ΠAMIBIA UΠIVERSITY
OF SCIEΠCE AΠD TECHΠOLOGY

FACULTY OF HUMAN SCIENCES

DEPARTMENT OF EDUCATION AND LANGUAGES

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DURATION: 3 HOURS	MARKS: 100

SECOND OPPORTUNITY/SUPPLEMENTARY EXAMINATION QUESTION PAPER

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INSTRUCTIONS

1. Answer ALL the questions.
2. Write clearly and neatly.
3. Number the answers correctly.

PERMISSIBLE MATERIALS
1. Examination paper
2. Examination script

THIS QUESTION PAPER CONSISTS OF 11 PAGES (INCLUDING THIS FRONT PAGE)

SECTION A: READING **[50]**

Read the following research article and answer the questions below. The article has been adapted for assessment purposes.

Subjective Well-Being, Psychological Well-Being and Anxiety Symptoms of Medical and Pharmacy Students in Namibia

M.Perstling, E.Nepolo, P.Nyarango, N.Udjombala, M.Karuaihe, C.J.Hunter

Introduction

A   Some studies show that over 10% percent of medical students become clinically depressed during medical school training and 30% during their internship (Harrah, 2013). Symptoms range from stress and dysphoria to substance abuse and risk taking behaviour, anxiety, depression and suicide (Dunn, Iglewitcz & Moutier, 2008; Hassed, de Liesle, Sullivan & Pier, 2007). Negative stress responses are based on challenges and confrontations which are determined by an initial perception of whether the challenge or confrontation is perceived as a potential threat (Ryff & Singer, 1998). As a result of stressful training medical students undergo an internal conflict, doubting their decision of studying medicine in the first place. Furthermore, due to the feeling of not being able to cope, the psychological environment is perceived as increasingly threatening to the student, fuelling symptoms of anxiety (Dunn, Iglewitcz & Moutier, 2008). American students in their third year of study, in which the student patient contact is intensified and practical work increases, have shown an increase in symptoms of anxiety and depression. These symptoms have intensified as studies progressed, particularly within the third and fourth year of training (Hassed, de Lisle, Sullivan & Pier,2007; Harrah, 2013).

B   Similar to the medical students, work overload in pharmacy students had a direct negative effect on well-being while, on the other end of the continuum, low workload and lecture support increased optimal well-being in pharmacy students (Basson, 2015). Stress levels in pharmacy students were at large determined by the academic environmental factors such as long hours, hard work, competence and self-discipline. Furthermore, **stress levels fluctuate**. Stress tends to increase if work load increased, presentations, reports or assignments were due (Geslani & Gaebelein, 2013). First generation students are even worse off as they tend to experience increased stress, fatigue and financial difficulties, with poor social support (Gerbic & Sondheimer, 2014). In South Africa only 40% of pharmacy

students actually flourish (Basson, 2015). **Flourishing is defined as optimal mental well-being**. Thus, more than half of South African pharmacy students enter the work environment, which demands responsibility and exceptional discipline, with a compromised state of well-being. In light of the above evidence regarding the immense pressures on health science students and the potential for these pressures to compromise the well-being of these individuals, we conducted a study designed to elicit key factors impacting students' well-being.

Ethics, Consent and Permissions

C   The study was reviewed and authorised through the office of the Dean (Faculty of Health Sciences) and given **ethics approval**. Students were provided with two questionnaires with clear written and verbal instructions and were informed that participation was voluntary as well as anonymous. Only students who were willing to participate received questionnaires and so consented to take part in the study. Participation in filling out the questionnaires therefore served as consent. As described below the questionnaires were designed to record 1) qualitative and quantitative data on positive and negative experiences and 2) environmental challenges. Students were provided with a letter that contained the purpose of the study and assured them that all information received would be kept confidential; no identifying information was collected using this tool. The data collected from questionnaires regarding environmental challenges was anonymised.

Participants and Procedures

D   The study is a cross sectional survey which included both quantitative as well as qualitative, semi-structured questions of the students enrolled in the schools of Medicine and Pharmacy at the University of Namibia. Demographic questionnaires were administered at two separate occasions. A sample population of 335 out of a total of 528 students of the schools of Medicine and Pharmacy was elicited from the first phase of data collection comprising of qualitative data and quantitative data as indicated in the measures section. As a result of the outcome of the first phase of the study, a second demographic questionnaire was handed to the students. Qualitative data was obtained on two different occasions. In the first phase of the study the students were asked to comment on positive and negative experiences (n = 335). Based upon the outcome a second demographic questionnaire was administered (n = 363) in the second phase, focusing on the students environmental challenges pertaining to implications such as housing and regular food.

Data Analysis

E   The analysis of the quantitative data in the first occasion was carried out with the SPSS. Frequency tables were drawn from biographical data from the first and second phase. Descriptive analyses were carried out on all scales and scale reliability was tested. Pearson Product moment correlation analysis was used to identify positive and/or inverse relationships between the constructs Subjective well-being, Positive and Negative affect, Anxiety symptoms and Psychological well-being, including its dimensions which are consisting of six sub-scales namely purpose in life, purpose of life, personal growth, self-acceptance, positive relationships with others, environmental mastery and autonomy. Multiple regression analysis was performed in order to assess the existence of any causal relationship between the anxiety and any of the psychological well-being dimensions being purpose in life, purpose of life, personal growth, self-acceptance, positive relationships with others, environmental mastery and autonomy.

Discussion

F   Over the next decade plans have been laid to open more than 100 medical schools in sub-Saharan Africa. Most of the countries where these schools are planned are affected by resource limitation. Our study shows clear evidence that student well-being is closely linked to environmental factors. Success of these developing schools depends on careful consideration of student needs. Our data supports a key role for student well-being in the initial planning of new programs. Curriculum alone is not sufficient for success. The data in this study confirm that environmental challenges do indeed compromise the well-being of medical and pharmacy students and academic strain ranked highest on the negative responses. **This** is consistent with literature of medical and pharmacy students who feel the strain of workload, time management and failing heavily (Dunn, Iglewitcz & Moutier, 2008; Harsh, 2013 & Manthorp et al., 2008). In order to master the strain a high degree of adaptation is required (Gelsani & Gabelbein, 2013), which may prove challenging as many migrating students already needed to adapt due to moving from a familiar environment to an unfamiliar environment. In addition they need to adapt to numerous situations such as university life, a challenging curriculum and other possible living conditions such as being without parental and peer support, financial strain, possibly poor housing conditions due to high rents and more. Poor lecturer support is another contributing factor. The consequence of poor support of lecturers range from decrease in self-esteem, academic deterioration,

depression as well as poor patient care (American Medical Student Association Foundation, 2001; Chalofsy & Krishna, 2009).

G   The third highest negative experience was campus infrastructure which included matters like administration and lack of physical safety, which is a basic human need as per Maslow's 'hierarchy of needs'. According to the findings physical safety proved to be an environmental challenge since the students need to be at various hospitals and campus at a particular time and most students need to walk. For many students, who are of lesser **affluent** background and cannot afford own transport, this means walking through bush terrain and insecure areas. The fear of being robbed and/or attacked is realistic. Students on night shift in the hospital also need to walk the same routes. The danger increases after dark and fear is **legitimate** under the environmental circumstances. These safety barriers are not unique to the campus premises and as a general rule one would avoid walking after dark particularly as a young woman.

H   On the up-side the positive qualitative analysis showed that a positive social environment ranked first. This is consistent with the correlation analysis of the quantitative data, in which social cohesion relates positively to other well-being constructs and relates inversely to anxiety. Social cohesion, also known as social support, refers to positive relations with others and represent the ability of conveying emotions such as empathy, warmth, affection, the capacity to love and have friendships and close relationships with others (Ryff & Singer, 2008). Social support amongst peers is poorest amongst first year students, probably due to migration, and improves in second and third year. Social cohesion is regarded as one of the buffers against distress and enhances general well-being especially in collective societies. Particularly in African societies a 'good life' is predominantly based upon social ties in terms of obligation towards the other, expression of good deeds and contributing towards social harmony. **These** elements have been identified to be critical elements to mental health, particularly in African societies (Ryff & Singer, 1998). Furthermore, social cohesion has been found to serve as buffer against times of hardship (Biswas-Diener, Kashdan, & King 2009).

PART 1: ACADEMIC READING   (20)

1.   Name two symptoms that indicate that a student is clinically depressed.   (2)

2.   What factors are said to intensify symptoms of anxiety in medical students?   (2)

3. What is meant by the phrase 'stress levels fluctuate,' in Paragraph B (in bold) Explain in your own words. (2)

4. Indicate whether the following statements are true or false. (2)

    a) The study used both quantitative as well as descriptive analyses.

    b) Pearson Product moment analysis was used much more than Multiple regression analysis in the study.

5. State one challenge confronting the idea of opening more medical schools in sub-Saharan Africa. (2)

6. List the academic challenges that compromise the well-being of Medical and Pharmacy students. (2)

7. Find one cohesive device that signals the following: (4)

    a) Consequence – in paragraph A

    b) Addition – in paragraph A

    c) Contrast – in paragraph B

    d) Exemplification – in paragraph B

8. To what do the following pronouns refer? (2)

    a) This – paragraph F (in bold)

    c) These (elements) – paragraph H (in bold)

9. Use each of the following words from paragraph G (in bold) in a sentence to demonstrate your understanding of what they mean. (2)

    a) affluent

    b) legitimate

PART 2: LANGUAGE USAGE [10]

Re-read paragraphs 1 and 2 of the above text and answer the following questions.

1. What part of speech is the word psychological in paragraph 1? (1)

2. Add a derivational affix to the following words in paragraph 1 to change the word class as indicated. (2)

    a) abuse (adjective)

    b) medical (adverb)

3. Identify the types of inflectional morphemes used in longer hours. (2)

4. What is the root word of ability in paragraph 2? (1)

5. How many morphemes (bound and free) are in the word **depressed** in paragraph 1? Name them. (2)

6. Indicate whether the following words are **simple, complex or compound words**:

   a) workload

   b) support (2)

PART 3: RESEARCH ANALYSIS **[20]**

1. Rewrite the title of the research so that it captures the type of action being done. (2)

2. Give a quotation from the introduction that indicates the aim of the study. (2)

3. Explain what is meant by '**ethics approval**' in **paragraph C** (in bold). (2)

4. What is meant by consent in research? (2)

5. In which way did students indicate consent in the research? (2)

6. What is the difference between qualitative and quantitative data? (4)

7. "The data collected from questionnaires regarding environmental challenges was anonymised." Explain why the data was anonymised. (2)

8. Using information in paragraph D, explain the meaning of the following research terminology. (4)

   a) Sample

   b) Questionnaire

SECTION B: WRITING **[50]**

Question 1: Report writing **(15)**

The following report is incomplete. Some of the omitted parts of the report are indicated. Read the report and identify all the omitted parts and complete the report. Do not re-write the report. Re-write the section headings ONLY and then insert the omitted information as appropriate.

Provide an appropriate title for the report _____ **(3)**

1. Complete the introduction below: **(2)**

Research has shown that the challenges immigrant students encounter significantly impact their academic achievement negatively (Gunderson, D'Silva, & Odo, 2012). Even today,

immigrant students face challenges and barriers which impede their academic success. The purpose of this report is to discuss the causes of the challenges and barriers to academic success that immigrant students encounter. _____.

2. Causes of challenges and barriers to academic success immigrant students encounter

2.1 Write an appropriate sub-heading _____ **(2)**

Immigrant students' success depends on how well they can master the English language. Without first grasping how to speak, read and write English, immigrant students would be unable to comprehend and deconstruct concepts being taught. Tienda and Haskins (2011) explain that "language proficiency is the learning platform for subsequent academic success" (p. 14). This positions the acquisition of English as the major determining factor of an immigrant student's academic achievement.

2.2   Discrimination

Md-Yunus (2008) claims "teachers and administrators often have lower expectations for immigrant children" (p. 316). Immigrant students are labelled incapable and given limited opportunities to succeed. Ukasoanya (2014) explains when immigrant students are labelled as incompetent it can affect their academic performance because they are more prone to conform to such labels. Additionally, an unsupportive environment and rejection of immigrant students by teachers can contribute negatively to immigrant students' academic performance. Many experience exclusion and avoid participating in class discussions and work (Ukasoanya, 2014).

2.3 Write an appropriate sub-heading _____ **(2)**

Acculturation is adapting to your new country but still being able to practice your home country's values (Gibson, 1998). However, many immigrant students find it challenging to acculturate because they are expected to abandon their cultural ways to succeed academically (Gibson, 1998). Ukasoanya (2014) explains that if a newcomer immigrant student does not conform to the cultural norms of the host country, they are often stigmatized and not academically able to succeed as they do not possess the norms deemed successful in students.

3.   Provide a conclusion   **(3)**
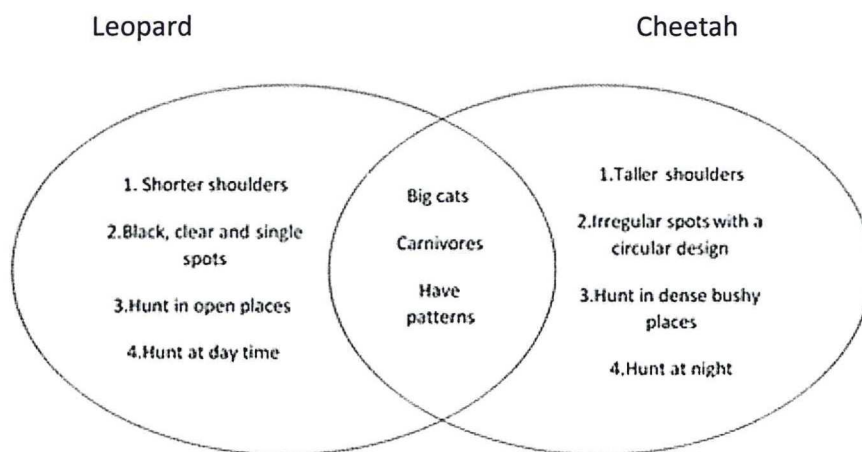
4. **Sign and date the report** (3)

Source:

https://tspace.library.utoronto.ca/bitstream/1807/72201/1/Heir_Jeevan_K_201606_MT_M
TRP.pdf

Question 2: Text organisation (10)

Using the alternating approach to text organisation, write a paragraph in which you
compare and contrast the leopard to the cheetah by using the pointers in the diagram
below. Use appropriate cohesive devices.

Leopard   Cheetah

1. Shorter shoulders

2.Black, clear and single spots

3.Hunt in open places

4.Hunt at day time

Big cats

Carnivores

Have patterns

1.Taller shoulders

2.Irregular spots with a circular design

3.Hunt in dense bushy places

4.Hunt at night

Question 3: Editing and Proof reading (10)

The paragraph below contains **10 errors**. Identify the errors and correct them. In your
answer write the incorrect word/phrase followed by the correct one.

Land reform is an important political and economic topic in Namibia. It consist of two
different strategy: resettlement, and transfer of commercially viable agricultural land.
Resettlement is aimed at improving the lifes of displaced or dispossessed previously
disadvantaged Namibians. Farms obtained by government for resettlement purposes is
usually split into several sections, of dozens of families are being resettled on what had
previously been one farm. Transfer of commercial agricultural land are not directly
conducted by government. Would be farmers with a previously disadvantaged background

obtains farms privately or threw affirmative action loans. In both cases, the Willing buyer willing seller principle apply.

[Adapted from the Namibian land reform policy]

Question 4: Referencing (15)

Question 1: In-text citation (8)

Use the reference sources provided to complete the in-text citations in the paragraph below: Reference sources needed are indicated with letters next to the appropriate information. If you need to use a page, use page 10.

Sources

A) Mattick, M. (2010, July 4). Our deadly roads [Letter to the editor]. *The Namibian Newspaper*, p. G2.

B) Rowena, J. & Collins, C. (2010). Toward becoming better roads users? *Journal of Academic writing*. 26, 1-4. doi:10.1089/write.209.0267

C) Prior, A. (2010, August 8). How to tame road users: It is not just driving. *The Wall Street Journal*. Retrieved from http://online.wsj.com

Paragraph

Young drivers are at a greater risk of being injured or killed on our roads than any other demographic **A**. There are a number of safety issues for young drivers, including the issue of distraction. **B** defines driver distraction 'as when some kind of triggering event external to the driver results in the driver shifting attention away from the driving task'. The ringing of a telephone, responding to a text message or a telephone alert can all cause distractions while driving. Young drivers are more likely to be involved in an accident as a result of a distraction within the vehicle as they do not have the experience to know how to respond **C**. Opinions differ regarding the solution to the problem of mobile phone use while driving by young people. **A** suggest increased penalties and driver education as two possible strategies. In the not too distant future technology may provide a solution to the problem.

Question 2: Reference List (7)

There are two mistakes in every reference entry below. Rewrite the reference entries correctly. Remember, all information in italics must be underlined.

1. A printed book with one author (2)

   Thompson, A. 2005. *Coexisting under stress*. New Age Press. Chicago, IL.

2. A printed book with an author and an editor (2)

   Gibbs, J.T. (2001). Books for children of all ages (F.W. Hudson,). New York, NY: Dover.

3. A printed book (with one editor and no author) (edition number in this case is 6th edition) (3)

   Bevington, D. (2008). *The complete works of Shakespeare*. New York, NY: Longman.

END OF QUESTION PAPER