



Transitional Experiences of First Year Young Males at University

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Abstract

The purpose of this study was to find possible explanations for gender differences occurring in enrolment and retention in New Zealand tertiary institutions. In this study differences between male and female experiences and perceptions of first year university study are examined. It found that young males have a greater struggle with transition to university than their female counterparts. Transition is a critical time for students as they attempt to establish social and academic networks in a new environment. It is also an important time for a student to be establishing a sense of identity and presence on campus.

Listening to the voices of young males and females and recording their experiences and perceptions was crucial to identify the positive and negative transitional factors. Research was conducted at one university campus in New Zealand with a first year cohort of students studying in a multiple of disciplines. Both male and female students completed an online survey and follow up interviews. Results revealed that many students feel alone and lost when first transitioning to university. Friendship and social activity emerged as significant factors for a successful transition. A significant number of young males perceived a greater difficulty in establishing learning relationships and social contacts than their female counterparts. The protection of masculine self-image was given by male students as a reason for this perception. The lecturing style adopted by academic staff and student established support networks are two significant factors that influence student academic engagement. Potential solutions suggested by both gender to improve transitional experiences requires modification of present university cultures. The male student wanting more activity and relevance built into their learning environment.

Introduction

There has been a marked shift in the gender composition of tertiary education enrolments in the last two decades throughout New Zealand Tertiary Institutions (see Table 1). There are now more females enrolled at every qualification level of tertiary education that is provided within New Zealand. In 1990 at the Bachelor qualification level there were 31,278 females and 28,027 males enrolled, a difference of 3251 (5.4 %), there were however more males enrolled in Masters Degrees and Doctorates. Two decades later a reversal has occurred with significantly more females enrolled at all levels of tertiary education. An example is the difference between the number of males and females now enrolled at the Bachelor level; a difference of 27,513 more female or 22.2%; a fourfold increase from 20 years ago.

Women are more likely to stay in tertiary education and gain qualifications than men. The Ministry of Education define completion rate as the percentage of full-time students who have successfully completed a qualification at the same level or higher than they started¹. At certificate level 57 percent female and 42 percent male obtain a qualification. At diploma

¹ Data compiled from an eight-year completion rate of domestic students in a period between 2002 and 2009.

level the completion rate was 54 percent female and 45 percent male. The completion rate for a bachelor degree is significantly higher for both gender; 75 percent of female and 65 percent of male attaining the qualification. At masters level the completion rate for males (65%) were slightly ahead of females (63%). Doctoral completion rates show more females (65%) than males (54%) completing the qualification.

Table 1: Summary of Enrolments of Domestic Students by Qualification and Gender from 1990 to 2009.

	Certificates 1-4		Diplomas 5-7		Bachelors		Masters		Doctorates	
	M	F	M	F	M	F	M	F	M	F
1990	N/A	N/A	N/A	N/A	28027	31278	2123	1770	766	456
1995	38799	35581	10648	22015	42307	52307	3658	3801	1382	974
2000	40940	46194	16488	23887	45449	65846	²			
2005	133326	143940	24992	38999	43713	68314	4521	6542	1964	2176
2009	106839	112970	26914	41724	48325	75838	4607	6505	2312	2692

Statistics compiled from the Yearly Education Statistical Reports of Ministry of Education.

A large number of both male and female students who enrol at university do not complete a degree. Early student withdrawal is a costly expense for students, institutions and government. In New Zealand there are gender, ethnic and mode of study imbalances which prove costly. Females are 1.2 times more likely than men to complete their degree. New Zealand European students are more likely than Maori or Pasifika students to complete a qualification. Full-time students are more than twice as likely as part-time students to complete a degree (Scott & Smart, 2005)

Table 2: Summary of Qualification Completion of Domestic Students completing by gender from 1990-2009.

	Certificates 1-4		Diplomas 5-7		Bachelors		Masters		Doctorates	
	M	F	M	F	M	F	M	F	M	F
1990	N/A	N/A	N/A	N/A	4447	4147	611	461	128	53
1995	5576	7650	2789	5382	6451	8533	1672	1497	194	78
2000	9693	13137	2490	4679	8708	15409	2481	2612	266	198
2005	34141	39815	4894	7739	7076	12538	1417	1843	285	285
2009	28188	38395	5825	8918	7453	13307	1207	1657	299	329

Statistics compiled from the Yearly Education Statistical Reports of Ministry of Education.

The young males' tertiary achievement depends on their earlier educational experiences, perceptions and successes. To achieve one must be engaged in learning and experiencing success (Engler,2010). Participating in education is fundamental to student achievement

² Enrolment data for 2000 combined all post graduate study as one total for each gender. Male = n.11,945 and Female = n. 13,604.

(Loader & Ryan, 2010). In New Zealand parents are required to enrol their children at school by age six years and ensure their attendance until the age of sixteen years. Absence rates for males and females track each other closely at all year levels, with a rapid increase in unjustified absences from year 9 to 13 (Loader & Ryan, 2010). Attendance trends between males and females are very similar.

There are, however, a number of specific indicators in the educational journey of young males that if not addressed could contribute to underachievement or failure at tertiary level. Young males' literacy skills and disruptive learning behaviours are two areas where statistics indicate males are underperforming. Early success in literacy is a prerequisite for later success at school. In New Zealand there is a clear gap between the literacy success of males and females even though New Zealand scores highly in international assessment programmes. Reading Recover is a school based early literacy intervention programme for children who are making slow progress with literacy learning in the first year of school. There is an enrolment trend which has two-third boys and one-third girls within the programme (Lee, 2009). The results of the 2001 and 2005 Progress in International Reading Literacy Study (PIRLS) in which New Zealand participated had Year 5 (Grade 4) girls outperform Year 5 boys by 24 points, one of the biggest gaps internationally (Chamberlain, 2008). The 2009 Programme for International Student Assessment (PISA) results for 15 year old learners show that New Zealand males and females achieve similar mean mathematical and scientific literacy scores but not so in reading literacy. New Zealand girls were an average 46 points greater than their male counterparts; with one in five boys scoring in the lowest achievement levels (Telford & May, 2010).

Off-task and challenging behaviour of young males in our schools cause a constant problem to teachers. Fergusson and Horwood (1997) stated that educational under-achievement by males in New Zealand schools can be explained by differences in classroom behaviours. Males were more prone to disruptive and inattentive behaviours that impeded learning. Young males dominate discipline and behaviour management statistics. A New Zealand study of stand-downs, suspensions, exclusions and expulsions reports males are 2.6 times more likely to receive a stand-down, suspension or exclusion, and 4.5 times more likely to be expelled than their female counterparts (Education Counts, 2010). The learning and engagement behaviours of young males are also reflected in national examinations. New Zealand has a National Qualifications Framework which has secondary school students sitting National Certificate of Educational Assessment (NCEA) at Years 11, 12 and 13. At every level there is an average ten percentage point gap favouring girls; with more excellent passes being obtained by girls as well. School achievement is an important factor associated with students' academic success in tertiary study (Engler, 2010; Boaz, Hattie & Tumen, 2008). As a consequence, young women are more qualified and prepared for a tertiary study and success.

The struggle of many young males to learn early literacy skills, conform to the behavioural expectations of school and experience academic success are possible contributing factors for the educational gender gap and resultant flow on effect into tertiary study. As a result an increasing number of well-educated young women relative to young men are emerging from

tertiary institutions. This is a positive trend for women, but a negative outcome for men both socially and economically.

There is a huge body of research literature on student retention and achievement in higher education providers (Astin, 1993,1997; Pascarella & Terenzine, 1991, 2004; Tinto, 1975, 1993; McInnis, Hartley, Polesel, & Tesse, 2000; Prebble, Hargraves, Leach, et al, 2005). Much of this research suggests that a positive transitional experience to university can reduce withdrawal and enhance completion successes. An area of research which is lacking is that of gender experience; especially that of young males and their transitional experiences and perceptions. This article records the perceptions and experiences of a first year cohort of males at one university.

Methodology

The research was located within one university campus in the North Island of New Zealand. A cohort of full-time first year students from across learning disciplines and programmes were involved. It was extremely important to use both young male and female students so data from each gender could be analysed and compared for commonality and difference of viewpoint and experience. The data collection methodology used was electronic survey and interview.

A total of 234 first year students, 156 female and 78 male; completed an electronic survey and 14 male and 6 female students were interviewed. The ethnicity of the student sample involved in the study were New Zealand European (60.3%), Asian (23.5%), Pasifika (3.4%), Maori (.9%) and other (12%). There were a significant number of Chinese students on campus in the College of business due to a university partnership arrangement. There were two major age groups, 19 years or under (51.3%), 20 to 25 years (48.7%). The majority of the students lived in their own or family home (62.8%), with others living in student flats or houses (19.7%), boarding in private home (7.3%) and student hostel (5.6%). There are no student halls of residence on the campus so the large majority of students travel by bus or car to the university campus.

The survey was constructed after an investigation of the Australasian Survey of Student Engagement (Australian Council Education Research, 2008), National Survey of Student Engagement (Indiana University, 2008) and the Community College Survey of Student Engagement (University of Texas, 2005). The survey was created for the New Zealand education environment and the study (see appendix 1). The survey (see appendix 1) investigated student background and engagement in learning activities to establish a profile. Students were asked to estimate the average number of hours per week spent studying, using computers, in part-time work, socialising and leisure activities. The survey asked students 40 questions on a five point Likert Scale (from strongly agree to strongly disagree). There were four sections within the survey; each module investigated a different aspect of student engagement. University engagement examined students' feelings of connection and support to and from the university. Study engagement explored students' study habits and classroom behaviours. Student engagement investigated the types of learning and social relationships

established with other students. Staff engagement explored the learning relationships with academic staff. At the end of each section students were given the opportunity to add short descriptive statements to add rich data to their Likert Scale responses.

Findings

Student Profile

The first section of the survey supplied data to establish a student profile for the first year cohort on campus. The profile allowed for trends or factors to be identified between genders. This would assist in reaching tentative conclusions for a developing gender gap in enrolment, and retention. The total numbers of surveys completed were 234; females were nearly twice as likely as males to complete and return the data.

The backgrounds of the participating males and females are surprising similar (see Table 2). Males are slightly older by approximately 5 months but this is not of significance (m=20.08yrs. f=19.65yrs). Males have slightly more hours of employment per week (approx 3 hrs), hours engaged in sport per week is very similar (6hrs), as is hours spent socialising (12 hrs); but there are two areas which show a significant difference. Males spend more hours gaming on computers, twice as much time as their female counterparts. Interesting to note is that both males and females spend the same amount of time searching the web and social networking. Females, however, spend a significant amount more time (6 hours extra per week) than males taking care of family members. Both male and female students on average spend approximately 75 hours per week on activities that are not related to university or study. Part-time work, sports, socialising and electronic entertainment comprises a significant amount of a student's time.

Table 2: Male and female student background comparison: hours per week occupied in various activities

Hours per week engaged in	Gender	Number Engaged	Mean
Sport	M	53	5.86 hrs
	F	99	6.30 hrs
Employment	M	38	16.5 hrs
	F	87	13.8 hrs
Gaming on computers etc.	M	44	7.8 hrs
	F	35	3.2 hrs
Social networking sites	M	51	5.1 hrs
	F	120	5.1 hrs
Searching www.	M	51	5.9 hrs
	F	109	4.6 hrs
Socialising with friends	M	56	11.6 hrs
	F	117	12.2 hrs
Looking after dependants	M	13	15.0 hrs
	F	20	21.2 hrs
Other activities	M	19	7.2 hrs
	F	44	9.0 hrs

Student Transition Engagement

Study workload and time management are a common problem amongst both male and female students. Many students started university with a poor understanding of academic expectations, time commitment required, or the organisation skills to manage their study or assignments. This is demonstrated by the comments of the following students.

My major challenge in the first year was making the adjustment from school study to university study. NZE/M/20³

Balancing all my commitments and not having the confidence to put my studies on top of my priorities. Have too much else to do P/M/23

It could be concluded from interview comments and an analysis of student background (Table 2) that many students are rather reluctant to curtail or stop their outside interests for study.

Male students appear to struggle more than female students with the freedom associated with the university learning environment. A common theme was a lack of knowledge on how to organise study, structure a timetable plan and stay focussed.

*Us males are worse at study than girls. Most of us are not organised or have other stuff to do. M/M/19/I**

Difficult to motivate myself to study, struggled to work consistently and avoid temptations to party with friends, O/M/22

There is a real challenge for some students to adjust to working independently on learning tasks and assessments. The male students made more comment regarding factors that distracted them and made greater references to drinking and parties than their female counterparts.

Students' study habits and classroom behaviours are often determined by the student's interest in the topic and the challenge presented in gaining new knowledge. Males spoke more strongly about interest, relevance and challenge as important ingredients of papers studied to keep them motivated.

Studying really hard on some of the subjects that I am interested in. A/M20

I do well and enjoy the interesting papers or interesting topics within papers, but not so well... don't try very hard with uninteresting papers. NZE/M/18

³ Student research classification. First letters are ethnic group (NZE=New Zealand European, M=Maori, P=Pacific Islander, A=Asian, O=Other). Second letters are gender. Last number is age. To indicate if quote from interview I* symbol was used. Quotes from quantitative sections of survey used no symbol.

Student Social Engagement

A major highlight for many students at university is the opportunity to meet new people and to just socialise with friends.

*I always enjoyed going into uni, especially to meet friends. NZE/M/19/I**

What can be a highlight for some is a barrier for others. Students, both male and female, found the transition to university a greater challenge if they had no friendships on campus.

*Not knowing anyone is a bit hard, when I'm a bit lost, it's not like I can approach a friend and ask for help. That's been a bit tough. P/M/21/I**

Friends had other roles than just offering social support in new situations. Students perceived friends to have a critical role in a student's motivation and engagement in learning. There were a number of crucial roles played by friends such as academic support in clarification of new knowledge, sharing of ideas and resources and clarity of assignment tasks. Friends were also important study partners when preparing for tests and exams. An important function of friends was their impact on reducing the anxiety surrounding learning.

A significant number of males (25%) during interview explained that males found it more difficult than females to make the initial approaches to establish friendship. The explanation given for this reluctance was the embarrassment, shame and/or loss of face perceived with making a direct approach to another male.

*Women are more friendly, can make friends more easily with each other. Men cannot do that. A/M/19/I**

These males suggested the university needed to organise sport and social activities so that males had opportunities to establish friendships. A number complained that there were no areas on campus in which to 'kick-a-ball-around' or have a game. These males saw both organised sport activity and the opportunity to muck around with a bat and ball as a way to make contacts and start new friendships. Physical activity and interests would appear to be the way many young men make the initial social contact.

There are no grass areas for us to play touch or cricket. Need to de-stress after lectures with mates and have a bit of fun. M/M/20/I.*

*Like to muck around and have bit of fun. Not enough physical stuff for us to do at uni. Hard to make friends if can't muck around and do stuff. Uni games are great. NZE/M/18/I**

Drinking and partying are an important part of the social life of many students. Males in this survey were five times more likely than females to list as a highlight of university the opportunity to drink and party.

Making new friends and frequently going to pubs and clubs O/M/22

Student Learning Engagement

Lecturers have a crucial impact on a student's successful transition to higher learning. Males were more critical and made more derogatory comment of the lecturing environment when describing experiences. Lecturers were often liked or disliked depending on how they engaged in discussion with students, provided answers to questions, were passionate about the field of knowledge and introduced humour into the lecture.

Some lecturers were great. They made the lectures really interesting and this made it easy to concentrate and made me want to learn more and come to lectures. Most of my lecturers were opposite, and it was often only my willpower keeping me from skipping classes. NZE/M/20.

Student academic motivation and engagement has a direct correlation to lecturer passion for their subject and the style of delivery.

I have found that different lecturers have different styles of lecturing, and this takes some time to get use to. My favourite lecturers are ones who you can tell love the subject they are talking about and really want you to succeed. NZE/M/21

I find it hard to concentrate to lecturers who just read off the slideshow. Makes the trip into uni that day pointless. NZE/M/19

Table 3 illustrates the qualities and preferred teaching styles that the students perceive make learning more fun and motivating. Fun was a common theme with both gender, but in particular with males. Males wanted a bit of laughter in lecture theatres.

Table 3: Lecturer attributes males perceived suited their learning style

Lecturer Qualities	Teaching Style
approachable	Collaborates and discusses
helpful	Relevant and uses real life examples
enthusiastic about topic	Active, hands-on learning
clarity of communication	Fun
knowledgeable	Challenging

Students tend to classify lecturers into two categories; so who are engaging, interesting and supportive and those who demonstrate minimum effort and lecture preparation. 'Bad' lecturing involved lecturers reading from notes or slides and their delivery lacked passion or enthusiasm. Males also referred to lack of a practical or relevant aspect to lectures. When a student finds a subject boring the tendency is to disengage, to 'zone out' in student terms.

*I feel there are two types , some that have gone out of their way constantly to make lectures interesting and to support us, and the others who put minimal effort - read the lecture notes word for word and they always seem to be the ones who don't allow us to fill out an evaluation. A/M /19/I**

There were conflicting viewpoints especially when it came to practical or hands-on components of learning. There was also quite a distinct gender viewpoint amongst the students who commented on practical learning activities. The male student expressed more often the need for a relevant, practical viewpoint with the opportunity for hands-on activity and a collaborative approach to learning.

The practical ones are the ones less useful because we waste a lot of time which makes me unmotivated. NZE/F/19

The more academic over educated lecturers should go out into the world and learn some practical thinking, but the ones from the industry are interesting and easy to learn a lot from. NZE/M/20

The highlights for students at university are both social and academic. Firstly it is about socialising and making new friendships. A student's friends have extremely important roles in ensuring academic engagement and success for many students. Some males claim making initial friendships are easier for females. Secondly, the overcoming of initial insecurities and realising that you have the ability to pass exams. However, a significant number of males struggle with the management of study and learning. Thirdly, is the enjoyment and challenge of new learning in areas of particular student interest in an environment that offers greater freedoms and independence than high school.

Discussion

In this study the males had varying different perceptions and experiences of university to women. These differences, if addressed, could contribute to increased male retention, engagement and academic success. One of the major difficulties that students encountered in transitioning to university was a lack of understanding of programme and university expectations. In this study many students indicated a difficulty finding a balance between study and life activities away from university. Many were reluctant to give up social, sport, work activities to commit the required time to university learning. A number of studies have established that a predominant reason for withdrawal and non-completion of qualification is a lack of preparedness for higher education (Ozga & Sukhnandan's, 1998; Wilcox, Winn & Fyvie-Gauld, 2005). New Zealand has a higher proportion of degree students that change qualifications (41%) or providers (20%) during their course of study than most other OECD countries (Scott, 2009). This may be an indication that students are attending university without fully considered the expectations or options of higher education.

A significant number of males in this study indicated difficulty with the management of study and the timetable assessment requirements. The struggle to organise learning and study starts for the young male before he begins at university. Martin's (2003) research found that young males at high school are less organised for study and learning than young females. In a study by Irwin (2007) boys claimed they did not work or study as hard as girls at school. Earlier schooling behaviours and achievements may create greater difficulties for the male when confronted with the greater freedoms of university learning. Schilling and Schilling (1999)

state that the learning behaviours established in primary and high schools tend to persist into higher education.

A number of males claimed that they find initiating peer contact difficult. They believed that females are able to make social contact with great ease. The protection of masculine image and identity was the male explanation for this perception. One student spoke about the embarrassment of making initial contact and the need to save face. He believed that males were expected to be able to stand strong and silent. Gender is likely to provide the point of organisation during the process of positioning self in new sociocultural contexts and relationships (Warin & Dempster, 2007). The males in this study referred to the enjoyment of drinking or ‘socialising around a beer’ more often than the female student. Drinking, playing sport and physical bravado are frequently associated as gendered behaviours of young males from early adolescence onwards. Research findings have argued that during transitional phases gendered practices often intensify as a means of coping and making sense of the unfamiliar (Jackson and Warin, 2000, Warin and Dempsey, 2007). The need for such ‘masculine’ activities and behaviours at university, especially during first year, may be a way of coping as they establish a sense of self in a new environment.

A number of factors have been identified that can have a bearing on a student’s likelihood of successfully completing a qualification. Early identification of at risk students coupled with specially designed academic support programmes can be most effective at helping students to successful completion (Kuh et al, 2005, Nettles, 1999; STAR, 2008). Research has identified that students with two or more of these factors are more likely to drop out than their fellow students (Choy, 2001; Swail, 2003).

- Being a single parent
- Being a part-time student
- Working more than 30 hours per week
- Caring for children at home
- Not being academically prepared for tertiary education
- Being a first –generation tertiary student
- Being from an ethnic minority

(Kuh, Kinzie, Buckley, Bridges & Hayek, 2006)

This study would argue that being male should also be recognised as a contributing risk factor. Enrolment and retention statistics demonstrate that many young men are not reaching their educational potential. Table 2 clearly demonstrates more females studying at every level of tertiary education in New Zealand. At the Bachelor degree level in 2008 within New Zealand tertiary institutions there were 26,400 more females than males enrolled (Wensvoort, 2009). A clear link has been established between a student’s high school academic achievement and success at university (Boaz et al. 2008; Engler, 2010; Scott & Smart, 2005). However, adolescent males in their secondary education are attaining fewer qualifications than their female counterparts. This study would argue the potential for failure at university is greater for the young male than female and needs to be urgently addressed.

Recommendations

Firstly, tertiary providers need to recognise that males are more at risk of failing or underachieving in the present learning environment. Gender equality has been lost when enrolment, retention and completion statistics are compared. A successful transition to university requires a variety of activities that will engage students in activity and dialogue. This needs to be done in both the academic and social communities of the tertiary institution.

The traditional orientation events do not go far enough in engaging students, relying largely on music and beer. Standing around drinking and listening to music is a difficult environment in which to establish dialogue. The young male needs physical activity, competition and challenge so to be able to establish friendships and a presence at university. Many males' concept of self is built on doing rather than on sitting. Orientation to university needs a radical overall, to become more engaging, creative, physical and challenging.

The learning environment requires redesigning to take into account the male need for activity. Young males need space in which to kick a ball around, and have a bit of boisterous interplay. Such activity releases stress, built-up energy and improves focus for following learning. Spaces, free of trees and gardens, around academic buildings need to be incorporated into landscape designs. The benefits from physical activity can enhance academic endeavours. The males in this study suggested that learning is enhanced when activity is incorporated into the classroom. Purposeful, challenging activity of a practical nature, that involves curiosity and group endeavours must be built into academic programmes. Young males enjoy the challenges of such learning scenarios.

The methods used to present academic knowledge need an overhaul. The findings in this study would suggest that many academic classes use ineffectual teaching strategies. Traditional lecturing using aural-visual formats in one or two hour blocks are not conducive to effective learning. The use of collaborative activity, group discussion and problem solving built upon relevant activity is a far superior learning strategy. Teaching approaches using such strategies will assist male students to acquire greater knowledge and skills. An important benefit of such teaching practice is it gives the student opportunity to meet fellow students and establish learning support networks. Such networks are powerful learning tools and reduce the isolation of learning in a new environment.

The plight of many young men necessitate that learning support services initiate programmes specifically for them. Many young men need assistance with organisation of their learning and the management of study. Masculine beliefs and behaviours often have males asking for help too late or not at all. Male only study preparation workshops should be organised to address this along with male mentors. Young men often turn to other young males when they need help or advice. Using second or third year males as mentors could be a way of assisting the transition to higher education.

Tertiary institutions must be innovative and active in addressing student engagement and retention for male students. The campuses need to become more student orientated, more student friendly, and especially, more male friendly.

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Appendix 1

First Year University Student Questionnaire

Dear Student,

This is a questionnaire that looks at your experiences and perceptions of your first year of university study.

There are no right or wrong answers. Just make sure your answers show what you really think and feel about your first year of university.

Circle your preferred answers. If you want to change an answer, just cross out and circle the answer you prefer.

Here is an example:

	Strongly Agree	Agree	Neither agree or disagree	Disagree	Strongly Disagree
<i>1. University is fun</i>	1	2	3	4	5

There are also opportunities for you to write your ideas. Write fully so an understanding of how you feel or think can be understood.

Thank you

STUDENT BACKGROUND

GENDER (circle) *Female* *Male* AGE _____ years

ETHNICITY *Maori* *Pacifika* *Pakeha* *Asian*
Other _____

LIVING *Family home* *Student Flat/House* *Own home*
Home stay/Boarding *Student Apartments*
Other _____

SUCSESSES (don't be bashful)

What has been your major academic/school success?

What do you consider are your other successes before university?

STUDY (Circle most appropriate statement)

I do most of my study

in university study rooms/library or where I stay

For assignments I use

the university computer labs or my own computer

I study mostly

by myself or with friends or in a study group

INTERESTS or WORK

(Please indicate activities you do and approximate number of hours involved over week when not at university or studying)

	Total weekly hours
<i>Sport (Type)</i> _____	_____ <i>hours</i>
<i>Work (Type)</i> _____	_____ <i>hours</i>
<i>Gaming on computers etc</i>	_____ <i>hours</i>
<i>Social Net working (YouTube, Facebbok etc)</i>	_____ <i>hours</i>
<i>Surfing/Search the web</i>	_____ <i>hours</i>
<i>Socialising with friends</i>	_____ <i>hours</i>
<i>Other activities (Type)</i> _____	_____ <i>hours</i>
<i>Other activities (Type)</i> _____	_____ <i>hours</i>

UNIVERSITY ENGAGEMENT

	Strongly Agree	Agree	Neither agree Or Disagree	Disagree	Strongly Disagree
1. I like being a university student	1	2	3	4	5
2. I am happy with my paper choices	1	2	3	4	5
3. The university lived up to my expectations	1	2	3	4	5
4. Orientation helped me feel like I belonged in the university	1	2	3	4	5
5. I have received help and advice when needed	1	2	3	4	5
6. I regularly spend time in the library	1	2	3	4	5
7. I regularly borrow books from the library	1	2	3	4	5
8. I am actively engaged in university activities (e.g. Sport, cultural, social)	1	2	3	4	5
9. I feel I belong to the university community	1	2	3	4	5
10. I work hard at university	1	2	3	4	5

In short descriptive statements describe your feelings about university:

STUDY ENGAGEMENT

	Strongly Agree	Agree	Neither agree Or Disagree	Disagree	Strongly Disagree
<i>. I am enjoying my classes</i>	1	2	3	4	5
<i>. I often ask questions in my classes</i>	1	2	3	4	5
<i>. I rarely miss classes</i>	1	2	3	4	5
<i>. I read all my class handouts and readings before class</i>	1	2	3	4	5
<i>. I often study in the evenings or weekends</i>	1	2	3	4	5
<i>14. I have a study plan and assignment timetable</i>	1	2	3	4	5
<i>16. I plan things out before studying or doing assignments</i>	1	2	3	4	5
<i>17. I worry about failing exams and assignments</i>	1	2	3	4	5
<i>18. I get easily distracted from my study</i>	1	2	3	4	5
<i>19. I get a lot of satisfaction from studying</i>	1	2	3	4	5
<i>I have study goals</i>	1	2	3	4	5

In short descriptive statements describe how you find the study and learning at university:

STUDENT ENGAGEMENT

	Strongly Agree	Agree	Neither agree Or Disagree	Disagree	Strongly Disagree
<i>I tend to mix with other students on campus</i>	1	2	3	4	5
<i>I regularly study with other students</i>	1	2	3	4	5
<i>I regular discuss university work with other students</i>	1	2	3	4	5
<i>I find studying with other students useful</i>	1	2	3	4	5
<i>I have university friends I can approach for help</i>	1	2	3	4	5
<i>My university friends have a positive attitude to learning & study</i>	1	2	3	4	5
<i>I socialise with university friends</i>	1	2	3	4	5
<i>I use online discussion groups related to my studies</i>	1	2	3	4	5
<i>I regularly use email to contact friends in my courses</i>	1	2	3	4	5
	1	2	3	4	5

In short descriptive statements describe your relationships with other students:

STAFF ENGAGEMENT

	Strongly Agree	Agree	Neither agree Or Disagree	Disagree	Strongly Disagree
<i>The lecturers are good at explaining things.</i>	1	2	3	4	5
<i>I feel the lecturers are interested in me succeeding</i>	1	2	3	4	5
<i>I feel encouraged to participation in lectures</i>	1	2	3	4	5
<i>I feel confident in approaching lecturers</i>	1	2	3	4	5
<i>Staff are usually available to advise and discuss my work</i>	1	2	3	4	5
<i>The lectures are interesting</i>	1	2	3	4	5
<i>Staff are enthusiastic about their subjects</i>	1	2	3	4	5
<i>Staff make an effort to understand student problems</i>	1	2	3	4	5
<i>I am motivated to study after lectures</i>	1	2	3	4	5
<i>The lectures challenge me intellectually</i>	1	2	3	4	5

In short descriptive statements describe your lectures and lecturers:

FINALLY

In short descriptive statements describe what you have found to be the major barriers in your first year?

In short descriptive statements describe what have been the highlights in your first year?
