

Access with Success: Approach for Sustainable Social Changes in Developing African Societies: A Case Study of South Africa

Chinaza Uleanya^{1*} and Bongani Thulani Gamede²

University of Zululand, Kwadlangezwa, South Africa
E-mail: ^{1*}<chinazauleanya@yahoo.com>, ²<gamedeb@unizulu.ac.za>

KEYWORDS Colonialism. Development. Motivation. Participatory Access. Quality Education

ABSTRACT The study explored the effect of participatory access on the learning abilities of undergraduates. Mixed methods approach was adopted for data collection. Questionnaire was administered to 400 undergraduate university students, while interviews were conducted for 8 lecturers from a selected university in South Africa. The high level of agreement among students indicated that assignment type, language of instruction, peer pressure, time management, family social background and previous education background constitute learning challenges for students. Findings from lecturers support the view of the students and further suggest that most of the challenges experienced by the students continue to linger due to the level of quality added in the education system of the nation, especially black dominated institutions. The findings proposed that participatory access should be discouraged through the provision of necessary education promoting facilities and motivating environment.