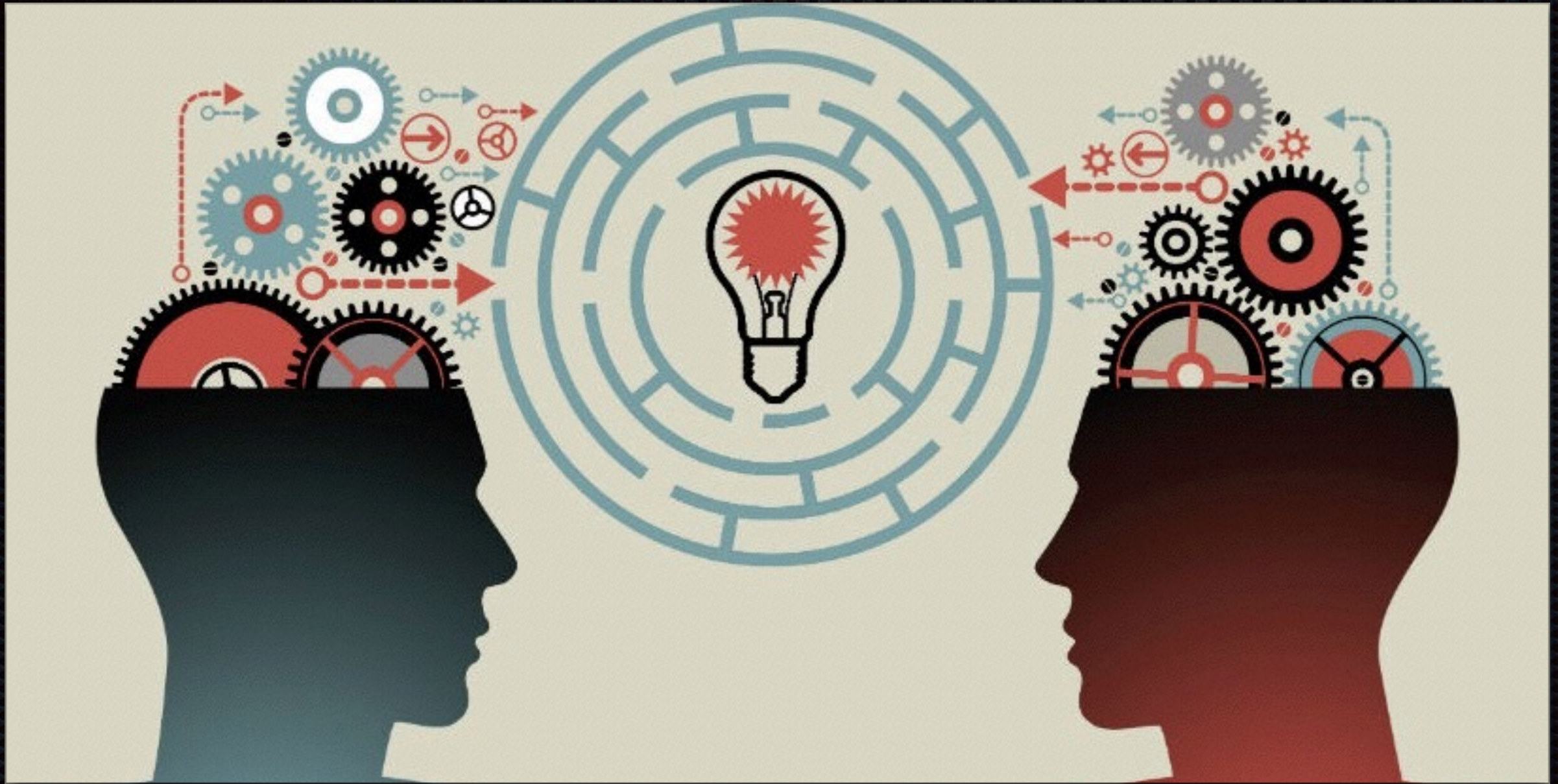


The Psychology of Success: From qualitative therapeutic narratives to quantitative data analytics

Dalray Gradidge, Student Counselling
Nelson Mandela University
28 June 2017



Ethical Considerations



Theoretical Framework



Ukubamba: 2016

Clients Reached Per Campus

| CAMPUS | SCCDC | NMMU | % OF NMMU CAMPUS POPULATION SEEN |
|---------------|-------|-------|----------------------------------|
| Second Avenue | 1507 | 5474 | 28% |
| George | 436 | 1442 | 30% |
| Missionvale | 994 | 1735 | 57% |
| North | 2530 | 6298 | 40% |
| South | 4053 | 12818 | 32% |

Faculty Distribution

| | SCCDC CLIENTS | | NMMU | |
|-------------------------------|---------------|-----|-------|------|
| | n | % | n | % |
| Business and Economic Science | 597 | 29% | 9985 | 36% |
| Health Sciences | 245 | 12% | 3633 | 13% |
| Arts | 227 | 11% | 3461 | 12% |
| EBEIT | 259 | 13% | 4456 | 16% |
| Science | 198 | 10% | 2775 | 10% |
| Law | 103 | 5% | 1347 | 5% |
| Education | 57 | 3% | 1866 | 7% |
| DVC: Research & Engagement | 0 | 0% | 316 | 1% |
| Prospective students | 345 | 17% | 0 | 0% |
| Total | 2031 | 100 | 27839 | 100% |

Academic Status

| | SCCDC CLIENTS | | NMMU | |
|----------------------|---------------|-----|-------|-----|
| | n | % | n | % |
| Prospective | 377 | 18 | 0 | 0 |
| First year | 552 | 26 | 7952 | 29 |
| Senior undergraduate | 923 | 43 | 13925 | 50 |
| Postgraduate | 161 | 8 | 4129 | 15 |
| Extended studies | 96 | 4 | 1833 | 7 |
| Other | 32 | 1 | 0 | 0 |
| Total | 2141 | 100 | 27839 | 100 |

Nationality

| | SCCDC CLIENTS | | NMMU | |
|---------------|---------------|------------|--------------|------------|
| | n | % | n | % |
| International | 104 | 5 | 1722 | 6 |
| South African | 1853 | 95 | 26115 | 94 |
| Missing | 0 | 0 | 2 | 0 |
| Total | 1957 | 100 | 27839 | 100 |

Language

| | SCCDC CLIENTS | | NMMU | |
|---------------------|---------------|-----|-------|-----|
| | n | % | n | % |
| Xhosa | 1008 | 52 | 12839 | 46 |
| English | 440 | 22 | 7585 | 27 |
| Afrikaans | 245 | 13 | 3515 | 13 |
| Afri/Eng | 0 | 0 | 645 | 2 |
| Other SA | 195 | 10 | 2962 | 11 |
| Other International | 69 | 4 | 282 | 1 |
| Unknown | 0 | 0 | 11 | 0 |
| Total | 1957 | 100 | 27839 | 100 |

Gender

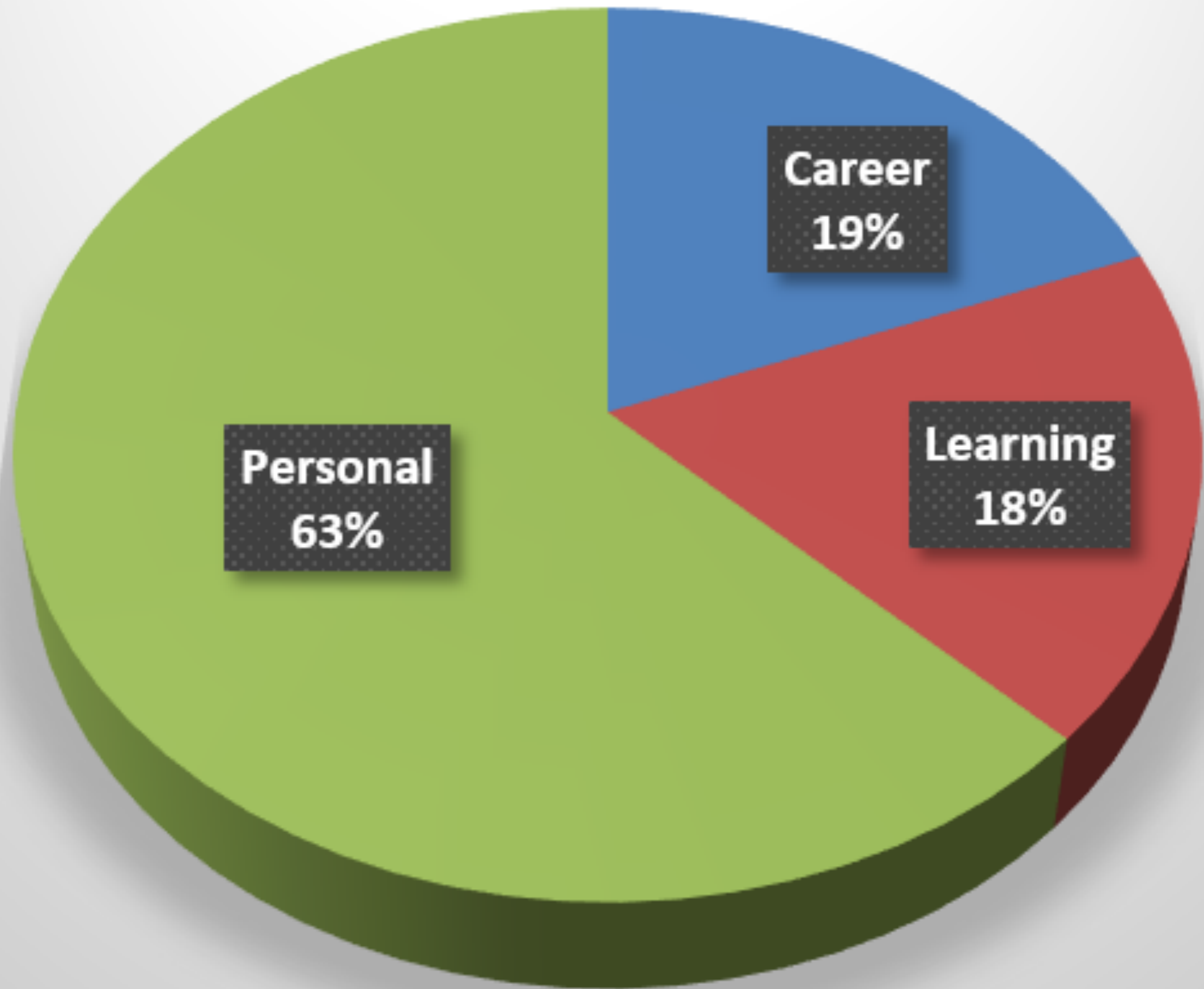
| | SCCDC CLIENTS | | NMMU | |
|--------|---------------|-----|-------|-----|
| | n | % | n | % |
| Female | 1171 | 60 | 14576 | 52 |
| Male | 786 | 40 | 13263 | 48 |
| Total | 1957 | 100 | 27839 | 100 |

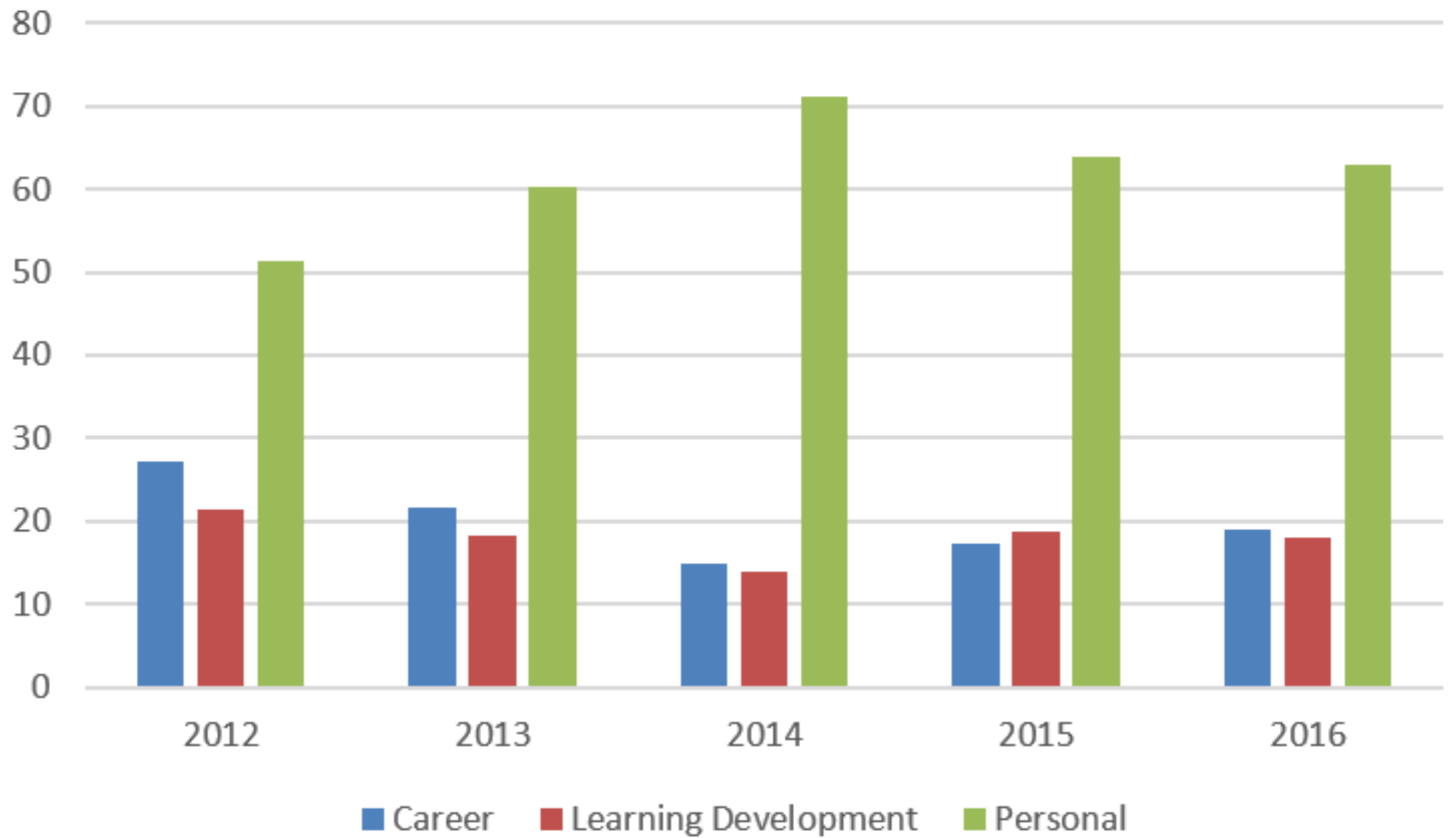
Race

| | SCCDC CLIENTS | | NMMU | |
|----------|---------------|-----|-------|-----|
| | n | % | n | % |
| Black | 1342 | 69 | 17338 | 62 |
| Coloured | 271 | 14 | 3944 | 14 |
| Indian | 31 | 2 | 518 | 2 |
| White | 300 | 15 | 6039 | 22 |
| Other | 13 | 0 | 0 | 0 |
| Total | 1957 | 100 | 27839 | 100 |



Challenges





Career Concerns

| REASON FOR REFERRAL | n |
|---|-----|
| Career choice and information | 373 |
| Change of course | 197 |
| Selection of course / programme | 191 |
| Bursary application or retention | 111 |
| Self-information | 108 |
| Admission issues - prospective students | 75 |
| Employability skills | 26 |
| Selection of subjects / modules | 26 |
| Portfolio development / evaluation | 7 |
| Career choice | 3 |
| Reference letter | 3 |
| Subject choice: Grade 9 | 3 |

Learning Concerns

| REASON FOR REFERRAL | n |
|--------------------------------|-----|
| Improving academic performance | 439 |
| Maximising potential | 145 |
| Academic probation / Warned | 109 |
| Academic exclusion | 51 |
| Re-admission issues | 28 |
| Concentration problems | 87 |
| Test and exam anxiety | 80 |
| Learning difficulty | 63 |
| Examination concession | 61 |

Personal Concerns



| CATEGORY | ISSUE | n | CATEGORY | ISSUE | n |
|----------------------|--|-----|------------------------|--|-----|
| Relationships | Relationships - problems with parents | 186 | Emotional | Emotional development | 206 |
| | Relationship problems | 162 | | Disappointment | 69 |
| | Relationship difficulties: romantic | 160 | | Anger management | 68 |
| | Sexual dysfunctions | 1 | | Increasing motivation | 174 |
| | Relationships - broken | 123 | | Stress-related issues | 216 |
| | Establishing intimate relationships | 38 | | Psychosomatic complaints (e.g. recurrent headaches or upset) | 17 |
| | Relationships - problems with Academic Staff | 17 | | Insomnia | 33 |
| | Relationship - problems with Admin Staff | 1 | | Anxiety symptoms | 244 |
| | Problem with student from third party | 14 | | Depressive symptoms | 200 |
| | Communication issues | 58 | | Suicidal ideation | 40 |
| | Loneliness | 47 | | Suicidal attempt | 13 |
| | Social discomfort | 29 | | Self-injurious behaviour | 9 |
| | Peer pressure | 10 | Reaching deeper | Meaning and purpose in life | 87 |
| | Assertiveness issues | 56 | | Self-actualisation | 92 |
| Academic | Procrastination | 32 | | | |
| | Exam concessions: emotional | 12 | | | |

| CATEGORY | ISSUE | n | CATEGORY | ISSUE | n |
|--------------------|---|-----|------------------|--|-----|
| Basic Needs | Access - financial issues | 26 | Lifestyle | Lifestyle issues | 54 |
| | Access - accommodation issues | 29 | | Alcohol consumption / controlling drinking | 22 |
| | Hunger | 25 | | Drug abuse | 9 |
| | Financial concerns | 147 | | Addiction | 11 |
| Adjustment | Adjustment to Campus | 42 | Trauma | Abused (physical / emotional) | 38 |
| | Adjustment to residence | 11 | | Domestic violence | 7 |
| | Adjustment to cultural norms | 9 | | Sexual harassment | 7 |
| Identity | Identity: self | 110 | | Sexual violation | 28 |
| | Identity: gender | 6 | | Abortion issues | 24 |
| | Sexual orientation | 16 | | Bereavement | 131 |
| | Role expectations for males and females | 6 | | Trauma | 124 |
| | Conflict with cultural expectations | 10 | Medical | Medical conditions | 41 |
| | Moral and value conflicts | 23 | | HIV / AIDS issues | 9 |
| | Self-esteem issues | 151 | | Disability issues | 5 |
| | Increasing self-confidence | 116 | | Pregnancy issues | 17 |
| | Body image | 21 | Spiritual | Spiritual issues | 17 |



image address: <https://media.wired.com/photos/191110/0/learnig-styls.jpg>

The Learning Enhancement Checklist (LEC)

The Top 10 Risk Factors

- ✦ Failing a module
- ✦ Procrastination
- ✦ Not asking questions in classes
- ✦ Not sticking to a study plan
- ✦ Not finding a study group
- ✦ Not reading ahead before class
- ✦ Test / exam anxiety
- ✦ Differences between assignment and test / exam marks
- ✦ Not getting good marks in both theory and practicals

| Risk Area | Item | Percentage of group affected |
|------------------------------------|---|-------------------------------------|
| In Lectures | I don't ask questions in all of my classes | 70 |
| Study management | I am not able to stick to a study plan | 65 |
| Tests and exams | I don't get good marks in both my theory and my practical work | 63 |
| Financial Problems | I come from a financially disadvantaged family (i.e. unemployed or not earning enough) | 60 |
| Time management | I struggle to cope with a heavy work / study load | 56 |
| Course/Programme Choice | My current course choice was not my first choice | 52 |
| Personal/emotional problems | I am anxious or worried | 51 |
| Feelings about self | I felt underprepared when I started my university studies | 47 |
| Accommodation | It is difficult for me to study in the environment where I live. | 44 |
| Facilities | I am unable to buy my textbooks | 39 |
| Module Content | I can't manage the combined module load | 38 |
| Language | I can't express myself verbally in English (e.g. speaking up in class, oral presentations, etc.) | 17 |
| Student Life | I am battling to fit in due to cultural differences | 13 |

So... now what?