

Course Repetition Among Students with Disabilities from Mainstream and Special School Backgrounds at a Tertiary Institution in South Africa

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ABSTRACT Disability is key in influencing one's educational choices, careers options and academic progression. The paper examined the academic progression of students with disabilities from mainstream and special school backgrounds and to establish any relationship between repetition of courses and the type of pre-tertiary school attended. The study targeted 132 registered students with disabilities at the University of Venda. A descriptive design was employed in which questionnaires were administered. Data analysis indicated that fifty-four percent of the participants had their pre-tertiary education in mainstream secondary schools while the rest attended special schools. Almost 3 in 4 participants (74.6%) repeated courses at least once during their studies. Repetition of courses was found to be significantly associated with the type of pre-tertiary attended ($p=0.004$; $p < 0.05$) with the implication that participants who attended regular schools were more likely to cope with the demands of higher education than those who attended special schools.