

STADIO



2021 ACADEMIC CONFERENCE, 13-15 OCTOBER

SESSION: FUTURE-PROOFING STUDENT SUPPORT AND SUCCESS

SCHOOL OF COMMERCE

DETERMINING THE EFFECT OF INCLUSIVITY ON STUDENT LEARNING IN PRIVATE HIGHER EDUCATION INSTITUTIONS (A WORK IN PROGRESS)

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MEET THE RESEARCH TEAM



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MEET THE RESEARCH TEAM



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MEET THE RESEARCH TEAM



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- Programme Coordinator and Lecturer for BCom Digital Marketing and HCert in Business Marketing.
- Disciplines focused on: digital marketing systems, social media strategy, research conceptualisation and content creation.



BACKGROUND TO THE STUDY



- **Social minorities**
Social groups that lack influence in a particular community due to their identity (Wagatsuma et al., 2015:373). This includes any minority group that has been marginalised by some form of attribute or attributes that sets them apart from the perceived societal norms (Borijove-Pinta & Hardy, 2021:455).
- **Social exclusion**
Occurs when SDMs are excluded from the narrative, and such exclusion prevents social minorities from being equal to dominant groups (Šoltésová, 2021:137).

TELL US...

**WHAT DOES INCLUSIVITY
IN EDUCATION MEAN TO
YOU?**





BACKGROUND TO THE STUDY



- **Inclusivity**
Inclusivity, as a process, is a tool to develop and support social minority groups equal opportunities to dominant groups (Felder, 2018:60; McDonald et al., 2021:47).
- **People with disabilities**
Are considered individuals “who have long-term physical, mental, intellectual or sensory impairments” (UN, 2008).



BACKGROUND TO THE STUDY

- There is scant research on the holistic framework that guides acceptable disability-inclusion to date (RSA, Presidency, 2014; World Bank, 2013)
- A framework of better understanding what HEIs have done for inclusivity would yield both theoretical and practical benefits.
- Statistical validation to the gaps identified exists





< 1%
STUDENT
POPULATION



7.5%
OF THE TOTAL
POPULATION



3 MILLION
SOUTH AFRICANS

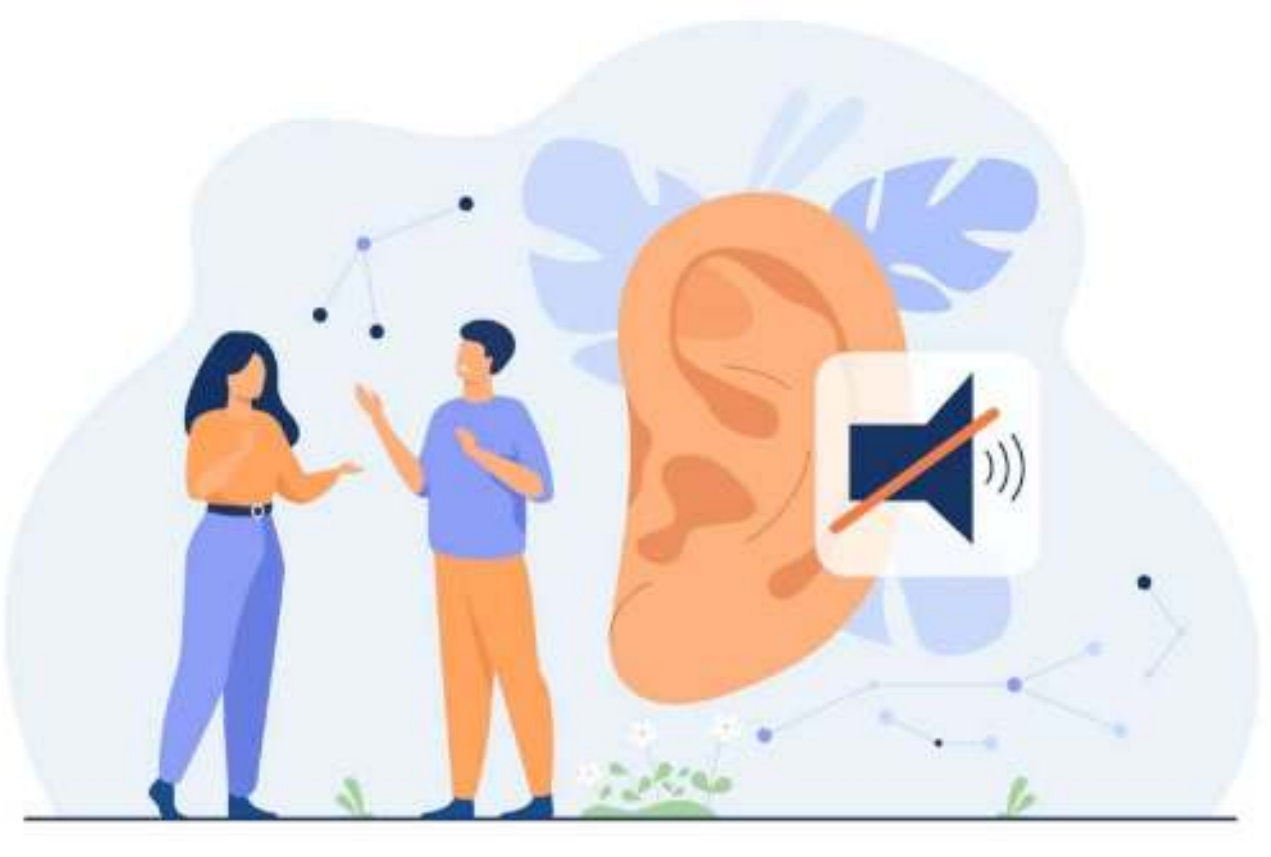
BACKGROUND TO THE STUDY

- Improved quality assurance by consulting SDMs and implementing fair needs in quality assurance policies (Moriña et al., 2020:1202).
- Changing discriminatory attitudes (Greer, 2014).
- Has become a competitive advantage across various industries (Hunt et al., 2015:15; Sutanto, 2009:154).
- Reduced dropout rates (Pearce, 2017:59).
- Positive effect on student retention and growth (Pearce, 2017:59).

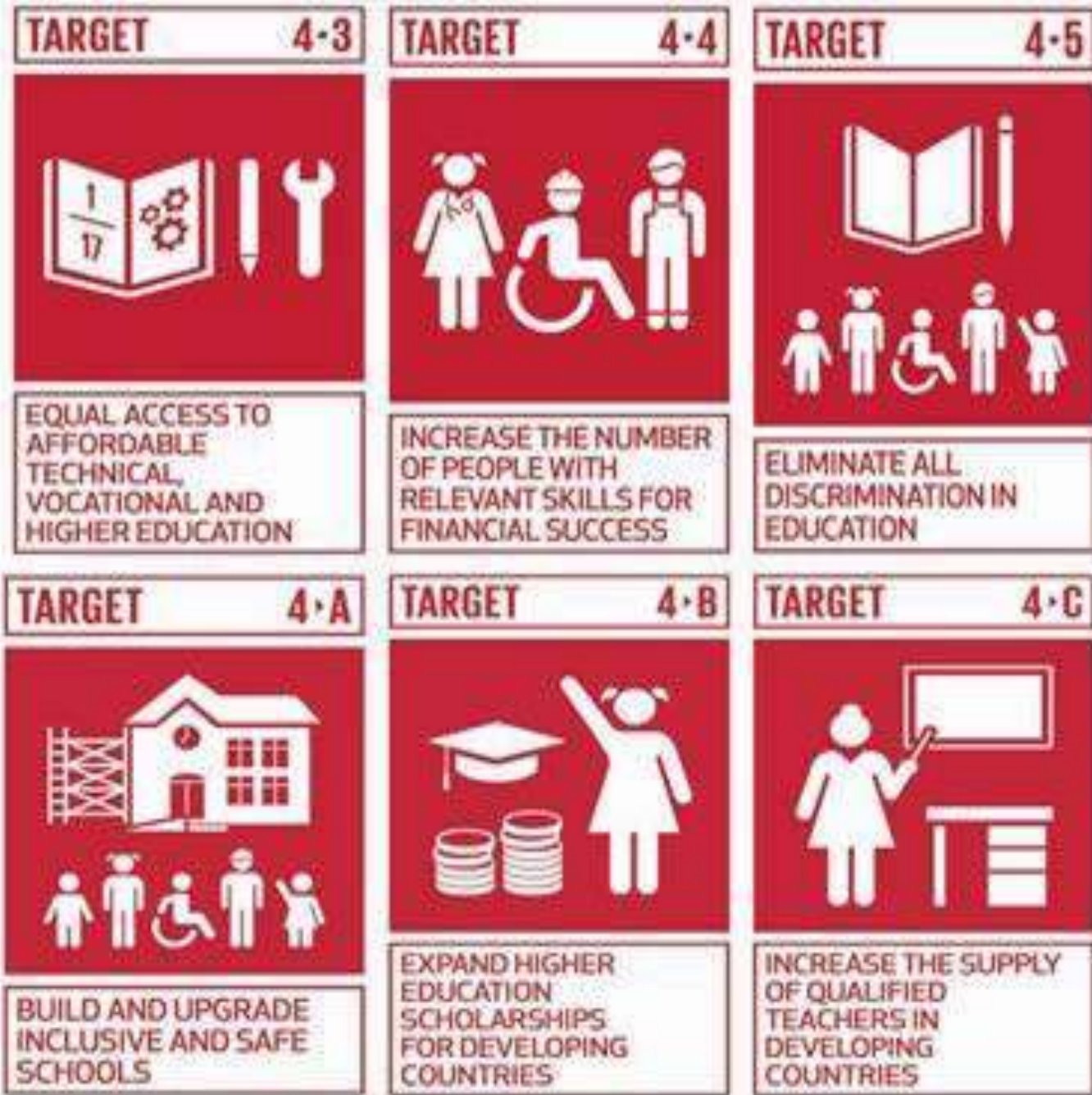




BACKGROUND TO THE STUDY



- **Counterargument to inclusion is that students who do not have disabilities suffer** (Robbins, 2010:18).
- **Did not negatively impact each other's academic performance** (Hehir et al., 2016:26; Kart & Kart, 2021:11).
- **SWDs benefit from inclusive environments** (Alshutwi et al., 2020:261).



BACKGROUND TO THE STUDY

- 17 Sustainable Development Goals (SDGs) & global inequities by 2030 (Hayes & Bulat, 2017:8).
- Address gaps in the existing body of knowledge
 - “If new students do not experience a sense of belonging within eight weeks of arriving at college, they will be at high risk of dropping out.” (Shaewitz and Crandall, 2020: online).

PROPOSED RESEARCH DESIGN AND METHODS (MIXED-METHOD)



1

QUALITATIVE

OBJECTIVE: Determine the requirements for the inclusion of SWDs in private HEI

RESEARCH QUESTION: What are the exploratory factors that influence the inclusivity of SWDs in Private Higher Education Institutions?

RESEARCH APPROACH: Case study approach

CONTRIBUTION: Understand the needs of SWDs in private HEIs – allow for best practices/framework for the case study

2

QUANTITATIVE

OBJECTIVE: To determine the relationship between inclusive practices in private HEIs and the academic performance of SWDs

RESEARCH QUESTION: What effect does the inclusion of SWD's have on student learning at private HEIs?

RESEARCH APPROACH: Survey SWDs in case study using dependent (academic performance) and independent variables (identified in QUAL)

CONCLUSION

- **For student success in private HEIs: access or inclusion?**
 - **Both!**
 - **Access:** reach the educational institution and the services offered
 - **Inclusion:** provides equal access and opportunities to marginalised groups (e.g., SWDs)
- **Inclusivity for SWDs**
 - **Contributes to improved academic performance (quality assurance and retention)**
 - **Competitive advantage as a private HEI**



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THANK YOU



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FORMERLY



EMBURY



LISOF

PRESTIGE
ACADEMY

