An Investigation of the Challenges Faced by Students with Unemployed Parents at a Rural University

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ABSTRACT The aim of the study was to explore challenges faced by students with unemployed parents at a rural university. This study was conducted at the University of Venda, Limpopo Province. Qualitative case study research design was used. Non-probability purposive and snowball sampling technique was used in selecting respondents. Data were collected through semi-structured interview schedule. The data were collected from five students studying at the University of Venda and five parents with students studying at the University of Venda were presented and analysed thematically. The study findings indicated that students who depend on unemployed parents are faced with financial challenges that affect their academic performance as well as their well-being. Unemployed parents are unable to financially support their children well as they are faced with difficulties of getting employed. The recommendations which are included in the study are for society, government, bursaries and future research.

INTRODUCTION

This paper is based on challenges faced by students who depend on unemployed parents in the world, as well as at the rural universities. Its aim was to explore and remedy challenges that students from financially disadvantaged families encountered. Throughout the study, the aspect which was much focused on was the financial factor which affects many aspects of students' life; social, educational, emotional and health wise.

The world is in demand of educated workers with degrees and diplomas, yet some are unable to financially provide for themselves. Most countries have initiated strategies to support students financially, for instance providing students with loans and bursaries (Anthony et al. 2010). The International Labour Organisation (2014) estimated that nearly 202 million people were unemployed around the world by the year 2013, with an increase of over 5 million unemployed people. This shows that employment is not expanding enough to keep up with the growing labour force for parents to take care of their families, especially their children. The International Labour Organisation (2014) estimates that 127 million of people who are unemployed are adults. The United Nations Educational, Scientific and Cultural Organization (2009) estimated that over 150. 2 million people are students who are in colleges and universities within middle and developed countries. This shows that there is a huge gap of adults in the labour market to nurture and financially provide for their children who are in higher education.

Challenges of university students who are living in poverty are found in every nation. The New Mexican University located in Mexico is in crisis of students who are financially disadvantaged (Margaret 2013). The research that has been conducted shows that most of the students are unable to afford study material and extra lessons. The university has low graduates rate due to students who are financially disadvantaged.

Most students who are from high and middle-income families have a great chance of holding degrees than students from poor background (Bailey and Dynarski 2011). According to Bailey and Dynarski (2011), about half of students who are from rich families hold degrees while only one in ten (10) of poor students has a greater chance of completing his/her study in the United States of America. The higher educational system of the United States of America has financially helped those college and university poor students who were academically working well based on their academic performance (Hoxby and Turner 2013).

In a study that was based on education and economics, Guimarães and Sampio (2011) con-

cluded that the influencing factors that determine students' academic achievement are family background and study environment. Students who are from middle and first-class income family tend to perform better than financially disadvantaged students due to private extra lessons and public tutoring that they attend (Guimarães et al. 2011). In this study, it shows that there is inequality amongst Brazilian Educational system due to financial family background. Poor students are the ones likely to perform poor academically due to the lack of educational material, such as books, money and private extra lessons.

China is a well-developed country which is well known to be the best in technology. The country provides quality education that is competitive amongst nations. In China, there is a huge challenge that is based on inequality of resources of the nation even though the country is developed (Li et al. 2013). Financially disadvantaged students have less access to be enrolled in colleges and universities than advantaged students. About a decade ago students between 19-22 years were seven times less likely to have access to higher education than rich students (Hanushek and Woessman 2011). Recently China enrolled many students in higher education but the access of quality education depends on the economic background of the students (Li et al. 2013). Even though many students enrolled but there was a problem of increment in tuition fees which led to most poor students dropping out of tertiary institutions.

India is considered as the second best on the system of higher education around the globe. It is one of the countries that fulfil goals of students by providing them with quality education. The educational system in India is segregated into sections depending on the financial background of the student (Mukesh 2015). According to Mukesh (2015) the education system in India can be segregated into sections, which are, heterogeneous educational system, inference of politics and economic difficulties.

The heterogeneous educational system stipulates that students who are studying in urban areas or referred to as advantaged students are the ones who receive quality education compared to students from rural areas. Furthermore, there is political interference in universities that are controlled by political leaders. These universities are concentrated by a group of people with political interest. Most poor people in India are in the educational category due to poverty. These students are unable to have access to quality education due to lack of financial income. Students who are poor are considered to waste money on luxurious things than to invest on their study (Mukesh 2015). The socio-economic status is found to be the most influencing factor in relation to academic achievement at India (Zhao et al. 2011). To explain the phenomenon, the researchers argue that parents who are from financially disadvantaged families tend not to involve themselves in their children's education compared to parents from higher socio-economic background (Zhao et al. 2011).

The high educational performance in Nigeria is declining due to lack of funding from the government and companies. Nigeria is a third world country with poor educational system which only could be escaped by rich students who can study in private universities (Iruonagbe et al. 2015). The educational system in Nigeria has been disrupted by insufficient budget allocation in higher education, lack of infrastructure and inconsistent policy changes (Iruonagbe et al. 2015). Rural based universities, mostly concentrated by poor students, are facing challenges of not having enough and outdated textbooks and poor remuneration for lectures. These are the results of poverty in the country which affects the future of poor students. Students tend to move out of the country to seek employment so that they can provide for their families.

A study conducted in Egypt concerning the state of education, illustrates that the government of Egypt together with universities and companies are trying by all means to fund students in poor areas. Most students in Egypt are from poor family background and it becomes much difficult for them to complete their studies (UNESCO 2009). UNESCO (2009) further stated that poor students receive poor education and they neglect the country or associate themselves with negative attitudes in order to survive.

The rapid increases in tuition fees at many universities in South Africa have left most students with huge amounts of debt that they owe to institutions. By the year 2014 nearly 12 universities prohibited students to register due to the large amount that they owe and some even dropped out (Govender 2014). The majority of students who were affected are from the middle class and poor students who were not funded

by NSFAS (Govender 2014). In South Africa, the socio-economic status has caused segregation amongst races. Carnevale and Strohl (2013) believe that students who are poor have limited social mobility and do not perform well in their academic programmes. The stratification that exists amongst South Africans is based on race and economic class. Most students who qualify for NSFAS are Blacks who were denied access to higher education by the apartheid regime because of their skin colour.

According to South African Statistics (2012), it has been estimated that over 38.2 million adults were employed in South Africa by the year 2015. In South Africa, the White Paper 3: A program for the revolution of higher education (Department of Education 1997) states that there should be relation between success in education and input rate, especially for male and female Black students. By the year 2002 the Department of Education raised concern concerning high dropouts in tertiary education (Govender 2014). The minister of education in 2005 in his speech, pointed out that fifty percent of students enrolled in universities by the year 2000 dropped out by the year 2003 due to financial crises.

Purpose of the Study

The purpose of the paper was to explore the challenges faced by poor university students who depend on unemployed parents.

Objectives of the Study

These were the key objectives of the study:
- To explore the challenges faced by students with unemployed parents
- To investigate the causes of parents' unemployment
- To identify and remedy social, financial and emotional challenges faced by students
- To evaluate and improve the relationship between the economic background of a student and academic performance

METHODOLOGY

Research Design

The study is qualitative in nature. Qualitative research is a research that is based on holistic approach and aims to understand human behaviour and meaning in reality (De Vos et al. 2012). According to Baloyi (2011), qualitative research is defined as the study conducted using different methods with qualifying words and recorded materials that are investigated through social reality.

The study was conducted to explain the challenges that are faced by students depending on unemployed parents at a rural university. The researchers used this approach since the topic is sensitive; this allowed the researchers to use strategies that helped to obtain in-depth information from respondents through interviews. Qualitative research helps the researchers to understand the phenomenon. The approach allowed the researchers to probe for more information and understand the feelings of respondents.

The study followed a methodological approach of field study. According to Baloyi (2011) field study is a different aspect of collecting data through direct observation of the ordinary actions occurring. The objectives of the study influenced the approach that was to be adopted.

Study Population and Sample

Population of the study refers to people on whom the study is conducted. According to Wallimanis (2011) it refers to the total quantity of things which are regarded as the subjects of the study. Population does not necessary mean a number of people (William 2011). The researchers selected relevant population which the study seeks to explore in order to reach the identified goal and objectives.

Since the goal of qualitative research seeks to understand and enrich information about that problem, it was vital to select exemplars that have experienced the phenomenon (Xolani 2012). The concern is not based on where the data is collected from, and from which sources but on the sufficiency of the data to bring improvement to the phenomenon and clarity to understanding an experience. Population of the study refers to all people who are involved in the study from which the sample was drawn (Salmah 2013). The study involved University of Venda students. The population of the study was selected from undergraduate students from level one upto final year students registered at the University of Venda.

The study was conducted at the University of Venda, in Thohoyandou within Vhembe District in Limpopo Province.

Sampling is a way of selecting objects or people derived from the population (Ilker et al. 2016). According to Yin (2015), the sample size is the study object on which the researchers want to conduct the study. The researchers used non-probability sampling. Sampling is the selection of specific data sources from which data are collected to address determined problem (Gentles et al. 2015). This helped the researchers to obtain a relevant sample of the study.

According to Ilker et al. (2016), non-probability sampling is a sampling technique where objects or people do not have equal chance of being selected as unit of the population. Non-probability sampling is a technique in which objects are selected through other ways rather than mathematical random process (De Vos et al. 2012).

The researchers selected participants non-randomly to participate in the study. Due to the large population of the study it was necessary for the researchers to use non-probability sampling. The selection of the sample was based on the judgement of the researchers. The judgement of the researchers was based on the characteristics or features that respondents possessed. Their characteristic was their approval to qualify in the sample. Non-probability sampling contributes to the validity of the study since the researchers selected relevant respondents of the study. Purposive sampling helped the researchers to obtain data quickly and also it was cheaper to conduct.

The researchers used purposive sampling. Purposive sampling is the sample form in which the researcher or investigator relies on his/her judgement to select participants of the study (Baloyi 2011). To gather data in research is vital, as the data gathered contributes to a better understanding of theoretical framework (Ilker et al. 2016). Purposive sampling is referred as sampling technique whereby the researcher seeks to get in-depth information (Patton 2015). The researchers used purposive sampling because the topic is sensitive and seeks to get in-depth information. The researchers used purposive sampling on students that are unemployed at the University of Venda. The sample was derived from students residing on campus and students staying off the campus.

Data Collection Strategy and Analysis

Data collection method includes whole range of methods of collecting data, including intensive interview, observation of participants, large scale sample, primary and secondary sources, ethnography, randomised experiment, content analysis and other methods of collecting reliable evidence (De Vos et al. 2012). The researchers used self-report. Self-report is defined as a method of collecting data whereby respondents use their experience of the phenomenon to answer questions that are relevant to the study (Patton 2015).

Semi-structured interview, also known as in-depth interview, is a data collection technique that involves both structured and unstructured questions (Ezzy 2010). Semi-structured interview was used to collect more data from respondent. The semi-structured interview is vital as it gives the researcher an opportunity to ask questions in relation to the situation and provided respondents with great freedom to answer questions with no one determined channel of responding. Through the interview the researchers were able to understand feelings, behaviour and ideas of the respondents. A tape recorder will be used during the interview so that the researchers would have a greater opportunity of analysing data accurately.

According to Punch (2013), data analysis is a way of inspecting patterns in the data, asking questions of that pattern, cleaning and modelling information with the goal of discovering useful data through asking questions to certain individuals of the study. It is referred to as a way of interpreting detailed data through examination and interpretation of specific data obtained in order to identify patterns, themes, meanings and bias of the study (Creswell 2013).

The data were analysed through content data analysis. Content data analysis refers to a systematic approach to qualitative data that shorten a whole range form of data into a simple and understandable way (Creswell 2013). Content analysis refers to the analysis of books, brochures, transcripts, news report, visual video, recorded tapes and written document (De Vos et al. 2012) in order to summarise data. Through content analysis the researchers had enough time to examine recorded materials of respondents. This was of advantage to the researchers as they analysed data from written and recorded materials.

Ethical Considerations

Research ethics refers to the moral principles that guide the research (Kruger et al. 2013). It is a way of conducting a research and following appropriate research methodology (Wiles 2012). They are set rules and morals on the research between the researcher and participants to avoid causing harm to any individual during the research. Research ethics protect both the researcher and respondent from any harm, either physically or emotionally. Ethics taken into consideration for this study were; informed consent, voluntary participation, confidentiality and avoidance of harm.

The researchers informed participants before the study that their participation on the research is out of their own willingness. As the research topic is sensitive participants were informed that their information will not be exposed. The researchers asked participants to participate in the research and provided them with information about the research, for instance, the topic of the study, goals and benefits of the study. Furthermore, the researchers did not expose any information of participants to any individual unless it was based on their consent, and also avoided causing any emotional or physical harm to respondents.

RESULTS AND DISCUSSION

Literature Control

Demographic Profile of Participants

Characteristics of Respondents

The participants in the study consisted of students who are studying at the University of Venda as well as their parents. All of the respondents are South Africans; the researchers did not include international students since the university considers them as a first preference to provide them with accommodation. The sample comprises of both students and parents from poor families. Collecting data from the two parties helped the researchers to collect in-depth data. The respondents have been categorised into two groups, students and parents.

Students' Characteristics

Students in the study were from different age categories. The researchers grouped them into two different age groups, however, there were two students who were aged between 15-19 years and three students who were aged between 20 to 25 years. There were three male students and two female students.

The sample was derived from students in different levels of study: there were two students who were in level one, two in level two and only one student in third year level.

Parents' Characteristics

In a family, there might be one or both parents, however, the researchers interviewed one parent in a family. All of the parents involved in the study were not employed.

In the study, there were two parents who passed grade 12, nevertheless they were unable to further their studies. Two participants quit school at secondary level and the last participant did not complete primary level.

The gathered data were analysed and presented in themes as thematic data analysis was used. The themes were presented as follows:

Location in Which Students Have Resided

The environment plays a role on determining the performance of students. Badat (2008) indicated that universities must be provided with assistance to provide accommodation for students, especially poor students. The majority of students have resided off the campus due to lack of financial support. These students have decided to reside off the campus since off campus resident fees is not expensive. Fewer students resided in the campus nevertheless they do not own those rooms, they resided as squatters.

Most of participants resided off the campus due to lack of financial support. When students do not have rooms to stay in, especially at the initial stage of the year, they become stressed and intend to risk their lives by sleeping with strangers (Spio-Kwofie et al. 2016). According to Komakech and Osuu (2016), students who stay far from the campus are the ones missing classes mostly and as a result they end up failing or involving themselves in danger. Three participants resided off the campus since rooms off the campus are affordable, especially residences that are far from the town and the University of Venda.

"I resided at Maungani, specifically at Black hostel. The reason is that rooms at Maungani are very cheap and I was not provided with accommodation by the university" (Participant 1).

"I am staying at P-East. Rooms at P-West are cheap; besides it is not safe staying off the campus, especially after the saga of people who were killed and raped by some of students in our university" (Participant 3).

"I resided at Muledani. That area is far from the campus but rooms are very cheap" (Participant 5).

There are two respondent students who are staying in the campus. They believe that staying on campus is really cheap and have good benefits. They resided in the campus as squatters. Residing in campus as a squatter is cheap and rent can be negotiated with the owner of the room.

"I am staying on campus at F3 as a squatter because I do not have to pay rent since my cousin has a room. We share the room together. Staying in the campus is great since I can even wake up at any time and head to classes to study" (Participant 2).

"I am staying in the campus at Lost City Boys because accommodation is affordable. I can negotiate with the owner of the room on how I should pay rent" (Participant 4).

The Financial Support on Tuition Fees

The majority of students were financially supported by NSFAS on their tuition fees. According to Asikhia (2010) students who depend on financial support from the government do not perform well than students from rich families; hence rich students are able to afford extra lessons besides lecture classes only. The reason is that the parents do not have money to cover their children's tuition fees since they are unemployed. The majority of students were depending on a bursary loan to cover their tuition fees.

"I use NSFAS bursary loan, so it covers my tuition fees" (Participant 1).

"NSFAS covers all of my tuition fees so I do not have to worry about applying for a loan from financial aid scheme such as Eduloan" (Participant 4).

One participant indicated that he depends on a bursary that is called Coal of Africa. The bursary is responsible for paying his tuition fees.

"Coal of Africa, which is located at Mudimeli, pays for my tuition fees. Coal of Africa is a mining company located at my village. I was awarded with the bursary by Coal of Africa through excelling in my matric results and taking the first position in the community" (Participant 3).

Money to Cover Students' Expenses

The majority of students depend on their parents for financial support in order to cover their expenses. Mukesh (2015) stated that financial background has an influence on determining the academic performance of a student. It shows that the money that students receive to cover their expenses may influence their academic performance. Most of parents are unemployed and depend on piece jobs and social grants to support their children. Three students were financially supported by their parents in order to buy groceries, clothes and pay rent.

"My father provides for me to cover my expenses. He depends on piece jobs to provide for me, the more he is hired the more he gives me money but sometimes things do not turn good especially if he did not receive enough money" (Participant 1).

"I am running a small market around the community that provides vegetables and a farm that helps me to provide for my whole family" (Participant B).

There were two students who depend on other sources than their parents. One of the participants received money from a boyfriend or the father of her child while another one was financially supported by Coal of Africa as well as his uncle.

"I receive the money from Coal of Africa and my uncle. The money I receive is enough for me and I am really happy that I got funded by the bursary" (Participant 3).

"Since I am not working I do not financially support my daughter who is at university, so the father of her child financially supports her" (Participant E).

The Financial Challenges Encountered by Students

Most students who were interviewed indicated that they were not satisfied with the money they were given at home. The majority of

students were faced with financial difficulties. Those challenges caused them to not perform well academically due to stress and to seek piece jobs to make extra money. Kifleyesus et al. (2010) stated that students tend to overcome those challenges by working as part-time workers which sometimes may disrupt their academic management, such as stress and may lead to poor academic performance. The majority of students encounter financial difficulties that affect their emotions, well-being and academic performance.

"Due to financial problems, I end up sometimes unable to pay full amount of rent and these causes conflicts between myself and the landlord. My parents sometimes transfer money that is not enough to sustain myself until the end of the month" (Participant 1).

"No, the money I receive is not enough, because sometimes I have to use my daughter's grant to cover some of my expenses, such as doing hairstyle and buying toiletries. I do not have money to cover up in case of an emergency, like when I am sick" (Participant 5).

Fewer students did not encounter financial challenges. The reason is that some students do not pay rent or give their parents false information about residence fees.

"Yes, I do no face any challenge, because I do not pay rent since the room belongs to my cousin, so the money that I receive is enough for me to buy enough food" (Participant 2).

Effects of Financial Background on Academic Performance

The majority of students indicated that the financial background affects their academic performance in a negative way. They indicated that it causes them not to perform well in some of their modules or to fail. This shows the effect of how financial background affects academic performance affects students in different ways depending on an individual and the environment.

In supporting the above sentiment, lack of financial support also triggers stress to students in that they lose focus on their academics and focus on ways to make money. Students who receive little or no income from their parents tend to participate in co-operative experiences (Wadesango et al. 2011). Furthermore, financial stress causes students to engage themselves in negative behaviours or to seek ways to solve problems they are facing.

"Due to lack of money I receive from my parents it triggers stress and causes me to lose focus on my studies and engage myself in negative attitude, such as sacrificing my study hour on boyfriends so that I will be able to sustain myself and get some of my needs" (Participant 1).

"The fact that I do not receive enough money causes me stress and I lose focus on my studies. It disrupts my critical thinking and causes me to not perform well academically" (Participant 4).

Two respondents indicated that the areas they have resided at due to lack of financial support cost them some of their classes. Some of the financially disadvantaged students decide to reside far from the campus to avoid paying expensive residence fees. Students who stay far from the campus bunk some of their classes due to distance (Komakech and Osuu 2014). Bunking classes causes them not to understand some of the concepts taught while they were absent.

"I miss some of the morning classes due to distance of where I resided to the campus which is a long distance. If I do not have money for transport and that affects me during rainy days" (Participant 3).

"The distance of where I am staying to the campus affects my attendance. I fail to attend late classes since in the area I am staying there is high crime rate, so I do not attend late classes to avoid walking at Muledani when it is dark" (Participant 5).

Social Challenges Faced by Poor Students

The majority of students indicated that their financial background causes tension in their social life. They indicated that money in a friendship at the university level is much valued than the well-being of a person. According to Blomberg et al. (2013) people who are poor tend to isolate themselves from the social world or group themselves. Most of students formulate subgroups that they can fit in based on their values and interest. Students tend to isolate themselves into a lifestyle of segregation due to financial background. It demonstrates that money causes chaos and tension amongst students and people they live with, especially their friends and landlord.

"I have experienced segregation amongst friends, whereby my friends isolate themselves from me since I am poor and unable to get things that they have. They gossip about me, based on

clothes that I do wear, so I find it difficult to spend more time with them. I feel like I am neglected in our friendship" (Participant 1).

"My friends do not spend time with me and even when there are events they do not invite me to come along with them since I do not have money to spend on buying alcohol so that we can drink together" (Participant 2).

Fewer students tend to isolate themselves from the social world due to their financial background. These students feel as if they do not belong to any group.

"Due to not receiving money on a stable day, it causes tension between me and the landlord and I do not have friends at all and I think I have isolated myself from my friends because I do not have enough money as they do, so I cannot afford to drink with them so they dodge me once they go out to drink" (Participant 3).

Emotional Standard of Poor Students

The majority of students are emotionally destroyed by their financial background. Some of the students feel sad and others are depressed about their financial background and it affects their performance academically. According to Vaughn (2014) poor students feel depressed and tend to commit suicide or isolate themselves from the social world. These students isolate themselves from the social world and have a feeling of not belonging to any group. Depression affects students' interests in such a way that they feel as if they want to drop out of the institution due to challenges they are facing.

"My situation makes me feel weak and I sometimes I cry. The weakness detaches me from focusing on my studies because sometimes I feel like I might drop out of the institution" (Participant 1).

"This situation causes me to be depressed especially in the social world" (Participant 3).

"I feel like I was born in the wrong family. I am really depressed by my financial background and hate the fact that I do not fit in some groups and am unable to buy things that I want in life, such as expensive clothes and jewelleries" (Participant 4).

Amongst all of the participants, fewer students are encouraged by poverty to work hard on excelling their academic performance. These students need to change the situation of poverty in their family.

"The situation that I am in motivates me to study hard so that I can take care of my children and have a bright future with my family" (Participant 5).

Knowledge and Information about Bursaries and Scholarship

The majority of students are aware of fewer bursaries that are offered at higher education, nevertheless they do not know about procedures that must be followed in order to be funded. According to Govender (2014) most Black students qualify to be funded by NSFAS and other bursaries since they are from middle class and poor family background. These students are aware of fewer bursaries such as NSFAS since the majority uses the bursary. Since participants are from poor families they automatically qualify to be granted a bursary loan from NSFAS which makes it simple for them to know about the bursary.

"Yeah I know about bursaries. I was told by my friend about NSFAS but he did not say how it is applied and the procedure that needs to be followed" (Participant 1).

"I do know about different bursaries. I have been told about many bursaries, scholarship and loan that can help students with financial support" (Participant 2).

Fewer students know about different bursaries and the procedures to be followed to get funds. The researchers have found that students who know well about bursaries and scholarship are students who have been at the university for several years of study.

"I definitely know about different bursaries. I have heard about the bursary offered by the Department of Social Development that is based on social work, NSFAS and Motsepe Foundation bursary" (Participant 5).

Strategies to Overcome Financial Challenges

The researchers collected data from both students and parents to support the findings from different views. Most students and parents indicated that NSFAS can solve their financial problems through different strategies that can be initiated. Six of the respondents believe that it would help if NSFAS increases the amount of food allowance, books and supported them with transport allowance for students who resided

far from the campus. The government realised that most of rural based universities in South Africa accommodate by financially disadvantaged students and joint force with companies to increase number of residence (Spio-Kwofie et al. 2016). Participants also mentioned that the institution should also increase the number of residences in the campus so that the majority of students will be provided with accommodation in the campus.

"Since there are many poor students in rural based universities, NSFAS have to increase books and food allowance. By doing so, students will no longer complain about food and books but worry only about paying rent" (Participant 2).

"The bursary that my daughter is using has to financially support her with residence fees and increase her food allowance so that she can study well because I am disabled and unable to support my daughter financially" (Participant E).

"Once NSFAS increases food allowance to our children, they will achieve their goal well and in record time" (Participant A).

Fewer participants showed that the challenges that are faced by students could be eliminated through job creation in the country. Through job creation most of parents will be able to financially support their children at higher education. While parents are employed they will be able to provide their children who are at tertiary institutions with their needs rather than depending on the government.

"The best way to solve such the problem to me and even other students is through job creation so that our parents would be able to financially support us rather than depending on the government" (Participant 1).

"If the government and other companies support my business financially I will be able to take care of all my children without any help and will help the community by providing community members with jobs. The government should fund entrepreneurs in rural areas so that poverty will be reduced" (Participant B).

How Students Provided with Financial Support will Perform Academically

The majority of participants believe that if students are to be provided with financial support they will perform well academically. Accord-ing to Asikhia (2010) students who have good financial support perform well academically. Both parents and students described that they will not worry anymore about challenges that are faced by poor students. Students mentioned that they will not face challenges they have encountered based on financial background.

"Students if they were to be supported with good financial support that will pay their tuition fees, residence fees and enough food allowance will excel in their studies, furthermore they will not engage themselves in finding extra income" (Participant C).

"Yes, because if I am provided with good financial support I will not miss my classes anymore. I will quit my part time work so that I can spend enough time on academics only" (Participant 2).

"Yes, because I will no longer have any stress that will disrupt my academic performance. I will have a good management technique of how I will manage my task based on time allocated for every task on the schedule" (Participant 4).

Knowledge about the Fees Must Fall Campaign

According to students' views based on the Fees Must Fall Campaign, the majority of students define the campaign as the organisation of students which aims to reduce university fees. The organisation seeks to reduce fees in order for students to be able to achieve their goal without financial barriers. It is believed that the campaign will make sure that the government provides free education in higher education.

"A Fees Must Fall Campaign is based on fighting against fees increment. It strives for students to get free education in higher education" (Participant 2).

"It is a campaign that aims at reducing university fees with a goal of free education in higher education institutions" (Participant 4).

The Fees Must Fall Campaign was described by few participants as a political approach of opposing parties that pursues to gain power at universities and gain power. It manipulates students to get followers of certain political parties besides the ruling party.

"It is a campaign of students that is controlled by political leaders in order to oppose the ruling party so that it will lose its followers" (Participant 5).

The Benefits of Fees Must Fall Campaign

Half of the participants indicated that Fees Must Fall Campaign benefits students by reducing free increment and stabilising university fees. These views were from both parents and students and they value the campaign as important. The campaign will help students to achieve higher education at an affordable cost.

"Yeah I think is helpful, most South African student will be able to register in universities on a reasonable fee that is affordable" (Participant 3).

"It is a campaign that seeks to help students to receive free education in higher education" (Participant B).

The other half of the participants including both parents and students' views Fees Must Fall Campaign as a strategy initiated by students with an influence of opposing political parties that aims at gaining power and control over universities and which will not benefit students but cause chaos in universities. The Fees Must Fall Campaign has cost the life of students, damage to property and causes failure to students.

"I cannot say it is helpful since the campaign took lives of students and university buildings. The Fees Must Fall Campaign made students to be left behind in their curriculum since their focus was no longer on studying for exams but on fighting against the government and institutions" (Participant 2).

"It is propaganda of an organisation that seeks to eliminate the ruling party. Political parties formulated the campaign so that they can get power in tertiary institutions" (Participant D).

Occupational Status of Parent

All parents who participated in the study were unemployed. According to South African Statistics (2012) about 38.2 million people in South Africa were unemployed. They depend on piece jobs, farming, social grant and small business markets. Parents are unable to sustain their families as well as their children who are studying in higher education. One of the participant was disabled and unable to find a suitable job that suits her condition.

"I am unemployed and things are tough. I do some piece jobs in and around the community so that I will be able to put money on the table. The piece job that I do is building houses" (Participant C).

"I am unemployed because I am disabled and uneducated. I receive a disability grant which is not enough to support my family" (Participant E).

Causes of Unemployment

The majority of parents were unemployed and they have stated that lack of education is the cause of unemployment. According to International Labour Organisation (2014) people who were mostly unemployed are the ones who are not educated. These participants mentioned that people who are unemployed do not have skills, knowledge and qualifications which cause them not to qualify for certain jobs.

"Lack of education is one of the causes of unemployment since an educated person does not have many chances of being hired and earning enough money" (Participant C).

"Lack of education contributes to unemployment and uneducated people do not have skills to do certain jobs since they are uneducated" (Participant E).

Fewer participants stated that people are the ones who have the capability of creating jobs by becoming successful entrepreneurs. Lack of investment in the country increases the chances of unemployment.

"Since there are not enough jobs in our country, I think people should consider engaging themselves as entrepreneurs and increase the number of investors to reduce poverty" (Participant D).

Financial Difficulties that are Faced in the Family

The majority of participants are unable to financially support their families. The main reason is unemployment which causes poverty in different families. According to UNESCO (2009) about 150.2 million adults are unemployed in developing countries, which in turn makes it difficult for parents to provide for their families. Parents sacrifice some of the needs in the family in order to provide for their children who are studying in higher education.

"As parents we are unable to provide children who are in primary and secondary school with pocket money. The house is not well enough

for the rest of my family and is old. If we had enough money we would have built a house" (Participant B).

"We are unable to afford decent school uniform for children and clothes. My children complain about going to school on an empty stomach but I keep on motivating them to get strong even though it hurts me so much" (Participant D).

CONCLUSION

The aim of the study was to explore the challenges that are faced by students who depend on unemployed parents. The researchers found out that most students are faced with financial challenges which affect many aspects of the lives. Challenges that they face disrupt their academic performance and affect their well-being. The researchers also found out that most parents are struggling to support their children who are studying at tertiary institutions since they are unemployed. The paper discussed the study findings and they were linked to literature in order to establish support or contradiction of the study.

RECOMMENDATIONS

Recommendations for Bursaries Providers

People who have a good knowledge about bursaries are the ones who live in towns and cities due to the fact that they have internet access. Poor people are found in rural areas with no access to the network. The researchers recommend bursary holders to hold workshops based on how they fund students at rural areas in order to provide them with knowledge about their bursary system. Leaners who are still studying at high school must seek information about different bursary schemes rather than depending on NSFAS, for instance, know about Funza Lushaka, Motsepe Foundation and other bursaries.

Recommendations for the University Society

The researchers recommend that the university society join hands in supporting positive attitudes among students, and where possible to erase the stereotype about segregation based on financial class. Existence of different financial classes amongst students prohibits others from engaging themselves in other activities and reduces their mobility. The researchers recommend that students from all classes to socialize freely regardless of financial background. Students must form organisations that are based on support schemes to ensure emotional and physical support amongst each other. This will help students to know what other people need in their lives and how they can be assisted.

Recommendations for the Government

The researchers recommend that the government formulate strategic plan that will help students from poor family background financially. The researchers recommend NSFAS to review their strategy of funding students since some students fail to be covered by the financial aid scheme whereas they qualify. The government should also investigate students who are poor and seek other ways of assisting them where possible.

Recommendations for Future Research

The researchers recommend that future research should include students from different financial backgrounds in order to find out more difference amongst poor, middle class and rich students. The difference amongst students from different financial class will explain their academic performance at university level. This will help in future to establish methods and strategies that will help students to live on good morals. The research will shed light to students on how they could be assisted and excel in their studies.

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