	←	←		←	←	←	↑	←	1	7	-6
8	←	←	←	←	←	←	←		←	0	8	-8

4.3.4 Theoretical coding – System influence diagram

The values shown in Table 4.11 were used as a marker for the particulars of themes in the system through importing ordered delta (Δ) theme numbers into a tentative SID assignment table as shown in Table 4.12 below. It was possible to identify which themes in the system were primary or secondary drivers, and which were primary or secondary outcomes. Theme 3 (*Policies and regulations*) remained the primary driver and again theme 8 (*Poor interaction between lecturers and students*) was the primary outcome.

Table 4.12: Tentative system influence diagram assignments table for individual interviews

Tentative SID assignments		
Theme no.	Theme names	Outcomes
3	Policies and regulations	Primary driver
9	Lack of teaching and learning resources	Secondary driver
2	Poor communication	Secondary driver
1	Poor timetabling	Secondary driver
5	Social problems	Secondary driver
6	Financial problems	Secondary outcome
7	Transport issues	Secondary outcome
4	Lack of commitment	Secondary outcome
8	Poor interaction between lecturers and students	Primary outcome

The assignment table above allowed the themes to be marked as primary or secondary drivers or primary or secondary outcomes. Next, the results from the IRD and the information from the tentative SID assignment table were used to draw an SID, showing clearly the influences and outcomes of the system. A cluttered SID was then produced showing the relationship among the themes as shown in Figure 4.10 below.
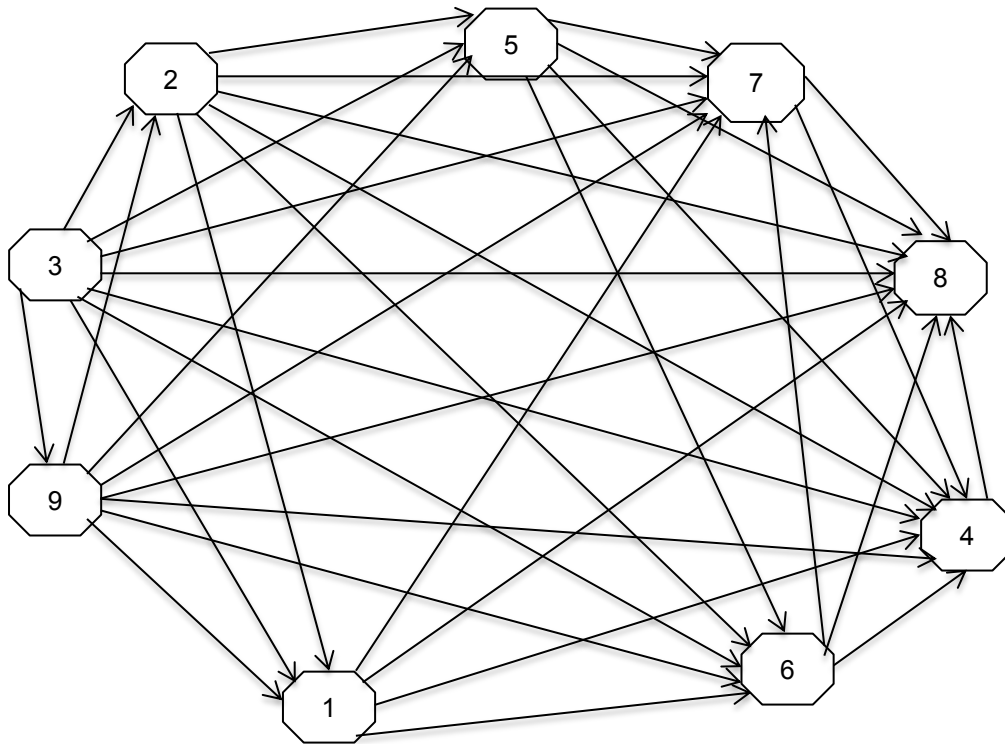
Figure 4.10: Combined individual cluttered system influence diagram

The next step was to start with the primary driver theme 3 (*Policies and regulations*). Direct links to themes deeper into the system were removed in the same manner as followed previously regarding the focus group data. (See section 4.1.4.) The redundant links were removed as per the order in the tentative system influence diagram assignments table. (See Table 4.12.)
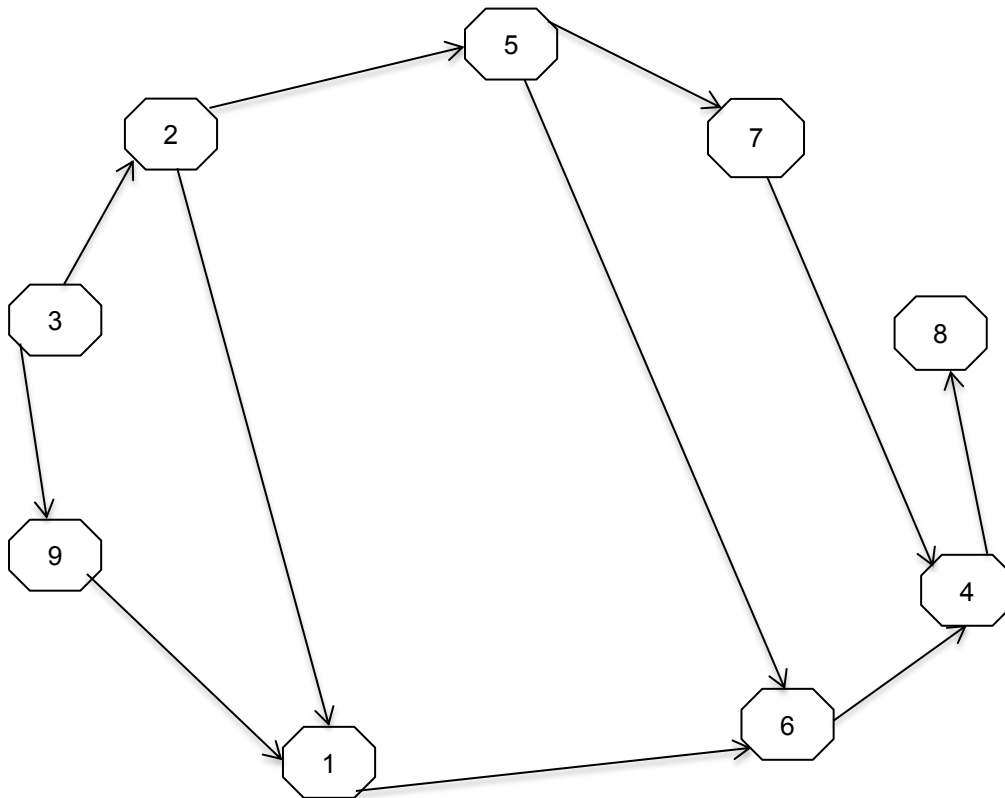
Figure 4.11: Combined individual uncluttered system influence diagram

The next step was to use the SID shown in Figure 4.11 to develop a simple flow diagram of the combined individual system, which could be used to compare to the flow diagram from the focus group data.
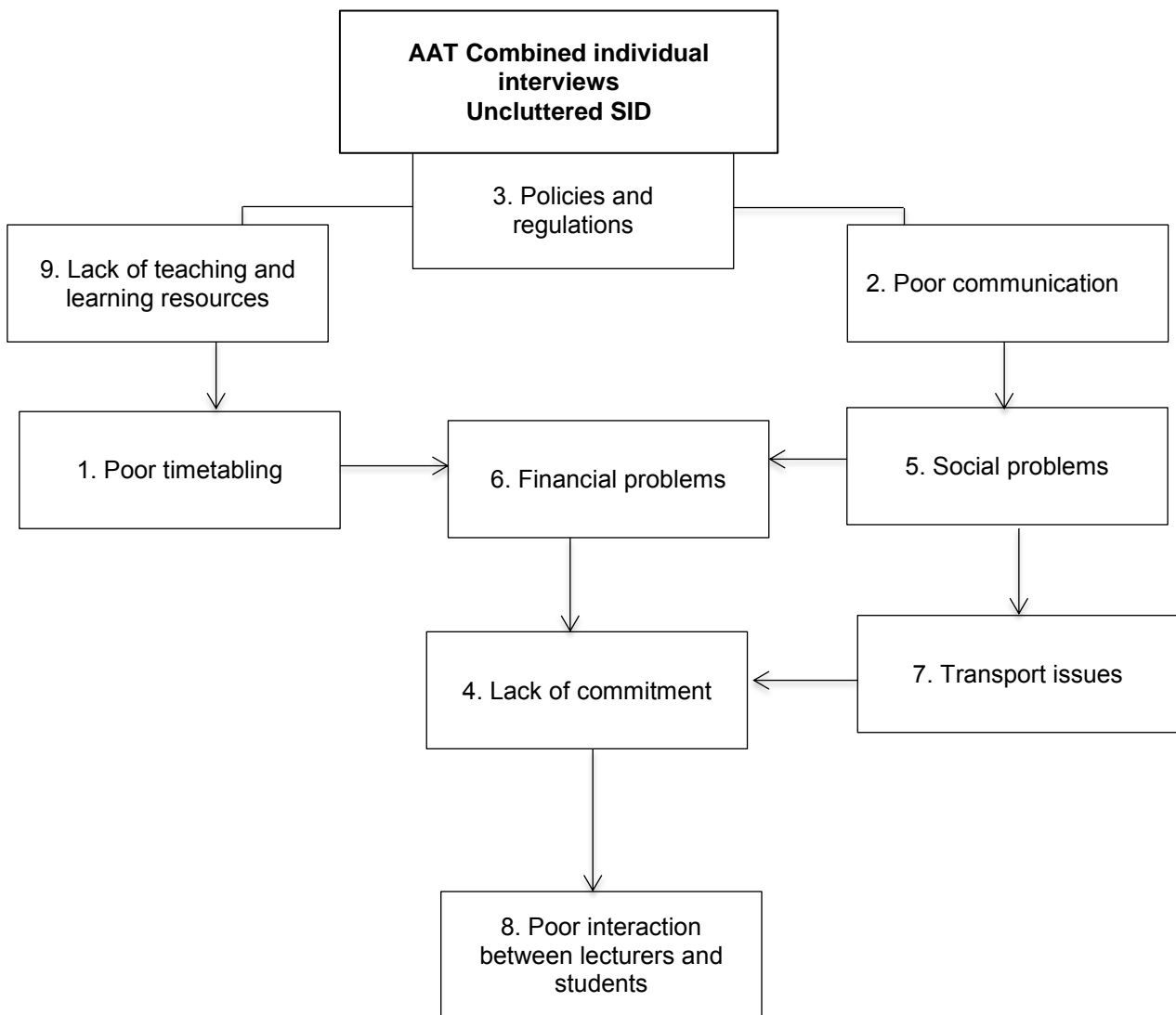
Figure 4.12: Combined individual system model flow diagram

A flow diagram that was developed from the uncluttered SID clearly shows the interaction and flow of influences within the system, as indicated by the individuals during their interviews. (See Figure 4.12.) There is a feedback loop within the flow diagram and it can be seen that it is a combination of all the secondary outcomes of the system.

4.4 Structural comparison of systems maps

The next step was to do a comparison between the two system maps from the same constituency, the one which was developed from the data generated from the focus group interview and the other which was developed from the

combined individual interviews. Figures 4.13 and 4.14 show the two system flow diagrams including all the theme titles for easy comparison and reference.

```
                    ┌─────────────────────┐
                    │  3. Policies and    │
                    │    regulations      │
                    └─────────────────────┘
        ┌───────────────────┐      ┌──────────────────────┐
        │ 9. Lack of         │      │ 2. Poor communication │
        │ teaching and       │      └──────────────────────┘
        │ learning resources │
        └───────────────────┘
                    ┌─────────────────────┐
                    │  1. Poor timetabling │
                    └─────────────────────┘
                    ┌─────────────────────┐
                    │  6. Financial problems │
                    └─────────────────────┘
        ┌───────────────────┐      ┌──────────────────────┐
        │ 5. Social problems │      │ 7. Transport issues   │
        └───────────────────┘      └──────────────────────┘
                    ┌─────────────────────┐
                    │  4. Lack of commitment │
                    └─────────────────────┘
                    ┌─────────────────────────────────────┐
                    │ 8. Poor interaction between lecturers │
                    │          and students                 │
                    └─────────────────────────────────────┘
```
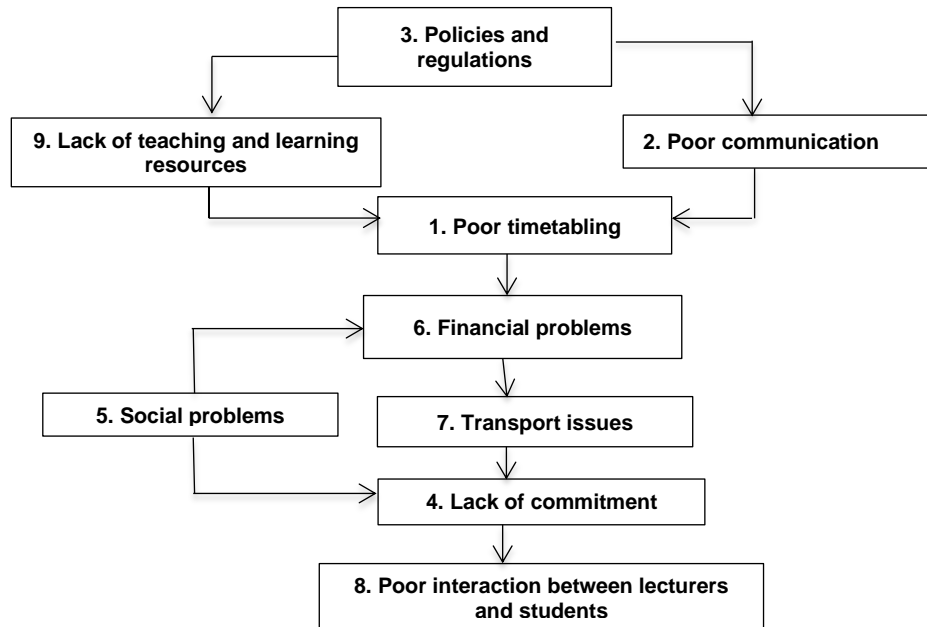
Figure 4.13: Focus group theme system flow diagram
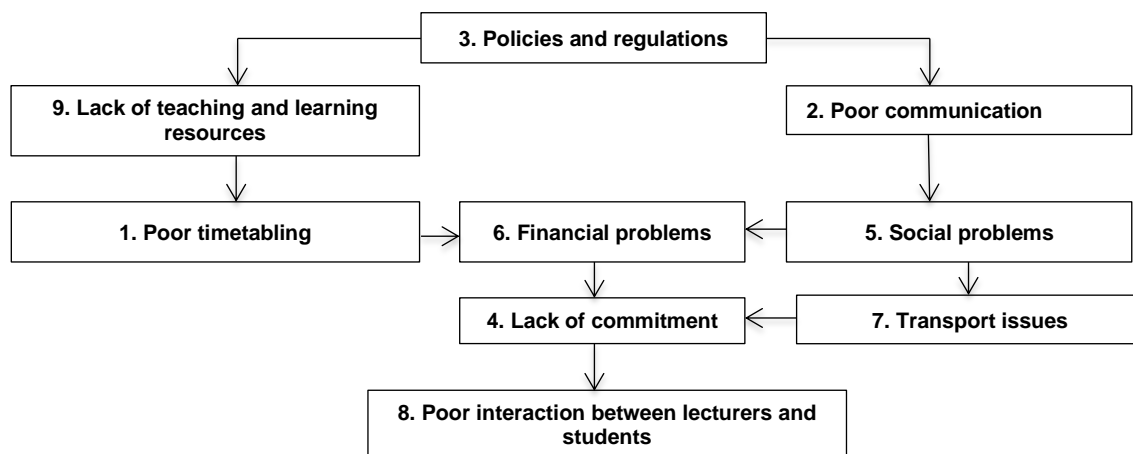
Figure 4.14: Combined individual system model flow diagram

In both of the system diagrams the top part of the system is identical with *Policies and regulations* – both remain the primary drivers for both systems. From this finding it can be deducted that the respondents perceived that policies and regulations will influence the students' throughput if these policies and regulations are not favourable to the institution's customers, in this case the students. In both systems participants perceived that poor timetabling would influence financial problems. The perception was that if the students come to the college at 5.30 pm they would spend more money for lunch than if they came in the morning. The first main difference from the group system mind map and the combined mind map is that theme 5 (*Social problems*) was isolated (no links with theme 3 *Policies and Regulations* and theme 1 *Poor timetabling*) in the group system mind map. However, theme 5 (*Social problems*) links very well in the combined mind map. Theme 1 (*Poor timetabling*) creates an interesting discussion point in both of the system maps, as it influences theme 6 (*Financial problems*) in both the systems' mind maps. The participants perceived that if there is a poor timetable the students' finances will be stretched as they spend more time at the campus before attending lessons. In both of the systems' mind maps, theme 5 (*Social problems*) influences theme 6 *(Financial problems)*. The perception was that if the student is affected socially, there may be problems with finances which result in students being absent from college as money for transport will be a challenge.

In both systems the primary and secondary drivers as well as the primary and secondary outcomes remained the same. However, from this point the mind maps began to show some differences with regard to how the secondary outcomes influence each other. In each of the two mind maps there are feedback loops in which the direction of the influences appears to be different. It is important to look into some similarities of the feedback loops of both systems. (See Figure 4.15.)
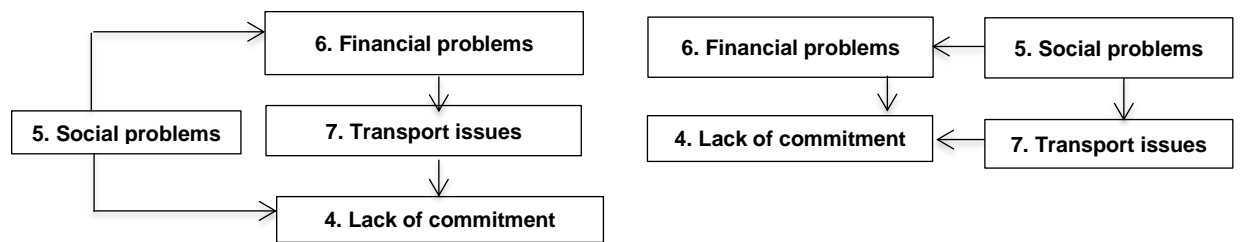
Figure 4.15: First comparison of systems feedback loops

In Figure 4.15 above there may be three of the themes that could be combined, and that may be assumed to be a subset of each other in each of the mind maps. They are theme 5 (*Social problems*), theme 6 *(Financial problems)* and theme 7 *(Transport issues)*. The three themes were combined to form a new theme with the name *Socio-economic problems* and as this substituted all the old three themes within both systems, the feedback loop could then disappear, creating a higher-level perspective as can be seen in Figure 4.16 below.
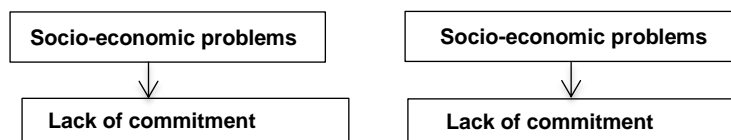
Figure 4.16: Second comparison of systems feedback loops

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It can be seen that after adjusting the feedback loops of the two mind maps, the feedback loops collapsed for both systems. There are also feedback loops at the top of the two mind maps. There may be two of the secondary themes that could be combined as they are assumed to be a subset of each other in each of the mind maps. These are theme 1 *(Poor timetabling)* and theme 2 *(Poor communication).* It would be possible to form another new theme as they have a common meaning. A new theme that is created is *Lack of information dissemination* and is used to substitute themes one and two in the feedback loop and a new clear higher-level system flow diagram would be created. (See Figure 4.17.)
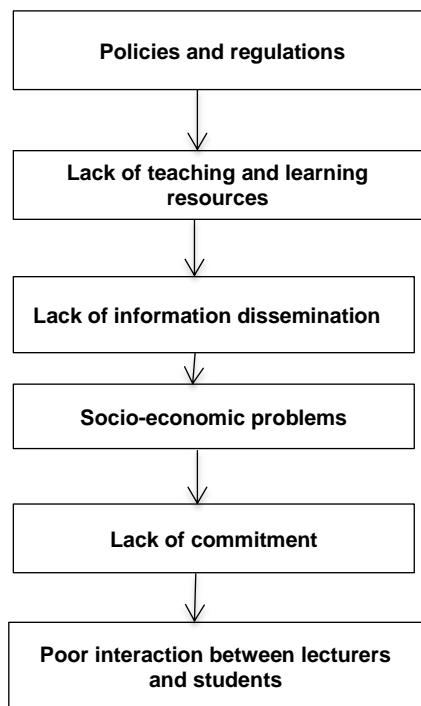
Figure 4.17: High- level system flow diagram

From the above high-level system flow diagram in Figure 4.17 it is possible to see the main elements of the system. The final mind map above shows a clear flow of the themes right to the primary outcome, theme 8 (*Poor interaction between lecturers and students),* which will then result in low student throughput. The high-level system flow diagram above includes new

created themes, *Lack of information dissemination* and *Socio-economic problems*.

The main elements within the system, as identified by participants required a closer look through the perceptions of the participants. The following section discusses the theoretical meanings from the participants.

4.5 Theoretical meaning
4.5.1 Policies and regulations

The perceptions for individual participants were analysed and they showed that participants faced many challenges with policies and regulations at Botho University. Some of the challenges noted by participants were the following:

The policy and regulation in the MIS department which did not allow students to enter the offices if they wanted help. How do I get help if I am not allowed to access the MIS offices? This was very bad and time-consuming as students queue outside the MIS offices. (Respondent 1 Annexure D, Transcript 1, N 13 – 14)

Yes, it was not fair as long the student is there, this is a university and it must allow students to attend. I say this because we should be respected as mature people. I understand this was implemented in order to deal with students who were weak, naughty and not serious therefore the school should not generalise situations. I think it is important to deal with a case-by-case basis when it comes to punctuality. (Respondent 5 Annexure D, Transcript 5, N 454 – 456)

The above quotes show that a disconnection existed between the college and the students, which is not a psychologically healthy environment for learners. Such disconnections between the institution and students were also noted in Tinto (1975). The quotes from theme 3 (*Policies and regulations*) fit well with one of the factors (*Poor interaction with the institution)* that was suggested by

Tinto (1975) as a possible contributing factor to students' dropout. Policies and regulations in any educational institution are important but if they are perceived to discourage students – as shown here for Botho University – they may cause low student throughput.

In Chapter 2 (section 2.2.2) it is shown that there is a disconnection between three polices: the AAT code of practice UK, Botho University policies and regulations, and the DTEF policies and regulations. Botho University policies and regulations and DTEF policies and regulations are in agreement as the university incorporated terms and conditions from the sponsor that requires AAT students to complete the programme within two years. This policy is contradictory to the AAT UK policy, as students are given a completion time limit of 10 years. Furthermore, the students in the AAT UK programme write examinations when they are ready, but at Botho University the policy prescribes the time for due assessments. Such policy discrepancies may contribute to low student throughput.

Another problem which may have resulted from policies and regulations was related to the recruitment process of students with 36 points without considering their accounting background. Selection and recruitment of accounting students with no accounting background was also a contributing factor to low student throughput reported in the Steenkamp, Baard and Frick (2009) study. The recruitment procedure for accounting students at Botho University was explained in more detail in Chapter 1 (section 1.2).

The following section focuses on theme 2 (*Poor communication*).

4.5.2 Poor communication

Effective communication is important in higher education as it causes confusion among students and hence may result in poor academic performance. The following quotes from this theme (*Poor communication*) help to clarify whether the participants perceived effective communication or not at Botho University. Some of the quotes from this theme show that there are no feedback loops in the communication channel at Botho University.

Locker and Kaczmareck (2007) explain that feedback loops are important in enterprises. The following quotes from participants shed more light on this issue:

At times the students could come to school and [were] told that they were no classes as the lecturers were in meetings or attending a conference. This is one of the bad things happening at our campus because the authority did fail to communicate with students that there were no classes, in order for us not to waste bus fare and time. (Respondent 1 Annexure E, Transcript 1, N 24 – 26)

There were no proper communication channels between students and MIS. Time for examination was communicated very late by MIS. The time for examination preparation was not enough. (Respondent 2 Annexure E, Transcript 2, N 114 – 115)

When I was at Botho University there were lecturers that I felt to be more comfortable to communicate with. They were other lecturers that I was not comfortable to work with and I was not communicating with them quite often. (Respondent 3 Annexure E, Transcript 3, N 222 – 223)

I did not understand the tone of some of the lecturers when they were explaining. (Respondent 4 Annexure E, Transcript 4, N 347)

On the issue of coming late and when I ask MIS to change my schedule they were refusing to listen. Lecturers were not listening why I was late for class. I wanted to explain to them that I was coming from Lobatse 75 km from Gaborone; no one was willing to listen. (Respondent 5 Annexure E, Transcript 5, N 467 – 468)

Sometimes the registration for modules was a problem. As we were in Dimawe we failed to see notices displayed at the notice board especially in the main campus. (Respondent 6 Annexure E, Transcript 6, N 584 – 585)

The above quotes from the transcripts for theme 2 indicate that there was a disconnection in the communication channels at Botho University as it is clear that there was no feedback loop. The findings show that at Botho University a rigid institutional culture has emerged that distracts the academic performance of the learners, and hence this may result in low student throughput. The same sentiments on institutional culture were shared in the study by Case et al. (2013), as mentioned in section 2.3. Case et al. (2013) note that poor institutional culture may result in discouraging and demotivating learners, and hence will affect students' academic performance. A similar problem is being faced by AAT students at Botho University – hence the low student throughput.

4.5.3 Social problems

Spady (1970) and Tinto (1975) reported that family background (social problems) affects students' academic performance either positively or negatively. Participants in this current study shared the same feelings, as shown by the quotes below.

As the first child in my family, I had to look after my ill mother. My mother was admitted in hospital for long period of time therefore I had to take care of her, whilst she was in hospital and also look after my siblings. It was very difficult to look after a sick mother who was also a breadwinner. The focus for school changed as I was now concentrating on my sick mother. I definitely failed to concentrate at school work as I had to look after someone who raised me during my childhood, therefore my performance was affected and the illness for my mother affected me psychologically. I was totally disturbed until the time she

recovered. (Respondent 2 Annexure F, Transcript 2, N 123 – 127)

My family is very poor and when I joined the city of Gaborone I made a mistake to get carried away. (Respondent 4 Annexure F, Transcript 4, N 355)

I managed to get money, clothes and transport allowances from these sugar dads. (Respondent 4, Annexure F, Transcript 4, N 359)

School was not priority since I just wanted to get allowances in order to look after my siblings and my parents. (Respondent 4 Annexure 4, Transcript 4, N 365)

As shown in the quotes above poor family background (social problems) affects students' academic performance and therefore theme 5 *(Social problems*) were found to contribute to low student throughput at Botho University.

The following section focuses on theme 9, (*Lack of teaching and learning resources).*

4.5.4 Lack of teaching and learning resources

Mokgele and Rothmann (2014) found that lack of teaching and learning resources affect students' academic performance. (See section 2.2.2.) In the current study similar sentiments were shared by some the participants, as shown in the following quotes:

I think this theme 'Lack of teaching and learning resources' is a big problem as there were no proper teaching materials at our university. The library is very small and there is not enough space for students to study in the library. Operating hours for the library were not favourable at all; the library opening hours are 8

am. I think the library is supposed to operate 24 hour. Furthermore, the library opens from 8 am to 13:00 hours during Saturdays. The library does not offer any services during Sundays. If a student wants to check on something in the library on Sunday; it is not possible so these conditions were not good at all. Imagine if there are students who will be very busy during the course of the day and would like to start their studies may be around 9 pm, this is not possible at all. The library does not have enough books, the students get extra text books from other libraries and this is not healthy for a university. Therefore I can say that there is lack of teaching and learning resources. (Respondent 1 Annexure G, Transcript 1, N 40 – 47)

As I said earlier that some teachers were approachable and some were not approachable. The problem was on the teachers who were not approachable because students were struggling to learn on their own. It is good for students to work independently on their own but if they need help it is important that they get it. Myself I was affected as I used to depend too much on the lecturers, instead of learning to be independent and being autonomous. (Respondent 3 Annexure G, Transcript 3, N 261 – 264)

The library in Dimawe campus is very small; we require empty study rooms in this campus for accounting. (Respondent 6 Annexure G, Transcript 6, N 632)

As revealed in the quotes above, the students' progress was affected due to a lack of teaching and learning resources; this resulted in many students being forced to leave the university through withdrawal (dropout). Students require supporting learning material and support from lecturers in order to prepare for their examinations effectively. Lecturers were perceived as key players in any learning context. However, the above quotes show that there is lack of study

facilities and some of the lecturers were not good; this state of affairs may have contributed to low student throughput at Botho University.

The following section provides some of the participants' responses related to theme 1 (*Poor timetabling*).

4.5.5 Poor timetabling

As mentioned earlier in section 4.5.2, effective communication from the institution to students is important for students' academic performance; similar feelings were also perceived from quotes for theme 1 (*Poor timetabling*). The following quotes from theme 1 indicate that the students were disgruntled about the school's timetable. A timetable is an important vehicle in an educational environment and is used when interaction takes place between lecturers and students, particularly when lecturers communicate class schedules and examination dates. If the timetable is not properly coordinated it may affect the students' motivation to learn. Some of the relevant comments by the participants in the current study are quoted below.

> *Yes the changing of timetable by MIS without communicating or consulting students. Students will be shocked when they are told that timetables were changed without their consent and now the schedule will be moved from morning to a schedule with a class that starts in the evening at 05:30.* (Respondent 1 Annexure H, Transcript 1, N 58 – 59)

> *Yes I agree that there was poor timetabling at Botho University. This was a big challenge as it was arranged poorly especially the scheduled lesson from 7 am and finishing at 9.30 am and then proceed to another. Students will be tired and will not concentrate for a continuous 5 hours. The other problem was again a class scheduled at 7 am and finish at 9.30 am and then we wait for a 5.30 pm class in the evening. The students will have been exhausted if they stay at campus the whole day and then attend a class at 5.30 pm. Another problem was that the*

student will start a class at 2.30 pm and finish at 5.30 pm and then start another class at 5.30 pm again without a break. These continuous lessons were straining students. I tell you the students were exhausted especially in summer where it was hot and some were feeling sleepy particularly boring lessons. It was better if we were staying at campus accommodation; students may have time for refreshments and refreshing a bit. The problem was to wait again for 2.30 pm and 5.30 pm classes; it was too long to wait for. Therefore as it was too long to wait for lessons and there was high absenteeism. It was also a challenge to come for a 7 am class as I was coming from rural area, transport was a problem. (Respondent 2 Annexure H, Transcript 2, N 143 – 152)

I used to have 3 classes that finish around 7 pm three times a week and this was very bad. This timetable affected my transport schedule as I had to hitch-hike transport after classes. (Respondent 5 Annexure H, Transcript 5, N 999 – 500)

The Saturday 11.30 am class which was finishing around 1.30 pm, this was very bad when some other students were not attending on a Saturday at all. (Respondent 6 Annexure H, Transcript 6, N 645 – 646)

The above quotes show that a timetable at Botho University disturbed students' learning capability and ultimately affected their academic performance. An inflexible time - table may result into severe implications on student progression hence high student dropout in the AAT department.

The next section discusses quotes from theme 6 (*Financial problems*).

4.5.6 Financial problems

For everything to run smoothly in life, sufficient finances are required. This is also the case in the education sector as financial support is crucial to students' academic performance. The quotes below indicate that the participants were affected in their academic performance due to financial problems.

Monthly allowance for P1 400.00 was not enough especially to those students like me who were coming from a rural background. From this monthly allowance I have to buy food, stationery, clothes in order to survive as a student. I also needed money for lunch so that I gain energy to participate and concentrate in class. The school did not provide any food as well as study material was a problem so I had to use my own allowance to get extra books and any other learning materials. You find that towards month end there was a high absenteeism as most of the students will have exhausted their allowances. It is also a problem when the allowances were processed very late and given to us late, some students would then would need to borrow in order survive with basic requirements. The landlords were not understanding that our allowances were delayed; they would chase students from their lodgings and some will not come to school as they wanted to solve the accommodation problem first. (Respondent 2 Annexure I, Transcript 2, N 156 – 163)

The prices for rent, groceries and lunch in Gaborone have gone up or have appreciated. I suggest the source of finances for allowance should be increased because what do you do with P1 400.00 per month? (Respondent 3 Annexure I, Transcript 3, N 285 – 286)

I had to supplement my finances through sugar dads who were rich. (Respondent 4 Annexure I, Transcript 4, N 399)

There was no support from our families; actually they were expecting us to support them. When the allowances get finished you would be stressed and borrow from other sources such as cash loans. It was very hard to repay the cash as the interests were very high. (Respondent 6 Annexure I, Transcript 6, N 654 – 655)

The quotes provided above indicate that money is very important to learners in higher education as a lack of finances will result in students being stressed and depressed, hence affecting academic performance.

In the following section theme 7 (*Transport issues*) is discussed.

4.5.7 Transport issues

In Chapter 2 (section 2.2.3) transport issues for students who stay out of campus (*commuter students*) were discussed, particularly as reported by Bean and Metzner (1985) in their study. The findings in Bean and Metzner (1985) were that dropout among non-traditional students was due to pressure from the external environment, which included transport issues and other social psychological factors. Participants in the current study reported similar feelings as those of the participants in the Bean and Metzner (1985) study in relation to transport issues, as shown in the quotes below.

At times the bus would not come or it may have a breakdown. At times the bus may at start 4 am as they were afraid that they may be robbed or hijacked especially early in the morning and the evening after hours. The only alternative was to miss the 7 am class and as well as the 5.30 pm class so that I will not be attacked by thieves. (Respondent 2 Annexure J, Transcript 2, N 175 – 177)

It was very difficult to get transport from home (Lobatse) around 5 am or 5.30 am so that I catch the 7 am class or session. And also looking for a bus during that time in winter it was very tough

when it was very dark. What was frustrating was that I would struggle to travel all the way to school and then I am late and the lecturer would chase me from class without inquiring the reasons for being late. (Respondent 5 Annexure J, Transcript 5, N 525 – 527)

I used to get two taxicabs from the university to where was staying, this was one trip so which means four taxicabs per day. At times the taxicabs were limited and the owners would charge exorbitant prices and all my allowances will be finished before month – end. If my allowances get finished I will then miss some of the sessions. As I missed lessons my academic performance was affected and I was dropped from school – this shows that transport outside Gaborone was very expensive. (Respondent 6 Annexure J, Transcript 6, N 661 – 664)

Transport has an impact on students' academic performance. As some of the participants indicated, if there is lack of transport students cannot help missing lessons. In higher education, class attendance is very important and students are encouraged to be present as this increases their chances of passing in the examinations. However, due to transport issues at Botho University the students' academic performance deteriorated – especially in the AAT programme.

The following section focuses on theme 4 (*Lack of commitment*).

4.5.8 Lack of commitment

Lack of commitment is another factor that contributes to students' dropout, as reported in Tinto's (1975) study (see Chapter 2, section 2.2.1 of the current study). Tinto (1975) argues that students who fail to set goal commitments were associated with poor academic performance which may result in forced withdrawal. Participants in the current study felt the same, as expressed in their responses quoted below.

> *I mean the school work that I used to take home was affected badly over the weekend. If I have an assignment or project I would get disturbed over the weekend and then fail to submit my assignment or project in time. Sometimes I used to forget that I am a student and get carried away and this affected my commitment to do school homework. But later after failing some modules I realised that I should work very hard especially over weekend.* (Respondent 1 Annexure K, Transcript 1, N 83 – 86)

> *In this batch the students were not helpful at all as I considered myself a slow learner, I need help but the philosophy in this class was that of one man for himself. I then seek to be helped through lecturers but the most helpful lecturers were ladies.* (Respondent 3 Annexure K, Transcript 3, N 304 – 308)

> *I was committed to come to school all the way from home (75 km) especially the 7 am session and after all this effort I would be chased from class if I am five minutes late.* (Respondent 5 Annexure K, Transcript 5, N 547 – 548)

> *Some students were saying they just enrolled AAT Programme in order to earn allowances from government but they were not interested in the programme.* (Respondent 6 Annexure K, Transcript 6, N 677)

The above quotes show that the learners must be motivated and committed in order for learning to take place. There are many factors that distract learners from their intended learning goals and if these factors are not properly attended to, poor academic performance may be the result, as in the case of Botho University AAT students.

The last theme, namely theme 8 *(Poor interaction between lecturers and students)* is discussed in the section that follows.

4.5.9 Poor interaction between lecturers and students

Theme 8 (*Poor interaction between lecturers and students*) is the main primary outcome, since all the issues that have been discussed above, resulted in poor interaction between lecturers and students. If there is poor collaboration between lecturers and students, in most instances it is perceived that students' academic performance will be affected (Moon, 2007:15). Furthermore, poor interaction may cause friction between lecturers and students and this ultimately affects the students' academic performance. Astin (1984) found that students' involvement was crucial to their success. However, it appeared that this was not the case in some instances at Botho University as some lecturers were not approachable. The quotes related to this theme show that there was friction and poor interaction between students and lecturers. This appeared to be the cause of poor academic performance of AAT students at Botho University in particular.

> *Yes, students did not have any one to attend on them and they gave up as it was hard to solve other challenging problems on their own. This means the students would definitely fail as they did not understand some of the concepts on their own.* (Respondent 2 Annexure L, Transcript 2, N210 – 211)

> *Like I said that ladies lecturers were very helpful we also got little help from male lecturers especially in my first batch. But in the second batch there was poor interaction between lecturers and students because some students were not cooperating;*

there was no collaboration among students. Some students were not coming to school early and some were missing classes and the lecturers were angry and try to punish the naughty students. (Respondent 3 Annexure L, Transcript 3, N 312 – 314)

Yes it was both poor interaction, lack of collaboration and AAT content. I think the content was very hard or the lecturers were not all that good (not specialised). (Respondent 3 Annexure L, Transcript 3, N 322 – 323)

I was showing them a negative attitude towards school. I was not doing my homework or assignments. (Respondent 4 Annexure L, Transcript 4, N 435)

Students were against the lecturers who chase them away from classes after five minutes late. (Respondent 6 Annexure L, Transcript 6, N 688)

The above quotes show that there the relationship between lecturers and students was not harmonious. However, if this relationship continues to be discordant and the issue is not immediately addressed, the students' academic performance in the AAT programme may continue to deteriorate. Consequently, this programme may fail to obtain sponsorship from the DTEF, which in future could lead to a shortage of accountants. Since the accounting profession requires critical and scarce skills, it is vital to maintain an increase in student retention rates and programme completion rates for the AAT programme. (See Table 1.3.)

4.6 Conclusion

In this chapter I analysed the results using the IQA methodology that was explained in Chapter 3. Results in this chapter included the group tabular IRD that was developed in order to develop the group SID. The procedure was to develop a cluttered SID (Figure 4.1) which showed all the direct influences among the nine themes. It was necessary to clean the SID through removing

all optional and redundant influences, thereby creating an uncluttered SID. The uncluttered SID was then used to create a group system flow diagram. The themes were identified and described as the drivers or outcomes depending on how they influence each other.

The separate individual interviews were then combined in order to perform theoretical coding and to produce a combined individual IRD that was used to develop a cluttered SID. As usual, all the optional and redundant influences were removed and an uncluttered SID was developed, as shown in Figure 4.10. A combined individual system model diagram was developed using the uncluttered SID and all the system influences were clearly shown. Next, the two system flow diagrams were compared in order to identify the main system influences.

Excerpts from the participants' individual responses regarding the main system influences were then discussed together with relevant literature reviewed in Chapter 2. It became apparent that there was some similarity regarding low student throughput between the scholarly literature and the reality as experienced by individual participants. Arising from the information gathered on students' academic performance there are also explicit suggestions and proposals on how to improve the students' throughput in higher education. Conclusions arrived at with regard to the research findings of this study are presented in Chapter 5.

Chapter 5: Conclusions and Possible Implications

5.1 Introduction

In Chapter 4, the findings and interpretation of the main SIDs resulting from the study were discussed. Comparisons were made between the system flow diagrams developed from the focus group and the individual interviews. A final mind map was then created where it was possible to see the main elements of the system. (See section 4.4.) This chapter presents the findings of the study in relation to the main question and sub-questions, implications for low student throughput in an accounting programme, the limitations of the study and recommendations for future studies.

5.2 Conclusions

An SID was developed as a result of the comparison between the mind map for the focus group and that of the individual interviews. The final SID is shown in Figure 4.17. It was developed as a result of some themes being combined as follows: *Poor timetabling* and *Poor communication* which were combined into *Lack of information dissemination* and *Social problems*. *Financial problems* and *Transport issues* were combined into *Socio-economic problems*. Comparisons between the literature review in Chapter 2 and the final system (SID) were then prepared in order to conclude on the answers to the main question and the sub-questions (See Chapter 4 section 4.5).

The participants' perceptions, the literature studied and the final SID all provided answers to the main research question and sub-questions as explained below. The sub-questions are addressed first, after which conclusions to the main research question provide the final answer to the initial question posed.

The following sub-questions defined the scope of the study:

- What were AAT students' perceptions towards the challenges they face in making progress?

- What were the possible factors that hinder the AAT students' progress, based on their input?
- What were AAT students' views on how best the programme may be improved to aid their performance and progression?

The AAT students' perceptions of the challenges they faced in making progress were contributed to by the institution (sections 4.5.1 and 4.5.4), the lecturers (section 4.5.9) and lack of commitment from the students themselves (section 4.5.8).

The possible factors that hindered AAT students' progress, based on their input were:

- rigid policies and regulations;
- a lack of teaching and learning materials;
- a lack of information dissemination, including timetabling and poor communication;
- socio-economic problems including financial problems, social problems and transport issues; and
- a lack of student commitment as a result of poor interaction between the institution, lecturers and the students.

The following were the AAT students' views on how best the programme may be improved to aid their performance and progression:

- Encourage timetabling that provides opportunity for flexibility.
- Provide flexible policies and regulations that allow lecturers to make informed decisions in relation to class attendance.
- Create an environment that allows lecturers to be approachable.
- Encourage an atmosphere that enhances team building and networking among lecturers and students.
- Develop a code of practice that allows students to write examination when they are ready to do so.

The main research question (section 1.3.1) was phrased as follows:

> Why do students enrolled for the Association of Accounting Technicians programme at Botho University think there is a low progression rate from semester 1 to semester 2?

Participants perceived that the following were the reasons for low progression rate from semester 1 to semester 2:

- policies and regulations;
- a lack of teaching and learning resources;
- a lack of information dissemination;
- socio-economic problems;
- a lack of student commitment; and
- poor interaction between lecturers and students.

The above reasons perceived by participants are explained in greater detail in the following paragraphs.

Based on the participants' perceptions expressed during the focus group and individual interviews, it emerged that there is a disconnection between Botho University policies and regulations, and the students. (See Chapter 4.) Participants perceived that policies and regulations at Botho University are inflexible in relation to late comers and as a result of the strict examination timetable. (See Chapter 4.) In this study it was proved that policies and regulations were the main drivers and root cause of the problems that affected the students' academic performance, as the policies forced them to write examinations before they were ready to do so. Astin (1984) argues that institutional policy may affect students' development and learning and also this seems to be the case with Botho University students. The final SID shows that the majority of the students perceived that they were affected by polices and regulations. Poor policies and regulations affected the students' attendance and hence possibly caused students to perform badly as shown in Chapter 4 (Respondent 1 Annexure D, Transcript 1, N 13 – 14). Poor academic performance resulted in poor social integration and interaction

within the institution, as also reflected in Tinto's (1975) Dropout from higher education: a theoretical synthesis of recent research.

The participants furthermore emphasised that there was lack of teaching and learning resources at Botho University. In their view, these resources are essential to their learning success. Astin's (1984) resource theory states that a lack of study resources may influence students' academic performance.

The theories studied as a theoretical basis for this study did not highlight the influence of a lack of information dissemination on student learning. However, the possible similarity to this theme is subject matter theory (content theory) as set out in Astin's (1984) theory. Astin (1984) argues that the content assists in the learning and development of a learner and that the effectiveness of content depends on how it is imparted to the learner. It is evident that the students found it difficult to understand exactly what some lecturers were saying (the "tone" of some lecturers: Respondent 4 Annexure E, Transcript 4, N 347 in Chapter 4). When students are confused they may choose not to attend lectures and then miss important concepts; such absenteeism may affect their academic performance. Tinto's (1975) Dropout from higher education: a theoretical synthesis of recent research postulates that poor academic performance may result in forced withdrawal and dropout. The participants also highlighted that a lack of student commitment is another factor that contributes to low student throughput. (See section 4.5.8.) The participants perceived that a lack of student commitment may result in friction between lecturers and students and hence affect their interaction within the institution. (See section 4.5.9.)

The above reasons were all the answers to the main research question which was phrased as follows:

Why do students enrolled for the Association of Accounting Technicians programme at Botho University think there is a low progression rate from end of semester 1 to semester 2?

The following section focuses on the possible implications of the study.

5.3 Possible implications

This section focuses on possible implications for theory, policy, practice and further research that result from the study.

5.3.1 Implications for theory

The three conceptual frameworks that were used as a basis for this study were Dropout from higher education: a theoretical synthesis of recent research (Tinto, 1975), the student involvement theory (Astin, 1984), and the non-traditional students' model (Bean & Metzner, 1985). These theories were found to integrate well with the findings presented in this study as presented in the final SID shown in Figure 4.17. Some of the implications for each theory are discussed as follows: Tinto's (1975) Dropout from higher education: a theoretical synthesis of recent research connects well with some of the themes in the final SID, especially the main primary outcome interaction between lecturers and students. If there is a lack of interaction between lecturers and students, problems may be encountered, including a lack of student motivation and commitment. If students are not motivated, class attendance may be affected and this could result in poor academic performance. Astin's (1984) student involvement theory is imperative since it addresses students' engagement and involvement through assigning activities, group discussions and class presentations as these stimulate learning to take place. The participants in the current study noted that there was a lack of student commitment as a result of inadequate teaching and learning resources (section 4.5.4), and the non-traditional students' model of Bean and Metzner (1985) integrate well with some of the themes presented in

the final SID, especially socio-economic factors highlighted by the participants. Botho University students are non-traditional students as they stay outside of the main campus. Some of the socio-economic challenges to Botho University students are financial problems, social problems and transport issues. These three major socio-economic challenges were combined in the final SID as socio-economic influences on student throughput. (See sections 4.4 and 5.2.)

5.3.2. Implications for policy

According to Astin's (1984) student involvement theory, institutional policy is fundamental to students' academic success. The practice at Botho University in terms of policies and regulations requires some transformation, as there is evidence of contradiction between Botho University policy and regulations and that of the AAT UK code of practice that allows students to write examinations when they are ready to do so. Owing to compliance complications with the provider of finances (DTEF) it may take time to change the policies and regulations at Botho University in order for them to be in line with AAT UK code of practice. The two-year completion period that is prescribed by the DTEF and Botho University will then incorporate this policy into the academic institutional policy, which currently contradicts the UK perspective as mentioned above. Since Botho University is currently facing a dilemma with competing goals, its management should consider aligning the sponsor's policy with the franchisor's policy. Failure to address policy inconsistencies may continue to influence future student throughput negatively.

5.3.3. Implications for practice

The implications that may be considered to address low student throughput at Botho University, based on the participants' perceptions, are presented below.

It is suggested that the provision of library space, recruitment of academic personnel, students' class schedules and communication skills be improved in order to assist in reducing friction between lecturers and students. Conflicts within the institution may also be reduced through the implementation of student-related fund-raising efforts such as project activities and research-

based work which generates more finances for students' allowances. If more funds are made available to students, their financial and transport problems may be reduced, thus leading to an increase in class attendance. It is further suggested that capacity building could be encouraged through extra-curricular activities that involve students and lecturers in order to enhance relationships between them and promote interaction. Such an approach may result in increasing cooperation among students and lecturers. Furthermore, the institution may consider increasing the opportunities and affordability for on-campus accommodation and/or subsidising dependable transport facilities.

5.3.4 Implications for further research

In this study additional opportunities for further research focused on low student throughput were identified. As this study was of limited scope (being a 50% Master's thesis) only one constituency was used. In future studies more comprehensive research using two constituencies could be useful. The two constituencies may be within the AAT accounting environment that includes lecturers and/or institutional representatives as potential constituencies. A more comprehensive study would provide a much better understanding of low student throughput in the particular context.

It would be important to consider the perceptions of students who failed to progress from semester 1 to semester 2 enrolled for the AAT accounting programme at Botho University. These students' perceptions could be then compared to another constituency of students who managed to progress from semester 1 to semester 2, which was not addressed in this study. The mind maps for these two constituencies may give a holistic picture of low student throughput in the particular programme.

Constituencies from both the AAT programme in Botswana (franchised from the UK) and the AAT UK may offer further comparative possibilities. The mind maps for these two constituencies, when compared between different countries (context), may shed light on possible reasons for low student throughput in the AAT programme.

It may be worthwhile to compare the students' perceptions and those of the lecturers. These constituencies could give a clearer picture of low student throughput, as the students have less power than the lecturers over the phenomenon being investigated.

Finally, a more detailed study based on a quantitative approach may be considered. The findings from such a study could then be compared with the findings of this study in order to determine whether both methodologies provide a more holistic picture regarding low student throughput at Botho University.

5.4. Conclusion

This study had certain limitations as it focused on one constituency only: AAT students currently enrolled at Botho University. The students were close to the phenomenon, but had little power over it. The main aim of this study was to identify, through using an IQA research methodology, the reasons for the low student throughput in the AAT accounting programme at Botho University. The perceptions of the participants are useful in understanding what hampers students in progressing from the first to the second semester in the particular programme.

In section 5.2 the main research question and all the sub-questions, as set out in Chapter 1, section1.3.1, were answered. When taking into account these discussions, the academic view, and the student throughput reality identified, it is clear that the reasons for the perceived low throughput for the selected group of AAT students have been identified. Based on the students' perceptions, low student throughput at Botho University appears to be caused by inconsistencies in institutional policies, socio-economic problems, a lack of students' commitment and poor interaction between lecturers and students.

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Annexure A: Consent to Participate in Research

**STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH**

STUDENTS' THROUGHPUT IN AN ACCOUNTING PROGRAMME AT A BOTSWANA UNIVERSITY

You are herewith requested to participate in research conducted by Robert Pfumbudzayi Machera, who is studying towards an MPhil degree in Education and Training for Lifelong Learning at the Centre for Higher and Adult Education in the Department of Education, Stellenbosch University. The results of this study will be contained in a thesis. You were selected as a possible participant in this study because you are one of the students who are considered trustworthy in giving information on the causes that have affected AAT students' progress at Botho University. You were also selected because you are one of the students who can explain the reasons why AAT students fail to progress from semester 1 to semester 2 at Botho University.

1. PURPOSE OF THE STUDY

The aim of this research is to explore the challenges that affect the students' progress in an attempt to establish the possible factors that hinder the AAT students' progress. This will be done, inter alia, by gaining the participants' views on how best to handle the programme as a way of improving performance and progression.

2. PROCEDURES

You are kindly requested to participate in focus group interviews and individual interviews which are to be conducted at Botho University. The researcher will introduce the problem statement and this will lead to a brainstorming session. During the individual interviews audio recording will be used. This study will use an Interactive Qualitative Analysis (IQA) approach to gather data from the participants. The IQA approach in this context entails a qualitative data-gathering and analysis process that depends heavily on a group process to capture a socially constructed view and opinions of the students' perceptions and reality. An overview of the IQA research flow follows below.

2.1 Group Realities: IQA Focus groups
Data collection will be conducted from 28 April 2015 at Both University in Botswana.

The group will identify the following factors:
Silent nominal brainstorming phase which will commence on 28 April 2015 and the participants will be trained on how to participate in a focus group and the researcher will clarify the requirements for participating in a focus group workshop. The participants will start to group the causes of students' failure through an open discussion. In order for the participants to perform effectively a one-day training session will be conducted by the researcher. The training and collection of data will take four days.

2.2 Identifying relationships among factors

This process involves the construction of the group System Influence Diagram (SID), followed by a construction of an Interrelationship Diagram (IRD). This will take two days, from 28 April 2015 to 29 April 2015.

2.3 Individual realities: Interactive Qualitative Analysis (IQA) interviews
This process entails the construction of an interview protocol, it involves the following:
- Using the affinities as the topical skeleton of the interview
- Describing the two sections of an IQA interview

This will take 2 days, 13 April 2015 to 14 April 2015.

2.4 Theoretical coding
This aspect involves the coding of themes or affinities and will take 1 day, 15 April 2015.

2.5 Adjourning the focus group
This will take one day, 15 April 2015.

3. POTENTIAL RISKS AND DISCOMFORTS

Publishing the students' AAT results may cause discomfort. To prevent individuals from being identified, the students will remain anonymous; hence the results will not be associated with any student's name. The researcher will use letters as pseudonyms.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The participants will benefit from the research because the outcomes of this study will assist the respondents in reinforcing their positive attitudes and behaviour and hence improve their future school performance. The students will also gain knowledge through participating in this study. If the AAT students' results improve it will mean that the government will not have to pay for re-examination fees and this money will be channelled elsewhere. Therefore the taxpayers' money will be used wisely.

5. PAYMENT FOR PARTICIPATION

The participants will not receive any form of payment because they are keen to understand why they fail. The participants will not be forced to participate in this study. However, the participants will be provided with transport and lunch from the researcher's own funds.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with the participants will remain confidential and will be disclosed only with the participants' permission or as required by law. Confidentiality will be maintained by means of signing of the voluntary informed consent forms immediately before the focus group interviews. In this study individual confidentiality will be upheld through the use of unmarked interview schedules and codes. The data will be safeguarded on the researcher's personal laptop and the passwords will be continually changed in order to make accessibility impossible.

The information will only be available to the Faculty of Research and Development at Botho University for ethical requirements in the institution. The results will be published for educational purposes at Stellenbosch University but the names of the students will not be given in view of the requirement of anonymity in this study. This research will involve activities that are audio-recorded and before recording the researcher will request the participants' permission. The participants have the right to deny this request.

7. PARTICIPATION AND WITHDRAWAL

You may choose whether to participate in this study or not. If you volunteer to participate in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact the research personnel: Principal investigator, Supervisor, Co-investigator(s).

If you need to contact the researchers the following are their contact details:

1) Principal investigator: Robert Pfumbudzayi Machera
   Mobile number: 00267 74557884
2) Supervisor: Dr BL Frick
   Contact telephone number: 0027 21 808 2277

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research. If you have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development, Stellenbosch University.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to me by Robert Pfumbudzayi Machera in English and I am in command of this language. I was given the opportunity to ask questions and these questions were answered to my satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

_____

Name of Subject/Participant

_____

Name of Legal Representative (if applicable)

_____

Signature of Subject/Participant or Legal Representative   Date 2 March 2015

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to……………………………………….. He was encouraged and given ample time to ask me any questions. This conversation was conducted in English and no translator was used.

_____   2 March 2015

Signature of Investigator   **Date**

Annexure B: Focus Group Affinity Relationship Table

Affinity Name
1.
2.
3.
4.
5.
6.
7.
8.
9.

Possible Relationships
A → B
A ← B
A <> B (No Relationship**)**

Focus Group Affinity Relationship Table					
Affinity Pair Relationship		Affinity Pair Relationship		Affinity Pair Relationship	
1	2	3	4	6	7
1	3	3	5	6	8
1	4	3	6	6	9
1	5	3	7	7	8
1	6	3	8	7	9
1	7	3	9	8	9
1	8	4	5		
1	9	4	6		
2	3	4	7		
2	4	4	8		
2	5	4	9		
2	6	5	6		
2	7	5	7		
2	8	5	8		
2	9	5	9		

Annexure C: Facilitator Meaning Reference and Interview Protocol

Affinity Name	Defining the meaning of the themes
1. Poor timetabling 2. Poor communication 3. Policies and regulations 4. Lack of commitment 5. Social problems 6. Financial problems 7. Transport issues 8. Poor interaction between lecturers and students 9. Lack of teaching and learning resources	

Facilitator Theme / Affinity Meaning Reference	
Affinity Number	
1	Poor timetabling Cards: • Needs more breaks during semester • Over-exhaustion and pressure due to long hours in class • University timetable • Having to attend a classes 7 am classes and then attend another class at 5.30 pm till 7. pm • Long lesson duration • Time limit of exams • Having long breaks during classes • Lesson duration (too long) • Late and early classes (7 am & 5.30 pm) • Students rotating and changing classes • Saturday classes (having more than one) • Having long classes thus lacking concentration • 2 hours 30 minutes classes and end up losing concentration • Clashing subjects • Back to back classes
2	Poor communication Cards: • Poor communication from the university to the student • Being unware of other academic events held at main campus • Lack of information from school • Poor communication from the school • Poor communication between students, Institution and DTEF • Poor communication between the school and students

	• Poor communication
3	Policies and regulations
	Cards:
	• Taking long of our results to come out will not give you enough to do your resit
	• Being chased out of 7 am classes
	• University regulations
	• The breaking down of batches every semester
	• Not having mercy on student and drop them out of school when they are about to complete their course
	• Changing of results by AAT
	• AAT students should not be dropped out because they are paying for their resit
	• Not being fair to each other like dropping out student who passed and live those who failed
	• Being chased out of a class for coming late
	• Security problems
	• Enter - Disallowed to come inside the school buildings without my school identity card
	• Failing resit due to technical problems and delaying scheduling of resits
	• Being dropped unfairly (mistake)
	• Being chased from class due to late coming and the lecturer does not listen to you excuse
	• Punctuality as a policy
	• Time keeping
	• Being chased out of class for being five minutes late
	• Problems on punctuality
	• No semester breaks – need more breaks during semester
	• Not given out a chance to choose a lecturer we are comfortable with (no enough specialised lecturers)
	• Having a lot of fun (not serious enough about studies)
	• Family background (Lacking family support)

4	Lack of commitment
	Cards:
	• Lack of commitment to my studies
	• Lack of motivation
	• Students lack motivation
	• Not taking education seriously
	• Not serious enough
	• Lack of goal settings
	• Negative peer pressure
	• Interacting with wrong peers, which results in poor performance and attendance
	• Poor attendance (Not feeling / motivated to go to school)
5	Social problems
	Cards:
	• Poor time management (personal management)
	• Having personal problems
	• Loss of concentration (due to family problems)
	• Class between my social problems and my studies
	• Family problems
	• Ill health (spent most of the time at the hospital)
	• Lack of family support
	• Loss of concentration (due to personal problems, social problems and no money)
	• No one to revise with (lack of collaboration)
6	Financial problems
	Cards:
	• No internet at home
	• No transport money especially mid-month
	• Resits payment is expensive
	• Being dropped out of school before the semester end and not being credited with allowance before the semester ends
	• Student allowance being credited late e.g. four days after month-end
	• Student allowance not being credited at all (DTEF)
	• Money problems (absent from school)

7	Transport issues
	Cards:
	- Transport issues when travelling to and from school / distance issue - Poor transport - Long distance from school - Long distances to the university - Being late for class due to lack of transport
8	Poor interaction between lecturers and students
	Cards:
	- Lack of communication between me and my lecturers - Difficulty in understanding modules yet could not approach lecturers due to their attitude - Not being open to my lecturers about the problems I had concerning my studies - Poor study skills - Not given attention by lecturers - Being unable to comprehend the lecturers - No support from lecturers - Lack of study skills - Not enough specialised lecturers - Poor support from the lecturers and school - Too much assignments - Poor cooperation between students and lecturers
9	Lack of teaching and learning resources
	Cards:
	- Poor wireless connectivity - Lack of accommodation in Gaborone / no campus accommodation - No accommodation in school - Non – conducive atmosphere (disruptions) - Lack of study material - Limited computers - Sharing of accommodation (rented accommodation) - Being a tenant (always holding a party in my residential place) - Problem of sharing accommodation

	• Limited space for study
	• Lack of teaching / learning resources
	• Limited access to the school library
	• The inability to practice for my exams in a practice room as all computers are always occupied
	• Full school library / no space when you need it in the library
	• There is no cafeteria
	• Renting in Gaborone is expensive

The individual interviews were scheduled from 21 August 2015 and ended on 27 August 2015. The following were some of the examples for questions and procedures used during individual interviews.

1. Axial questions and probing

Interviewer

Thank you very much for agreeing to be interviewed. With your permission we will record this interview and everything in the interview will be kept confidential. The interview will be transcribed and no reference to your identity will ever be linked to the interview. Do you agree to be interviewed?

Respondent

Yes

Interviewer

Could you start by introducing yourself but your name is not required; refer to yourself as respondent 1. Give us some background about yourself. Where you stay, the programme you are enrolled in at Botho University.

Respondent

Introduction

Interviewer

Thank you, this study is designed to examine student experiences in the AAT Programme. This interview will take place in two parts:

First part

As the AAT focus group has identified several common themes or affinities that describe their experiences in the classrooms we will look at each of the themes, one at a time. You are kindly requested to tell me about your experiences with each theme.

In the second part we will look at how much these affinities relate to each other. The focus group identified *Policies and regulations* as contributing much to low student throughput or success rate. The focus group explained how this affinity could affect students' performance. Tell me more about *Policies and regulations* at Botho University (theme 3).

Respondent responds until all themes in order of tentative assignment are finished.

2. Asking theoretical questions and probing

Second part

Interviewer

Okay, we are going to start the second part of the interview. We will go through the affinities. Many of the themes or affinities identified have some kind of relationship; one affects or causes the other. Let us look at each theme using the simple ART. There are nine themes.

Respondent 1

Okay

Interviewer

You need to agree or disagree with the influences that were identified by the focus group and you will then write the direction of the arrow on the given simple ART.

Respondent 1

Okay I will go through the all the influences from theme 1 to theme 9

Interviewer

We need to start now

Annexure D: Combined Interview Axial Code Table Theme 3

Combined Interview Axial Code Table Theme 3		
Transcript Line	Axial Questions	
Transcript 1 **Code**	**Policies and regulations : Theme 3** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 1 = R1	Researcher's notes
7	IR: Tell me more about your experience with the policies and regulations at Botho University?	
8	R1: The policies and regulations at Botho University did not affect me much as	
9	Some of the policies were fine to me but some of the policies and regulations were not favourable to me as I did not agree with them	
10	IR: Which of the policies and regulations that you were not agreeing with?	
11	R1: The policies and regulations that were implemented in the MIS department were not good. Should I give an example?	MIS = Management Information System Department
12	IR: Yes it would be good for you to elaborate	
13	R1: The policy and regulation in the MIS department which did not allow students to enter the offices if they wanted help. How do I get help if I am not allowed to	
14	access the MIS offices? This was very bad and time consuming as students queue outside the MIS offices.	
15	IR: Is there any other similar procedure to this?	
16	R1: The other policy and regulation was that of students not allowed to enter the accounting staff room, if they wanted help or feedback from their respective	
17	lecturers or to submit assignments and projects. At times when students submit their projects or assignments there were not reaching the respective lecturers.	
18	IR: Do you have anything to add to this theme?	
19	R1: I am done with this theme.	
Transcript 2 **Code**	**Policies and regulations : Theme 3** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 2 = R2	
98	IR: Tell me your experience about policies and regulations at Botho University?	
99	R2: There were many challenges with policies and regulations at Botho University	
100	IR: Please elaborate your challenges with policies and regulations	
101	R2: The challenges did not enable us to do well in the AAT Programme	
102	IR: Please elaborate further	
103	R2: The results did not come according to the time frame or as scheduled. The module did not have formal	
104	communication in relation to retake timetable. Notice for retake was not communicated well to me and other students the days for	
105	retake were announced at a shorter period and hence the time to revise the failed module Accounts Preparation 1 was not enough. This	
106	module Accounts Preparation 1 required more time and I revised under pressure	

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	and failed again. There was also pressure for the	
107	new modules which needed more attention. Retakes were a big problem caused by communication which was not announced properly	
108	IR: We can conclude saying that there was no proper communication as it was taking time to announce the results. As you were given	
109	shorter period for preparation of retake hence it was very difficult to concentrate. do you have anything else to add to this theme?	
110	R2: I have nothing else to add to this theme	
Transcript 3 **Code**	**Policies and regulations : Theme 3** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 3 = R3	
212	IR: Let us share your experiences on the policies and regulations at Botho University	
213	R3: To me the policies were fair enough	
214	IR: What do you mean	
215	R3: The policies favoured an individual who was self-driven and good life principles. These were good policies as they	
216	promoted independent and hardworking individuals	
217	IR: So you were fine with these principles?	
218	R3: Yes there were favourable to me	
219	IR: Are you done with this theme?	
220	R3: Yes I am done with this theme	
Transcript 4 **Code**	**Policies and regulations : Theme 3** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 4 = R4	
335	IR: Let us share your experiences on the policies and regulations at Botho University	
336	R4: To me the policies were fair enough and I needed to understand them in order to meet some of the requirements	
337	IR: What do you mean?	
338	R4: The policies were a bit fair only to strong students would be able to follow these rules and regulations, most of my peers failed to follow these	
339	rules at Botho University	
340	IR: So were you fine with these policies and regulations?	
341	R4: Yes they were favourable to me	
342	IR: Are you done with this theme?	
343	R4: Yes I am done with this theme	
Transcript 5 **Code**	**Policies and regulations : Theme 3** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 5 = R5	
442	IR: Let us share your experience on policies and regulations	
443	R5: We did not have a break during the contact sessions for example from 7 am which finishes at 9.30 am and then another class	

444	starts at 9.30 am and finish at 11.30 am. This was very long and we did not concentrate fully	
445	IR: Why?	
446	R5: I heard that the level of concentration for a normal human being is 45 minutes and our lesson was for 2 hours and 30 minutes. After the 2 hours	
447	30 minutes we were going to another lesson for 2 hours and 30 minutes, this was too much	
448	IR: Were these classes back to back?	
449	R5: Yes there were back to back and this was very bad since my results were affected	
450	IR: Is this all?	
451	R5: No, a class for 7 am was a problem because if a student is late for only 5 minutes he / she would be chased away from class. This was	
452	very bad , as I was travelling 75 km all the way to school	
453	IR: So you were not happy with this policy for chasing all late comers from class?	
454	R5: Yes, it was not fair, as long the student is there, this is a university and it must allow students to attend. I say this because we should be	
455	respected as mature people. I understand this was implemented in order to deal with students who were weak, naughty and not serious.	
456	therefore the school should not generalise situations. I think it is important to deal with a case by case basis when it comes to punctuality	
457	IR: Why?	
458	R5: Imagine if I am chased away from a class when I made all the effort coming from Lobatse (75 km) from campus, this frustrates,	
459	discourages and demotivates someone not to study	
460	IR: Okay, what else?	
461	R5: Nothing else to add	
Transcript 6 **Code**	**Policies and regulations : Theme 3** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 6 = R6	
570	IR: Tell me about your experiences with policies and regulations at Botho university	
571	R6: I think the timetable was a big problem and a challenge to me	
572	IR: Can I ask you to elaborate please?	
573	R6: There was a problem with the 7. am class if you were late say 5 minutes, you will be chased away from class	
574	IR: What else?	
575	R6: The other problems were the classes which starting at 7 am and 5.30 pm, we would face a challenge with transport and at times we	
576	missed some of the classes deliberately due to the poor times / schedules in which the sessions were scheduled	
577	IR: Are you done with this theme?	
578	R6: No, the contact sessions were too long for me to concentrate (2 hours and 30 minutes)	
579	IR: Anything else to add?	
580	R6: Nothing else to add on this theme	

Annexure E: Combined Interview Axial Code Table Theme 2

Combined Interview Axial Code Table Theme 2		
Transcript Line	Axial Questions	
Transcript 1 **Code**	**Poor communication : Theme 2** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 1 = R1	Researcher's notes
20	IR: Ok we need to work on the next theme which is poor communication. Was there any element of poor communication	
21	at Botho University	
22	R1: Yes the university at times did not communicate properly with the students	
23	IR: Please explain more on this	
24	R1: At times the students could come to school and told that there are no classes as the lecturers were in meetings or attending a	
25	conference. This is one of the bad things happening at our campus because the authority did fail to communicate with students	
26	that there were no classes, in order for us not to waste bus fare and time	
27	IR: Ok this is about cancellation of classes when lecturers were engaged in meetings or attending conferences?	
28	R1: Yes it is about cancellation of classes without informing students as they were the major stakeholder at the school. This shows	
29	that when lecturers were involved in school activities and lessons are to be cancelled the message was not properly	
30	communicated to students. As a student you will have made an effort to come to school and find out that the classes were cancelled	
31	IR: Do you have anything to add to this theme?	
32	R1: I am done with this theme	
Transcript 2 **Code**	**Poor communication : Theme 2** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 2 = R2	
111	IR: Tell me more about your experience with poor communication at Botho University?	
112	R2: I can say that this is related to policies and regulations	
113	IR: What do you mean?	
114	R2: There were no proper communication channels between students and MIS. Time for examination was communicated very late by MIS. The	
115	time for examination preparation was not enough	
116	IR: Are you done with this theme?	
117	R2: Yes I am fine with this theme	
Transcript 3 **Code**	**Poor communication : Theme 2** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 3 = R3	
221	IR: Let us share your experience on poor communication at Botho University	

222	R3: When I was at Botho University there were lecturers that I felt to be more comfortable to communicate with. They were other lecturers that I was not	
223	comfortable to work with and I was not communicating with them quite often	
224	IR: Why were you not communication with them quite often?	
225	R3: They were difficulty individuals to communicate with. They were very rude and approachable. They were hard to talk to.	
226	IR: What do mean when you say hard to talk to?	
227	R3: This was their character traits or their personality (an inborn) but they were not bad people	
228	IR: So they needed to improve on their attitude and personality?	
229	R3: Yes, so that they would be able to accommodate students. As you know that good and approachable lecturers are easy to work with and to	
230	understand them. Good lecturers joke with students, they motivate students, and it is therefore easy for students to approach these good lecturers when	
231	they are in trouble	
232	IR: What else?	
234	R3: At times some of the notices we were getting them from other students, not form the notice board. This is because were taking time to reach	
235	Main campus as most of the lessons were conducted in Dimawe Campus, so notice may be displayed on notice board and get removed without us in Dimawe Campus seeing them. This was very bad as we felt being isolated	Dimawe Campus is the campus for the Faculty of Accounting and Finance
236	IR: So you mean to say in this case, notice board was not the right platform for communication?	
237	R3: Yes, as professionals it is good to use emails or blackboard as there is privacy	
238	IR: Are you done with this theme	
239	R3: I am done with this theme	
Transcript 4	**Poor communication : Theme 2** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 4 = R4 **Code**	
344	IR: What is your experience with poor communication?	
345	R4: The problem that I faced with communication was on the tone for some of the lecturers	
346	IR: What do you mean	
347	R4: I did not understand the tone of some of the lecturers when they were explaining	
348	IR: Why?	
349	R4: I was failing to concentrate during the contact sessions	
350	IR: Is that all?	
351	R4: Yes I am done with this theme	
Transcript 5 **Code**	**Poor communication : Theme 2** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 5 = R5	

462	IR: Let us share your experiences on poor communication	
463	R5: On poor communication I do not have much to say	
464	IR: Why?	
465	R5: I was communicating well with my lecturers and other administrators except some of the instances we would clash	
466	IR: why were you clashing?	
467	R5: On the issue of coming late and when I ask MIS to change my schedule they were refusing to listen. Lecturers were not listening why I was late	
468	for class. I wanted to explain to them that I was coming from Lobatse 75 km from Gaborone; no one was willing to listen	
469	IR: What else?	
470	R5: At times the institution was communicating important information well in time	
471	IR: Are you done with this theme?	
472	R5: Yes I am done with this theme	
Transcript 6 **Code**	**Poor communication : Theme 2** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 6 = R6	
581	IR: Tell me your experiences with poor communication	
582	R6: The communication was fine because we had mobile numbers for our lecturers. We were also given cell phones for our batch representatives	Batch = class
583	R6: Please can you share more on this theme	
584	IR: Sometimes the registration for the modules was a problem as we were in Dimawe we failed to see notices displayed at the notice	
585	board especially in the main campus	
586	IR: Anything else to add?	
587	R6: It was better if the school respect the students in Dimawe the same way the students at the main campus were being treated	
588	at times some of the major notices we could be told by other students as these notices were not reaching us, therefore Dimawe campus was being	
589	treated as an extension for classrooms not as an independent campus	
590	IR: Do you have anything to say?	
591	R6: No I am done	

Annexure F: Combined Interview Axial Code Table Theme 5

Combined Interview Axial Code Table Theme 5		
Transcript Line	Axial Questions	
Transcript 1 **Code**	**Social problems : Theme 5** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 1 = R1	Researcher's notes
33	IR: Okay, let us discuss how you were affected with social problems during your period at Botho University	
34	R1: Honestly this theme , social problems did not affect me much	
35	IR: So you are fine with this theme?	
36	R1: Yes I am fine with this theme except that money for transport was not enough and I would discuss this in the theme for financial problems	
37	IR: So you are done with this theme?	
38	R1: Yes I am done with this theme	
Transcript 2 **Code**	**Social problems : Theme 5** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 2 = R2	
118	IR: Could you share with me your experiences on social problems?	
119	R2: This theme affected me since I come from a poor background	
120	IR: You mean your family is poor?	
121	R2: Yes very poor indeed	
122	IR: Tell me how you were affected	
123	R2: As the first child in my family, I had to look after my ill mother. My mother was admitted in hospital for long period of time	
124	therefore I had to take care of her, whilst she was in hospital and also look after my siblings. It was very difficult to look after a sick	
125	mother who was also a bread winner. The focus for school changed as I was now concentrating on my sick mother. I definitely fail	
126	to concentrate at school work as I had to look after someone who raised me during my childhood, therefore my performance was	
127	affected and the illness for my mother affected me psychologically. I was totally disturbed until the time she recovered	
128	IR: During this period did you register any module?	
129	R2: Yes I registered a module but did not do well in the examination	
130	IR: Are you done with this theme?	
131	R2: Yes I am fine with this theme	
Transcript 3 **Code**	**Social problems : Theme 5** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 3 = R3	
240	IR: Tell me your experiences on social problems	
241	R3: I was staying with this guy and his behaviour was very bad	
242	IR: Elaborate on the behaviour?	

243	R3: Each time I left school when I want to write my assignments and projects, this guy will start to play music with high volume. At times he	
244	will come home very drank with the company of his girlfriends and start making a lot of noise and I fail to focus and as well as concentrating	
245	IR: Why were you not controlling this guy?	
246	R3: The problem was that I did not have control over this guy as most of the furniture and property in the house was belonging to him. I can say the	
247	guy had power over me and I did not have much say otherwise he was going to chase me from the house as the accommodation was registered	
248	under his name	
249	IR: That was a very good observation, so what is your take on to the university's own accommodation?	
250	R3: Yes campus accommodation was a good alternative and a remedy to all these problems. I even suggest students accommodation or a	
251	complex specifically housing students only	
252	IR: Do you think it is a good idea?	
253	R3: Yes a good idea as there will be time for studies as everything is blended (there will be control if the university employs a boarding master). The	
254	boarding master will monitor and control students. The naughty students will be disciplined or even expelled from school.	
255	IR: Is this all for social problems?	
256	R3: Yes that is all with social problems	
Transcript 4 **Code**	**Social problems : Theme 5** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 4 = R4	
352	IR: What are your experiences with social problems?	
353	R4: I am very a poor background	
354	IR: What do you mean?	
355	R4: My family is very poor and when I joined the city of Gaborone I made a mistake to get carried away	
356	IR: What do you mean by saying being carried away?	
357	R4: I joined some of the girls who were after sugar dads	Sugar dads are married boyfriends
358	IR: This is quite interesting, you can proceed	
359	R4: I managed to get money, clothes and transport allowances from these sugar dads	
360	IR: Were these sugar dads married?	
361	R4: Yes some had children of my age	
362	IR: Why did you prefer sugar dads?	
363	R4: These sugar dads were loaded with cash and they were financially supportive	
364	IR: How about your school work?	
365	R4: School was not priority since I just wanted to get allowances in order to look after my siblings and my parents	
366	IR: Did you have any support from your family?	
367	R4: What kind of support when I said they were poor. I was the now the person supporting my family	

368	IR: I also mean to support in terms of guidance on the course to study?	
369	R4: I did not get any support from my family, the idea was very simple "Enrol now and get sponsorship money from government"	
370	IR: Is that all?	
371	R4: No, as you know I made a big mistake I had a pregnant and gave birth to twins	
372	IR: Why are you saying a mistake?	
373	R4: The time when sugar dads realised I was pregnant they all left me alone	
374	IR: Anything else to add?	
375	R4: I did not attend classes and failed some modules and one of the students who were dropped from Botho University	
376	IR: Oh shame? Anything else?	
377	R4: Nothing to add	
Transcript 5 **Code**	**Social problems : Theme 5** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 5 = R5	
473	IR: Tell me about your experiences on social problems	
474	R5: This theme was fine with me since I was coming from a well up family (rich family)	
475	IR: Your parents are working?	
476	R5: Yes there are all working	
477	IR: So they were stressing you?	
478	R5: Yes there was little stress from them, even the garden and cleaning of our yard were done by the groundsman	
478	IR: So there was time to study?	
480	R5: Yes there was time to study except that most of the time I was travelling between Lobatse and Gaborone	
481	IR: Anything else to add?	
482	R5: I am done	
Transcript 6 **Code**	**Social problems : Theme 5** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 6 = R6	
592	IR: Tell me your challenges you experiences with social problems?	
593	R6: I think I did not get enough support from my family	
594	IR: Please elaborate on this?	
595	R6: My family believed that once I got a place at the university I am now independent	
596	IR: Elaborate please	
597	R6: My family wanted me to support the whole family with my allowance for P1 400.00 per month	
598	IR: Was this possible?	
599	R6: Yes , I had to support them and this stretched my budgets and I failed to get money for lunch and other materials	
600	IR: What happed later?	
601	R6: It is obvious that if you have social problems you will eventually fail in your	

	academic performance	
602	IR: What else?	
603	IR: I think my parents were supposed to provide me with pocket money because students from well-up families were getting almost	
604	Everything and they were performing very well. Except for few students	
605	IR: Why few students were failing from well - up families?	
606	R6: I think their parents were spoiling them too much , with a lot of cash so they became very naughty and wild	
607	IR: What kind of behaviour was this?	
608	R6: These rich students would catch beautiful girls and take them to movies and clubs in the expensive of school work	
609	IR: Oh shame they did not pay much attention to school work and obvious they failed and were dropped from school. What else to add?	
610	R6: The other problem was the rent from Gaborone, it was very high and the landlords were keeping on increasing rent. At times if you delay	
611	To pay rent you find your belongings outside and this would affect your academic performance	
612	IR: What else?	
613	R6: The other thing was lunch , there was no cafeteria at the school and the allowances was not enough to buy lunch every day so at times	
614	I was attending lessons which were very long without eating anything and this affected my concentration in class	
615	IR: You think it would be a good idea for a university to provide free lunch or it must be included in the cost for your fees?	
616	R6: That would be a very brilliant idea because I was not eating good food at my house and at school, I would only survive with "Magwinya" and	Magwinya = Setswana fat cake which cost P1.00 each. Cool time is type of soft drink which cost P5.00 each
617	cool time just imagine. Are you able to survive with Magwinya and cool time the whole day?	
618	IR: What else?	
619	R6: Now you can see that there is no support from our parents, I think parents from my country should also participate in paying something for their	
620	children who are at tertiary level. The parents require to be educated in regards to supporting their children at school, this can be done	
621	through policy makers	
622	IR: What else?	
623	R6: As we have seen that the allowance is not enough to support myself and my family something must be done to help students achieve their	
624	goals if their social problems were minimised	
625	IR: Anything else to add?	
626	R6: Nothing else to add on this theme	

Annexure G: Combined Interview Axial Code Table Theme 9

Combined Interview Axial Code Table Theme 9		
Transcript Line	Axial Questions	
Transcript 1 **Code**	**Lack of teaching and learning resources : Theme 9** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 1= R1	Researcher's notes
39	IR: How were you affected with lack of teaching and learning resources?	
40	R1: I think this theme lack of teaching and learning resources is a big problem as there were no proper teaching materials at our	
41	university. The library is very small and there is no enough space for students to study in the library. The operating hours for the library	
42	were not favourable at all, the library opening hours are 8 am to 8 pm. I think the library is supposed to operate 24 hour.	
43	Furthermore, the library opens from 8am to 13:00 hours during Saturdays. The library does not offer any services during Sundays,	
44	if a student wants to check on something in the library on Sunday, it is not possible so these conditions were not good at all.	
45	Imagine if there are students who will be very busy during the course of the day and would like to start their studies may be around	
46	9:00pm, this is not possible at all. The library does not have enough books, the students get extra text books from other libraries	
47	and this is not healthy for a university. Therefore, I can say that there is lack of teaching and learning resources	
48	IR: Are you done with this theme?	
49	R1:Yes	
Transcript 2 **Code**	**Lack of teaching and learning resources : Theme 9** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 2 = R2	
132	IR: Tell me about your experiences with lack of teaching and learning resources	
133	R2: I think this was a challenge especially when there were fewer lecturers(specialised lecturers)	
134	IR: You mean subject area lecturers and teacher students' ratio?	
135	R2: Yes subject specialised lecturers were fewer and it affected our performance	
136	IR: What about the teacher-students ratio?	
137	R2: Yes the ratio was not good enough as it sounded to be very high	
138	IR: Is this the only issue?	
139	R2: No! No! Other school resources were not enough such as text books in the library, the study material was limited	
140	IR: Are you done with this theme?	
141	R2: Yes I am done with this theme	
Transcript 3	**Lack of teaching and learning resources : Theme 9** **Key:** Interviewer / Researcher = IR	

Code		
	Interviewee / Respondent 3 = R3	
257	IR: What are your experiences with lack of teaching and learning resources at Botho University?	
258	R3: Firstly the library of the school is very small and the students are many .It is very crowded in the library at times you fail to breathe when there	
259	are so many students. At times students prefer to use other libraries because of lack of text books, slow internet connectivity	
260	IR: What else?	
261	R3: As I said earlier that some teachers were approachable and some were not approachable. The problem was on the teachers who were	
262	not approachable because students were struggling to learn on their own. It is good for students to work independently on their own but if they need	
263	help it is important that they get it. Myself I was affected as I used to depend too much on the lecturers, instead of learning to be independent	
264	and being autonomous	
265	IR: Is being autonomous a good idea?	
266	R3: I realised that I was wasting time depending too much on the lecturers, instead of learning on my own doing. It is important to tackle a	
267	challenging problem first on your own as a student, if it gives you a problem then you look for help from lecturers	
268	IR: Is it true that as university students they must be able to tackle most of the problems on their own?	
269	R3: Yes it is true	
270	IR: Are you done with this theme?	
271	R3: Nothing to add Sir.	
Transcript 4

Code | **Lack of teaching and learning resources : Theme 9**
Key:
Interviewer / Researcher = IR
Interviewee / Respondent 4 = R4 | |
378	IR: Share with me your experiences on lack of teaching and learning resources	
379	R4: In terms of books and all the learning materials, I was covered since my sugar dads were buying anything I wanted	
380	IR: Did you use the learning materials?	
381	R4: I did not use the learning materials and at times I had to sell it in exchange of money	
382	IR: Did you attempt any examinations?	
383	R4: This question is very tricky because I would attend part of the examination and since I was not prepared, I just wanted the first one hour to pass	
384	so that I leave the examination hall. After my pregnant I realised that I wasted time	
385	IR: Anything else to add?	
386	R4: That is all.	
Transcript 5

Code | **Lack of teaching and learning resources : Theme 9**
Key:
Interviewer / Researcher = IR
Interviewee / Respondent 5 = R5 | |
| 483 | IR :Let us share your experiences on lack of teaching and learning resources | |

484	R5: This is an interesting theme because as a student you ask questions to lecturers and he/she tell you to study about that area or	
485	research on the area please. This frustrates, the teacher will even tell you to go and try internet. However, what i need as a student is one on one	
486	explanation before I research in the area	
487	IR: What else?	
488	R5: There are no books and other learning material in the library. The library is very small	
489	IR: Are the books good?	
490	R5: Yes the books are good and like I said earlier the library is small to accommodate students at times it is fully booked. The internet is	
491	very slow and this impact on our learning as it is discouraging.	
492	IR: Are you done with this theme?	
493	R5: No, the school must do something in connection with more space and expanding the library.	
494	IR: Is that all?	
495	R5: Yes that is all.	
Transcript 6 **Code**	**Lack of teaching and learning resources : Theme 9** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 6 = R6	
627	IR: Tell me more about your experiences on lack of teaching and learning resources	
628	R6: Yes there was a big problem on teaching and learning resources	
629	IR: What was the problem?	
630	R6: Computers were very few in the laboratory and library	
631	IR: What else?	
632	R6: The library in Dimawe campus is very small; we require empty study rooms in this campus for accounting.	
633	IR: What about the teaching staff?	
634	R6: Some of the lecturers were good but some were not good and they contributed to my poor performance.	
635	IR: How did they contribute to your failure?	
636	R6: They failed to impart skills and knowledge to me and other students	
637	IR: Are you done with this theme?	
638	R6: Yes I am done.	

Annexure H: Combined Interview Axial Code Table Theme 1

Combined Interview Axial Code Table Theme 1		
Transcript Line	Axial Questions	
Transcript 1 **Code**	**Poor timetabling : Theme 1** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 1= R1	Researcher's notes
50	IR: What do you think about the time table at Botho University, was there a Poor timetabling?	
51	RI: Yes the school timetable was very bad especially the times scheduled in the morning sessions at 07:00am as well as the times	
52	Scheduled at 5:30pm.	
53	IR: What else?	
54	RI: Teaching or contact hours in the class were too long. A class will start at 07:00am and finish at 09:30	
55	IR: Ok, 2hours 30 minutes lesson was too long?	
56	RI: Yes it was too long as students were not concentrating	
57	IR: Is there anything to add to this?	
58	R1: Yes the changing of timetable by MIS without communicating or consulting students. Students will be shocked when they are told that	
59	their timetables were changed and now the schedule will be from morning to the evening class (5:30pm)	
60	IR: I understand timetable was a big problem and a challenge during your period at Botho University, do you have anything else to say?	
61	R1: No ,I am done	
Transcript 2 **Code**	**Poor timetabling : Theme 1** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 2 = R2	
142	IR: Let us share your experience with poor timetabling	
143	R2: Yes I agree that there was poor timetabling at Botho University. This was a big challenge as it was arranged poorly especially the	
144	scheduled lesson from 07:00am and finishing at 09:30am and then proceed to another	
145	students will be tired and will not concentrate for a continuous 5 hours. The other problem was again a class scheduled at 07:00am	
146	and finish at 09:30am and then we wait for a 5:30pm class in the evening. The students will have been exhausted if they stay at	
147	campus the whole day and then attend a class at 5:30pm .Another problem was that the student will start a class at 2:30pm and finish	
148	at 5:30pm and then start another class at 5:30pm again without a break. These continuous lessons were straining students. I tell you the	
149	students were exhausted especially in summer where it was hot and some were feeling sleepy particularly boring lessons. It was better	
150	if we were staying at campus accommodation, students may have time for refreshments and refreshing a bit. The problem was to wait	

143

151	again for 2:30pm and 5:30pm classes, it was too long to wait for. Therefore as it was too long to wait for lessons and there was high	
152	absenteeism. It was also a challenge to come for a 7:00am class as I was coming from rural area, transport was a problem.	
153	IR: Is there anything left else left?	
154	R2: Nothing to add on this theme.	
Transcript 3 **Code**	**Poor timetabling : Theme 1** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 3 = R3	
272	IR: What are your experiences with poor timetabling at Botho University?	
273	R3: Do you mean the class timetable or the examination timetable?	
274	IR: I mean both timetables ok	
275	R3: According to me my batch did not have a problem with the class time table	
276	IR: What about the examination timetable?	
277	R3: Both timetables were fine	
278	IR: So you are fine with this theme?	
279	R3: Yes I am done with this theme.	
Transcript 4 **Code**	**Poor timetabling : Theme 1** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 4 = R4	
387	IR: Tell me your experiences about poor timetabling?	
388	R4: As I was not concentrating much the; the time table was favourable to me.	
389	IR: Can I ask you to elaborate please?	
390	The timings were very good especially 07:00am and the time we were finishing lessons that is 7:00pm.The time gave me	
391	opportunity to lie to my parents that I am at school when I was busy clubbing or with my sugar dads	
392	IR: So you did not use this time in relation to your studies?	
393	R4:Yes I took advantage of the timetable	
394	IR: Anything else to add?	
395	R4: Nothing to add	
Transcript 5 **Code**	**Poor timetabling : Theme 1** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 5 = R5	
496	IR: Tell me your experiences about poor timetabling	
497	R5: The timetable was very bad; I feel the time table was not right.	
498	IR: Why was it bad?	
499	R5: I used to have 3 classes that finish around 07:00pm three times in a week and this was very bad. This timetable affected my transport	
500	schedule as I had to hitch hike transport after classes	
501	IR: How bad was it?	
502	R5: It was very bad and I had to report my issue to the school authority but nothing materialised. The school authority did not listen to me	

503	about the changing of my timetable. This kind of behaviour from the school authority was frustrating as I was travelling 75km away from the	
504	main campus.	
505	IR: Anything else to add?	
506	R5: Yes, the other one was a class for 2 hours 30minutes without a break, this was not good at all.	
507	IR: You are saying 2 hours 30 minutes without a break	
508	R5: Yes 2 hours 30 minutes without break, because a human being's span of concentration is 20 minutes, so this was hectic as the students	
509	were not concentrating during these contact hours.	
510	IR: Is there anything else; I see that timetabling and scheduling was a burning issue to you?	
511	R5:Yes it was very bad on my side and it affected my desire to learn	
512	IR: Is there anything else to say?	
513	Nothing else to add	
Transcript 6 **Code**	**Poor timetabling : Theme 1** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 6 = R6	
639	IR: Let us discuss your experiences on poor timetabling	
640	R6: I think the examination timetable was good except on the actual dates for the examinations	
641	IR: What about the class timetable?	
642	R6: The class timetable was not good as students were required to start lessons at 07:00am and 05:30pm in the evening. These timings were	
643	very bad to students. Another problem was a 07:00am morning class on a Saturday.	
644	IR: What else	
645	R6: The Saturday 11.30 am class which was finishing around 1.30 pm, this was very bad when some other students were not attending on a	
646	Saturday at all.	
647	IR: Anything else to add?	
648	R6: Nothing else to add on this theme.	

Annexure I: Combined Interview Axial Code Table Theme 6

Combined Interview Axial Code Table Theme 6		
Transcript Line	Axial Questions	
Transcript 1 **Code**	**Financial Problems : Theme 6** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 1= R1	Researcher's notes
62	IR: What is your experience with the theme Financial Problems?	
63	R1: It was not much a problem as I sponsored myself. My parents were willing to assist me financially. My parents would give me	
64	pocket money and I was using it very wisely.	
65	IR: So you were not a government sponsored student?	
66	RI: Yes I was a self-sponsored student	
67	RI: So this means you were getting financial support from your parents?	
68	R1: Yes I was getting financial support from my parents and as a self-sponsored student I was serious when it comes to the use of	
69	money. So I was not in a situation where I will have financial problems.	
70	IR: Do you have anything to add to this theme?	
71	R1: Nothing to add to this theme.	
Transcript 2 **Code**	**Financial Problems : Theme 6** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 2 = R2	
155	IR: Please share with me your experience with theme – Financial problems	
156	R2: Monthly allowance for P1 400 was not enough especially to those students like me who were coming from a rural background.	
157	From this monthly allowance I have to buy food, stationery, clothes in order to survive as a student. I also needed money for lunch so that	
158	I gain energy to participate and concentrate in class. The school did not provide any food as well as study material was a problem	
159	so I had to use my own allowance to get extra books and any other learning materials. You find that towards month end there was a high	
160	absenteeism as most of the students will have exhausted their allowances. It is also a problem when the allowances were processed very	
161	late and given to us late, some students would then need to borrow in order to survive with their basic requirements. The landlords	
162	were not understanding that our allowances were delayed they would chase students from their lodgings and some will not come to	
163	school as they wanted to solve the accommodation problem first.	
164	IR: Are you done with this theme?	
165	R2: Not yet like I said if allowance was delayed we had to borrow money for transport and lunch and the lenders were charging us	
166	high interest rates. Due to high interest rates we ended up with many debts which was a very bad situation for students	
167	IR: Are you done with this theme?	

168	R2: Yes I am fine with this theme	
Transcript 3 **Code**	**Financial Problems : Theme 6** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 3 = R3	
280	IR: Tell me about your experiences with financial problems	
281	R3: You mean allowances?	
282	IR: Yes everything to do with finances	
283	R3: I think allowances were not enough?	
284	IR: Why do you think so?	
285	R3: The prices for rent, groceries and lunch in Gaborone have gone up or have appreciated. I suggest the source for finances such as allowance	
286	should be increased because what do you do with P1 400 per month?	
287	IR: What should be done if it's not increased?	
288	R3: I think as accounting students we should be able to plan and budget properly our allowances as we are taught how to manage cash in	
289	the cash management module. However, myself, I did not struggle with finances.	
290	IR: Why?	
291	R3: Like I said as an accounting student, I managed to plan and budget allowances. This helped me not to miss my lessons as I had all	
292	the cash for my transport, my attendance was more than 90%	
293	IR: Anything else to add?	
294	R3: I am done with this theme	
Transcript 4 **Code**	**Financial Problems : Theme 6** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 4 = R4	
396	IR: Please share with me your experience with theme- Financial problems	
397	R4: This theme is terrible because the allowances were not enough	
398	IR: How did you survive then?	
399	R4: I had to supplement my finances through sugar dads who were rich	
400	IR: Was this a good idea?	
401	R4: At first it was a good idea	
402	IR: What do you mean?	
403	R4: I was given money by sugar dads but the moment they all realised I was pregnant they all disappeared.	
404	IR: Why did they disappear?	
405	R4: It means they wanted to use me and there was no true love	
406	IR: What else?	
407	R4: If I have a chance, I would advise other girls not to follow my foot prints of sugar dads, this is a very bad and dangerous game	
408	IR: What else?	
409	R4: Nothing to add	
410	IR: Thank you so much for opening up, I hope other students will learn from your story	
Transcript 5	**Financial Problems : Theme 6** **Key:**	

147

Code	Interviewer / Researcher = IR Interviewee / Respondent 5 = R5	
514	IR: Let us discuss the theme financial problems	
515	R5: I never had a problem with finances or money	
516	IR: How did you survive?	
517	R5: My parents were well up and they provided me with money and I could plan and budget properly	
518	IR: Ok, what else?	
519	R5: I only had problems with money if there is an unplanned Saturday or lesson as I budgeted using the actual timetable/school schedule	
520	IR: Do you think it is a good idea?	
521	R5: Yes as an accounting student it was important to plan and budget since being taught this in budgeting and cash management modules	
522	IR: Are you done with this theme?	
523	R5: Yes sir	
Transcript 6 **Code**	**Financial Problems : Theme 6** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 6 = R6	
649	IR: Let us discuss your experiences on financial problems	
650	R6: This was a big problem because P1 400 allowances was not enough	
651	IR: Why your allowance was not enough?	
652	R6: It is obvious because I was staying outside campus where I needed to pay for my own accommodation	
653	IR: What about our family support?	
654	R6: There was no support from our families; actually they were expecting us to support them. When the allowance get finished you would	
655	be stressed and borrow from other sources such as cash loans. It was very hard to repay the cash as the interests were very high	
656	IR: Anything to add?	
657	R6: Nothing else to add on this theme	

Annexure J: Combined Interview Axial Code Table Theme 7

Combined Interview Axial Code Table Theme 7		
Transcript Line	Axial Questions	
Transcript 1 **Code**	**Transport issues : Theme 7** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 1 = R1	Researcher's notes
72	IR: How were you affected with transport issues?	
73	R1: I did not have any transport issues. I was always on time for my lessons and I did not miss any classes	
74	IR: How were you managing?	
75	R1: I was staying very close to the main road	
76	IR: So you were very close to the combi ranks (bus stops)?	
77	R1: Yes	
78	IR: Do you have anything to add to this theme?	
79	R1: I have nothing to add to this theme	
Transcript 2 **Code**	**Transport issues : Theme 7** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 2 = R2	
169	IR: Share with me your experiences on transport issues	
170	R2: This was a challenge as I wanted to catch a bus/transport at 5 am I would woke up around 4 am every day in order to attend	
171	A lesson / session for 7 am	
172	IR: Why 4 am?	
173	R2: It was 4 am because I was coming from rural area where it was very far from the university almost 65 km from the main campus	
174	IR: What were your other challenges?	
175	R2: At times the bus would not come or it may have a breakdown. At times the bus may start at 4 am as there were afraid that	
176	they may be robbed or hijacked especially early in the morning and the evening after hours. The only alternative was to miss the	
177	7 am class and as well as the 5.30 pm class so that I will not be attached by thieves	
178	IR: You mean they were some incidents where students were attacked in the morning or in the evening?	
179	R2: Yes there were many incidents of this nature where reported at the school that students became victims of thieves	
180	IR: Anything else to add?	
181	R2: I suggest students should be provided with accommodation by the school	
182	IR: Yes this is a very positive response, what else?	
183	R2: The university should consider providing accommodation, either at the main campus or to acquire a rented students' complex	
184	In order to maintain and instil discipline	
185	IR: Do you have anything to add to this?	

186	R2: Nothing to add to this theme	
Transcript 3	**Transport issues : Theme 7**	
	Key:	
	Interviewer / Researcher = IR	
	Interviewee / Respondent 3 = R3	
Code		
295	IR: Tell me your experiences with transport issues	
296	R3: Like I said if you plan and budget properly you will not have problems with transport. Those students who failed to plan and budget were	
297	facing a challenge with transport money, then resulted in not attending lessons	
298	IR: What about yourself?	
299	R3: On my side it is obvious that I managed my finances properly through planning and budgeting. I managed to attend all my classes as I was	
300	able to afford the bus fare on daily basis	
301	IR: Are you done with this theme?	
302	R3: I am done with this theme	
Transcript 4	**Transport issues : Theme 7**	
	Key:	
	Interviewer / Researcher = IR	
	Interviewee / Respondent 4 = R4	
Code		
411	IR: Let us share your experiences on transport issues	
412	R4: I did experienced transport problems during my first days at the university	
413	IR: What do you mean?	
414	R4: When I joined the university, transport was a problem to me	
415	IR: Okay what else?	
416	R4: When I joined the city girls, the trouble for transport came to an end	
417	IR: Why?	
418	R4: It is obvious, different sugar dads (boyfriends) were offering me transport	
419	IR: Was this a good idea?	
420	R4: Yes it helped me for some time until when I was pregnant no one of the sugar dads wanted to offer me transport	
421	IR: Anything else?	
422	R4: Nothing to add	
Transcript 5	**Transport issues : Theme 7**	
	Key:	
Code	Interviewer / Researcher = IR	
	Interviewee / Respondent 5 = R5	
524	IR: Let us discuss transport issues	
525	R5: It was very difficult to get transport from home (Lobatse) around 5 am or 5.30 am so that I catch the 7 am class or session. And also	Lobatse = 75 km to main campus
526	looking for a bus during that time in winter it was very tough when it was very dark. What was frustrating was that I would struggle to travel all the way to	
527	school and then I am late and the lecturer would chase me from class without inquiring the reasons for being late	
528	IR: What else?	
529	R5: The evening was also a hassle and hectic since buses were difficult to get	Hassle =

	after 7 pm and this affected my academic performance	problem
530	IR: What else?	
531	R5: I was always travelling between Lobatse and the school. I did not get enough time to relax and rest. As you can see that my schedule was	
532	busy travelling 75 km to school and then another trip of 75 km back home. You see there was no time to concentrate with school work outside class	
533	IR: What else?	
534	R5: It was worse when a Saturday class is schedule or requested outside the normal timetable it would strain my budgets and disrupt all my	
535	plans. It would be even worse if I come all the way home and find out that this unplanned lesson is cancelled without any communication to us.	
536	IR: What do you think the university should have done?	
537	R5: They should have scheduled my lessons in such a way that I would not be affected with transport issues. They should have made Saturday a day	
538	for students to write homework and research in new topics / areas and not included as a normal class or official session	
539	R5: Do you have anything to say?	
540	IR: No I am done	
Transcript 6 **Code**	**Transport issues : Theme 7** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 6 = R6	
658	IR: Tell me your experiences on transport issues	
659	R6: We have a big problem on transport	
660	IR: Can you elaborate on this please?	
661	R6: I used to get 2 taxicabs from the university to where was staying, this was one trip so which means 4 taxicabs per day. At times the taxicabs were	
662	limited and the owners would charge exorbitant prices and all my allowances will be finished before month-end. If my allowances get	Exorbitant = excessive
663	finished I will then miss some of the sessions. As I missed lessons means my academic performance was affected and I was dropped from school	
664	this shows that transport outside Gaborone was very expensive	
665	IR: Did you have your own private transport as students?	
666	R6: No the students were using transport that was being used by the rest of the public	
667	IR: What else?	
668	R6: I was not happy with the 7 am class, where I would made an effort to look for 2 taxicabs and reach very late at the school and then chased away by	
669	lecturers without listening first to my story	
670	IR: Anything else to add?	
671	R6: Nothing else to add on this theme	

Annexure K: Combined Interview Axial Code Table Theme 4

Combined Interview Axial Code Table Theme 4		
Transcript Line	Axial Questions	
Transcript 1 **Code**	**Lack of commitment : Theme 4 (4)** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 1 = R1	Researcher's notes
80	IR: How were you affected by this theme, lack of commitment?	
81	R1: Yes this theme affected me badly especially over the weekend	
82	IR: You mean if you have classes over the weekend?	
83	R1: I mean the school work that I used to take home was affected badly over the weekend. If I have an assignment or project I would	
84	get distracted over the weekend and then fail to submit my assignment or project in time. Sometimes I used to forget that I am a student and get	
85	carried away and this affected my commitment to do school homework. But later after failing some modules I realised that I should work very	
86	hard especially over the weekend	
87	IR: Anything else to add?	
88	R1: No	
89	IR: Okay, very good for being open up on this theme, let us discuss the next theme	
Transcript 2 **Code**	**Lack of commitment : Theme 4** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 2 = R2	
187	IR: Let us share your experience with lack of commitment	
188	R2: I think in my own experience I was committed but other students were not	
189	IR: What could be their problems?	
190	R2: Other students did not prioritise between transport allowance and money for school. They used their transport allowances on beer and drugs,	
191	this affected their attendance and performance. After taking alcohol or beer they were missing lessons and examinations	
192	IR: This problem of alcohol to you, was it fine?	
193	R2: I did not take alcohol because of my social problems of coming from a poor family which I was looking after. Like I said before to me	
194	it was social problems that exhausted me. I was committed to my school work except that I had transport problems since I was staying	
195	far from the campus	
196	IR: Elaborate when you say you were committed?	
197	R2: I was submitting all my assignments and write all my tests, and did not miss my classes except where transport was a problem. At times	
198	if the bus was not available I would miss my classes and this was beyond my control. At times I would sacrifice to use private taxicabs in order	
199	to attend a 7 am class	
200	IR: So you were committed except other students?	

201	R2: Yes I was committed	
202	IR: Anything else to add?	
203	R2: Nothing to add on this theme	
Transcript 3 **Code**	**Lack of commitment : Theme 4** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 3 = R3	
303	IR: Let us discuss lack of commitment	
304	R3: Yes when I was in my first batch at Botho University I was very committed. The students in this batch were very helpful, I know that one of the	
305	lecturers said that we were one of the best classes. He commended that we were very good and cooperating. The problem came in my second batch	
306	IR: What was the problem?	
307	R3: In this second batch the students were not helpful at all as I considered myself a slow learner , I need help but the philosophy in this class	
308	was that of one man for himself. I then seek to be helped through lecturers but the most helpful lecturers were ladies	
309	IR: Is that all?	
310	R3: Yes that is all with lack of commitment	
Transcript 4 **Code**	**Lack of commitment : Theme 4** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 4 = R4	
423	IR: Let us share your experiences of lack of commitment	
424	R4: I was committed to my studies during the first months at the university	
425	IR: What happened latter?	
426	R4: I joined some of the girls who are after sugar dads	
427	IR: These students were not interested in school work?	
428	R4: There were after sugar dads and it means their academic performance and mine were below standard	
429	IR: What is your taken on to this attitude?	
430	R4: This attitude is not encouraged at all because I am now suffering together with my innocent twins	
431	IR: Thank you very much for opening up once again	
Transcript 5 **Code**	**Lack of commitment : Theme 4** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 5 = R5	
541	IR: Let us discuss lack of commitment	
542	R5: I was committed to my studies and trying my level best	
543	IR: How were you trying your level best?	
544	R5: If the library was not full I would go there and research on new topics but the problem was that at times it would be very full and crowded. This	
545	frustrates and discourages students so much	
546	IR: What else?	
547	R5: I was committed to come to school all the way from home (75 km) especially	

	the 7 am session and after all this effort I would be chased from class	
548	if I am 5 minutes late	
549	IR: Was it not better to stay in Gaborone in order to avoid this 75 km trip (journey)	
550	R5: It was better to continue staying in Lobatse because in Gaborone I was going to stretch my budget and allowances as I needed P1 500.00	
551	for rent. This would also cause social problems as my parents were not interested to help me if I move from Lobatse to Gaborone. So it was	
552	wise for me to remain using my parents' accommodation	
553	IR: Anything else to add?	
554	R5: Nothing else to add	
Transcript 6	**Lack of commitment : Theme 4** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 6 = R6 **Code**	
672	IR: Tell me your experiences on lack of commitment	
673	R6: I think it varies from one student to the other, some were committed and not sure on what they wanted	
674	IR: What do you mean?	
675	R6: Some students were confused on which course to do. They were saying that after AAT programme they would do another course of their passion	
676	IR: Why were they saying this?	
677	R6: Some students were saying they just enrolled AAT programme in order to earn allowances from government but they were not interested in the	
678	Programme	
679	IR: You mean they did not want to be future accountants?	
680	R6: Yes some of them were saying after AAT programme they would enrol in media studies, which means that they was confusion on career guidance	
681	IR: So why were they doing AAT programme?	
682	R6: They said they were after allowances	
683	IR: Anything else to add?	
684	R6: Nothing else to add on this theme	

Annexure L: Combined Interview Axial Code Table Theme 8

Combined Interview Axial Code Table Theme 8		
Transcript Line	Axial Questions	
Transcript 1 **Code**	**Poor interaction between lecturers and students : Theme 8** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 1 = R1	Researcher's notes
90	IR: Do you agree that there was poor interaction between lecturers and students?	
91	R1: I did not have problems with my lecturers as I was cooperating with them. If I am asked by lecturers to come to class I would obey	
92	their instructions. If they say write tests or assignment I would agree with all my lecturers. I was also attending all my sessions	
93	IR: So you were listening and obeying? You were also following instructions from your lecturers and you managed to maintain a good	
94	rapport with them	
95	R1: Yes I was a well-behaved student	
96	IR: Anything else to add?	
97	Nothing to add to this theme	
Transcript 2 **Code**	**Poor interaction between lecturers and students : Theme 8** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 2 = R2	
204	IR: Let's share your experiences on poor interaction between lecturers and students	
205	R2: I think because of poor timetabling the students were not able to consult their lecturers outside the normal class. The lecturers were fully packed	
206	with lessons throughout the semester and time to discuss and help students outside class was limited	
207	IR: What do you mean?	
208	R2: I mean lecturers were attending many classes and there was no room for extra lessons or sessions outside the normal class	
209	IR: Anything else to add?	
210	R2: Yes students did not have any one to attend on them and they gave up as it was hard to solve other challenging problems on their own. This means	
211	the students would definitely fail as they did not understand some of the concepts on their own	
Transcript 3 **Code**	**Poor interaction between lecturers and students : Theme 8** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 3 = R3	
311	IR: Let us discuss poor interaction between lecturers and students	
312	R3: Like I said that ladies lecturers were very helpful we also got little help from male lecturers especially in my first batch. But in the second	
313	batch there was poor interaction between lecturers and students because some	

	students were not cooperating , there was no collaboration	
314	among the students. Some students were not coming to school early and some were missing classes and the lecturers were angry and try	
315	to punish the naughty students	
316	IR: What else?	
317	R3: I did not like this batch since my letter to be dropped came when I was in this second batch. This was the worst batch in my life. We were given tests and a lot of	Batch = class
318	assignments but we did not manage to make it	
319	IR: So what could be the reason or problem for failing when you were given a lot of tests and assignments?	
320	R3: I am very worried	
321	IR: Was it because of poor interaction or the level of content in the AAT curriculum?	
322	R3: Yes it was both poor interaction, lack of collaboration and AAT content. I think the content was very hard or the lecturers were not all that	No subject specialists
323	good (not specialised)	
324	IR: What was your reason for you being dropped out from school?	
325	R3: The reasons for me being dropped out from school was because of social problems, as I said earlier that I was supposed to read and revise	
326	school work at home but it was difficult because of my house mate, who used to destructive through making noise. The privilege of studying	
327	at home was very important to students which I did not get	
328	IR: Is there anything to add to this?	
329	R3: Yes, another thing was that this last batch was not connected at all and my peers were not helpful and I felt lonely and isolated since	
330	I was a slow learner	
331	IR: What else?	
332	R3: I failed because of social problems, lack of connectedness (lack of collaboration) with peers and lecturers	
333	IR: What else?	
334	R3: I am done with this theme	
Transcript 4 **Code**	**Poor interaction between lecturers and students : Theme 8** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 4 = R4	
432	IR: Let us share your experiences on poor interaction between lecturers and students	
433	R4: Most of the lecturers did not like my behaviour	
434	IR: Why?	
435	R4: I was showing them a negative attitude towards school. I was not doing my homework or assignments	
436	IR: Was this a good experience?	
437	R4: This was not a good experience because every lecturer would refer me each time to the academic advisor	Academic advisor = counsellor
438	IR: Did this help?	
439	R4: This did not help at all and I regret up to now	

440	IR: What else?	
441	R4: There is nothing to add	
Transcript 5 Code	**Poor interaction between lecturers and students : Theme 8** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 5 = R5	
555	IR: Let us discuss poor interaction between lecturers and students	
556	R5: As I mentioned earlier that some lecturers were different in regards to their attitude and personality	
557	IR: Elaborate please	
558	R5: Some lecturers were showing passion to teach and some you could see that they were after money only	
559	IR: Are you sure you could see this as a student?	
560	R5: Yes the lecturers would come for lessons very late and no apologies would be given for coming late. These lecturers would just drop some	
561	few exercises and within 20 minutes leave the class. They would come to the class 30 minutes before finishing and rush in marking the register and give us	
562	assignments which they take more than 3 weeks to mark	
563	IR: What about interaction with other students?	
564	R5: I used to interact with only serious students, I did not collaborate with groups which did not have visions	
565	IR: What is your last comment on the lecturers?	
566	R5: Lecturers should inspire students. Some lecturers were discouraging students and not giving counselling to their students, this affected me	
567	and contributed to my poor academic performance	
568	IR: Anything else to add?	
569	R5: Nothing else to add	
Transcript 6 Code	**Poor interaction between lecturers and students : Theme 8** **Key:** Interviewer / Researcher = IR Interviewee / Respondent 6 = R6	
685	IR: Tell me your experiences on poor interaction between lecturers and students	
686	R6: There was friction between lecturers and students	
687	IR: What was the root cause of this friction?	
688	R6: Students were against the lecturers who chase them away from classes after 5 minutes late	
689	IR: How about interaction between students to students?	
690	R6: In the library there was friction among students as some, who were not serious were making a lot of noise	
691	IR: Who were those students making noise?	
692	R6: It was a mixture of all the students especially the naughty ones. These were difficult to control, if there were asked to keep quiet they would	
693	do so for few minutes and start again. These were some of the typical students who were taking drugs and alcohol	
694	IR: How would they make noise?	
695	R6: They would be arguing on soccer issues, boxing, karate and all other social activities which were not school-related	

| 696 | IR: Do you have anything to say? | |
| 697 | R6: Nothing else to add on this theme | |

Annexure M: AAT - AQ 2013 Curriculum Structure

Botho University

Semester	Module Name	No. of Modules	No. of Assessments allowed	Remarks
Year 1				
Semester 1	• **Processing Bookkeeping Transactions**	1	2	Assessments include (1 Assessment and 1 Retake)
	• **Work Effectively in Accounting and Finance**	1	2	Assessments include (1 Assessment and 1 Retake)
	• **Basic Costing**	1	2	Assessments include (1 Assessment and 1 Retake)
	• **Control Accounts, Journals and the Banking Systems**	1	2	Assessments include (1 Assessment and 1 Retake)
	• **Computerised Accounting**	1	2	Assessments include (1 Assessment and 1 Retake)
Total		5	10	The policy allows the student to pass at least 50% of the 5 modules in order to progress to semester 2. Therefore the student should pass 3 modules in order to be admitted to semester 2 and if less than 50% will be considered as a dropout.
Semester 2	• **Accounts Preparation**	1	2	Assessments include (1 Assessment and 1 Retake)
	• **Costs and Revenues**	1	2	Assessments include (1 Assessment and 1 Retake)
	• **Professional Ethics**	1	2	Assessments include (1 Assessment and 1 Retake)
	• **Prepare Final Accounts for Sole Traders and Partnerships**	1	2	Assessments include (1 Assessment and 1 Retake)
	• **Spreadsheet Software**	1	2	Assessments include (1 Assessment and 1 Retake)
	• **Indirect Tax**	1	2	Assessments include (1 Assessment and 1 Retake)
Total		6	12	The policy allows the student to pass at least 50% of the 6 modules in order to progress to semester 3. Therefore the student should pass 3 modules in order to be admitted to semester 3 and if less than 50% will be considered as a dropout.
Year 2				
Semester 3	• **Internal Controls and Accounting Systems**	1	2	Assessments include (1 Assessment and 1 Retake)

	• **Budgeting**	1	2	Assessments include (1 Assessment and 1 Retake)
	• **Business Tax**	1	2	Assessments include (1 Assessment and 1 Retake)
Total		3	6	The policy allows the student to pass at least 50% of the 3 modules in order to progress to semester 4. Therefore the student should pass 2 modules in order to be admitted to semester 4 and if less than 50% will be considered as a dropout.
Semester 4	• **Financial Statements**	1	2	Assessments include (1 Assessment and 1 Retake)
	• **Financial Performance**	1	2	Assessments include (1 Assessment and 1 Retake)
	• **External Auditing**	1	2	Assessments include (1 Assessment and 1 Retake)
Total		3	6	
Grand Total		17	34	
Note:				

Note:

a) **If the student exits after successful completion of semester 1 then the student is eligible for AAT Certificate in Accounting Level 2 qualification.**

b) **If the student exits after successful completion of semester 1 then the student is eligible for AAT Diploma in Accounting level 3 qualification.**