

A DESCRIPTION OF THE PERSONAL SOCIAL AND SCHOLASTIC BACKGROUND OF NEW STUDENTS FIRST ADMITTED TO THE DEPARTMENT OF NURSING SCIENCE AT MEDUNSA IN 1986, AND THEIR EXPECTATIONS REGARDING THIS UNIVERSITY

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Introduction

In the past few years the comprehensive biographical questionnaire completed by all students newly admitted to MEDUNSA at the beginning of the academic year, provided valuable information regarding students of the Department of Nursing Science.

The main purpose of this study is to obtain a profile of nursing students, enrolling at Medunsa for the first time, regarding

- their demographic data
- the sociological, economical and educational tendencies in their homes
- their school achievement and
- their expectations of Medunsa.

This information may in future serve to

- compare students' expectations of Medunsa with actual experiences
- compare nursing students with students in medicine and supplementary health services
- provide a base-line for monitoring professional growth.

The questionnaire samples details about the newcomers' personal, social, and scholastic backgrounds and achievements. In addition, the students' expectations of university life in general, and of this university in particular, are gauged.

Presently the survey serves to provide the university authorities and lecturers of the Department of Nursing Science with information about the persons who presented themselves as new students for that year; their background and expectations.

The survey also provides nursing students with a channel for communicating their expectations to the Department of Nursing Science and university authorities.

The present Report is subdivided into four parts:

In Part A an image is given of the personal backgrounds of the students who presented themselves for the first time at Medunsa in 1986.

In part B, background information about the schools from which these students came is provided, as well as information about their subjects and performances at school.

Part C covers the newcomers' expectations of life at this University in respect of lecturers, fellow-students and student life in general.

Part D contains a summary of all the findings of this investigation.

Throughout all four parts of the report, the findings are juxtaposed to those

obtained from a corresponding survey done on all students during 1985.

Composition of the 1986 sample

The sample consisted of students who registered in nursing courses at Medunsa for the first time during the months of January to March 1986. Only 'new students' are included in the sample. Students repeating their first year courses in 1986 have been excluded, as they completed the questionnaire in 1985.

The sample comprises five male and fifty female students. Of the first year students, 18 came to Medunsa immediately from high school, or after a lapse of only a fairly small interval.

The other 37 are students in post-basic Nursing Science who came to further their skills and knowledge in their chosen profession, usually after having worked as a registered nurse for a period of not less than two years. Some have many more than two years experience.

Part a

BACKGROUND INFORMATION ON THE INTAKE OF NEW NURSING STUDENTS IN 1986

Gender distribution

The percentages of male and female students, admitted during the period Jan. to March 1986, are as follows:

	B Cur I		Post-basic nursing Science		Total		1985	
	N	%	N	%	N	%	N	%
Male	4	22,2	1	2,7	5	9,1	5	7,4
Female	14	77,8	36	97,3	50	90,9	63	92,6
Total	18	100	37	100	55	100	68	100

The percentage of male students admitted for the first time increased from 7,4% in 1985 to 9,1% in 1986.

The majority (90,9%) of first admission students in 1986 were females.

Course	Male		Female		Total	
	N	%	N	%	N	%
B Cur I	4	22,2	14	77,8	18	32,7
B Cur (I & A)	—	—	11	100,0	11	20
DNA I	1	9,1	10	90,9	11	20
DNE I	—	—	15	100,0	15	27,3
Total	5	9,1	50	—	55	10,0

The majority (80%) of male students in nursing courses enrolled for the B Cur course. This concurs with findings in 1985.

Age distribution

Table 3 gives the age distribution of the two subgroups of 1986 nursing students separately, as well as the age distribution for the total group.

Age range	B Cur I		Post-basic		Total	
	N	%	N	%	N	%
15 - 16	1	—	—	—	1	1,8
17 - 18	8	—	—	—	8	14,5
19 - 20	7	—	—	—	7	12,7
21 - 22	2	—	—	—	2	3,6
23 - 24	—	—	—	—	—	—
25 - 26	—	—	1	—	1	1,8
27 - 28	—	—	3	—	3	5,5
29 - 30	—	—	4	—	4	7,3
31 - 32	—	—	6	—	6	10,9
33 - 34	—	—	6	—	6	10,9
35 - 36	—	—	5	—	5	9,1
37 - 38	—	—	1	—	1	1,8
39 - 40	—	—	3	—	3	5,5
41 - 45	—	—	5	—	5	9,1
46 - 50	—	—	2	—	2	3,6
51 - 55	—	—	—	—	—	—
56 - 60	—	—	1	—	1	1,8
Total	18	—	37	—	55	100
Median age	18,5 yrs	—	34,5 yrs	—	31,5	—
Mean age	18,6 yrs	—	35,5 yrs	—	30,0	—

The mean age of B Cur I students is 18,6 years compared to the mean age of 30,0 years of the post-basic students.

Marital status

Table 4 shows the percentages of single and married students amongst the 1986 intake of new students.

	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
Single	18	—	18	—	36	65,5
Married	0	—	19	—	19	34,5
Total	18	—	37	—	55	100

As can be expected all students who are or have been married are post-basic students who are on average 11,4 years older than the B Cur students.

Parents' presence in the family

The proportion of students' parents who have been reported by the students as to be either living, or deceased and divorced or separated appear in Table 5.

TABLE 5. PARENTS LIVING, DIVORCED OR SEPARATED, AND DECEASED (N = 55)

Parents	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
Still living	9	50,0	13	35,1	22	40,0
Divorced or separated	4	22,2	5	13,5	9	16,4
One parent deceased	5	27,8	13	35,1	18	32,7
Both parents deceased	0	0	6	16,2	6	10,9
Total	18	100	37	100	55	100

Of the total group of students, 49,1% come from single parent families.

It was found that 22,2% of B Cur I students, the younger group, came from broken marriages in comparison with 13,5% of the post-basic group.

Number of brothers and sisters in the home

TABLE 6. SIBLINGS IN THE HOME (N = 55)

Number of siblings	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
0	2	—	2	3,6	4	7,3
1	1	—	2	5,5	3	5,5
2	3	—	5	14,5	8	14,5
3	6	—	7	19,7	13	23,6
4	1	—	3	8,1	4	7,3
5	2	—	10	28,2	12	21,8
6	0	—	4	10,8	4	7,3
7	1	—	4	10,8	5	9,1
8	2	—	2	5,4	4	7,3
Total	18	100	37	100	55	100
Median	3	—	5	—	4	—
Mean	3,4	—	4,4	—	4,1	—

When comparing the two subgroups, the mean numbers of brothers and/or sisters at home indicate that the younger group of students (B Cur I) come from smaller families (mean = 3,4) compared to the older post-basic students (mean = 4,4).

Students' position in the family

TABLE 7. NURSING STUDENTS' POSITION IN THE FAMILY (N = 55)

Students' position	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
Oldest child	3	16,7	14	37,8	17	30,9
Middle child	12	66,7	16	43,2	28	50,9
Youngest child	2	11,1	7	18,9	9	16,4
Only child	1	5,6	—	—	1	1,8
Total	18	100	37	100	55	100

As in the previous year the majority of students (50,9%) occupies the middle position in the family. The second strongest group represented the eldest child in the family.

Number of brothers and sisters at university

TABLE 8. STUDENTS' BROTHERS AND/OR SISTERS AT UNIVERSITY (N = 51)

Number of brothers and/or sisters	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
0	9	50,0	25	75,8	34	66,7
1	6	33,3	4	12,1	10	19,6
2	1	5,6	2	6,1	3	5,9
3	1	5,6	2	6,1	3	5,9
4	1	5,6	—	—	1	2,0
Total	18	100	33	100	51	100

Twice as many B Cur I students (50%) have brothers and/or sisters at university compared to the post-basic students (24,3%).

The percentage of B Cur I students who have brothers and/or sisters at university has increased from 17,6% in 1985 to 50% in 1986 whereas the percentage of post-basic students have decreased from 29,5% in 1985 to 24,3% in 1986.

Parents' educational levels

The levels of education of the fathers and mothers of all the newly registered nursing students are given in Tables 9.1 and 9.2.

TABLE 9.1. FATHERS' LEVELS OF EDUCATION (N = 55)

Educational level	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
No education	2	12,5	7	20,6	9	18,0
St 5 and lower	4	25	12	35,3	16	32,0
Lower than Form 5 (Std. 10)	8	50	9	26,5	17	34,0
Matric or equivalent	1	6,3	3	8,8	4	8,0
Post-matric diploma	1	6,3	2	5,9	3	6,0
University degree or equivalent	—	—	—	—	—	—
Other qualifications	—	—	1	2,9	1	2,0
Total	16	100	34	100	50	100
No father through divorce, death, separation	2	11,1	2	3,7	4	7,3
No response	—	—	1	2,7	1	1,8
Grand total	18	—	37	—	55	—
Total	14	87,5	29	85,3	43	86
Less than matric Std. 10 and higher	2	12,5	5	14,7	7	14
"Other qualifications" not included	—	—	—	—	—	—
Total	16	100	34	100	50	100

Figures for 1985 (N = 68) were: Less than matric 83,8%
Matric and higher 16,2%

TABLE 9.2. MOTHERS' LEVELS OF EDUCATION (N=50)

Educational levels	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
No education	2	12,5	3	8,8	5	10,0
Standard 5 and lower	5	31,3	18	52,9	23	46,0
Lower than Form 5 (Std. 10)	6	37,5	11	32,4	17	34,0
Std. 10 or equivalent	2	12,5	1	2,9	3	6,0
Post-matric diploma	1	6,5	1	2,9	2	4,0
University degree or equivalent	—	—	—	—	—	—
Total	16	100	34	100	50	100
No mother through death, divorce or separation	2	11,1	2	3,7	4	7,3
No response	—	—	1	2,7	1	1,8
Grand total	18	—	37	—	55	—
Total	13	81,3	32	94,1	45	90,0
Std. 10 and higher	3	18,8	2	5,9	5	10,0
Total	16	100	34	100	50	100

Figures for 1985 (N = 68) were: Less than matric 83,8%
Matric and higher 16,2%

Data in Tables 9.1. and 9.2 shows that:
• an increase has taken place with regard to the educational level of students' fathers (from 14% Std. 10 and higher in 1985 to 16,2% in 1986) as well as students' mothers (from 10% Std. 10 and higher in 1985 to 16,2% in 1986)

• the education level of 83,8% of fathers as well as mothers is lower than Std. 10.

Parents' occupations

The distribution of the occupations of parents of the newly registered nursing students is given in Tables 10.1 and 10.2 hereunder.

The findings show that no fathers resort in the professional category.

The percentage of mothers whose occupation fall within the first six categories is higher for the younger B Cur I students (37,7%) than for the older post-basic students (9,6%).

The largest percentage of fathers in categories 1 to 6 occupy posts in administrative (10%) and helping services

TABLE 10.1. FATHERS' OCCUPATIONS (N = 40)

Occupational categories	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
1. Professional	—	—	—	—	—	—
2. Administrative	2	13,3	2	8	4	10,0
3. Education	1	6,7	2	8	3	7,5
4. Business	—	—	2	8	2	5,0
5. Technical	1	6,7	1	4	2	5,0
6. Helping Services	—	—	4	16	4	10,0
Respondents in categories 1 to 6	4	26,7	11	44	15	37,5
7. Farmer	—	—	—	—	—	—
8. Cleaner	—	—	—	—	—	—
9. Labourer	3	20	3	12	6	15,0
10. Driver	4	26,7	1	4	5	12,5
11. Pensioner	3	20	8	32	11	27,5
12. Unemployed	—	—	2	8	2	5,0
13. Other	1	6,7	—	—	1	2,5
Total	15	100	25	100	40	100
No father through death, divorce or separation	2	11,1	11	29,7	13	23,6
No response	1	5,6	1	2,7	2	3,6
Grand total	18	—	37	—	55	—

TABLE 10.2. MOTHERS' OCCUPATIONS (N = 47)

Occupational categories	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
1. Professional	—	—	—	—	—	—
2. Administrative	1	6,3	—	—	1	2,1
3. Education	3	18,8	1	3,2	4	8,5
4. Business	1	6,3	1	3,2	2	4,3
5. Helping Services	1	6,3	1	3,2	2	4,3
Respondents in categories 1 to 5	6	37,7	3	9,6	9	19,2
6. Housewife	4	25	18	58,1	22	46,8
7. Cleaner/Domestic serv.	3	18,5	5	16,1	8	17,0
8. Labourer	2	12,5	—	—	2	4,3
9. Pensioner	1	6,3	5	16,1	6	12,8
Total	16	100	31	100	47	100
No mother through death, divorce or separation	2	11,1	4	10,8	6	10,9
No response	—	—	2	5,4	2	3,6
Grand total	18	—	37	—	55	—

(10%), while the largest percentage of mothers in categories 1 to 6 is in education (8,5%) (18,8% B Cur and 3,2% post-basic students).

In categories 7 to 12 the largest proportion of fathers are pensioners (27,5%) whilst the largest proportion of mothers are housewives (46%).

Sources of financial assistance to first year students

Table 11 overleaf indicates the sources of financial assistance the students have

TABLE 11. SOURCES OF FINANCIAL ASSISTANCE (N = 54)

Source	B Cur I		Post-basic Nursing Sc		Total		% in 1985 (N = 55)
	N	%	N	%	N	%	
Single Source							
Parents	8	47,1	2	5,4	10	18,5	30,8
Guardian	3	17,6	3	8,1	6	11,1	3,8
Other family relations	—	—	2	5,4	2	3,7	1,9
Friends	—	—	—	—	—	—	—
Unconditional bursary	—	—	—	—	—	—	3,8
Conditional bursary	—	—	1	2,7	1	1,9	26,9
Loan	4	23,5	4	10,8	8	14,8	1,9
Self (including inservice training and study leave from Dept of Health)	—	—	23	62,2	23	42,6	23,1
Combined Sources							
Parents together with:							
Guardian	—	—	—	—	—	—	1,9
Other family relations	—	—	—	—	—	—	1,9
Friends	—	—	—	—	—	—	—
Unconditional bursary	—	—	—	—	—	—	—
Conditional bursary	—	—	—	—	—	—	—
Loan	—	—	—	—	—	—	—
Guardian together with:							
Conditional bursary	—	—	—	—	—	—	1,9
Loan	2	11,8	—	—	2	3,7	—
Self	—	—	—	—	—	—	3,8
Other family relations and:							
Unconditional bursary	—	—	1	2,7	1	1,9	—
Conditional bursary	—	—	—	—	—	—	—
Loan	—	—	1	2,7	1	1,9	—
Conditional bursary and:							
Loan	—	—	—	—	—	—	—
Self	—	—	—	—	—	—	1,9
Total	17				54		
No response	1				1		
Total sample	18	100	37	100	55	100	

availed themselves of to enable them to enter upon their studies at Medunsa.

On arrival the majority of B Cur students are supported by their parents (47,1%) whereas the majority of post-basic students are self-supporting (62,2%).

Figures for the total group of 1986 students compared to students of 1985 show:

- an increase in parental support (from 18,5% to 30,8%)
- an increase in bursaries (from 1,9% to 30,7%)
- a decrease in loans (from 14,8% to 1,9%)
- a decrease in self-support (from 42,6% to 23,9%).

Part b

PROVINCE/LOCATION OF SCHOOL WHERE STUDENTS MATRICULATED

Table 12 indicates the districts of the schools where the new students who came to Medunsa this year matriculated.

Of the 96,2% of students who matriculated in the RSA the majority of both subgroups matriculated in the Transvaal (54,7%).

TABLE 12. PROVINCE/AREA WHERE NURSING STUDENTS MATRICULATED (N = 53)

Province/area	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
Cape Province	1	5,9	6	16,7	7	13,2
Natal	—	—	3	8,3	3	5,7
Orange Free State	5	29,4	6	16,7	11	20,8
Transvaal	9	52,9	20	55,6	29	54,7
SWA Namibia	—	—	1	2,8	1	1,9
Other	2	11,8	—	—	2	3,8
Total	17	100	36	100	53	100
No response	1		1		2	
Grand total	18		37		55	

Average percentages obtained in final school examinations

Tables 13.1 and 13.2 (Page 11) reflect the average percentages and symbols obtained in matric examination.

The average percentage obtained by the B Cur I students (55%) is higher than the average obtained by post-basic students (49,9%).

This may indicate a number of phenomena such as:

- an improvement in standards of Black secondary teaching over the past decade
- a better/more positive reference to nursing by teachers
- higher status/desirability of entering in profession.

TABLE 13.1. AVERAGE PERCENTAGE OBTAINED IN MATRIC EXAMINATIONS: 1986 VERSUS 1985

Province/area	B Cur I		Post-basic Nursing Sc		Total 1986		Total 1985	
	N	%	N	%	N	%	N	%
A = 80-100%	—	—	—	—	—	—	—	—
B = 70-79%	—	—	—	—	—	—	—	—
C = 60-69%	2	11,1	1	2,7	3	5,5	4	6,3
D = 50-59%	14	77,8	15	40,5	29	52,7	28	43,8
E = 40-49%	2	11,1	19	51,4	21	38,2	31	48,4
F & F- = 39%	—	—	2	5,4	2	3,6	1	1,6
Total	18	100	37	100	55	100	64	100
Mean =	55,00		49,05		51,00		50,47	
Median symbol	D		E		D		D-E	

The percentage of B Cur I students scoring more than 50% per subject is consistently higher in all subjects than that of the post-basic students. These figures concur with the figures in Table 13.1 which indicate a higher average percentage obtained by B Cur I students.

All of the B Cur I students have Mathematics and Physical Science as matriculation subjects whereas only 16,2% post-basic students have Mathematics and 18,9% have Physical Science. The greater emphasis placed on Mathematics and Physical Science in the selection of students to Medunsa in 1986 is reflected in the large percentage of students who have these subjects when compared to the percentage of new students in 1985.

- Mathematics 52,7% in 1986; 8,8% in 1985
- Physical Science 45,5% in 1986; 1,5% in 1985.

Standard repeated at school

Table 14 (Page 11) show the number of respondents who had to repeat some year(s) in primary or secondary school.

Each of the 23,5% of B Cur I students who had to repeat a class at school had to repeat Form 5.

A smaller percentage of post-basic students (19,3%) had to repeat a class at school in comparison with the B Cur I students (23,5%). This could possibly be due to:

- higher standards of evaluation in the past decade
- external factors such as unrest and stay aways.

Part c

STUDY HOURS PER DAY (See Table 15)

The majority of students (52,7%) expect to devote about one hour per day per subject to study. (See Table 16)

The higher percentage of students, 72,2% B Cur I and 55,6% post-basic students who expect personal attention to their problems and aid even after hours may be due to:

- expectations of a pedagogic approach as implemented at school level instead of the andragogic approach at universities
- coming from their parents' home (B Cur I)
- having a low self-image (See Table 17)

The majority of the B Cur I students (55,6%) look forward to life in a students' residence compared to only 18,9 of the post-basic students.

Post-basic students (45,9%) mostly view life in a students' residence as possibly interesting although they have their doubts. (See Table 18)

The majority of students (69%) in both subgroups feel that the organization of student life in residences should be the shared responsibility of students and the Matron/Boarding Master. (See Table 19)

The matter that concerned most students of both subgroups was whether they would be able to study effectively on their own.

TABLE 13.2. SYMBOLS ACHIEVED IN VARIOUS SUBJECTS IN THE FINAL SCHOOL EXAMINATIONS: 1986 (N = 55) VERSUS 1985 (N = 68)

Subjects and groups	Number of students taking subject N	Number of students who earned these symbols							Median E to symbol F- %	
		A	B	C	D	E	F	F		
		80-100%	70-79%	60-69%	50-59%	40-49%	33-39%	-33%		
English	18	—	—	3	8	6	1	—	D	33,3
B Cur I	37	—	1	—	13	19	4	—	E	62,2
Post-Basic Nurs. Sc.	55	—	1	3	21	26	5	—	E	54,5
Total 1986	65	—	1	4	22	34	4	—	E	58,5
Total 1985	65	—	1	4	22	34	4	—	E	58,5
Mathematics	18	—	—	6	7	5	—	—	D	27,8
B Cur I	6	—	1	—	—	1	3	—	F	83,3
Post-Basic Nurs. Sc.	24	—	1	6	7	6	1	3	D	29,2
Total 1986	6	1	—	—	2	3	—	—	D-E	50,0
Total 1985	6	1	—	—	2	3	—	—	D-E	50,0
Physical Science	18	—	—	3	6	9	—	—	D/E	50,0
B Cur I	7	—	—	—	—	4	3	—	E	100,0
Post-Basic Nurs. Sc.	25	—	—	3	6	13	3	—	E	64,0
Total 1986	1	—	—	—	—	1	—	—	E	100,0
Total 1985	1	—	—	—	—	1	—	—	E	100,0
Biology/Physiology	18	—	—	2	10	5	1	—	D	33,3
B Cur I	42	—	3	5	12	11	5	6	E	52,4
Post-Basic Nurs. Sc.	60	—	3	7	22	16	6	6	D	36,7
Total 1986	35	—	1	7	13	13	1	—	D	40,0
Total 1985	35	—	1	7	13	13	1	—	D	40,0
Other Subjects	6	—	1	—	1	4	—	—	E	66,7
B Cur I	29	—	—	1	10	9	5	4	E	62,1
Post-Basic Nurs. Sc.	35	—	1	1	11	13	5	4	E	51,4
Total 1986	35	1	3	9	17	4	—	—	E	61,8
Total 1985	35	1	3	9	17	4	—	—	E	61,8
Afrikaans	18	—	—	2	7	5	2	3	D/E	38,9
B Cur I	32	—	—	—	7	16	9	—	E	78,1
Post-Basic Nurs. Sc.	50	—	—	2	14	21	11	2	E	32,0
Total 1986	64	—	1	6	15	28	12	2	E	65,6
Total 1985	64	—	1	6	15	28	12	2	E	65,6
Vernacular Languages	18	—	—	12	6	—	—	—	C	0,0
B Cur I	37	1	1	13	10	12	—	—	D	32,4
Post-Basic Nurs. Sc.	55	1	1	25	16	12	—	—	D	21,8
Total 1986	54	1	5	17	21	9	1	—	D	18,9
Total 1985	54	1	5	17	21	9	1	—	D	18,9
Grand Total 1986	304	1	7	47	97	106	31	15	D/E	45,1
Grand Total 1985	259	= 18,1%	9	37	82	105	21	3	E	49,8
Marks		= 18,1%			31,9%		= 50%			
					31,7%		= 49,8%			
			60% and over		50-59		under 50%			

TABLE 18. NURSING STUDENTS' VIEWS ABOUT ORGANIZATION OF STUDENT LIFE IN RESIDENCES

Organization of student life in the residences should be	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
The sole responsibility of students themselves	6	33,3	7	18,9	13	23,6
The shared responsibility of students and Matron/Boarding Master	9	50,0	29	78,4	38	69,0
The sole responsibility of Matrons/Boarding Masters	3	16,7	1	2,7	4	7,3
Total	18	100	37	100	55	100

This was followed by their fear of being unable to cope with intimidation from others. These two matters were also most feared by students in 1985.

**Part d
SUMMARY OF FINDINGS AND CONCLUSIONS**

1. Personal and background data of new nursing students in 1986:

- 1.1 The majority (90,9%) of students were females and 80% of the male students enrolled for the B Cur course. These figures concur with findings in 1985.
- 1.2 The mean age of B Cur I students is 18,6 years compared to 30,0 years of the post-basic (students) group.
- 1.3 All the students who are or have been married are post-basic students.
- 1.4 When compared with the post-basic students a large percentage of the younger group of students showed Western social tendencies of:
 - coming from broken marriages (22,2%)
 - coming from smaller families (4 children in comparison to the 5 children in the older group)
 - having a working mother (75%).
- 1.5 The majority of students (50,9%) occupy the middle position in the family, while 30,9% of them are the eldest child in the family.
- 1.6 The percentage of B Cur I students who have brothers, and/or sisters at university has increased sharply from 17,6% in 1985 to 50% in 1986, being double that of the post-basic students (24,3%).
- 1.7 Although an educational level of Std. 10 and higher amongst the students' mothers has increased from 10% in 1985 to 16,2% in 1986 the educational level for both fathers and mothers is still very low (83,8% lower than Std. 10).
- 1.8 It is noteworthy that 18,8% of the B Cur students' mothers are employed in the education field which comes second to the occupation of housewife (25%).
- 1.9 The majority of B Cur students' fathers are drivers (26,7%) followed by labourers (20%), pensioners (20%) and administrative workers (13,3%).
- 1.10 Most B Cur students on arrival are under the impression that they need

TABLE 14. CLASSES REPEATED BY NURSING STUDENTS AT SCHOOL (N = 48)

	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
Did not have to repeat any class	11	64,7	25	80,6	36	75,0
Repeated Form 5 only	4	23,5	1	3,2	5	10,4
Repeated Form 4 only	—	—	3	9,7	3	6,3
Repeated Form 3 only	—	—	—	—	—	—
Repeated Form 2 only	—	—	1	3,2	1	2,1
Repeated Form 1 only	—	—	—	—	—	—
Repeated Standard 5 only	—	—	1	3,2	1	2,1
Repeated on Standard 1-4 only	—	—	—	—	—	—
Repeated one Substandard only	2	11,8	—	—	2	4,2
Total	17	100	31	100	48	100
No response	1	—	6	—	7	—
Grand Total	18	—	37	—	55	—

TABLE 16. PERSONAL ATTENTION BY NURSING STUDENTS FROM LECTURERS (N = 54)

I expect the lecturers at this university	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
To give personal attention to my problem and aid me even after hours	13	72,2	20	55,6	33	61,1
To be somewhat different from teachers, and that I will have to solve many problems myself	3	16,7	14	38,9	17	31,5
To be on such a high level that they will never notice me as an individual	2	11,1	2	5,6	4	7,4
Total	18	100	36	100	54	100
No response	—	—	1	—	1	—
Grand total	18	—	37	—	55	—

TABLE 15. STUDY HOURS PER DAY EXPECTED TO DEVOTE TO SUBJECTS (N = 55)

	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
Less than an hour per day per subject	1	5,6	3	8,1	4	7,3
About an hour per day per subject	11	61,1	18	48,6	29	52,7
About two hours per day per subject	4	22,2	10	27	14	25,5
About three hours per day per subject	1	5,6	5	13,5	6	10,9
Over three hours per day per subject	1	5,6	1	2,7	2	3,6
Total	18	100	37	100	55	100

TABLE 17. NURSING STUDENT EXPECTATIONS OF LIFE IN A STUDENTS' RESIDENCE (N = 55)

I expect life in a University residence to be:	B Cur I		Post-basic Nursing Sc		Total	
	N	%	N	%	N	%
Very dreadful and boring	—	—	—	—	—	—
Not interesting, but will be able to survive	6	33,3	13	35,1	19	34,5
Possibly interesting, but I have my doubts	2	11,1	17	45,9	19	34,5
Very exciting — I am looking forward to it	10	55,6	7	18,9	17	30,9
Total	18	100	37	100	55	100

TABLE 19. RANK ORDER OF MATTERS THAT NEW NURSING STUDENTS FEAR MOST ABOUT LIFE IN A STUDENT RESIDENCE: 1986 VERSUS 1985

Matter	B Cur I		Post-basic Nurs. Sc.		Total 1986 (N =)		Total 1985 (N =)	
	N	%	N	%	Rank N	%	Rank N	%
How to: Study effectively on my own	10	30,3	22	40	32	36,4	21	25,9
Cope with intimidation from others, or their attempts to physically harm me	6	18,2	11	20	17	19,3	21	25,9
Get along with roommate	2	6,1	11	20	13	14,8	15	18,5
Lead a satisfactory religious life in a students' residence	5	15,2	5	9,1	10	11,4	12	14,8
Cope with strong drinks and drugs	6	18,2	2	3,6	8	9,1	6	7,4
Cope with university and residence rules	2	6,1	1	1,8	3	3,4	3	3,7
Cope with opposite sex	2	6,1	-	-	2	2,3	-	-
Cope with diverse other matters	—	—	3	5,5	3	3,4	3	3,7
No fears	—	—	—	—	—	—	—	—
Total Response	33	100	55	100	88	100	81	100
No Response	3		19				25	
Total Samples	18		37				53	

to be supported by their parents (47,1%) or that they require a loan (23,5%). Of the post-basic students 62,2% are self-supporting which includes paid study leave from the Department of National Health and Welfare followed by loans (10,8%).

When the total group of 1986 students is compared to that of 1985 the figures indicate:

- an increase in financial support by means of parents (from 18,5% to 30,8%) and bursaries (1,9% to 30,7%)
- a decrease in loans (from 14,7% to 1,9%) and self-support (from 42,6% to 23,1%).

2. School achievements

2.1 The majority of students (52,9%) matriculated in the Transvaal.

2.2 When comparing matric results the B Cur I students as a group obtained a higher average as well as higher marks for all subjects.

2.3 The proportion of students who have Mathematics and Physical Science has increased tremendously since 1985.

2.4 More B Cur I (23,5%) than post-basic students (19,3%) had to repeat a class (year) at school. All of this percentage of B Cur students had to repeat matric.

3. Students' expectations of Medunsa

3.1 The majority of students (52,7%) expect to devote one hour of study per subject per day.

3.2 A great proportion of B Cur I (72,2%) as well as post-basic

students (55,6%) expect personal attention to their problems even after hours.

3.3 More B Cur I students (55,6%) than post-basic students (18,9%) look forward to life in a students' residence.

3.4 The majority of students (69%) feel that the organization of student life in residences should be the shared responsibility of the students and the Matron or Boarding Master.

3.5 The matters of greatest concern to the students were, as in 1985, firstly whether they would be able to study effectively on their own and secondly, whether they would be able to cope with intimidation.

This report, reflecting the personal, social and scholastic backgrounds and expectations of new students admitted to the Nursing Science Department of Medunsa, will in future be used to compare these students' expectations with their actual experience of life on the campus as well as for comparison with similar data of students admitted in the following years.

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