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Hope and Academic Performance in a Higher Education Residence Context

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Acknowledgements

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Abstract

The study sought to explore the relationship between trait hope, environmental hope, academic performance and demographics (language, gender, year of study & race) in university residence students in a South African Higher Education Residence setting. Using four scales including: (1) the Trait Hope Scale (2) the Environmental Hope Scale (3) the Australian modification of the Hope Scale; (4) and the Residence Environmental Hope Scale, the research aimed to broadly investigate two correlative relationships. The relationships included: (i) The relationship between levels of trait hope and academic performance, (ii) the relationship between environmental levels of hope and academic performance. In addition to a quantitative approach a qualitative approach was added.

Cultural Historical Activity Theory was applied to an analysis of the residence system at the University of Cape Town. A combination of quantitative and qualitative results suggested that there were minimal links between hope and academic performance at both a dispositional and environmental hope level. Third generation activity theory was used as a methodological approach to obtain a greater understanding of residence students' experience. The analysis provided an interpretation as to why residences minimally facilitated students' hope towards the pursuit of their university degree. The purpose of the residence system came into question. Several qualitative themes emerged on ways to cultivate hope, agency and pathways in a residence higher education context in the future. This interfaced with a Cultural Historical Activity Theory analysis which revealed several fundamental contradictions and tensions. The conclusion of the thesis pointed towards (ii) hope theory being critiqued for having limited application in a higher education context and (ii) an identified need (revealed through several systemic contradictions) to re-clarify, reconfigure and increase a shared understanding of the purpose of the residence system.

Chapter One

Background

Current measurements of hope are primarily limited to the conceptualization of the individual as self-contained, self – directed and independent of context. Through the proposed study it is aimed to show how hope, agency and pathway thinking (as implicit in the hope model) is not solely an individual enterprise. Drawing upon an interdisciplinary methodology, Cultural Historical Activity Theory will be utilized to evidence how hope may operate within a higher education residence university context. The aim of this thesis is to explore the level and extent to which hope exists and is cultivated within a Residence Higher Education Context Environmental Context. A mixed methods approach will be used that draws upon a quantitative approach combined with a Cultural Historical Activity Theory analysis. The development of a contextual hope framework which extends beyond the current western model of hope is argued to require an interdisciplinary approach which utilizes the analytical paradigm of cultural historical activity theory. Within a South African developmental tertiary educational context issues of throughput and retention remain urgent. The development of an interdisciplinary tool which emphasizes context as much as self is argued to be methodologically essential. Further, an understanding of the extent to which hope correlates with a student's academic performance is viewed as educationally useful.

It is important from a research perspective to consider whether the construct of hope as it is currently conceptualized is contextually applicable to a South African Context. Psychology as a discipline is at times limited by an individualistic, Eurocentric and reductionist ideology. To unquestionably apply the current model of hope to a South African higher education context, where the complexities of throughput and attrition are abundant, would be both limiting and problematic. According to Hook (2004, p. 15) a large portion of the discourse of psychology implicitly adopts a view of the individual which is self-contained and separate from the social, political, cultural and economic spheres in which the individual is situated. Hook (2004) asserts that this division of self from social has been present within the development and history of psychology since its inception. This is no less applicable to hope theory, in which the underlying mechanisms of hope, (agency and pathways) are theorized to be individually and internally located.

On closer inspection Hook (2004) argues that it becomes apparent that the kinds of knowledge created within the discipline of psychology place more significance on specific world views, whilst simultaneously silencing marginalized voices. Hook (2004) suggests that we may consider much of psychological research to be somewhat Eurocentric, oppressive in nature, and ideological. An important question raised from this critique of psychology is, how does research negotiate these potential methodological limitations when creating knowledge that seeks to transcend these boundaries (Hook, 2004)? Hook (2004, p.19) further propounds that it is important for research to avoid the reductionist trap, whereby the "socio-political circumstances" are ignored and superseded by an empirical interpretation of experience which speaks solely to the domain of psychological and internal cognitive functioning. Hook (2004) argues that a critique of psychology does not mean discarding the discipline

altogether, but rather becoming critically aware of how to connect and theorize experience about the individual in an integrative way that takes cognizance of context.

Understanding context is particularly significant in a South African higher education setting, where the student cohort is comprised of a multiple array of "voices" and experiences. When creating a tool of analysis to comprehend the complexity of dynamics that exists in a diverse learning environment, it is perceivable that the current model of hope may not lend itself sufficiently to a South African context. Hence a South African critical psychology as argued by Hook (2004) necessitates a poignant awareness of context.

As Vlanderren and Nevees (2004) (as cited in Hook et al., 2004) put forward, the utilization of a critical psychology requires extending beyond merely a critique of existing forms and ways of creating knowledge. The creation of new knowledge that is contextually applicable to a South African context requires an "emancipatory and socially transformative agenda that is properly responsive to the demands of a developing society" (Vlanderren and Neves, 2004, p.25) (as cited in Hook et al., 2004). From this standpoint it is argued that for hope theory to be responsive and applicable to the diverse challenges of a higher education setting, a consideration and understanding of the context in which it is to be applied is required.

The impetus for research into environmental hope and academic performance is augmented by current findings that surmise low-hope students as "prime targets for hope-inducing programs at the start of college" (Snyder, 2002, p.824). In a South African Higher education context throughput issues remain as a prevalent educational challenge, where a reported graduation rate of 15% is cited as one of the lowest in the world (Letseka & Maile, 2008). Considering this, part of the current study aims to operationalize, develop and test a new hope scale entitled 'The Environmental Hope Scale'. The scale seeks to contextualize and empiricize the potential impact of South African higher education residence environments. It also aims to operationalize the role of the residence environment in students' levels of hope and academic performance. The study will also seek to explore qualitative themes of hope in a residence context and apply a Cultural Historical Activity Theory Framework to a deeper analysis with the aim of revealing systemic tensions and contradictions that in future, if collectively acknowledged, could lead to expansive transformation.

The Current Study

The current study seeks to explore the relationship between trait hope, environmental hope and academic performance in university residence students in a South African Higher Education setting. Through the use of two scales, the Trait Hope Scale (Snyder, 1996) and the Environmental Hope Scale (conceptual), the intended research will aim to investigate two correlative relationships in a South African, Higher Education Residence Context: (i) The relationship between levels of trait hope and academic performance, (Snyder, 1996) (ii) the relationship between environmental levels of hope and academic performance.

Rationale

To transform the residence into a real learning environment requires an innovative approach that breaks the bounds of all previous works presented in the literature. The unique context of this study combined with a CHAT framework affords the following proposition. Drawing solely upon previous authors and studies pertaining to issues of throughput and retention is solely not sufficient as a framework for implementation, change or innovation. On the contrary, and in line with a CHAT framework, it is posited that the real transformation can only come from insight into the actual system(s) themselves. A CHAT theory application in this study offers a way in which to shed new light on the presentation of student experiences. It also provides a methodology through which to identify a future trajectory for enhancement, by revealing contradictions that can give rise to future change; and the role that hope may have within that environment.

CHAT theory has been selected together with Hope Theory as an theoretical attempt to provide a more in-depth lens to analyze the activity system of the residences in which students live and learn. An interpretive fusion of the two paradigms is explored to potentially provide new interpretations into the contextual ways in which hope may play a role in the mediation of the object of the degree within a living and learning space. Snyder's goal orientation approach to hope and a CHAT framework are conjectured to have overlaps. Specific links are interpreted in the description of the pursuit of the goal through pathways and agency (Hope Theory) towards the goal of transformation into a graduate student (CHAT). Both theoretical frameworks describe a goal towards which an individual or collective move towards or is transformed by. The agency and pathway referred to in the hope model are interpreted as analogous with the elements of the activity system including the community, tools, and division of labour. Such elements within the activity system can be viewed as ways and means by which agency and pathways are enabled for the student to potentially transform the object of learning into a degree.

Statement of the problem

A general question that emerged was whether a student's pursuit of a degree was hindered or assisted by being in a residence context. Through a CHAT lens an understanding of the contradictory role of residences was hoped to be revealed. A secondary aim was to increase an empirical understanding on the extent to which residences cultivate hope, agency and pathways for the students that reside there. Thus, several key questions have emerged.

The intended research aimed at a quantitative level to investigate two correlative relationships in a South African, Higher Education Residence Context:

(i) The relationship between levels of trait hope and academic performance (Snyder, 1996)

(ii) The relationship between environmental levels of hope and academic performance

It is recognized that a quantitative approach would not suffice in fully operationalizing and comprehending the activities that contribute towards the process of hoping and goal directed thinking in a higher education residence context. Hence CHAT was used as a methodological framework for qualitatively analysing and understanding the role of residences in students' experience of hope and pursuit towards an object (degree) within the residence itself. Thus, the research question was "To what extent do residences have the capacity to cultivate hope?"

Context for the Study

This section, in providing the context for this study, opens with a series of terse questions. What does it mean to graduate? What does it mean to become a graduate? Who gets to graduate? The attempted answers to such analogous questions have emanated from a variety of disciplines across the world. They are questions with empirical responses that contain a global, contextual and national focus. Many higher education institutions have sought to understand the contributing and hindering factors that pervade students' academic and social experiences in higher education. Within a South African context questions akin to those above and several more are at the epicentre of previous and current higher education debates.

The South African Higher Education Context

In this section a description and overview of some of the key issues present in a South African Higher Education context has been provided. The period prior to the inception of democracy in 1994 and over the last approximately 20 years is reviewed. Areas covered include issues of participation, enrolment, throughput and dropout rates. Core debates surrounding race, equity, individual characteristics, and environmental context are explored. Through such coverage, it is aimed to reveal some of the contextual factors, challenges and higher education debates that are material in issues of throughput, retention, attrition, participation and enrolment rates in South Africa. The myriad of factors that are described additionally aim to reveal that further research is required. In concluding this section, it is argued that in order to build upon an increasingly informed response to (i) realizing the higher education vision that benchmarks with international standards and (ii) addressing the unique South African National and higher education demand and needs; further contextual understanding and empirical information are required.

Prior to the inception of South African democracy, higher education student representation was described as racially polarized (HESA, 2014). Racial inequity was prevalent. A disproportionate pattern of racial representation existed at a higher education level (HESA, 2014). As a result of the apartheid era, race prominently featured as a determining, discriminating factor in the underrepresentation levels of participation in higher education (CHE, 2004; 62). Thus, an incongruent relationship existed between the racial demographics and the representation of those groups at a South African higher education level (CHE, 2004; p.62).

Pre-1994 participation rates in higher education were also skewed. According to HESA (2014) pre-1994 national gross participation higher education rates were reported at 17% (473,000). The under representation of female student enrolments in higher education during 1993 was 43% (HESA, 2014). During the same period 89% of the South African population was Black (African, Coloured & Indian) (HESA, 2014), yet represented just 52% of the enrolled higher education student body (HESA, 2014). 11% of South Africa was comprised of White South Africans (HESA, 2014), though represented 48% of higher education enrolments. 77% of the total South African population was constituted of African South Africans (HESA, 2014). However, these proportions were not reflected to the same extent in the higher education context.

Racial inequity in higher education pre-1994 in South Africa was also evident in the accessibility to and provision of educational funding (Letseka, 1997, p.81). During the Apartheid era a black student received the least amount of educational funding and a white student the most (Letseka, 1997). An annual amount of R4,504 was provided for a white student; R3,625 per annum for an Indian student; R2,855 per year for a coloured student; and R1,532 for a black student (Letseka, 1997, p.81).

Between 1993 and 2004 student enrolment at South African Universities increased by 193,000 (Cloete & Moja, 2005). Large proportions of the student cohort enrolled in South African Universities (between 1993 & 2004) were impeded and disadvantaged both educationally and economically (Cloete & Moja, 2005). Enrolment statistics in higher education during 1993/1994 are indicative of a majority male, white profile; to the exclusion of both female and black South Africans (HESA 2014).

Letseka and Maile, (2008) report that approximately 30% of undergraduates (contact and distance) enrolled in South African higher education were excluded or dropped out at the end of the first year of study at university. Letseka and Maile (2008) state that this has translated to 45,000 of 150,000 university students. As quoted by CHE (2013, p.15) “Only about one in four students in contact institutions…graduate(s) in regulation time”; and “only 35% of the total intake, and 48% of contact students, graduate within five years” (CHE, 2013, p.15). According to the CHE (2013, p.15) “55% of the intake will never graduate”. The reported rates of graduation thus indicate an interesting problem.

According to DHET, (2013, p.32) the international norm for rates of graduation is 25% for a three-year program of study. When compared against the international norm of 25%, the average South African rate of graduation is 17% (DHET, 2013, p.32). According to Cloete and Moja, (2005) between 1993 and 1998 the National Plan for higher education reported a 17% average graduation rate. Between 2000 and 2005 the average undergraduate graduation rate was 15% (Department of Education, 2001). With a graduation rate of merely 15%, the higher education throughput rates of South Africa were amongst some of the lowest graduation rates globally (DoE, 2001b).

It is suggested that some South African Higher institutions may have experienced as much as an 80% drop out rate (Macfarlane, 2006). In the year 2000 some 36,000 (30%) of a total of 120,000 students that were participating in higher education did not complete their first year of study (DoE, 2005). During the second and third year of study an additional 24,000 (20%) students dropped out (DoE, 2005). According to Letseka and Maile (2008, p.5) the higher education dropout rate at a first-year level was almost 30 %; and an additional 20% dropped out over a further 2-year period. Macfarlane, (2006) found that even when balancing for the movement of students from one institution to another, statistics still revealed an undergraduate dropout rate of almost 50%. Table 1 below illustrates the higher education rates (2000-2003) and outlines the progress for the 2000 cohort of undergraduates (DoE, 2005).

Table 1: HE undergraduate dropout rates (2000 – 2003) (DoE, 2005, p.89)

	Universities (%)	Technikons (%)	Total (%)
Dropped out at the end of 2000	25	34	30
Dropped out at the end of 2001	9	13	11
Dropped out at the end of 2002	7	11	9
Total dropped out 2000 – 2002	41	58	50
Graduated in 2002 or 2003	26	19	22
Studying in 2003, but not completing	33	22	28

In a South African Higher Education context great differences have been reported in the rate of graduation between white and black students (DoE, 2001b). Specific data from the DoE, (2001b) suggests that the rate of graduation was almost double for white students when compared to the rate of graduation for black students. The rate of graduation for white students was also more recently reported as 22% and for African students 16% (CHE, 2012, p.9). With such discrepancies in graduation apparent at a racial and international level, the question emerges, what can be done?

Over a period, several national strategies aimed at enhancing higher education have been formally proposed. Several targets identified to realize an enhanced higher education vision in South Africa include: an increase in the proportion of administrative and senior academic positions held by black and female staff, (DoE, 2002b); and increased participation, graduation and success rates of African and black students DoE, (2002b). Graduation targets of 25% for an undergraduate three-year program were set and outlined in the National Plan for Higher Education (NPHE) (DoE 2001b). An envisioned graduation rate of 30% was set for 2012 (DoE, 2002b). A target of 20% gross participation rates was also set as part of the National Plan for Higher Education (MoE, 2001). Thus, the actualization of equity within the higher education system has included several strategies pertaining to the need to change staffing profiles, increase graduation, participation and success rates.

The DHET White Paper, (2014, p. 30) projected an increase in the participation rate from 17.3% to 25%. Further DHET, (2014, p. 30) sought to increase the number of enrolments from 950000 (2012) to 1 600 000 by 2030. The enrolment figure of 900,000 remains below the projected 23% participation rate of 1.5 million envisioned by 2030 (MacGregor, 2012). The DHET (2014, p.30) states that increased participation levels will require universities to devise strategies that promote greater levels of student academic performance.

Higher education institutions have a pivotal role to play in enabling access and promoting equity in educational outcomes (Cloete & Moja, 2005). Between 2001 and 2011 total higher education participation rates increased slightly from 15% to 17.3% (CHE, 2014, p.3). Higher Education participation rates for Africans were reported at 9% in 1993 and 14% in 2011 (HESA, 2014). For coloureds, participation comparisons between 1993 and 2011 grew by 1% from 13% in 1993 to 14% in 2011. According to Scott (2007) increasing both the participation rate and equity of under – represented and historically disadvantaged is important.

An additional way to measure progress amongst students in higher education is through the calculation of success rates (Masilela, 2007). In contrast to the number of enrolments, this form of higher education measurement takes cognizance of full time equivalent (FTE) student enrolments (Masilela, 2007). Through the disaggregation of information available by way of race; coloured and black students are reported as the most negatively impacted (Masilela, 2007). Between 2001 and 2004 undergraduate rates of success by race were on average 69% for Blacks, 74% for coloured, 80% for Indians and 84% for whites (Letseka & Breier, 2008). Table 2 below describes this in more detail.

Table 2: Undergraduate success rates of contact students in public HE institutions, by race (2001 – 2004) (Source: Developed by authors using data from Education Statistics in South Africa at a Glance (2001a; 2002a; 2003; 2004a) (Letseka and Breier, 2007).

Year	African	Coloured	Indian	White	Average
2001	63	75	78	85	76
2002	70	74	81	86	76
2003	70	71	80	85	77
2004	70	75	79	84	77

The national target success rate set was that of 80% (CHE, 2012: 11; 12). Achieving beyond this target, undergraduate white students enrolled in higher education held a success rate of 82 % (CHE, 2012, p.12). Comparatively, African students enrolled in higher education had a success rate of 71% (CHE, 2012, p.12).

An entry points system is used as the main tool for managing the acceptance or non-entry of an applicant into a South African University (Vincent & Idahosa, 2014). Additionally, entry points are used for their predictive qualities as they relate to student success (Vincent & Idahosa, 2014). Vincent and Idahosa (2014) investigated the relationship between entry points and university academic performance. It was found that students with below the norm entry requirements were able to succeed. They were also able to fulfil the requirements for the graduation of a degree within the minimum time frame. Students were also able to progress into more difficult levels of education (Vincent & Idahosa, 2014). Vincent and Idahosa (2014) said that the transition and achievement of students with low 'entry points' into university is indicative of the lack of predictability of the points system. Thus, data gathered from students' entry points may not necessarily be a predictor of future university performance (Vincent and Idahosa, 2014).

Vincent and Idahosa (2014) ask what other factors or elements may contribute to students' academic success in a higher education setting? If the entry points system is not a reliable predictor of university achievement what does this imply for higher education admissions policies? (Vincent and Idahosa, 2014). According to Vincent and Idahosa (2014) there are some critical areas of enquiry that have illuminated the issues of success and access for groups previously disadvantaged (Pym & Kapp 2011; Case & Marshall, 2009; Dryden-Peterson and Sieborger, 2006; Soudien, 2009).

From an intergenerational mobility standpoint Finn, Leibbrandt, & Ranchhod, (2016) put forward different perspectives. A strong correlation is reported to exist between the educational outcomes of students and the earnings of parents (Finn, Leibbrandt, & Ranchhod, 2016). However, the strength of this correlation reduces as the earnings of the parents become higher (Finn, Leibbrandt, & Ranchhod, 2016).

Very particular difficulties confront disadvantaged students who are enrolled at universities formerly considered to be "white" institutions (Petersen, Louw and Dumont, 2009). Shaikh et al, (2004) contend that insufficient schooling, a lack of preparedness coupled with higher stress levels associated with being on financial aid are included in the impediments facing university students. Contradictory findings have emerged with respect to empirical findings regarding the role of stress on academic performance. Petersen, Louw, and Dumont (2009) cite some studies that have demonstrated the negative impact of stress on academic performance (e.g. Neville, Heppner, Ji, & Thye, 2004). In contrast, some studies have found that stress did not have a major impact on academic performance (e.g. Malefo, 2000). Psychosocial variables (perceived academic overload, self-esteem, perceived stress, academic motivation and help-seeking) provided a better explanation of students' adjustment to university as compared to academic performance (Petersen, Louw & Dumont, 2009).

Fraser and Killen (2005) identified pre – and post – enrolment variables that both students and lecturers viewed as significant for the success of university students' academic undertakings. Fraser and Killen (2005) found a close synergy in views between students and lecturers with respect to a large proportion of factors presented to both groups. A shared yet independently rated view of a successful student emerged. Shared views of what constitutes a successful student included a student profile of one who is motivated intrinsically and diligent (Fraser & Killen, 2005). A successful student was also appraised as someone who made an informed selection in a course of study; and the ability to independently learn and appropriately and adequately prepare for examinations (Fraser & Killen, 2005). Dissimilar views between students and lecturers were also found. Fraser and Killen (2005) found different attributions for reasons that caused students to fail at university (Fraser & Killen, 2005).

The relationship between 'flourishing' and academic performance in a South African Tertiary Education Institution setting has been investigated by Van Zyl and Rothmann (2012). The study revealed that a large proportion of university students were 'flourishing' moderately and overall a greater proportion of students were 'flourishing' as opposed to 'languishing' (Van Zyl & Rothmann, 2012). Individuals with moderate 'flourishing' levels had moderate academic performance (Van Zyl & Rothmann, 2012). A large number of individuals who were reported to be 'languishing' were also viewed to be underperforming academically. Van Zyl and Rothmann (2012) suggest that evidence exists to support the view that students' academic performance can be impacted by their levels of 'languishing' or 'flourishing'. However, Van Zyl and Rothmann (2012) note limitations to the study in both design and scope of the data analysed.

Vincent and Idahosa (2014) assert that the journey towards acquiring an "academic" identity is viewed as pivotal to academic achievement at a university level. According to Vincent and Idahosa (2014) higher education institutions should shift focus away from perceived predictive assumptions embedded in entry points and requirements (Vincent and Idahosa, 2014). Rather, it is argued, a greater emphasis should be placed upon the role of the environment and the potential impact upon student academic identity (Vincent and Idahosa, 2014). A supportive university environment that is both cognizant of the history of South Africa and geared towards student achievement is important (Pym and Kapp, 2011).

Vincent and Idahosa (2014) argue that there are limited higher education strategies for adequately addressing post 1994 challenges in South Africa. To address such challenges requires a re-envisioning of what a relevant and supportive university environment is (Vincent and Idahosa, 2014). Reflexivity is needed to view the existing paradigms currently operating within higher education settings (Vincent and Idahosa, 2014).

Within a South African national context significant economic, social and skill development challenges abound, (Scott, 2009). High attrition rates in higher education present a very real challenge to development (Scott, 2009). Letseka and Maile (2008) report that a 20% attrition rate has been found at a first-year level. Internationally first year attrition is a phenomenon that presents a higher education challenge. Typically, such attrition is synonymous with higher levels of participation and enrolment (Letseka & Maile, 2008). In South Africa, higher education has lower levels of participation and high levels of attrition (Letseka and Maile, 2008).

Scott (2009) has reflected on the implications of higher education performance and participation rates within a South African context. A disparity exists between the number of graduates and the actual national need for graduates (Scott, 2009). This disparity in graduate output is further exacerbated when juxtaposed against issues of redress, economic growth and equity, (Scott, 2009). Thus, an increase in the number, diversity and quality of graduates is of paramount importance in a South African national context (Scott, 2009).

Fiske and Ladd (2004) contend that the severe educational impediments and consequences of the policies of apartheid have negatively impacted upon low pass rates and high dropout rates. Such high dropout rates pose critical questions pertaining to the higher education sector's efficacy to produce increasing throughput rates (Letseka, 2007). DHET (2014) assert that throughput rates, access and success remain as important higher education imperatives which require a high level of attention at institutional and national levels. Additionally, an important higher education priority should be the close correlation between the equitable access to higher education institutions and increased equitable outcomes (DHET, 2014).

Vincent and Idahosa (2014) point towards an aspect of the literature that describes the success of the student in a higher education setting. Specifically, the university experience of the student is important to consider (Vincent & Idahosa, 2014). Foregrounding and developing a greater understanding of the role and impact of the university experience upon the student is necessary (Vincent and Idahosa, 2014). More specifically distilling an

understanding of student experiences and factors that include institutional and cultural ethos, engagements with peers, academic staff and curriculum is important (Vincent & Idahosa, 2014). In fact, Vincent and Idahosa (2014) argue that these may be pivotal factors that come to impact upon the potential throughput of a student.

This section of the thesis has sought to provide a glimpse theoretically and empirically to the ways in which higher education challenges are being appraised in South Africa. It has described an overview of some of the demographic changes of South African higher education institutions over the last 20 years or so, including targets, the post-apartheid legacy and associated higher education challenges. There exists an incongruence between the vision for a greater higher education space and the current national norms and reality. Equity issues, performance and past legacies feature as important factors for consideration in the student experience. From a current reading of the literature a key reflection emerges, "Are the current South African higher education strategies sufficient for the kinds of throughput and pass rates being sought?" To more fully understand if such strategies are sufficient, attention is directed to international views of throughput and retention.

Layout of Thesis and Limitations

This thesis is laid out in the following systematic way. Chapter One sets the scene with the research problem and accompanying research questions. In Chapter Two a comprehensive literature review across several domains is examined. Key domains include, the South African Higher Education Context, broader throughput and retention debates, Hope Theory and Cultural Historical Activity Theory. In Chapter Three a description of the methodology rendered is described. Here a mixed methods approach is put forward involving both quantitative methods and analysis, and a qualitative approach using Cultural Historical Activity Theory. This section also describes the measures, sample, participants, materials and procedure.

In Chapter Four the results are presented with a focus upon the quantitative findings. The hope scale scores and correlations with academic performance and student demographics are presented. In Chapter Five CHAT theory is applied as a framework for interpreting the results and qualitative findings. Limitations of the research are discussed, including sample size and limited context. Implications from the research are finally put forward and conclusions are derived. The conclusion of the research returns to a fundamental question central to CHAT theory. What is the 'purpose' of the residence system? A discussion is put forward based upon the interpreted contradictions and the identified need to reconfigure a unifying and shared purpose within the residence system.

Chapter Two

Literature Review

Broader Throughput and Retention Debates

In 1900 approximately half a million students were enrolled in institutions of higher education worldwide (Schofer and Meyer, 2005). This equated to only one percent of the world's total population (Banks, 2001). One hundred years on and in the year 2000 the number of students in tertiary institutions worldwide was approximately 100 million (Schofer and Meyer, 2005). A strong body of literature pertaining to student retention and attrition now exists (Tinto & Pusser, 2006). This is accompanied by a wide and varied number of theoretical analyses of student persistence in higher education (Tinto and Pusser, 2006). Despite the copious literature, the reasons for student dropout are not entirely clear (e.g., Bean, 1980; Braxton, 2000; Braxton, Hirschy, & McClendon, 2004; Cabrera, Castaneda, Nora, & Hengstler, 1992; Seidman, 2005; Tierney, 1992, 2000). Thus, the identification of an appropriate institutional response that promotes student persistence remains elusive (Tinto & Pusser, 2006).

The international literature on higher education is vast. There are many diverse student cohorts reported to be at risk. Tinto (1993) has identified first year university students as the most vulnerable cohort for attrition. First year drop out/attrition has been associated with previous levels of academic performance (Pascarella & Terenzini, 1983; Lohfink and Paulsen, 2005). It has also been found that the amount and quality of dialogue with peers and faculty staff members, and the extent of assimilation academically are further contributors (Pascarella & Terenzini, 1983; Lohfink & Paulsen, 2005). Other factors have also been identified in the first - year experience. They include: additional vocational responsibilities held by the student (Long, Ferrier, & Heagney, 2006); levels of involvement and social adjustment (Nicpon et al. 2006; Rayle, Kurpius, & Arredondo 2006; Pascarella & Terenzini, 1983); and readiness - psychologically and academically (Peel, Powell, & Treacey, 2004; Long, Ferrier, & Heagney, 2006).

The empirical explanations for departure from university prior to graduation differ (Willcoxson, Cotterb, & Joy, 2011). Facilities, policies, quality of academic counsel, teaching, feedback and engagement with university staff have been presented by senior university students' to be reasons for prematurely leaving the institution (Willcoxson, Cotterb, & Joy, 2011). Withdrawals from university have been reported to also be contingent on the faculty (Johnson, 1996). Research has also found incorrect or inappropriate selection of a degree programme to contribute to withdrawal (Yorke, 1999, Yorke & Longden, 2004). Interestingly and by contrast, Hovdhaugen and Aamodt (2009) showed that university students in Norway rarely identified the incorrect selection of a degree programme as a decisive factor for leaving. Hovdhaugen and Aamodt (2009) found that incorrect selection of a degree served as a prevalent motivation for change and transfer from the institute (Hovdhaugen & Aamodt, 2009).

Another vulnerable group in higher education are students considered to be of low socioeconomic status (Tinto & Pusser, 2006). For a large proportion of students, susceptibility to added higher education challenges can be compounded by rising tuition fees (Callan and Finney, 2004). According to Carnevale and Rose (2003) students of lower SES standing that were enrolled in higher education institutions deemed to be elite held a 76% chance of graduation. When compared to higher socioeconomic status students, a 14% gap in graduate rate difference emerged. Carnevale and Rose (2003) found higher SES levels were associated with a 90% chance of completion. Cabrera, Burkum, and La Nasa (2005) argue that students with lower socio-economic positioning are not as likely to apply for nor enrol in premier elite institutions. Moreover, premier institutions have higher rates of graduation (Cabrera, Burkum, & La Nasa, 2005). Critically however, caution is raised with attributing the reason for leaving based solely upon one or two variables (Thomas & Hovdhaugen, 2014).

A plethora of studies has explored the role, relationship and significance of financial aid upon student success (Tinto & Pusser, 2006). The university trajectory of students from low-income families has been empirically documented (St. John, Adrieu, Oescher, & Starkey, 1994). Further, the parental background of students enrolled in higher education illuminates a link with university dropout rates (Powdthavee & Vignoles, 2009). From such studies it becomes clear that economic inequalities are carried over into a students' university experience (Schnepf, 2014).

The ability and capacity of a higher education institute to increasingly create environments and expectations that promote increased learning (Tinto & Pusser, 2006); and the realistic appraisal of the time required to succeed (Kuh, 2003) are viewed as important to student success. However, minimal research has been conducted with respect to other ways of operationalizing student success beyond academic performance (Trapmann, Hell, Hirn & Schuler, 2007). Markle and O'Banion (2014) argue that some factors under consideration in a higher education context such as socioeconomic status, or ethnicity are fixed. According to Markle and O'Banion (2014) studies by Roberts, Walton, and Viechtbaur (2006); Yeager and Walton (2011) show that affective areas however are not immutable, but in fact changeable over time. Furthermore, the affective areas are not only mutable but with intervention can be enhanced to contribute towards greater levels of student success (Markle & O'Banion, 2014).

Student academic performance measured through for example first year grade point average or the first semester are the most widespread research practice for measuring academic success (Markle & O'Banion, 2014). The measurement of academic success through grades indicates that students are showing skill and knowledge acquisition of a degree program enrolled for (Markle & O'Banion, 2014). Measurement of academic performance through grades also shows the level of student persistence (Markle & O'Banion, 2014). Grades provide an integral unit of measurement of academic success, without which it would not be possible to attain a degree (Markle & O'Banion, 2014). The measurement of learning through grades whilst critiqued for multidimensionality and reliability issues (Allen, 2005, Burke, 2006, Brookhart, 1994) is according to Markle and O'Banion (2014) a pervasive criterion.

The tracking and analysis of higher education non – completion rates are riddled with complexity (Thomas & Hovdaugen, 2014). A longitudinal quantitative approach is required to monitor attrition and graduation rates over time (Willcoxon, Cotter & Joy, 2011). Understanding the experiences of students at university and the aspects that may undergird withdrawal is also important (Willcoxon, Cotter & Joy, 2011). It is argued that qualitative approaches could yield key understandings of elements that compound attrition and subsequently result in the withdrawal of students from university (Willcoxon, Cotter, & Joy, 2011). A deepening in our understanding of attrition beyond first year is still to be attained (Willcoxon, Cotter, & Joy, 2011).

Tinto (1993) and Pitkethly and Prosser (2001) argue that the methodology utilized to broadly collate data cumulatively from several higher education institutions leads to broad generalizations. Research on a multi – higher education institutional level may provide broad understandings of findings related to student attrition (Willcoxon, Cotters & Joy, 2011). However, a limitation exists in the lack of detail and context needed to understand the institutional specific reasons and factors behind attrition (Willcoxon, Cotters & Joy, 2011).

Comparative research on an international higher education scale requires sustained and robust debate with respect to methodological approaches (Novoa & Yariv-Mashal, 2003). Experiences of success and challenge while in some ways contextual and unique may not simply be localised but themes prevalent to students across higher education settings (Thomas & Quinn, 2007). The derivation of such common themes may enable a growing collective body of knowledge that assists in understanding the broader issues of student completion and non-continuation (Thomas & Hovdhaugen, 2014). Thomas and Hovdhaugen (2014) suggest that each higher education institute requires a contextual approach specific to the institute. The utilization of a broader approach that adopts approaches, strategies and policies from one institute to the general application of others is said by Thomas and Hovdhaugen (2014) to be potentially ineffective and inappropriate.

This section of the thesis has provided an overview of several higher education areas. It has upon further enquiry engaged matters and issues pertaining to measuring retention and attrition, frameworks to higher education, the role of the affective domain, comparative approaches and limitations. Despite the plethora of literature, evidence and emergent approaches, it is suggested that a more comprehensive approach may be required. More specifically it is perceived that increasing an empirical understanding of issues of attrition and retention in a framework that also takes cognizance of context is important.

Overall and summarising the literature as it is presented thus far provides several key insights. Firstly, no single approach listed has been conclusive and fully applicable across all institutions. Secondly, direct transferability of programmatic or framework findings from one institute to another is challenging. Thirdly, an unpacking and understanding of context is very important. It is agreed that the literature on throughput and retention internationally provides key considerations on ways to deepen the work. However, with the absence of reflexivity no single approach or methodology thus far presented is sufficient to take on such a vast undertaking of fully grasping issues of retention and throughput. In the current study

residence students are used. Given the above, it is viewed as important to also view empirical findings that illuminate the potential contribution of residences to throughput and retention. Only then will we have a clearer understanding of some of the more specific factors that may come to impact upon the target sample used in this study.

Residences in Higher Education

In this section the literature pertaining to University Residence Halls is reviewed. Albeit geographically limited to primarily the USA, a brief overview is provided. The empirical findings that support the benefits of residences are reviewed and associations with enhanced academic performance, and several other reported learning outcomes are described. The role of living and learning communities is discussed together with the role of involvement in residence academic interventions. The drawbacks of residences are also explored, and counter findings are presented. The limitations of methodology in this area are also highlighted especially as they pertain to existing approaches to research into residences. Finally, a series of questions previously posed by researchers studying residences and living and learning environments is presented. The presentation of such questions points towards the necessity to develop new methodological approaches.

According to Rinn (2004) the impact of the residential environment on college student development is often emphasized. Many researchers have studied the effects of on-campus living versus off-campus living (Rinn, 2004). A large body of research from the United States illustrates that living in residence halls is positively associated with both academic and social development (Rinn, 2004). Researchers also describe the role of residence halls in student development. A positioning of the role of residences is found in the following: “residence halls provide more opportunities to influence student growth and development in the first year or two of college than almost any other program in student affairs” (Blimling, 1993, p.1). However, as will be argued, this is not deemed adequate in covering the full debate surrounding the role of residences. There exists counter evidence that demonstrates little or no impact of residences on students, learning outcomes and GPA. Additionally, the limitations of current approaches become evident. Before unpacking such critical points in the literature an exploration of some early key shifts are described.

A review of the impact of learning communities on student learning outcomes was conducted (Stassen, 2003). A review of 63 studies between 1988 and 1999 found that higher education institutions that employed learning communities yielded positive learning outcomes for students (Stassen, 2003). Learning communities promoted capacity to enable students to absorb and analyse information, display greater tolerance, appreciate diversity, persist and increase in academic performance (Stassen, 2003). Also, living-learning students have perceived their residential environments to be significantly more supportive, both academically and socially, than students living in traditional residence halls (Inkelas, 1999).

Engagement with living and learning programs has been correlated with several learning outcomes (Inkelas & Weisman, 2003). At a programmatic level, participation in living and learning programs has been reported to lead to higher levels of performance academically (Nora & Cabrera, 1996). Inkelas and Weismann (2003) found increases in persistence and increased engagement with staff and intellectual activities offered within the residence system. Residences with learning communities have demonstrated higher levels of student involvement with campus opportunities (Inkelas & Weisman, 2003); higher levels of assimilation into the residence; and the perception of the residence as relevant to social and academic needs (Inkelas & Weisman, 2003). A critical question raised is how do such processes occur in a learning community context? (Inkelas & Weisman, 2003).

Involvement in residence halls is associated with students increased satisfaction with the environment in which they live (Arboleda, Wang, Shelley, Whalen, 2003). Through a large study of 183 higher education institutions, interacting with fellow students in the residence was the most significant reason for explaining student satisfaction with residences (Association of College and University Housing Officers – International/Educational Benchmarking, In.2001). According to Terenzini et al. (1996) the main benefit to living in residences may be located in the ability to provide opportunities and activities for engagement and socialization.

Critical Factors

Living and Learning Communities in a USA context are expanding quite rapidly as strategic housing initiatives for implementation (Smith, 2001). However, a large body of research into residence halls is becoming outdated because of the time period and context in which it was conducted (Turley & Wodtke, 2010). Additionally, minimal research exists on the role and impact of residences in a South African Higher Education context. Opportunity exists for a re-examination of the ways in which residences impact upon academic performance (Turley & Wodtke, 2010). Schudde (2011) argues that when rudimentary analysis of the impact of residences by internal stakeholders is performed it is difficult to be fully objective.

A significant disadvantage of former residence studies is the primary use of singular institutions and single samples (Turley & Wodtke, 2010). Research regarding learning communities is itself also limited (Stassen, 2003); and the empirical evidence provided here is limited to US contexts. Attempts to demonstrate the efficacy and merits have relied upon specific types of learning communities (Stassen, 2003). They have not included the full range or entirety of the learning community possibilities that are available (Stassen, 2003) and the efficacy and utility of learning communities diminishes when controlling for the level of engagement between staff and student (Stassen, 2003). The utilization of multiple institutions and a greater and wider representation of students in future has been recommended (Turley & Wodtke, 2010). An added limitation to consider is the geographical skew with which knowledge is created and disseminated. Much of the literature is covered in developed western contexts. This adds an important dimension to the types of questions to pose for future enquiry.

There exists a large and copious amount of research regarding the impact residences have on students (Pascarella, Terenzini & Blimling, 1994). Several research questions have emerged over time (Pascarella, Terenzini & Blimling, 1994) including:

- What is the educational utility and value of living in residence as compared to commuting? (Pascarella, Terenzini & Blimling, 1994)
- What is the educational value of different types of living and learning arrangements? (Pascarella, Terenzini & Blimling, 1994)
- What are important future directions to consider in research? (Pascarella, Terenzini & Blimling, 1994)

Given the myriad forms of residences, outcomes presented and mixed information, a key question arises.

What is the purpose of a residence? It is concluded that such a question cannot be sufficiently answered with the current measurement tools. Further, such an answer may not be possible with quantitative approaches alone. A theoretical framework is required that is comprehensive enough to interpret the myriad of potential purposes and processes that may exist in different residence hall spaces and how such spaces could in future better impact upon residence students' academic performance. It is proposed that part of that perspective may come from considering non-traditional or unconventional measures of throughput and retention, or what in the literature has been referred to as non-cognitive measures. Attention is now turned to the role of hope in academic performance.

Hope

In this section Hope Theory (Snyder, 1991) is introduced. Pathway thinking, agency, goals and barriers are described as core aspects of hope. A description of high-hope and low-hope characteristics are provided. Further the impact of hope levels upon the individual and in a student and academic context are briefly reviewed. Cultural similarities and differences in hope are explored including translations and validations of the hope scale. The conceptual expansion of hope is touched upon. Finally, the limitations and critique of hope are described. Through this coverage of hope, the aim is to provide a comprehensive overview of the ways in which hope has been operationalized, understood, researched and navigated in recent years. Such coverage is also aimed to reveal the perceived gaps in the current modality of hope. In concluding the need for a revised multi- methodological approach that addresses some of the current limitations is presented. Finally, a consideration of how the measurement of hope can be directly applied and reconfigured for application within a higher education residence context is provided.

Introducing Hope Theory

Hope has been defined as "a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy) and (b) pathways (planning to meet goals)" (Snyder, Irving, & Anderson, 1991, p.287). A second definition of hope offered is "a cognitive set that is based on a reciprocally-derived sense of successful agency (goal-directed determination) and pathways (planning to meet goals)" (Snyder, Harris, et al, 1991, p.571). This particular model of hope is comprised of a triad of mutually interdependent cognitive elements pathways, agency and goals (Snyder, Ilardi, Michael & Cheavens, 2000).

Snyder (1994) affirms that the ability to attain a goal is based upon the capacity to create avenues that are visible to traverse along, known as pathways. "Pathways thinking" is purported to demonstrate one's ability, capacity and prowess to create and envision realistic avenues towards the attainment of goals (Snyder, 1994). The pathways thinking process is reinforced by affirmational internal dialogue messages such as "I'll find a way to get this done" (Lopez & Snyder, 2009). Pathway thinking itself requires at least one key avenue identifiable to goal attainment. The availability of multiple pathways becomes important particularly when a barrier to a goal is faced (Irving, Snyder & Crowson, 1998; Snyder, Harris et al. 1991).

Agency can be understood as the "motivational component to propel people along their imagined routes to goals" Snyder (2000, p10). Analogous in some ways to the term will-power, agency represents the perceptual capacity to commence and maintain momentum in the direction towards goal attainment. Agency involves cognitions related to the appraised ability to traverse and progress towards envisioned pathways that lead to the attainment of a goal (Snyder, Feldman, Taylor, Schroeder & Adams, 2000). There is an affirmative thought process involved that when utilized can propel and maintain foreseen pathway momentum towards a goal (Snyder, Feldman, Taylor, Schroeder & Adams, 2000). A certain level of teleological internal self-referential thought is involved with such thoughts as "I am not going

to be stopped" and "I'm capable of this" (Cheavens, Feldman, Gum, Michael, & Snyder, 2006, p.64). Such thoughts serve to strengthen agentic thinking (Snyder et al, 1998).

An underlying tenet of hope theory is goal directedness (Snyder, 1994a, 1994b, 1998b; Snyder, Cheavens, & Sympson, 1997; Snyder, Sympson, Michael, & Cheavens, 2000). It is argued that goal directed behavior guides human actions (Snyder, 1994a, 1994b, 1998b; Snyder, Cheavens, & Sympson, 1997; Snyder, Sympson, Michael, & Cheavens, 2000). In comparison to other emotion-based models of hope (e.g. see Farran et al,1995); hope theory is distinctive in that it attributes causality to the emergence of thoughts (Snyder, 2000). An individual's analysis of the cause for goal pursuits determines subsequent emotions (Snyder, 2000). A key prerequisite of hope is the selection of a goal that has a level of unknowingness with regards to potential goal attainment (Snyder, 2002). The most optimal conditions for hope are those in which a goal is perceived to be of intermediate difficulty (Snyder, 2002). Where goals are perceived to either be too difficult or easily attainable hope is deemed as not relevant (Snyder, 2002). (Diagrammatic representation of Hope, Appendix One).

Individuals faced with goal blockages will seek additional and alternative goal routes (Snyder, 2000). This is referred to as multiple pathways thinking, and particularly prevalent amongst high-hope individuals (Snyder, 1994a, 1994b). When an individual is faced with a blockage to a goal pathway thinking becomes pertinent (Snyder, 2000). It is incumbent to access a store of additional, alternate pathways as a means of seeking other ways around the blockage towards the goal (Snyder, 2000). Agency also plays a pivotal role in this process when goal impediments are faced (Snyder, 2000). Individuals become aware of their own agency so as to traverse an alternative route towards a goal (Irving, Snyder, & Crowson, 1998; Snyder 1994b). Challenges and problems with the goal itself can inhibit an individual to continue pursuit and further potentially lessen the level of agency (Snyder, 2002).

The process of thinking has been foregrounded in the theory of hope (Snyder, 2002). An individual's way of perceiving the success of personal goals impacts upon emotions (Snyder, 2002). Emotions play a role in providing feedback. Emotions also play a role to an individual and help to subjectively appraise the perceived success in relation to current or past goals (Snyder, 2002). Further, positive emotions in this model are theorized to emanate from perceiving the goal pursuit process as successful (Snyder, 2002). Favourable perceptions of the goal attainment process may also come about from unimpeded progress towards a wanted goal (Snyder, 2002). By contrast negative feelings arise from a lack of successful goal progress (Snyder, 2002). Additionally, the perception that an individual is lacking in making movement towards their significant goals is the cause of decreases in well-being (Snyder, Feldman, Taylor, Schroeder & Adams, 2000). These processes feature as part of what has been referred to as "checkbacks" (Snyder, 2006, p.85).

It is through the pursuit of a goal and the progressive, sequential attainment and navigation between routes that pathway thinking develops further (Snyder, 2002). The extent to which differences transpire in the pathway thinking process depends upon the existing level of trait hope of the person (Snyder, 2002). As previously noted impediments to goals can create negative emotions though such reactions differ according to the level of hope (Snyder, 2000). Individuals calibrate their levels of hope according to their experiences of failure or success whilst in the goal pursuit process (Feldman et al 2009).

High-hope individuals have a high level of confidence about the ability to traverse at least one or more viable pathways towards the attainment of a particular goal (Snyder, 2002). Comparatively high-hope individuals have a high level of certainty and decisiveness with respect to the selected goal pathways (Snyder, 2002). High-hope individuals have the ability to bend either the easily attainable goals or difficult goals in such a way to enable growth and stretching in the process (Snyder, 2002). High-hope individuals utilize skills such a lesser time to attain an easier goal or generating more pathways for a goal perceived to be more difficult (Snyder, 2002). Individuals with higher hope have a greater capacity to attain intended goals (Snyder, 2002). Such individuals also receive positive feedback as to the success and goal attainment, further creating more positive emotions (Snyder, Feldman, Taylor, Schroeder & Adams, 2000).

For the low-hope individual, the process of pathways thinking is less certain, and more tentative (Snyder, 2002). This consequently leads to the generation of an unclear route which is neither clearly defined nor well expressed (Snyder, 2002). Low-hope individuals report that they are less agile and apt at attaining flexible paths (Snyder, 2002). Low-hope individuals also believe that they do not have sufficient pathways for their goals (Snyder, 1998). Such individuals doubt the efficacy of their pathways (Snyder, 1998). Low-hope individuals have a tendency to create goals that are either too easy or too difficult (Snyder, 1998). Overall, low-hope individuals do not feel confident about the realization of their goals (Snyder, 1998).

Measuring Hope

The Adult Dispositional Hope Scale also known as the Goals Scale, was first described by Snyder, (1989). This scale measures enduring levels of hope over time. The purpose of the alternative name, the ‘goals scale’ was to make the intention of the scale less obvious to participants. The Hope Scale was elucidated in further detail by Snyder, Irving, et al., (1991). Created as a self – report measure the Hope Scale consists of 12 items (Snyder, 1991). Through the overall 12 item measure, eight measurable items, four distractor items, the hope scale provided an overall hope score, as well as providing a subscale score for agency and a subscale score for pathways (Snyder, 1991).

The hope scale assesses individual differences in hope (Snyder et al, 1991). Test-retest reliability and internal consistency of the hope scale to a level deemed adequate (Snyder et al, 1991) was found (Babyak, Snyder & Yoshinobu, 1993). The factor structure in which both pathway and agency elements feature within the hope scale was also found by (Babyak, Snyder & Yoshinobu, 1993). Validity, both discriminant and convergent has also been found by Snyder et al, (1991). Several scales have been devised by Snyder and others to measure hope in adults and children (Ong, & vun Dulmen, 2007). For the purposes of this research a particularly focus on Dispositional/Trait Hope over time has sought as a suitable and established measure.

The hope scale has also been assessed psychometrically through confirmatory factor analysis with four samples of students from college (Babyak, Snyder & Yoshinobu, 1993). Findings have found that a two-factor model of hope (pathways and agency) trumped a model involving only one factor (Babyak, Snyder & Yoshinobu, 1993). Additionally, empirical support was derived for a 'higher order latent construct' connecting parts of agency and pathways (Babyak, Snyder & Yoshinobu, 1993, p. 63). Pathways and agency are related yet do not represent a single factor (Babyak, Snyder & Yoshinobu, 1993). They are distinctive from each other yet overlapping and together comprise hope (Babyak, Snyder & Yoshinobu, 1993).

(Comparison of hope against analogous motivation – related constructs, Appendix two).

Hope has been applied to several intervention settings (Kirschman et al, 2010, Feldman & Dreher, 2011, Cheavens et al, 2006). The results from a six-week summer camp found significant increases in levels of hope pre-and post-camp (Kirschman et al 2010). Adolescents particularly increased their perception of success in the ability to attain their goals (agency). However, there was a lesser increase in the perception as to how to attain such goals (Kirschman et al 2010). In a four month follow up measurement no additional change was found (Kirschman et al 2010).

The impact of a workshop upon 1st year college students was conducted (Davidson, Feldman, & Margalit, 2012). There was no significant difference in grade averages (Davidson, Feldman, & Margalit, 2012). Students with higher levels of hope after the workshop did show higher academic performance in the following semester post the intervention (Davidson, Feldman, & Margalit, 2012). A similar lack in change in post intervention follow up was found (Feldman & Dreher 2011). Participants who received the hope intervention demonstrated greater levels of increase in a pre-and post-test measure of hope as it related to 'vocational calling" and purpose in life (Feldman & Dreher 2011). However, the intervention showed that one month later these immediate and elevated increased in hope were not sustained (Feldman & Dreher 2011).

The association of hope within an educational context has also been researched. Several studies have illuminated several findings. Teachers with hopeful thinking perceived themselves as more competent to assist students with learning difficulties (Levi, Einav, Raskind, Ziv & Margalit, 2013). Students with higher levels of hope and greater levels of belief in a just world viewed cheating both within and beyond the classroom as an unethical practice (Elias, 2010). Even one's learning style was positively correlated to trait levels of hope (Peterson et al 2006).

High as compared to low-hope students held a greater likelihood for graduation, retention and academic performance (Snyder, 1997, Snyder 1998, Gilman & Huebner 2006; Barnum et al. 1998; Ciarrochi et al. 2007; Gilman et al. 2006, Snyder et al, 1991). Irrespective of nationality, gender and race such findings regarding levels of hope remain constant with academic performance (Merkas and Brajsa Zganec, 2011). Students with higher hope have a greater capacity to solve problems as compared to students with low-hope (Chang 1998). Additionally, high-hope students are less likely to render avoidance strategies in situations perceived to be academically stressful (Chang 1998).

The dispositional hope scale has been found to significantly display predictive properties in forecasting high school grade point averages of boys at junior high and high school level (Snyder, et al, 1991). It has also shown predictive properties connected with the academic performance of college students (Chang, 1998; Curry et al, 1997) and completion rates (Snyder et al 2002). Hope levels has been found to impact upon students' grade expectations (Rand, 2009). Student's expectations of grades can also impact upon their academic performance (Rand, 2009). Hope has been reported to forecast academic success as it relates to a wide-ranging level of study, irrespective of year of study, subject choice and discipline (McDermott & Snyder, 2000; Snyder, Cheavens, & Symptoms, 1997).

Findings from Snyder, (2002) suggest that low-hope students can be academically at risk as compared to high-hope individuals. Low-hope students are predisposed to increased rates of test taking anxiety (Onwuegbuzie & Snyder, 2000). The lack of capacity of the low-hope student reinforces a defeatist learning process from feedback loops of failure, and thus missed opportunities for increased performance in the future (Onwuegbuzie & Snyder, 2000). Students with low-hope can be caught in perpetual rumination states of a negative nature which impact upon test performance and effective studying (Michael, 2000). Additionally, low-hope students can be found to exhibit a larger 'negative problem orientation' as well as an 'avoidant problem-solving style' (Chang 1998).

Low-hope students are more vulnerable to external motivation, and the creation of performance goals that frequently focus upon the comparison with other students (Snyder, 2002). Low-hope students are also inclined to establish 'all at once goals' that are too big, overwhelming, and anxiety producing" (Snyder, 2002, p. 825). They can be impaired and disadvantaged in the learning of new knowledge because of the impediments resulting from negative feelings, and distracting thoughts (Onwuegbuzie, 1998; Snyder, 1999). Students with low levels of hope think unfavourably about the outcome of their academic performance (Snyder, 2002). Students with low levels of hope are predisposed to terminate a goal before the attainment. This is attributed to encountering a goal blockage (Snyder, 2002). Such students who terminate their goal may do so because of not having access to additional pathways (Snyder, 2002).

Students with high-hope levels are predisposed to expect favourable goal outcomes (Snyder, 1998). High-hope precipitates access to increased pathways, facilitating students with high-hope to think less of goal blockages, and more about the alternative routes that will lead to success (Snyder, 1998). As a result of this, students with high- hope are less likely to experience distress, and more likely to experience positive affect (Snyder et al, 1998). High-hope students create meaningful, segmented, intrinsically motivating goals with an array of multiple pathways at their command (Snyder, 1998). Overall, high-hope students employ a far more effective strategy for achieving academic success (Snyder, 1998). They utilize information acquired from previous unsuccessful attempts at goal realization as useful feedback for creating new goal pathways in the present and future (Snyder, 1996).

In the US, the hope scale has been tested on Hispanics, Native Americans, Asian Americans, African Americans as well as Mexicans who had migrated to the United States recently (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000). Translations of the hope scale also exist (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000). The hope scale has been translated in Japan, Israel, Italy, Russia, Norway, China, France, Spain and Germany (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000). Clear cross-cultural curiosity has been shown in the measurement of hope in other countries and represented an important expansion of the cross-cultural applicability of hope (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000).

The psychometric elements of the French translation of the Adult Dispositional Hope Scale were tested (Gana, Daigre, & Ledrich, 2012). Results broadly found support for the psychometric elements amongst a French tested sample (Gana, Daigre, & Ledrich, 2012). Reliability, temporal stability and internal consistency were found (Gana, Daigre, & Ledrich, 2012). The Arabic Hope Scale (AHS) was also developed and tested (Abdel-Khalek and Snyder 2007). It provided clear validity and reliability (Abdel-Khalek & Snyder 2007). Internal reliability and temporal stability was sufficient (Abdel-Khalek & Snyder 2007). Additionally, convergent and divergent validities were evident (Abdel-Khalek & Snyder 2007).

The validity for a newly translated Chinese version of the dispositional hope scale in three samples was also investigated (Sun et al 2011). Results indicated that the two-factor structure provided better fit for the data than a one-factor structure (Sun et al 2011). Findings provided evidence of validity for the scores but only indicated partial factorial invariance across groups (Sun et al 2011). The psychometric properties of the academic hope scale were tested (Shegefti, 2011). It consisted of 283 high school students from Shiraz city in the south republic of Iran (Shegefti, 2011). Overall, reliability and validity were found for a two-factor structure academic hope scale (Shegefti, 2011). In Mexico, a further study looked at the psychometric properties of the child hope scale in Mexican youth (Edwards, Ong, & Lopez, 2007). Through confirmatory factor analysis support for a two-factor model (pathways and agency) was found (Edwards, Ong, & Lopez, 2007). Additionally, hope scores were positively associated with support from family and friends, positive affect, optimism and life satisfaction (Edwards, Ong, & Lopez, 2007).

Hope, future time perspective and ethnic identity have been reported to account for a large aspect of the difference in academic achievement in student populations (Adelabu, 2008). Ethnic identity, as a marker of culture, has been found to be a predictor of academic performance amongst participants from rural African American backgrounds (Adelabu, 2008). Similarly, a relationship has been found between pre- and post-hope scores with a sample attending a Hebrew school over a number of years (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000). It was found the greater the level of identification with Judaism and Jewish culture, the greater the relationship to higher levels of hope (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000).

Normative findings for the hope scale in an Australian context amongst adolescents between 13 - 17 years were ascertained (Venning et al, 2009). The aim was to ascertain if the scores yielded with regards hope, agency and pathway varied across geographical, age or gender lines (Venning et al, 2009). 3913 participants from a total of 41 secondary schools in South Australia were garnered (Venning et al, 2009). Differences in total hope scores and pathways significantly differed according to area, gender and age (Venning et al, 2009). Culturally, hope studies have also shown differences amongst other cultures. For example, Singaporeans were lower in trait agency, trait pathways, and hope compared to Americans. As Tong et al (2010) puts forth, these findings are described as being in line with findings regarding East Asians more self-critical view of themselves.

A study completed across four ethnic and racial groups, found no racial or ethnic differences linked overall to hope levels (Chang & Banks, 2007). Further agency and pathway thinking were not found to be significantly different between the four ethnic groups involved in the study (Chang & Banks, 2007). Thus, no support was found for the experience of lower levels of hope amongst ethnic or racial minorities in comparison to European Americans (Chang & Banks, 2007). Asian Americans were also of a similar agentic and pathway thinking level when compared against European Americans (Chang & Banks (2007). Interestingly African Americans had greater levels of pathway thinking in comparison to European Americans (Chang & Banks, 2007) though overall this did not present significant differences in hope levels. Latinos also showed greater levels of agency in comparison to European Americans

yet overall differences in hope scores were not found to be significant (Chang & Banks, 2007). The findings obtained from Latinos and African Americans' are contradictory to what was predicted (Chang & Banks, 2007).

The average score of hope for 'ethnic minority" collectively does not significantly differ across groups (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000). With the use of the 8-point hope scale the average hope scale score was 51.50 with a standard deviation of 6.95 (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000). Specifically, the average hope score for the differing groups was reported in the following way including: African Americans (51.63) Asian Americans (48.97), Hispanics (51.54), Native Americans (55.50) and white (52.06) (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000). From these results, Asian Americans showed the lowest level of hope in comparison to other groups. The highest hope score reported was that of Native Americans (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000).

It is noted that despite several hope studies in different cultural contexts research pertaining to a diverse array of cultural groups is limited (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000). More research is needed to enable a comparison of cross-cultural hope results so as to draw more meaningful implications (Snyder, Illardi, Cheavans et al, 2000). An increased understanding regarding the cultivation of agency and pathway thinking across differing ethnic and racial groups is required (Snyder, Illardi, Cheavans et al, 2000). For example, some researchers have asked what the goal setting process is rendered by black students in contexts which are predominantly homogenous in race or culture (Ani, 2013). It is argued here that a further unpacking of how culture comes to mediate and interface with hope in both a collectivistic and individualistic context is an important future consideration (Wong & Lim, 2009). Further reflexivity may also be required with regards to the ways in which race is itself constructed in research.

An expanded conceptualization of hope has been made. Bernado, (2010) has put forward the concept of locus of hope. This includes both external and internal agency propelling navigable ways towards the attainment of a goal (Bernardo, 2010). Hope theory has expanded to include external agency as family peers and even transcendental or spiritual representations (Bernardo, 2010). The locus of hope dimensions has been both operationalized and validated through two investigations with university students from the Philippines (Bernardo, 2010). Confirmatory faculty analysis revealed that internal and external locus of hope was associated with individual and collective aspects (Bernardo, 2010). Although a slightly different conceptualization, the role of external and internal loci as it relates to hope was also researched (Du & King, 2013). The predictive utility of locus of hope to adjustment psychologically was investigated (Du & King, 2013). The results taken from a university in China suggest that independent self-control was correlated positively with internal locus of hope (Du & King, 2013). The independent self-construal was positively correlated with external locus of hope (Du & King, 2013).

The correlations between the implicit and explicit dimension of hope of success (HS) were looked at (Pang et al, 2009). Main results showed how inner or outer motives can impact upon appraisals and hope (Pang et al, 2009). The development of a Christian version of the hope model aimed to cultivate an increased practice of hope within a Christian community context was tested (McDermott et al, 2002). Christian hope was defined as a "positive motivation state based upon the confidence that both the agency and the pathways posited by the triune God, in and for the church, will attain their intended goal" (Stobart, 2012, p.12). Lagace Seguin (2010) researched hope, the climate of a classroom, dispositional optimism and their predictors towards emotional well-being in adolescents. Hope was measured with three singular questions that tapped into the significance and meaning behind attending university in the future and the possibilities of future struggles (Worrell & Hale, 2001). While the construct and operationalization of hope differs from Snyder, it was found to be present in a classroom climate (Lagace Seguin 2010).

Several limitations emerge when reviewing hope studies. The correlative nature of hope studies renders cause and effect derivations challenging plus difficult to infer direction or definitive conclusions (Snyder et al, 2002; Levi, Einav, Raskind, Ziv & Margalit, 2013, Youssef & Luthans, 2007; Wong & Lim, 2009, Adelabu, 2008, Lagace Seguin 2010). The lack of control groups (Kirschman et al 2010); pervasive cross-sectional approach (Snyder et al, 2002 and Merkas & Brajsa Zganec, 2011); and lack of longitudinal methodology is also problematic (Snyder et al 1996, Holder, 2007, Ani, 2013). So too a lack of inclusion of other constructs to enable criterion related validity has also been found to be a shortfall (Oliver, Galiana, Sancho, & Tomás, 2015). Experimenter effects have also been reported to confound hope research (Feldman & Dreher 2011).

Hope studies have been limited by participants who were not representative of the particular country making generalizations difficult to apply (Merkas & Brajsa Zganec, 2011, Abdel-Khalek and Snyder, 2007, Marques et al 2009). So too limited sample size has been an issue in some hope studies (Juntunen & Wettersten, 2006, Feldman & Dreher 2011, Chang 1998, Lagace Seguin, 2010, Chang & Banks, 2007). The type of hope scale used is also critical. The hope scale is itself a *self*-report measurement vulnerable to the subjectivity of the participant (Levi, Einav, Raskind, Ziv & Margalit, 2013, Heiman & Shermesh, 2012, Feldman et al 2009, Chang & Banks, 2007, Feldman & Dreher 2011). Additional limitations are noted in assessing the sample only once, limiting test-retest reliability (Oliver, Galiana, Sancho, & Tomás, 2015).

Hope studies have utilized student populations who possess a unique and particular array of concerns (Feldman et al 2009); pursuing a goal of an academic nature (Rand, 2009); combined with academic related problems (Chang 1998). Such specific samples make it difficult to generalize the information to populations which are non-student (Snyder et al, 2002). Differences also in the university levels of students who participate in studies makes it difficult to determine if the faculty or academic year have confounded the hope scores (Holder, 2007). It is also difficult to generalize the findings from a college or student population to other ethnic or racial groups (Chang & Banks, 2007). Such groups are not a reflection of a larger context in which they are situated. Additionally, the environments and

conditions under which they are tested are often very different from non-university settings. Despite such lack of ecological validity, undergraduate's participation is common practice within research on hope (e.g. Snyder, Shorey & Cheavens, 2002; Curry & Snyder, 2000; Snyder et al, 1996; Irving, Snyder, & Crowson, 1998; Snyder et al, 1991, Oliver, Galiana, Sancho, & Tomás, 2015).

The construct of hope and the dispositional hope scale are said to be non-contextual (Sun et al, 2011). In defense, it has been argued that some of the items on the scale are linked to context and circumstance (Sun et al 2011). Hope studies too have been argued to lack ecological validity, taking place within experimental, controlled, constrained, or artificial settings (Peterson et al 2006). This has limited the extent to which hope findings could be applied to other areas (Peterson et al 2006).

A debate has arisen around how hope research tends to develop within as opposed to across disciplines (Webb, 2007). Secondly hope has been described to be an 'undifferentiated experience' (Webb, 2007, p.65). To address the first challenge an interdisciplinary perspective is proposed which calls upon a variety of fields including, politics, theology, anthropology, philosophy and psychology (Webb, 2007). To address the second challenge hope should be viewed as a human experience that is universal yet flexible to be experienced through different modalities (Webb, 2007). A variety of hope models have been developed (Dauenhauer,1986; Pettit,2004; Bloch,1995; Marcel,1962; Snyder,2000; Moltmann,1970; Rorty ,1999; and Bovens,1999). It is argued these authors describe only partial aspects of the hope experience (Webb, 2007). Webb (2007) has put the models and theories of hope into an integrated framework that categorizes through a lens that includes the extent to which hope is categorized and framed as resolute, utopic estimative, patient, and critical (Webb, 2007).

Freire (1994) says that hope in isolation of anything but thinking is insufficient and ineffective. Yet hope with the proper approach to it is essential (Freire, 1994). Freire's notion of hope postulates that hope is a fundamental ontological need which if left neglected turns into hopelessness. Freire (1994, p.3) says that there is a 'need for a kind of education in hope' which is crucial to both the individual and collective. He makes the point that how hoping happens is important so as not to give rise to despair which emerges out of a lack of action or immobility. There are times when meaning can be found in either position (Freire, 1994).

According to Eagleton (2015) the greatest impetus for hope towards an unactualized future stems from a deep-seated sense of meaning accompanied with a clarity of vision which is difficult to attain. Eagleton distinguishes hope from wishful thinking in which the latter is an expression of fatalistic outlook. To hope authentically Eagleton (2015) argues requires reasoning and does not need to be paired with optimism. Eagleton (2015, p.126) says hope remains "hospitable to its own self-transcendence" (Eagleton, 2015, p.126). To do this requires not a withdrawal from a hoping experience but rather a systematic approach that is a "structure of intentionality inscribed into a situation" (Eagleton, 2015, p.157).

It is not entirely clear from Eagleton's (2015) view of hope as what such a hope structure consists of. Eagleton (2015) makes it clear, however, that hope is not a fleeting one-off situation contingent upon the fulfilment of personal desires. On the contrary hope is historically transformative in its propensity to create trajectories into unexplored areas. Eagleton (2015) critically postulates that hope can wither when it is not confronted with an identification of injustice and cruelty.

(Webb's (2007) categorization of hope theories, Appendix three).

Hope theory has been subject to criticism (Tong et al, 2012). Snyder's view that hope is linked to both agency and pathways (waypower and willpower) is argued as problematic (Tong et al. 2012). Tong et al, (2012) argue that the conceptual or theoretical premise is dislocated from the reality or experience of hope that people experience (Tong et al, 2012). It is put forward that perhaps for the layperson only agency is relevant (Tong et al, 2010). A study found no association between pathways and hope (Tong et al 2010). Tong et al (2010) contend that Snyder's model needs to be tested much more rigorously. A comprehensive and satisfactory understanding of hope is still not fully grasped (Tong et al, 2010). Future studies of hope should more rigorously test and seek to understand the key elements and processes of hope (Tong et al. 2010). Further, to fully understand the character of hope requires a multi method approach in future in ways that are complementary and varied: "Probably, it is more useful to widen the understanding of hope by revealing as many different interpretations as possible" (Benzein & Savenman, 1998, p.327).

According to Snyder, (2002) researchers have posited the potential drawbacks of hope, in particular the risk of false hope. Several authors have said that it is not conducive to have high levels of hope through all situations (Snyder, 2002). Three main critiques have been launched against hope (Snyder, 2002). The first limitation posited is the illusory nature of hope and the associated positive expectations and accompanying behaviours to which the illusion is attached (Snyder, 2002). Second, the ill-chosen quest in the attainment of some goals (Snyder, 2002). Third, inadequate plans exercised to attain wanted goals (Snyder, 2002).

Snyder (2002) argues that high-hope individuals while tending to a positive self-orientation, do not have polarized illusory perceptions. Research has shown that slight positive illusory slants held by hope individuals are associated with favourable results (Snyder, 2002). By contrast individuals who do have such tremendous illusory tendencies are understood within hope theory not as having false hope, but rather as low-hope (Snyder, 2002). Such individuals would thus be appraised to be viewed as deficient in goal directed thought (Snyder, 2002). In high-hope individuals, the positive appraisals associated with an apparent illusory view have held beneficial consequences, triggering the agentic and pathway thinking process towards goal attainment (Snyder, 2002).

The argument for false hope based on the ill-chosen selection of a goal or goals is countered (Snyder, 2002). Far from being maladaptive, the selection of goals that are seemingly grand and challenging are a hallmark of a high-hope individual's goal choice (Snyder, 2002). High-hope individuals tend towards accomplishing such types of goals whilst also pursuing a number of added goals (Snyder, 2002). It is further argued as erroneous to label socially unacceptable goals as false (Snyder, 2002). Such goals whilst having the potential to be disruptive or damaging cannot be construed sufficiently as false; if the very same agentic and pathway thinking process is involved (Snyder, 2002).

The very definition of hope is infused with the ability to generate plans and then to proceed along such plans (Snyder, 2002). Thus, the operationalization of hope is quite in contrast to the critique, false (Snyder, 2002). The necessity of pathways and plans is emphasized within this model, empirically demonstrable (Snyder, 2002). The necessity and realization of intended plans is shown to be acutely well developed in high-hope individuals (Snyder, 2002). Alternative plans and the ability to generate and utilize them is the cornerstone of high-hope functioning (Snyder, 2002). Thus, to critique hope on the basis that sufficient planning is lacking is unfounded (Snyder, 2002).

Webb (2007) puts forward that the most well developed and resolute model of hope is that by Snyder (1991). Snyder's (1991) model devotes minimal time to exploring and describing the "desiderative-calculative aspects of hope that so occupy philosophers" (Webb, 2007, p.75). Further, Snyder's model of hope describes how the hoper has access to a positive future that whilst perceived as challenging is attainable, and accessible to all (Webb, 2007). This is a deliberative point of departure that would ordinarily consume philosophers (Webb, 2007). However, it is argued that Snyder overlooks context, specifically not being fully cognizant of, nor speaking to the objective factors of hope (Webb, 2007). Rather, Snyder places great emphasis and amplifies the role of the individual and the 'self-referential belief of the hoper" (Webb, 2007). Snyder's model places importance and focus on the role of action as a vehicle through which hope actualizes (Webb, 2007).

This section has provided an overview of Snyder's hope theory and contrasted it against other ways of hoping. It has described hope theory including core processes, methodology and application. Cross cultural and academic transfer of hope has been described. An expansion of hope theory has briefly been presented too. The limitations and critique of hope have also been included. Through this review it has been shown that hope theory is empirically demonstrable in a number of domains. It is however further argued that this is not the only modality of hope. The assumptions combined with the limitations render hope theory to further scrutiny. A deepening of the understanding of the application of hope in an academic context is required. Exploring different ways to research hope is viewed as important.

Hope theory has thus been presented as a useful yet partially limited lens for understanding factors that contribute towards an understanding of throughput, attrition, and academic performance. The established model of hope introduced was argued to not adequately suffice in a South African Higher Education setting where an understanding of context was viewed as paramount. Based on these limitations, an expanded approach to hope theory is provided. Cultural Historical Activity theory is offered and proposed as a complementary framework for comprehending the activity system of a residence. Striving to understand the role of hope in a South African higher education residence context; as well as students' qualitative experiences of residences is viewed as important and new research area.

Cultural Historical Activity Theory

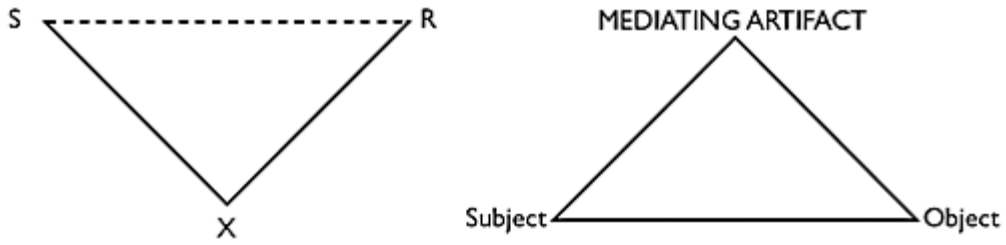
This section introduces Cultural Historical Activity Theory (CHAT). CHAT is here described as a theoretical lens to enable an understanding of how goal directed activity is mediated by tools within a context (Cole & Engestrom, 1993). The components of an activity system are described including the rules, object, subject, division of labour, community and tools (Engeström, 1987). Through this model it is shown how human engagement is intersected by both the interactions of others, as well as the above aforementioned elements of an activity system (Mwanza & Engeström, 2005). Broadly CHAT is described as a non-deterministic way of understanding and integrating the self within context (Stetsenko & Arievitch, 2004). Such a non-deterministic, comprehensive and analytical framework has the potential to provide a cohesive and synthesising possibility for the current study. CHAT is also positioned as a comprehensive framework. CHAT has the capacity to make meaning of the debates presented thus far on Throughput and Retention, Living and Learning Frameworks and Hope within a South African Higher Education Residence Context.

Stetsenko and Arievitch, (2004) argued that the positioning of self solely as a mental construct is problematic. The limitation of the self stems from a reductionist, exclusively mental framing (Stetsenko & Arievitch, 2004). Understanding the self as interconnected to practice and context is proposed as more suitable (Stetsenko & Arievitch, 2004). Cole (1995) contends that an alternative perspective regarding the manner in which context is viewed is possible. As described by Engestrom, (2009) the Latin meaning for context means weaving together. Context is created by threads which represent actions that are interconnected (Engestrom, 2009). Alone the 'fibers' or actions are unrelated but when woven together become a rope represented as a collective activity (Cole, 1995). A collective activity is a seamless process with the ability to endure beyond any single elemental capacity of individual threads within the activity system (Engestrom, 2009).

Activity theory has developed and morphed through three generations of theoretical development (Engeström, 1996). The first generation has origins in Vygotsky's approach (1978). It was hypothesized by Vygotsky (1978) that human action was mediated by artefacts (Engestrom, 2001). Artefacts here were understood as tools, either physical, cultural or theoretical (Engestrom, 2001). The process of mediation took place between the subject and the particular object within the activity system. Vygotsky (1978, p.40) devised a triangular representation to illustrate how stimulus and response connections interfaced with a mediated element.

The diagram (figure 1) depicts the mediation between stimulus and response. It includes a subject, object and relationship with a 'mediating artifact' (Vygotsky, 1978, p.40). This conceptualization changed the understanding of the individual. It was now possible to frame an understanding of self within a cultural context. It was now also possible to understand the interface between society and the agentic individual. Here the individual was understood to utilize and create artifacts. Objects could no longer be understood in isolation. It became possible to understand objects as cultural entities (Engestrom, 2001) and action channelled towards the object as a way to understand the 'human psyche' (Engestrom, 2001, p.134).

Figure 1: Vygotsky's model of mediated act and common reformulation



Vygotsky's model of mediated act and (B) common reformulation.

(Engeström, 2001, p. 133-156)

Engestrom (2001) said that the 1st generation of theory was incomplete (Engestrom, 2001). The first generation of activity theory did not fully take cognizance of the historical or cultural context in which the activity was being engaged by participants (Engestrom, 2001). These factors became integrated into the second-generation of activity theory (Leont'ev 1981). Human labour became conceptualized as an activity of a social nature that transpired within a community context (Engestrom, 2001). Such activity recognised that there was in every activity a division of labour and cooperation (Engestrom, 2001). Thus, the initial first generation of activity (Leont'ev, 1978) became integrated into a second generation (Engestrom, 2001). This second generation included the components of rules, division of labour and community (Engestrom, 1987) which is represented in figure 2.

Figure 2: The structure of a human activity system

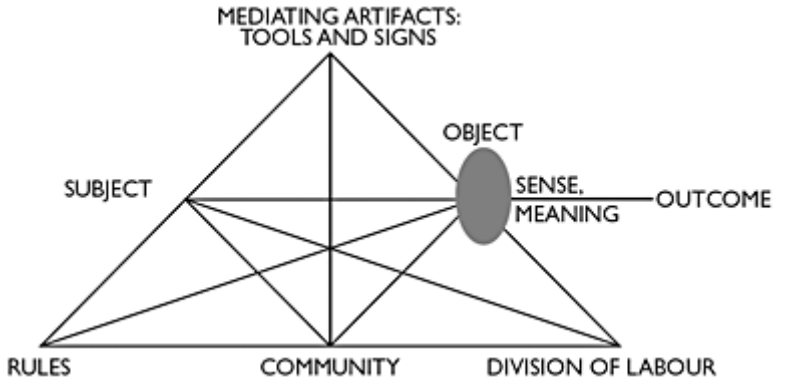


Figure 4.2 The structure of a human activity system (Engeström, 1987, p. 78).

Engeström, (p. 133-156, 2001)

Beatty & Feldman (2012) describe how the second generation of activity theory was critiqued by Wertsch (1991) and Engestrom (2001). The limitations identified pertained to the limited capacity of the second generation of activity theory to fathom differing viewpoints, dialogue and the connectivity between different activity systems. Beatty and Feldman, (2012) said this forged the way for the emergence of a third generation of activity theory known as Cultural historical activity theory (CHAT).

Engeström (2001) puts forth that to comprehend the myriad connections, viewpoints and interactions, it is important to deliberate upon the interaction of numerous activity systems. The analysis of two or more activity systems that interact with one another is known as the third generation of activity theory (Engestrom, 2001). The analysis of activity systems that interact is a distinguishing feature of the third generation of Activity theory (Murphy & Mananares, 2008). Engeström (2001) puts forward a visual representation (figure 3).

Figure 3: Two interacting activity systems

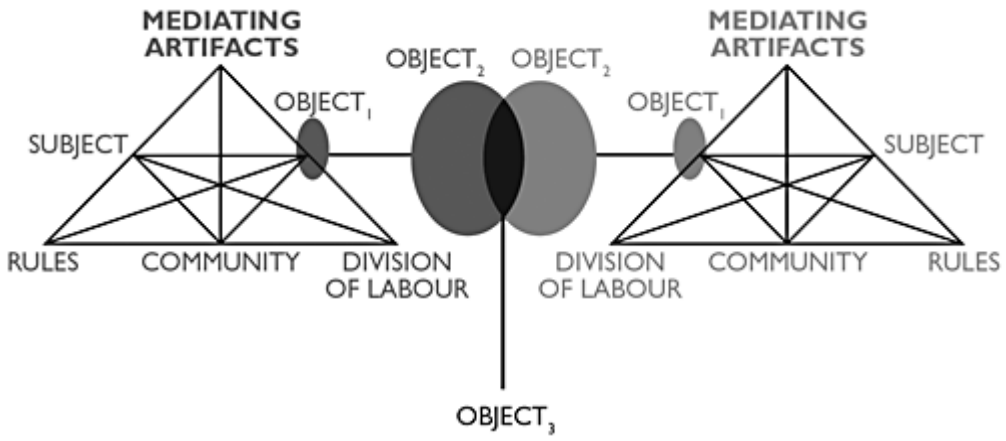


Figure 4.3 Two interacting activity systems as minimal model for the third generation of activity theory.

Engeström, (p. 133-156, 2001)

It is important to understand each of the constructs within an activity system (Engestrom, 2001). The subject within the activity system is a collective or individual whose actions require comprehension (Engestrom, 2001). The object of an activity system motivates the subject's actions (Engestrom, 2001). The object has been viewed as the fundamental basis towards which activity is channelled. Tools within the activity system are used by the collective or individual (Engestrom, 2001). Such tools can be symbolic, physical or cognitive aimed to focus activities in the direction of the object to achieve results (Engestrom, 2001). The activity system also has a community of participants who are interested and involved in the object of the activity system (Engestrom, 2001). Thus, the object is the definitive marker of a community; delineating the community within an activity system from another activity system (Engeström 2001; Murphy & Rodriguez-Manzanares 2008).

CHAT theory has five principles within it (Engestrom, 2001). The first principle is that the main element of measurement is embodied in a shared, mediated, object focused system (Engestrom, 2001). Both collective and individual goal directed actions are understood only within the context of the system against which they are set (Engestrom, 2001). A second principle is that activity systems are multi – voiced (Engestrom, 2001). There exists within an activity system a collective of manifold views, interests and customs (Engestrom, 2001). A third principle is known as historicity (Engestrom, 2001). Activity systems are shaped and transformed through the course of extensive time periods (Engestrom, 2001). Thus, an activity system possesses challenges and opportunities that can only be fathomed against an historical backdrop (Engestrom, 2001).

A fourth principle involves the fundamental role of contradictions as a genesis for transformation and development (Engestrom, 2001). Here contradictions do not mean battles or difficulties (Engestrom, 2001). Rather contradictions refer to historically rooted, cumulative tensions in structure, both between and located within an activity system (Engestrom, 2001). The contradictions come to bring about some conflicts and disruptions (Engestrom, 2001). According to Engestrom, (2001) contradictions also provide opportunities too for innovation to transform the activity (Beatty & Feldman, 2012). A fifth principle is related to the potential of an activity system (Beatty & Feldman, 2012). Activity systems have expansive properties, with the capacity to metamorphosize over sustained periods of time (Engestrom, 2001). Such shifts and changes are argued to be qualitative (Engestrom, 2001).

According to Engestrom (2009) the conceptualization of context has become increasingly more apparent with each generation of activity theory. Leont'ev's (1978, 1981) introduction of the construct of the division of labour was significant (Engestrom, 2009). This enabled an analysis that provided distinctions between short term goal focused actions and more enduring, collectively object focused activity systems (Engestrom, 2009). Collective activity can only be realized through the division of labour amidst community members. The allocation of differing actions to differing participants features here (Engestrom, 2009).

The regulation of rules is also an important requirement as to is the moderation of exchange between participants within the activity system (Engestrom, 2009). According to Engestrom (2009) an understanding of context is needed to decode and comprehend the cultural inferences of the activity system.

The object perpetuates fluid activity within an enduring system (Engestrom, 2001). Thus, an activity system is formed around the object (Engestrom, 2001). Engestrom (2001) describes how activities are viewed as open systems mutually dependable (Engestrom, 2001); creating both interconnections and collaborative relationships with an object (Engestrom, 2001). The object is shared in part by more than one activity system (Engestrom, 2001). Engestrom (2001) puts forth in a world that is increasingly intertwined, the use of at least two activity systems that are interdependent is deemed as the minimum measure.

An example of a shared object is provided by McNeil, (1999). In an educational school context, the object focus towards which school related activities are channelled is for the student different from the teacher (McNeil, 1999). Both student and teacher whilst interfacing with many of the same tools to all intents and purposes have differing meaning and motive to such tools (McNeil, 1999). The students' object can be represented as a conflicting accord between grade and qualification and an increased practically useful knowledge base (McNeil, 1999). For teachers, the object is a contradictory representation (McNeil, 1999). McNeil (1999) contends that the contradiction is the view of students as empty vessels to be ordered and filled with knowledge versus students as active participants engaging with a world that they have a hand in transforming. The composition of an agreeably shared object that provides a collective motive across interconnected activity systems is challenging (McNeil, 1999). McNeil (1999) describes how differing and clashing perspectives such a quest for an interconnected object with a fully agreeable motive is paradoxically never fully attained.

Activities are argued to be systems which are open (Engestrom, 2006). The inclusion of a new component externally into an existing activity system can generate contradictions (Engestrom, 2006). With contradictions, can come disruptions and clashes whereby an existing component of the activity system bumps up against the new element introduced (Engestrom, 2006). With contradictions, too can come the opportunity to innovate and transform the activity (Engestrom, 2006). The combination of contradiction and innovation creates a tug of war within the zone of proximal development (Engestrom, 2006). Contradictions exist not only as unavoidable aspects of an activity but served as a rudimentary, necessary undergirding feature for movement and growth in the activity system (Engestrom, 2006). This infers that further phases and new configurations of activity arise as new ways to responding to the contradictions inherent in the previous version of form (Engestrom, 2006). It is argued that this takes place through unseen advances and innovations (Engestrom, 2006).

An activity system is viewed to simultaneously be a "virtual disturbance- and innovation-producing machine' (Murphy & Manzanares, 2008) part of which involves contradictions. Contradictions in an activity system can precipitate individuals to digress from norms (Engestrom, 2001). An expansive change within an activity system occurs when the motive and object of activity are reconsidered and redefined (Engestrom, 2001). The reconceptualization of both the object and motive comparatively enables for a broader range of opportunities within the newly defined activity system (Beatty & Feldman, 2012).

Contradictions continuously take place in and between activity systems (Murphy & Manzanares, 2008). Contradictions have been understood to be an historical mass of structural pressures located between activity systems (Engeström, 2001). Such tensions become visible as challenges, breakages and conflicts within an activity system (Kuutti, 1996). Contradictions create not only disruption and clashes but also novel and inventive ways to try and transform the activity under scrutiny. The growth and transformation of an activity system can emanate from four types of contradictions (Engestrom, 2001).

Primary contradictions are located within each component of the activity system (Engestrom, 2001). Secondary contradictions are found not within but between components (Engestrom, 2001) and tertiary contradictions are found between the object or motive as it is and the potential of the object in a more advanced state of activity (Engestrom, 2001). Quaternary contradictions are located between linked activity systems (Beatty & Feldman, 2012).

Even when tensions emerge within or between aspects of an activity systems (Engestrom, 1987) the fluidity of interactions can become disrupted. Such tensions referred to or known as contradictions within a CHAT framework are viewed as the reasons for conflicts and challenges. Contradictions do create disruptions in an activity system and can also be opportunities for innovation for change. Contradictions thus have the propensity to create a paradigm shift within a system if they are understood and acknowledged and further acted upon by those within it. Thus, an expansive transformation approach can be achieved when individuals within the activity system reflect upon the norms and deliberately make efforts to change (Engestrom, 2001). This can lead to expansive learning.

Engestrom, (2001) says that contradictions are different from problems or conflicts and accumulate as structural tensions over time between different activity systems. When a new element is brought into an activity system it gives rise to a possible collision and the generation of conflicts and disruptions, combined with possibilities for innovation to transform the activity.

Expansive learning describes the possibilities for expansive transformation within activity as systems that result from contradictions that trigger some individuals to challenge the norms and effort change (Engestrom, 2001). When both the object and motive of an activity are reimagined to take on a broader set of possibilities expansive transformation has taken place (Engestrom, 2001).

Historicity infers that activity systems moulded and transformed over time (Engestorm, 2001). Investigating the tools and ideas that have come to mould the activity are important in order to grasp an understanding of both challenges and possibilities. An evolutionary process emerges when developments, shifts and perspectives become recognized between and within activity systems.

In particular to third generation a strong relationship between both expansive transformation and contradictions exists. The acknowledgement of contradictions and the effective resolution of them can enable for a broadening and growth in the way of practice and thinking. “There is a constant tension between expansive, future oriented solutions and the regressive ones that would mean return to the old practices. The solutions to the problems gradually give form to a new practice…” (Virkkunen & Kuutti, 2000, p.303). Such ‘turning points’ can be achieved when a collective engages in discourse to foresee and think about their object in an alternative and unique way (Karkkainen, 1999).

The analysis of how elements interact is important in order to interpret contradictions within an activity system or systems (Engestrom, 1999). Cole and Engestrom, (1993) say that stable activity systems are rare. The introduction of a new element into an activity system gives rise to a possibility of conflict with an old element and also give rise to innovative efforts to transform the activity (Engestrom, 2001). Wardle, (2004) says that innovation cannot take place at the level of the individual because contradictions are located in the dynamics of groups of people and the tools they utilize. Isssroff & Scanlon, (2002) say that contradictions are not necessarily negative, but alternatively a future possibility which is yet to be generated leading to transformation within an activity. It is important to note that Contradictions do not always lead to transformation (Murphy & Rodriquez-Manzanares, 2008).

CHAT has the capacity to address five issues that often confront the limitations in research pertaining to educational change including: (1) the limited approach taken to comprehend context (2) an approach towards complexity that leans on reductionism (3) limited receptivity to the role of politics and power (4) limited focus upon the role of identity and emotions (5) the speed with which change emerges (Lee, 2011). Cultural historical activity theory allows for an understanding of how learning takes place collectively. It shifts the conceptualization of the self and emphasizes the role of the culture and society (Gresalfi, Martin, Hand, & Green, 2009).

CHAT theory can also offer a psychological framing to understand the role of cognition and development as intertwined with artefacts and other people (Lee, 2011). Consciousness is argued to arise from interaction with day to day activities (Cole, 1995). Additionally, this framework is a methodological approach for practical intervention. It holds the possibilities for learning and action within educational and professional contexts (Engestrom, 1987). According to Lee, (2011) the above two points regarding (a) a psychological framing and (b) a methodological approach, place focus upon how purposeful action remains moderated by interactions with the environment and other people (Lee, 2011). It also explains how purposeful action is mediated by as opposed to directly impacted by a stimulus response bond (Lee, 2011).

Cultural historical activity theory (CHAT) offers a rigorous framework for the analysis of practices in a collective context (Julkunen, 2011, 2013). It also allows for research which is reflective and the affordance to analyse intricate, evolving practices (Foot, 2014). Such an approach enables a comprehensive reflection upon the past, present and future practices (Foot, 2014). A distillation of the selected context through a multi lens of the political – economic, sociocultural and institution also becomes possible (Foot, 2014). An additional advantage of CHAT theory is the generative capacity to create novel ideas that can be applied to the enhancement of future practices (Foot, 2014).

The multi- level analytic capacity of Cultural Historical Activity Theory provides a comprehensive means through which to analyse interventions and transformation at both an institutional and societal level (Foot, 2014). Such analytic capacity becomes possible only when: (i) the CHAT approach identifies the participants of the system and (ii) creates awareness and understanding of both role and action in the system (Foot, 2014). Foot (2014) puts forth that the use of an historical lens to analyse the trajectory of an activity system is viewed as significant. Such a development approach is unusual in CHAT studies as the analysis is challenging (2014).

Studies have shown the value of utilizing CHAT to garner insights (Lee, 2011). CHAT has been applied to the process of design and planning of a variety of mathematics courses (Hardman 2005); professional development and leadership (Roth & Tobin 2001, Spillane et al. 2004); science (Aalsvoort 2004); astronomy (Barab et al. 2002) and discursive practice, collaboration and curriculum design (Kärkkäinen, 1999).

Studies have applied activity theory within post-secondary contexts to highlight contradictions (eg, Nelson & Kim, 2001; Voigt & Swatman, 2006). Not many CHAT studies have taken place at a secondary level (Murphy & Manzanares, 2008). Fåhræus (2004) investigated students' perspective within a distance learning high school context. The students' perspective was taken as the subject (Fåhræus, 2004). Contradictions were found. A disjuncture was found between students' intention to be collaborative and the minimal support for collaborating which included teachers' styles (Fåhræus, 2004).

According to Lee (2011) both longitudinal and quantitative approaches with big data sets have not been included in current CHAT methodology (Lee, 2011). Lee (2011) asks if partial approaches are sufficient for policy making processes where quantitative data is often called for (Lee, 2011). CHAT research provides a useful interpretive approach (Lee, 2011). It has the potential to be utilized in conjunction with other methodological approaches (Lee, 2011). It can also be integrated into and used as part of addressing a greater set of questions (Lee, 2011). While CHAT does offer a way of understanding pockets of context and layers of analysis of an object towards which activity is pursued such an approach is deemed as limiting (Rasmussen & Ludvigsen 2009). Lee, (2011) contends that educational reform research has ever decreasing longevity and applicability beyond the short term.

Applied to the setting of university residences, an activity theory framework enables for an understanding of how contradictions in residence student's pursuit of a degree could manifest. When such potential contradictions are explored further against hope theory within a university residence context it may be possible to ascertain the supportive elements and impediments upon academic performance. Illuminating the potential contradictions in residence student's experience of the pursuit of a degree in a higher education residence context could enable for the potential future transformation of such a context. Through such an analysis it may be possible to carefully examine the residence system's purpose. An agreement upon what the object is and how best to transform that object in a university residence system also requires understanding, exploration, innovation and transformation of the elements of an activity ssytem

Chapter Three

Methodology

In this section the mixed methods approach used in the current study is explained. An overview of quantitative methods previously used to measure hope is shared. The selection of a suitable scale to measure hope is described. The proposed theoretical hope measure to attempt to operationalise hope within an environment is also provided. Qualitatively, Cultural Historical Activity theory is shared. Key processes involved in the appropriate way of capturing such information are put forward. A framework for conducting CHAT research is also provided. The conclusion of this section illustrates the benefit of using a quantitative and qualitative approach.

The mixed methods approach was used for the current dissertation. A first quantitative approach was used to measure hope as described by Snyder's Hope Scale and Venning's adaptation of the hope scale. This approach was selected because very little research had been conducted in a South African context concerning the relationship between hope and academic performance particularly within a residence context. However, to simply quantitatively assess academic performance was not viewed as sufficient. It was viewed as important to understand the kind of potential pathways and operations of agency (as it relates to hope) toward the goal directed behavior of the attainment of a degree. Hence a decision was made to include a qualitative component in the research. As hope was being tested within a residence context the selection of an overarching framework that would help to more deeply understand the potential complexities of hope from a qualitative perspective was viewed as paramount.

CHAT theory was selected and viewed as a comprehensive framework through which to describe the activity system of the residences in which the students resided; and potentially give insight into the potential ways in which hope may be mediated within such a context. An overlap between Snyder's goal orientation approach to hope and a CHAT framework was interpreted. As the quantitative measurable focus of the study was on GPA as an outcome and an expanded understanding of students' level of hope towards the attainment of a degree it was felt that there were overlaps with CHAT.

Within CHAT it is described how one transforms the object. A commonality between the application of hope theory and CHAT was interpreted. The pursuit of the goal through pathways and agency towards the goal of transformation into a graduate student was viewed as theoretically overlapping. This reinforced the selection of the qualitative framework of CHAT was foreseen as holding sufficient analytical depth to unpack some of the key potential mediating factors that may assist or deprive a student of such transformation.

Theoretical overlaps were identified between the conceptual model of environmental hope presented and the description and analysis of the residence system through a CHAT framework of an activity system. Both theoretical frameworks describe a goal towards which an individual or collective move towards or is transformed by. The agency and pathway referred to in the hope model are interpreted as analogous with the specific components of the activity system such as the community, tools, and division of labour. Such elements within the activity system can be viewed as ways and means by which agency and pathways are enabled for the student to potentially transform the object of learning into a degree

The study did not use a mediational intervention which is described in Engestrom's conceptualization of CHAT. The CHAT triangle and its application to the interpretation of a university residence system was used to understand the purpose and accompanying elements of the residence system. The rationale for not attempting a mediational intervention was because an understanding of the potential contradictions and tensions was first sought through this study to enable for future recommendations to be put forward.

Measures

Several scales have been devised by Snyder and others to measure hope in adults and children (Ong, & van Dulmen, 2007). Two such hope scales for adults include the State Hope Scale, which measures current levels of hope, and the Adult Dispositional/Trait Hope Scale which measures trait hope over time. For the purposes of this research a particular focus on Dispositional/Trait Hope over time was sought as a suitable and established individual construct to utilize. The advantages of selecting this hope scale include the time efficient application and open source access (Venning, Eliott, Kettler, & Wilson, (2009).

Adult Dispositional Hope Scale

The Adult Dispositional Hope Scale, also known as the Goals Scale, was first described by Snyder (1989). This scale measures enduring levels of hope over time. The purpose of the alternative name, the 'goals scale' was to make the intention of the scale less obvious to the participants. The Hope Scale was elucidated in further detail by Snyder, Irving, et al., (1991). Created as a self – report measure the Hope Scale consists of 12 items. Through the overall 12 item measure (eight measurable items, four distractor items) the hope scale provides an overall hope score, as well as providing a subscale score for agency and a subscale score for pathways.

(Adult Dispositional Hope Scale - Appendix four).

Environmental Hope Scale

The conceptual Environmental Hope scale put forward for testing in the current study, sought to measure enduring environmental levels of hope over time. Also, proposed as a self – report measure, the Environmental Hope Scale consists of 12 items. Through the overall 12 item measure (eight measurable items and four distractor items), it was intended that the Environmental Hope scale would offer an overall environmental hope score, as well as provide a subscale score for environmental agency and a subscale score for environmental pathways.

(Environmental Hope Scale - Appendix five).

Australian Modification of the Adult Dispositional Hope Scale

The Australian Modification of the Adult Dispositional Hope Scale also known as the Goals Scale, was described by Venning, Eliott, Kettler, & Wilson, (2009). It is a slight adaptation of Snyder, (1989). It was adapted by Venning et al (2009) for the purposes of making the wording of some questions within the scale more accessible to participants. The changes that were made to the scale were several. In Venning's (2009) adaptation question one changed the word 'jam' and replaced it with the word 'difficult situation'. Question five replaced the word 'downed' with the word 'beaten', and in question 10 the words 'so far' were appended (Venning, 2009).

This scale similarly measures enduring levels of hope over time and is also referred to as the 'goals scale' for the purposes of making the scale less obvious to those that utilize it. The Hope Scale here (Venning, 2009) remains as a self – report measure consisting also of 12 items. Through the overall 12 item measure (eight measurable items, four distractor items) this hope scale provides an overall hope score, as well as providing a subscale score for agency and a subscale score for pathways. The scale differences as described remain in the adaptation of the words added or replaced. The rationale for changing some of the words on some items of the hope scale were around the accessibility to hope scale questions with language that was less colloquial (Venning, 2008).

(Australian Modification of the Adult Dispositional Hope Scale - Appendix six).

*Residence Environmental Hope Scale (conceptual)**

The conceptual Residence Environmental Hope scale like the Environmental Hope Scale (conceptual) attempts to measure enduring environmental levels of hope over time. Also, proposed as a self – report measure the Residence Environmental Hope Scale consists of 12 items. Through the overall 12 item measure (eight measurable items and four distractor items), it is intended that the Residence Environmental Hope scale could offer an overall residence environmental hope score. The difference between this scale – (the residence environmental hope scale) and the environmental hope scale is an added word included in each question. The word 'residence' is included before the word environment in this residence environmental hope scale. The rationale for the inclusion of this word is to decipher if specifying the actual environment for the participant more explicitly in each question impacts upon the hope ratings provided.

(Residence Environmental Hope Scale – Appendix seven).

Retested sample: Australian Modification of the Adult Dispositional Hope Scale & Residence Environmental Hope Scale

A smaller sample of students has been retested with the Australian Modification of the Adult Disposiional Hope Scale & Residence Environmental Hope Scale.

Table 3: Summary table of participants per scale

Name of Scale	*Number of Participants*
Adult Dispositional Hope Scale	*267*
Environmental Hope Scale (conceptual)*	*251*
Australian Modification of the Adult Dispositional Hope Scale	*508*
Residence Environmental Hope Scale (conceptual)*	*446*
Australian Modification of the Adult Dispositional Hope Scale (Retested)	*72*
Residence Environmental Hope Scale (Retested)	*71*

This study quantitatively used two versions of the hope scale including the original hope scale developed by Snyder and additionally the Australian modification of the Adult Dispositional Hope Scale. The rationale was based upon a few factors including:

1. The newer Australian modification of the Adult Dispositional Hope Scale (Venning et. al, 2008) rationalizes that there are certain colloquial items which are perhaps not as accessible to participants outside of USA context.
2. Within a South African context, the student participants did not always have English as a first language. It was deemed necessary to find a more user-friendly version of the scale.
3. A methodical way to compare any differences in hope scores and academic performance amongst student participants from the same higher education institution.

Participants

Through informed consent, the sample was assessed at participating residences of the University of Cape Town. Overall when combining all participants, the quantitative study consisted in total of 775 residence students from eight different residences. The average age of the participants was 19 and all enrolled at the University of Cape Town in an undergraduate degree. Participants varied in academic year of study from first to fourth year. If data was missing on a demographical piece of information, then a participant would not be included in that analysis. This meant that the sample size varied during the analysis depending on the presence of accompanying data required to perform statistical analysis. (Quantitative informed consent form, appendix eight)

Investigation one: The Adult Dispositional Hope Scale and Environmental Hope Scale

Investigation One consisted of 267 students from four different residences. Participants completed the Adult Dispositional Hope Scale and the Environmental Hope Scale. Total hope and environmental hope score levels were then analysed against GPA averages to determine if a correlative relationship existed between hope scores and academic performance.

Investigation Two: The Australian Modification of the Dispositional Hope Scale and the Residence Environmental Hope Scale

Investigation Two consisted of 508 students from four residences. Participants completed the Australian Modification of the Adult Dispositional Hope Scale and the Residence Environmental Hope Scale. Total hope and environmental hope score levels were then analysed against GPA averages to determine if a correlative relationship existed between hope scores and academic performance as per these specific scales.

Investigation Three: A retest of the Australian Modification of the Dispositional Hope Scale and the Residence Environmental Hope Scale

A retest of the Australian Modification of the Adult Dispositional Hope Scale & Residence Environmental Hope Scale with 72 participants was completed. Total retested hope and residence environmental hope score levels were then analysed against GPA averages. The retested hope levels were also compared against previous hope scores obtained to determine if a correlative relationship existed between hope scores (first & second measurements).

Differing sample sizes

It is important to note that the differing sample sizes reflected in each scale completed was based upon the willingness and availability of students in residence to participate in the survey presented.

Racial demographics of participants

The participants were drawn from the residence system with differing racial demographics. At the time of conducting the study the total residence system comprised of 6533 residence students. The student profile by race and gender across all tiers is depicted below. This study drew upon a sample from the first-tier residence population.

Table 4: UCT Residence Student Profile

TIER	RACE							GENDER	
	Black	**Chinese**	**Coloured**	**Indian**	**White**	**Un-declared**	**Total**	**F**	**M**
Tier 1	2048	33	216	196	921	382	**3796**	1990	1806
	54%	1%	6%	5%	24%	10%		52%	48%
Tier 2	1572	12	167	96	70	243	**2160**	1204	956
	73%	1%	8%	4%	3%	11%		56%	44%
Tier 3	259	1	28	13	14	262	**577**	295	282
	45%	0%	5%	2%	2%	45%		51%	49%
Total	**3879**	**46**	**411**	**305**	**1005**	**887**	**6533**	**3489**	**3044**
	59%	**1%**	**6%**	**5%**	**15%**	**14%**		**53%**	**47%**

Table 5: Adult Dispositional Hope Scale – racial demographics

Demographic	Number
Black	159
Chinese	0
Coloured	18
Indian	9
White	51
Total	237

Table 6: Australian Modification of the Adult Dispositional Hope Scale – Gender breakdown

Demographic	Number
Female	158
Male	350
Total	518

Table 7: Australian Modification of the Adult Dispositional Hope Scale – racial demographics

Demographic	Number
Black	281
Chinese	4
Coloured	27
Indian	27
Unknown	64
White	106
Total	518

Reasons for differing sample sizes

A difference in sample sizes per scale was because:

1. The Adult Dispositional hope scale was offered to 1st tier residence students of four residences.
2. The Australian Modification of the Adult Dispositional Hope Scale was offered to 1st tier residences of six other 1st tier residences.
3. The lower response rate that came from the retest of the Australian Modification of the Adult Dispositional Hope Scale was based on the level of willingness or lack thereof of students to complete the survey the second time around

Materials

A qualitative and quantitative approach was taken to this research. Quantitatively four scales were rendered. The Adult Dispositional Hope Scale, the Environmental Hope Scale (conceptual), the Australian Modification of the Adult Dispositional Hope Scale and the Residence Environmental Hope Scale (conceptual).

Qualitatively, a CHAT qualitative methodological framework was used to attempt to understand the activity system of the residence system of the University of Cape Town. (Qualitative informed consent form, Appendix nine).

Procedure

During the quantitative component of the research students from different residences were asked to complete either the Adult Hope Scale/or Australian modification of the Adult Hope Scale (Snyder et al., 1991) and the Environmental Hope Scale/ or the Residence Environmental Hope Scale. As students entered their residence dining hall to collect their meal cards they encountered first a table where a researcher sat. The researcher asked each student if he or she would be willing to complete two surveys. Students were informed that a "goals scale" as cited by Snyder, and an "environmental goals scale" was available for them to complete voluntarily. Those that agreed voluntarily were provided with two scales, a pen, and an informed consent form. They were guided to read the instructions and complete all forms. When they had completed the scales and, on their way, out of the dining hall students were guided to return the forms face down.

Hope Scale Ranges

For the purposes of deciphering the level of hope of each student, hope scores were categorized by way of low, medium or high. The hope ranges are based upon previous work by Snyder, Shorey, Cheavens, Pulvers, Adams III, and Wiklund (2002) in which similar ranges were used to classify levels of hope. Participants hope scores fell into one of three possible ranges:

- High-hope participants were described as those with a total hope score per scale ranging between 56 to 64.
- Medium hope participants were described as those with a total hope score per scale ranging between 49 to 55 total.
- Low-hope participants were described as those with a total hope score per scale ranging between 27 to 48.

Qualitative Methodology

Upon completion of the scales in either study one or study two, students were randomly selected and invited to participate in a semi structured interview. Students were asked about their perceptions of their residence environment. The qualitative interview used a CHAT framework. The aim of the framework was to gain students perspectives on their perceptions regarding the purpose, experiences, impediments, benefits and barriers of the residence in which they lived.

Qualitative Participants

Qualitative participants included 12 black students, 5 coloured students and 6 white students. 13 interviewees were males and 10 interviewees were females between the ages of 19-22.

Ethics and confidentiality

In both the qualitative and quantitative component of the research, participants were invited to participate on a voluntary basis. They were reassured that information would be used anonymously and their identity would only be known to the researcher. Before participating students were required to read a consent form and if agreeable to the study sign and date the form. Two versions of the form were used for the study including a qualitative and quantitative version (Informed consent forms, Appendixes eight and nine). It was important to convey in person and through the forms that participation was entirely voluntary, and participants could at any moment stop participating or leave questions blank if they so wished. Additionally, participants information needed to be confidential because responses, perspectives and records were being utilized. Disclosing such information in an identifiable way could have compromised the students right to privacy. Hence the principle of confidentiality remained as a priority.

Two added approaches were used to strengthen the ethical approach. Firstly, faculty ethics clearance was required before data could be captured. The ethics research committee reviewed the approved research proposal and provided approval feedback (Ethics Clearance, School of Education, Appendix 11). It is important to note that the title of the research did change yet the proposed research did not deviate from the original proposal submitted and approved. Additionally, ethics clearance was also required to access students through the Department of Student Affairs, University of Cape Town (Ethics Clearance, Department of Student Affairs, UCTappendix). This process required the submission of the proposal and the ethics approved faculty letter. Once approval was received at both these levels it was then possible to contact Wardens of 1st-tier residences to ensure access was suitable. The ethics clearance letters were also provided to them too. Once Wardens had communicated in writing their approval, the research process commenced. Only students who were 18 years and older were able to participate. Although there are not many under 18-year olds in residence, the ‘Adult’ hope scales had as a minimum age of eighteen which was stipulated on the forms made available.

Before Protests

It is important to note that the data collection for the current study took place before the higher education protests which occurred from 2014 - 2017 at the University of Cape Town and also across South African Higher Education Institutions. This particular piece of research was conducted during the year of 2012 and 2013. Thus, the context in which the results have emerged are prior to the emerging student voices on Rhodes Must Fall, Patriarchy Must Fall and the insourcing and several other convergent movements that occurred during that time at the University of Cape Town. Thus, the approach to this piece of research and the results speak to a time prior to such movements.

With regards to the issues of race, gender, sexuality, identity and class, these were not direct areas of focus in the current study. Some of these demographics were included (race, gender) in the Hope Scale score analysis. The purpose and reason for including such was really to test the level of consistency against previous findings that Snyder had reported. The demographics that were included were important yet were not delved into in any great level of depth in either the quantitative or qualitative aspect of the thesis. The hope measure sought to understand the direct correlation between hope scores and academic performance. Additionally, the environmental hope aimed to determine if the residence environment could cultivate hope in a residence academic context.

At a qualitative level 'the subject' focused upon the student experience and their reported experience of how the residence environment contributed and aligned to transform the object of a degree into graduation. The qualitative exploration did not delve into issues of class, gender or race. The interview schedule also did not pose any direct questions that elicited extensive responses on any of these areas. The qualitative approach focused more on a description of the residence system primarily from student's perspective and through the lens of cultural historical activity theory. Additionally, background knowledge and interpretation concerning an understanding of the residence system emerged from the researcher. The researcher had lived and worked within the residence system for several years. This experience assisted with an in depth understanding of the major elements of the activity system.

The qualitative data collection used a semi structured interview approach with 23 participants. All interviews were in person. Interview questions were guided by the research aims which were framed by Cultural Historical Activity Theory. Some additional questions drew upon qualitative hope questioning (Snyder, 2000). The questions posed to residence students were related to the following: (1) the perception of the purpose, benefit and hindrance of the residence (2) the role and perception of hope in the residence system (3) residence activities (4) difficulties and impediments within the residence (5) opportunities within the residence system (6) suggested shifts to enhance the residence experience.

The questions presented to the residence students served to generate reflections about the residence system within a cultural historical activity system framework. More specifically the questions aimed to provide insights regarding the perception of the mission and purpose of the residence system. Further questions related to understanding the residence capacity to encourage students' goal directed and pathway thinking and agency in pursuit of their degree. Interviews took place over a 45 – 60-minute period. Each interview was transcribed. The transcribed interviews were segmented into meaningful segments. The use of NVivo data software assisted with this phase of the research. Coding of segments was done by the researcher.

Rationale for CHAT

The reason for using CHAT might not be obvious at first glance when attempting to link the psychology of hope with a CHAT framework. One could naturally think there are more obvious frameworks to use such as narrative analysis. However, the researcher rationalizes the use of such quite varied strategies for the following reasons. First of all, theoretical overlap was interpreted and linked between the hope scale and the way in which hope was defined as working towards the attainment of a goal. Within the current study particularly when looking at the relationship between hope and academic performance it was appraised that students would typically be goal orientated towards the attainment of a degree.

This goal focus overlaps with CHAT'S reference to the transformation of an object. Beyond this though a stronger reason for using CHAT existed. A quantitative aspect of this research involved the utilization of the environmental hope scale. The aim in including this measure was to understand how quantitatively the environment may contribute towards the transformation of a goal. The scores that would emerge required an elaborative understanding which the qualitatively insights of students within a residence environment could provide. It was important to strengthen the quantitative measure of hope (environmental) which had not been validated nor tested in any way with more qualitative experiences presented by residence students.

Using a CHAT approach allowed for more depth and understanding into the possible avenues of agency and pathways which may contribute towards the transformation of the object. It enabled for an identification of the experience of residence support (or lack thereof) towards the degree process for students; and a way to comprehend and identify any purposeful driven residence activities towards the object (degree). The links between the quantitative component of research, particularly with the added measure of environmental hope and what was embedded in the methodology of CHAT were made. Theoretical links were interpreted between the transformation of the object (CHAT) through goal pursuit (hope theory) in a residence context.

The CHAT framework, particularly the site of mediation was applied descriptively to attempt to strengthen an understanding of how the residence system, and its various components from a residence student perspective were experienced. This approach sought to provide insight into potential future interventions or programs that could change the residence as a mediational space. Both theoretical frameworks were woven into the discussion as approaches to understand how the 'object' of the degree towards which (activity) or (pathways/agency) was channelled; and which in its realization may 'transform' the living of the individual in a physical, mental or material way.

The role of coding in data analysis is important (Basit, 2003). Codes enable for meaning to be inferred from information gathered during the research process (Basit, 2003). Codes can be generated through the examination of words, sentences, paragraphs and phrases (Basit, 2003). Electronic methods exist and have become more predominant in the research process (Basit, 2003). For the purposes of this study an electronic method for data coding was used. According to Miles and Hurberman (1994) there are two main methods for creating codes. The first method involves the researcher viewing how the data fits within the context it was collected. In this approach, no pre-coding takes place (Miles and Huberman, 1994). In the second approach and prior to the data collection an initial list of codes is created. The initial list is based upon the key variables, conceptual framework, and associated questions brought to the student (Miles and Huberman, 1994). In the current research study, the second approach was rendered.

NVivo was used to code and analyse the data. A list of codes was prepared prior that included those related to Hope Theory including goals, pathways, and agency. Further, a list of codes was prepared in relation to Cultural Historical Activity Theory in a residence context. These included object, division of labour, tools, community, subject and contradictions. Sub-categories were created known as 'sibling nodes'. All 23 transcripts were coded using this approach.

The interview process and transcripts were guided by several principles. It was first important to ascertain the object of the activity within the activity system. Seeking to find the object that propels individuals to render actions over others within a residence context was important. People channel efforts towards an object which has both challenge and motive (Lee, 2011). A dialectic exists between the object and the activity such that both are mutually dependable (Lee, 2011). Thus, in a residence context it was important to identify such movements. The existence of activity is only possible with the presence of actions (Lee, 2011).

Identifying the actions that featured as part of any activity that is challenged towards the transformation of an object is important (Lee, 2011). In addition to actions there are also operations (Lee, 2011). Operations are understood as processes that operate almost autonomously, or unconsciously which when comprised constitute activities (Lee, 2011). According to Lee (2011) mediators of an activity system can enable an increased understanding of the ways and reasons subjects transform an object (Lee, 2011). Thus, exploring the potential for the transformation for the residence system was also important.

The Qualitative Approach: A Cultural Historical Activity Theory perspective of UCT Residences

The Case Study

This case study focused on a higher education residence system at the University of Cape Town. The UCT residence system at the time of this research comprised of approximately 6,500 residence students. The UCT residence system is divided into three tiers, first, second and third tier. The first-tier residence system consists of 14 residences. Typically, first year students and junior undergraduates in their second and sometimes third year of study reside here. The first-tier residences also provide catering. Second-tier residences are different from first-tier. Senior undergraduate and some post graduate students reside here. Second-tier residences are self-catering. Finally, the third-tier residence system is comprised of post graduate students. All post graduate residences are self-catering.

The size, shape and structure of each residence differs. The residence system can be described as a product of history and time under which the residence was built or acquired. Some residences are purpose built and others have over time where possible been repurposed. Part of the repurposing has not just been in infrastructure but also paradigm too. A model which has been implemented in the residence system at the University of Cape Town is the view and engagement with residences as living, learning spaces. Each residence thus is equipped with student, student staff and staffing leadership structures. Broadly each residence has allocated to it a Warden, Subwarden Team, House Committee, Tutors & Mentors. At residence specific levels, there are also subcommittee structures that serve the function of responding with greater relevance and responsiveness to the context of that residence.

For the purposes of this study, qualitative interviews were only held with first-tier residence students. The rationale for this focus was based on the view that first-tier residences perhaps have a similar ‘make up’ and broad residence context. It was decided that the activity system to explore was that of the first-tier residence system. The first-tier residences are a variety of coeducational and same sex residences. The residences selected for qualitative interviews drew upon a representative sample within the first-tier to include male, female and co-ed residence students who featured as part of the interview.

Twenty-three qualitative interviews were conducted. The researcher is aware that normally a smaller number of qualitative interviews would be conducted. This study took a more descriptive approach with the CHAT methodology. In appendix 13 a copy of the interview schedule is included. Because of the combination of qualitative and quantitative approach a lesser in-depth CHAT analysis was taken with the twenty-three qualitative interviews. Themes were drawn based on what was common across all interviews or the majority of them as well as key areas that spoke to the presence or lack of hope, pathways and agency; and the residences ability to promote such.

The interview method used was a combination of qualitative questions related to hope agency and pathwaysas well as questions from the CHAT approach (Qualitative interview schedule, appendix 13). The purpose of combining the two frameworks in this way was to allow for ways to understand how hope may or may not operate within a residence environment. The CHAT framework was used to unpack and understand how the modality of hope as described by Snyder interfaced and interacted within a CHAT framework in a residence living and learning context.

Measuring Hope

Several scales have been devised by Snyder and others to measure hope in adults and children (Ong, & vun Dulmen, 2007). Two such hope scales for adults include the State Hope Scale, which measures hope over time, and the Adult Dispositional Hope Scale which measures current state levels of hope. In this section the adult dispositional hope scale is discussed.

Adult Dispositional Hope Scale

The Adult Dispositional Hope Scale also known as the Goals Scale, was first described by Snyder (1989). This scale measures enduring levels of hope over time. The purpose of the alternative name, the ‘goals scale’ was to make the intention of the scale less obvious to participants. The Hope Scale was elucidated in further detail by Snyder, Irving, et al., (1991). Created as a self – report measure the Hope Scale consists of 12 items. Using a four-point likert scale, participants rate statements using a numerical value system between one and four. One means ‘definitely false’, and four represents ‘definitely true’.

Originally, the highest score an individual can receive on the hope scale was 32, and the lowest possible score was eight (Ong, & vun Dulmen, 2007). However, an eight-point likert scale was introduced. The highest score somebody could receive was 64. Within the hope scale there are four items dedicated to assessing an individual’s agency with statements such as ‘I energetically pursue my goals’ (Snyder, 1991). 86). A further four items are allocated to measure an individual’s appraisals of their own ability to locate pathways towards their goals. These appraisals are related to both hypothetically optimal and challenging conditions. Such pathway items include ‘I can think of many ways to get out of a jam’, (Snyder, 1991).

Within the 12-item hope scale a further four items are deemed as distractors. The purpose of these items is to detract participants from the obvious nature of the scale. These items do not receive a score. Through the overall 12 item measure (8 measurable items), the Hope scale provides an overall hope score, as well as providing a subscale score for agency and a subscale score for pathways.

The Validity of Hope Measures: Current Issues

According to Ong, & vun Dulmen, 2007, confirmatory factor analysis, (CFA) is a well-practiced approach used to increasingly understand the connection between two items on a measurement. CFA is also used to ascertain the conceptual underpinnings that the measurement aims to measure. The usefulness of this approach is achieved through the comparison made between the statistical fit of a hypothesised framework and differing models of similarity (Bollen, 1989; Joreskog & Sorbom, 1988). Confirmatory factor analysis also tests the theoretical underpinnings of a scale to determine underlying structure (Bollen, 1989; Joreskog & Sorbom, 1988).

The Adult Hope Scale is the only hope measure to have received confirmatory factor analysis (Ong, & vun Dulmen, 2007). Babyak, Snyder, and Yoshinobu (1993) were the first to run a CFA on the Adult Hope Scale. The goal of this initial analysis was to test the construct of Hope, according to the hypothesized two-factor model of pathways and agency. The two aspects of Hope, Pathways and Agency, while described as "separate-but-related factors" (Ong, & vun Dulmen, 2007) were hypothesized by Snyder, Harris, et al. (1991) to interact with one another to generate an overall experience of hope.

Using factor analysis, the hypothesized model of hope as consisting of two factors (agency and pathways) was hypothesised to be directed by a third higher-order construct, hope itself. Beyond testing the hypothesised framework of the hope construct, additional analyses were made. With a latent variable modelling approach, information regarding the scoring and application of the hope scale were assessed. Ong, & vun Dulmen (2007, p.91) have suggested several questions that have been posed in relation to items on the Hope scale:

"Do the items on the hope scale separately indicate agency and pathways thinking?

"Should any of the items be differentially weighted in terms of their contribution to estimating the underlying constructs?"

"Does it make sense to derive a total hope score from these two subscales and, if so, should researchers make use of the subscale scores or the total scale score in terms of assessing the sequelae of hopeful thinking?

In addressing some of these questions, Babyak et al. (1993) gathered information regarding the Hope scale from four separate samples (N = 955, 472, 630, and 696). Using comparative factor analysis, a one-factor model of hope was tested against the established two-factor model of hope, across all four samples. Comparison using fit statistics indicated a more favourable fit with the two-factor model of hope, as compared to the one-factor model (Babyak et al, 1993).

A further analysis by Babyak et al. (1993) tested whether a two-factor model (pathways and agency) with hope posited as a higher order construct was plausible. Once more, using the information gathered from the four samples, Babyak et al. (1993) determined that a model of hope viewed as a higher order construct offered a more suitable fit of the empirical data. This finding was in contrast to the substandard fit found, when a model of hope was tested with the absence as a higher order construct (Babyak et al., 1993).

To sum up, comparative factor analysis reinforces the use of the Hope scale as a single measure based on a two-factor model of agency and pathways (Babyak et al). Carver (1989) puts forth that this support is illuminated by the increased empirical understanding that this construct, while multidimensional, assesses hope as a total measure.

Qualitative Data Analysis

The interviews with residence students were transcribed. Transcripts were then segmented into meaningful parts. Coding took place by the primary researcher. Each piece of information was reviewed to determine if a contradiction was perceptible. The following guidelines adopted from the coding approach by Murphy and Mazanares, (2008) were used including the allocation of only one contradiction per segment of meaning. The definition of a contradiction was as a form of contrast, refute, tension or resistance between two intentions, using the original words as much as possible used by the interviewee. The contradictions discovered enabled for a categorisation of contradictions into themes. Further, such an activity theory analysis provided insight into how contradictions came to impact upon students' perception of residences as environments that produce hope. It also enabled for the potential to reconstitute our understanding of how residences are viewed and for what purpose.

Applying Activity Theory

To analyse the residence system and quantitative findings of hope through a CHAT lens requires a systematic and rigorous approach. Using the systematic qualitative framework of Jonassen and Rohrer – Murphy, 1999, p. 77, the following key steps were applied.

Step 1: Clarify Purpose of Activity System

During this phase an understanding of activities within their context is required. Problems are identified that participants engage with to successfully complete the activity. An awareness of how problems occur is identified and communications surrounding the activity are identified. An understanding of the subject, their motivations and view of contradictions within the system are sought. The motives and goals of the subject and group our sought as drivers of the activity. Performer expectations plus the genesis of expectations that may impact upon the context are reviewed. Interviews with those proximally and distally linked to the activity take place to unpack the key elements and contradictions of the activity.

Step 2: Analyze the Activity System

The subject is defined and an identification of the participants within the activity system takes place. Roles and beliefs are unpacked, and the outcome expectations of the activity are explored. The rules and roles of members associated within the system are also explored. Within this step the division of labour within the activity system is reviewed. The appraised rewards for the subject upon completing the goal is examined. Outcome expectations related to the activity are examined. Evaluation criteria for the completion of the goal and an understanding of who applies such criteria is sought. The level of impact and credibility that individuals or groups have with participants is described. Links between the attainment of the object and participant fulfilment are examined.

Step 3: Analyze the Activity Structure

The activity is itself defined and an understanding of how work occurs in practice is reviewed. The activities that subjects participate in is explored. The transformation of work including operations and actions over time is viewed; and an examination of the historicity of the system is explored. Factors contributing towards different phases of the system over time are investigated. The procedures norms and rules as related to how operations and actions have been documented is examined. The motives and goals of the activity are viewed. Contradictions are identified from differing participant perspectives within the activity system. Activities and actions performed by subjects are observed and analysed.

Step 4: Analyze mediators

The tools involved in the activity are examined. An understanding of how the tools utilized within the activity have changed over time is researched, and an understanding of how participants utilize these tools is reviewed. The informal and formal assumptions and rules that inform the engagement with activities is also examined. The various roles within the system are looked at, and the drivers behind role change are explored.

Step 5: Analyze the context

The beliefs, assumptions, language, and tools to complete activities are researched. The freedom of individuals within the system are looked at. An identification of critical activities and the division of tasks amongst participants is reviewed.

Step 6: Analyze Activity System Dynamics

The interrelationships between components of the system are viewed. Inconsistencies and contradictions are identified. Participation perception of goals are examined, as too is an appraisal of their success. These key steps were used to inform the CHAT analysis of the research.

Chapter Four

Results

Introduction

In this chapter the quantitative results are presented. The results are segmented initially to report on the three quantitative aspects that assessed the relationship between hope levels within residence students, the residence and their academic performance. Through the presentation of tables, it is intended to present the quantitative findings and the level of correlation calculated between various hope measures and associated variables. The quantitative results present the level of correlation between (i) the adult dispositional hope scale and academic performance (ii) the environmental hope scale and academic performance (iii) the adult dispositional hope scale, environmental hope scale and student demographics, and (iv) the adult dispositional hope scale and environmental hope scale.

Quantitative results are also presented on the findings from the Australian adaptation of the adult dispositional hope scale and residence environmental hope scale. This includes quantitative results and level of correlation between (i) the Australian adaptation of the adult dispositional hope scale and academic performance (ii) the residence environmental hope scale and academic performance (iii) the Australian adaption of the adult dispositional hope scale and student demographics, and (iv) the Australian adaptation of the adult dispositional hope scale and residence environmental hope.

Results are further provided for a retest of the Australian adaptation of the adult dispositional hope scale and residence environmental hope scale. This includes data drawn upon from a smaller sample of students who completed the survey twice at two separate time intervals. Quantitative results are presented to demonstrate the level of correlation between (i) the retested Australian adaptation of the adult dispositional hope scale and academic performance (ii) the retested residence environmental hope scale and academic performance (iii) both retested hope scales and student demographics, and (iv) the retested Australian adaptation of the adult dispositional hope and residence environmental hope.

Statistical analysis and significance levels

Quantitative data was analysed using SPSS version 22 (SPSS, Chicago, II, USA). Preliminary assumption testing indicated that no serious violations existed. The level selected to deem a finding significant was a p-value < 0.05. Thus, in order to recognize a significant correlative relationship between hope measures, academic performance and associated demographics required the P – value to be lower than 0.05. A p-value higher than 0.05 was categorized as a non-significant relationship. What follows is a presentation of the level of correlation between (i) hope levels and academic performance (ii) hope levels and student demographics (iii) individual levels of hope and residence levels of hope. The p – value is used throughout to determine the strength in correlation between hope, academic performance and associated student demographics.

Investigation one – The Adult Dispositional Hope Scale & Environmental Hope Scale

In this section results pertaining to the statistical relationship between Adult Dispositional Hope, Environmental Hope and GPA (academic performance) are put forward. A further analysis presents the tested association with race, age, gender, language, year of study and faculty, and the relationship between scales. Although not central to the primary research question such an extensive quantitative analysis was deemed important to detail any significant differences that may have arisen as a result of differing student characteristics.

To test whether the adult dispositional hope scale (as measured by the ADHS) varied by GPA, race, age, gender, language (English as only language), year of study, and faculty, required testing each of these separately against hope. One dependant variable, adult dispositional hope (ADHS), and seven independent variables (race, age, gender, language, faculty, year of study and GPA) were included in tabular format in the analysis. What follows is a statistical analysis illustrating the strength of these correlations.

Table 8: Adult Dispositional Hope Scale correlations

Scale	Number of Participants	Variable	P value	Type of relationship
Adult Dispositional Hope Scale	261	GPA	.285	Insignificant >.0.05
Adult Dispositional Hope Scale	237	Race	.336	Insignificant >0.05
Adult Dispositional Hope Scale	261	Gender	.785	Insignificant >0.05
Adult Dispositional Hope Scale	260	Home Language	.981	Insignificant >0.05
Adult Dispositional Hope Scale	260	Year of Study	.506	Insignificant >0.05
Adult Dispositional Hope Scale	261	Faculty	.197	Insignificant >0.05
Adult Dispositional Hope Scale	246	Environmental Hope Scale	.001	Significant <0.05

As can be seen from Table 5, the only significant correlation was between the two scales, suggesting that there may be consistent conceptual overlap and similarity between the operationalization of hope in the individual and the operationalization of hope attempted to be tested in the residence environment.

Environmental Hope

To test whether environmental hope (as measured by the environmental hope scale) varied by GPA race, age, gender, language, year of study, and faculty required testing each of these separately against environmental hope scores. One dependant variable, environmental hope (EH), and seven independent variables (GPA, race, age, gender, language, faculty, and year of study) were included in the analysis. What follows is a statistical analysis that describes the level and strength of these correlations.

Table 9: Environmental Hope Scale correlations

Scale	Number of Participants	Variable	P value	Type of relationship
Environmental Hope Scale	215	GPA	.685	Insignificant >.0.05
Environmental Hope Scale	229	Race	.168	Insignificant >0.05
Environmental Hope Scale	251	Gender	.001	Significant <0.05
Environmental Hope Scale	250	Home Language	.332	Insignificant >0.05
Environmental Hope Scale	250	Year of Study	.894	Insignificant >0.05
Environmental Hope Scale	251	Faculty	.125	Insignificant >0.05

As can be seen from Table 6, scores on the environmental hope scale were only significantly correlated with gender. Specifically, female students showed lower environmental hope scores as compared to males. This may suggest that the residence environment is less enabling in facilitating hope, agency and pathways for female as compared to male residence students. It may also suggest that female students have less access to multiple residence pathways as compared to men with regards to pursuing those goals.

The Australian Modification of the Adult Dispositional Hope Scale & Residence Environmental Hope Scale

In this section results pertaining to the Australian Modification of the Adult Dispositional Hope Scale (AMADHS) and Residence Environmental Hope Scale are provided. Two dependent variables, (Australian Modification of the Adult Dispositional Hope (AMADH) and Residence Environmental Hope) and five independent variables (GPA, race, gender, language, faculty, and year of study) were analyzed. This section describes the statistical analysis and reports upon the strength and level of these correlations.

Table 10: Australian Modification of the Adult Dispositional Hope Scale

Scale	Number of Participants	Variable	P value	Type of relationship
Australian Modification of the Adult Dispositional Hope Scale	352	GPA	.289	Insignificant >.0.05
Australian Modification of the Adult Dispositional Hope Scale	449	Race	.018	Significant <0.05
Australian Modification of the Adult Dispositional Hope Scale	507	Gender	.025	Significant <0.05
Australian Modification of the Adult Dispositional Hope Scale	504	Home Language	.227	Insignificant >0.05
Australian Modification of the Adult Dispositional Hope Scale	446	Faculty	.957	Insignificant >0.05
Australian Modification of the Adult Dispositional Hope Scale	454	Residence Environmental Hope Scale	.001	Significant <01

As can been seen from table 7 a significant correlation was found between AMADS scores and gender, race and with the residence environmental hope score. Black students overall displayed lower levels of hope as compared to white students. The significant difference as it relates to race may imply that students' appraisal of their racial identity and their experience of race impacts upon their hope levels. Gender differences were also significantly found with hope levels. In particular female students held lower level of hope as compared to males.

Males also showed significantly higher levels of high-hope. The significance in Gender and Hope implies that students gender identity impacts upon their levels of hope. It also suggests that one's gender experiences can impact on the level of hope, agency and pathways experienced.

There was also a significant correlation between the two scales (AMADHS and Residence Environmental Hope Scale), suggesting that there may be conceptual overlap and similarity between the operationalization of hope in the individual and the operationalization of hope attempted to be tested in the residence environment. This significant correlation is akin to that found in table 1 regarding the relationship between individual measures of hope and the environmental measures of hope. Overall this may suggest that the environmental hope scale and residence environmental hope scale display consistency as a measure to test the extent to which the residence environment is able to promote and cultivate hope, agency and pathways for residence students.

Table 11: Residence Environmental Hope scale correlations

Scale	Number of Participants	Variable	P value	Type of relationship
Residence Environmental Hope Scale	308	GPA	.427	Insignificant >.0.05
Residence Environmental Hope Scale	394	Race	.611	Insignificant >.0.05
Residence Environmental Hope Scale	445	Gender	.109	Insignificant >.0.05
Residence Environmental Hope Scale	443	Home Language	.581	Insignificant >0.05
Residence Environmental Hope Scale	446	Faculty	.957	Insignificant >0.05

As can be seen from Table 11, there was no significant relationship between the residence environmental hope scale scores and GPA, race, gender, home language or faculty. Whilst individual and significant differences were found in AMADHS scores and gender and race the same significant pattern did not hold with regards students' perception of hope in their environment. This suggests that a student's academic performance is not impacted by the level of hope, pathways and agency offered by a student's environment. It also suggested that there are no individual differences that may impact how a student perceives hope in his or her environment.

The Retested Australian Modification of the Adult Dispositional Hope Scale & Retested Residence Environmental Hope Scale

In this section results pertaining to the retested Australian Modification of the Adult Dispositional Hope Scale (AMADHS) and retested Residence Environmental Hope Scale are described. Two dependant variables, (retested Australian Modification of the Adult Dispositional Hope (AMADH) and retested Residence Environmental Hope) and up to six independent variables (GPA, race, gender, language, faculty, and year of study) were included in the analysis. What follows is a statistical analysis to reveal the level and strength of these correlations.

Table 12: Retested Australian Modification of the Adult Dispositional Hope Scale

Scale	Number of Participants	Variable	P value	Type of relationship
Retested Australian Modification of the Adult Dispositional Hope Scale	71	GPA	.428	Insignificant >.0.05
Retested Australian Modification of the Adult Dispositional Hope Scale	64	Race	.797	Insignificant >.0.05
Retested Australian Modification of the Adult Dispositional Hope Scale	71	Gender	.772	Insignificant >.0.05
Retested Australian Modification of the Adult Dispositional Hope Scale	70	Language	.445	Insignificant >0.05
Retested Australian Modification of the Adult Dispositional Hope Scale	72	Year of Study	.615	Insignificant >0.05
Retested Australian Modification of the Adult Dispositional Hope Scale	72	Faculty	.409	Insignificant >0.05
Retested Australian Modification of the Adult Dispositional Hope Scale	72	Retested Residence Environmental Hope Scale	.006	Significant <.0.05

As can be seen from Table 9 no significant relationships emerged between the retested AMADHS and variables. Only a significant relationship was found between the retested AMADHS and retested environmental hope scale. This is not consistent with the first testing of correlation between AMADHS scales whereby significant Race and Gender differences were found. This suggests that the significant differences found in AMADHS scores with regards race and gender may not be reliable. A significant relationship was found with the retest of the residence environmental hope scale and may offer a consistent and reliable measure.

The Retested Residence Environmental Hope Scale

In this portion results pertaining to the Retested Residence Environmental Hope Scale are provided. A retest of residence environmental hope scores was correlated with GPA, race, age, gender, language, year of study, and faculty. One dependant variable (retested residence environmental hope) and five independent variables (GPA, race, gender, language, faculty, and GPA) were used. What follows is a statistical analysis to reveal the level and strength of these correlations.

Table 13: Retested Residence Environmental Hope Scale

Scale	Number of Participants	Variable	P value	Type of relationship
Retested Residence Environmental Hope Scale	71	GPA	.794	Insignificant >.0.05
Retested Residence Environmental Hope Scale	64	Race	.384	Insignificant >.0.05
Retested Residence Environmental Hope Scale	71	Gender	.562	Insignificant >.0.05
Retested Residence Environmental Hope Scale	72	Faculty	.409	Insignificant >0.05

As can be seen from Table 10 above, there was no significant relationship between the retested residence environmental hope scale and the variables retested against. This retest is consistent with the interpretation that a student's academic performance is not impacted by the level of hope, pathways and agency offered by a student's environment. It also suggested that there are no individual differences that may impact how a student perceives hope in their environment.

Summary of quantitative measures & findings

The intended research aimed to investigate three correlative relationships in a South African, Higher Education Residence Context. Below provides a key summary of the original research questions posed and a summary of the findings.

- Aim: To test the relationship between levels of trait hope and academic performance.
- Finding: A non-significant relationship was found between levels of trait hope and Academic Performance
- Aim: To test the relationship between environmental levels of hope and academic performance
- Finding: A non-significant relationship was found between levels of environmental hope (including both the environmental hope scale and residence environmental hope scale) and Academic Performance)
- Aim: The relationship between trait levels of hope and environmental levels of hope
- Finding: Evidence was found to support a statistically significant association between the Adult Dispositional Hope Scale and Environmental Hope Scale; and Australian Modification of the Adult Dispositional Hope Scale and Residence Environmental hope.

The omission of multiple regression

The quantitative analysis utilized at the time of this study was that of individual measures of correlation. As a mixed methods approach was being rendered, less emphasis was placed on focusing on statistical depth. It was primarily important to determine if there was a relationship between Hope Scores and GPA. However, a preferred method in future analysis would be multiple regression analysis as there was only one dependant variable (measures of hope) and several independent measures that may have impacted the hope score. The correlative approach described and used did not find many significant results and it is not probable that significant results would have emerged with multiple regression analysis. It is noted however, that in future analysis this would be the statistical approach to adhere to.

Conclusion

No significant relationship was found between either the Adult Dispositional Hope Scale or Australian Modification of the Adult Dispositional Hope Scale and Academic Performance amongst residence students (as measured through GPA). Even when looking at the relationship between hope and demographics, no correlations between Hope Levels and GPA were found. Added to this no significant relationship was found between the perceived hope levels within residence environments (as measured through either the Environmental Hope Scale or Residence Environmental Hope Scale) and grade performance average.

The retested application of both the Australian Modification of the Adult dispositional hope scale and the Residence Environmental hope scale did not find significant correlations with residence students' academic performance. The only significant correlations found within the study pertained to either the relationship between scales themselves or one or two demographic variables (race and gender) which in a retest did not yield significance. More specifically a significant relationship was found between the Adult Dispositional Hope Scale and the Environmental Hope Scale. A significant relationship was also found between the Australian Adaptation of the Dispositional Hope Scale and the Residence Environmental Scale.

Other significant relationships were few and pertained to a few correlative relationships between specific scales and specific constructs. The environmental hope scale showed a significant correlation with Gender. However, the residence hope scale which was similarly worded did not show a correlation with gender. The Australian modification of the Adult Dispositional Hope Scale showed significant relationships with race and gender. It is important to note that during a retest of the Australian modification of the Adult Dispositional Hope scales such significant relationships were not replicated. In fact, no significant relationships were found during the retest.

Against previously hope results, (Snyder, 1991, 1997, 1998, 2002; Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000; Gilman & Huebner 2006; Barnum et al. 1998; Ciarrochi et al. 2007; Gilman et al. 2006; Merkas and Brajsa Zganec, 2011) the significant albeit not direct focus of the study results is quite important. Firstly, they reveal a deviation from cross cultural findings. Former studies have not found gender differences in hope scales. Additionally, the significant result of hope and race warrants further discussion. It could be that the results from the study tell us something about the niche population we were reviewing, that being residence students in South Africa. It may also reveal a broader nuance related to a population situated in a country which has a very different historical backdrop and meaning to race and gender.

South Africa is a country with extraordinary high levels of gender violence, particularly against women. This may explain the lower levels of hope significant found amongst females. South Africa is also a country that is only 25 years approximately out of apartheid, a racially divisive and destructive regime deliberately installed to marginalize black people. This too may explain the significant differences found with regards the lower levels of hope amongst black students and the higher levels found amongst more 'privileged' racial groups e.g. white students.

This brings into question the non-contextual nature of the hope scale and its universal application in a context such as South Africa where issues of race, gender and class are polarized and prevalent. In its current form the hope scale appears to fail to tap into these individual differences. It is thus important to question the ability of the hope scale to truly tap into any level of hope of an individual for whom English is not their first language or whom do not reside in western contexts. From a research standpoint this raises critical issues about the merit of the hope scale beyond the time it was constructed and also the western context in

which is it was formed. Thus, a preliminary appraisal follows including the following: (i) the conceptualization of hope as involving a goal, agency and pathways may be over simplistic and reductionist and (ii) the hope scale fails to consider crucial contextual factors of the individual and context in which they are positioned. In its current form, the hope scale is not appraised as a reliable tool for application in non-western contexts and higher education settings.

Chapter Five

Discussion

Introduction

The analysis put forward in this section has been conducted in two phases. In the first phase a quantitative analysis of the hope scale findings is discussed. This includes the level of correlation between the various hope scales administered and academic performance. It also includes key findings related to the level of correlation between hope levels and demographics. In the second phase a qualitative layer of analysis is applied to make meaning of the results. Additionally, a CHAT lens is applied to the qualitative interviews that were conducted. Towards the end of this section key elements of CHAT are used as an explanation for the lack of correlation between hope and academic performance. More specifically, the contradictions and tensions within the activity system of a residence system are presented.

This portion of the thesis seeks to provide a clear review of the findings. First an interpretation of the quantitative hope findings is provided. This is followed by a qualitative commentary. This initial approach aims to promote an understanding of the role of hope in a university residence context. The discussion of quantitative results is then summated. A CHAT analysis is thereafter introduced. The analysis combined with interview excerpts provides an intricate interpretation of the activity system of the university residence system. Contradictions of the residence system from the residence student perspective are described and the very purpose of the residence system is brought into question. The significance of the hope findings in the research, or lack thereof, are weighted against previous literature. Limitations of the research are presented, and implications put forward in a way that integrates the quantitative hope findings with the CHAT analysis.

The CHAT analysis presented focuses upon students' perception and experience of the elements of the residence activity system. This was considered particularly important because within a residence sector students comprise the majority of the residence system. Interviews with residence students and the analysis thereafter was the primary focus so as understand the residence student experience. The experiences presented were appraised to provide a more student-centred approach as through the eyes of the 'subject' for future possible mediational interventions to help to enhance their residence experience. The aim of this discussion is to lead towards a conclusion that points towards a future situation in which the purpose of the residence activity system is reconsidered.

Hope and Academic Performance

Quantitatively, this study sought to determine if there were links between hope levels and academic performance. Additionally, this study sought to determine if hope could be tested beyond the individual measure, externally within a higher education residence context. The Adult Dispositional Hope Scale and the Australian Modification of the Adult Dispositional Hope Scale did not overall yield significant correlations. Irrespective of subtle differences in scale wording neither of the hope scales demonstrated significant correlations between hope

and academic performance. At a residence environmental level students' rating of the residence environment through a conceptualized quantitative environmental hope scale did not present significant correlations between their residence hope score and academic performance. At a residence hope level, there were also overall low levels of hope recorded quantitatively.

Challenging previous research

The individual hope findings are especially significant because they do not confirm and may challenge the links made in previous studies regarding the association between hope and academic performance (Snyder, 1997, Snyder 1998, Gilman & Huebner 2006; Barnum et al. 1998; Ciarrochi et al. 2007; Gilman et al. 2006, Snyder et al, 1991, Merkas & Brajsa Zganec, 2011). Previous works have cited norms of hope scales pertaining to race or cultural association (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000). Significant differences were found with regards to levels of dispositional hope in the current study and race and gender which do not concur with previous differences presented.

While significant correlations were found between the Adult Dispositional Hope Scale scores and gender and race, such findings were not replicable with the Australian Adaption of the Dispositional Hope scale scores, where some of the words were replaced to make the scale less colloquial. Previous studies (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000) have suggested differing levels of hope and agency and pathway levels amongst different cultural groupings. In this study with a sizeable population tested with two versions of the hope scale and when retesting for such differences in hope and race were consistently found across the three hope scale administrations. Significant differences in hope scores across race were only found in with the Adult Dispositional Hope Scale. This though was not the primary focus of the study.

Original research question

Part of the original research question put forward was to determine if there was a relationship between both individual hope and conceptual environmental hope and academic performance in a South African Higher Education residence setting. Through statistical analysis it was found that there was not a significant correlation between hope scores and academic performance amongst undergraduate students. Even when deciphering amongst the four variations of hope scales used and controlling for a variety of demographics no significant correlation was found between hope and academic performance.

Interpretation of the Environmental Hope Findings

The environmental and residence hope scales while not psychometrically tested were in fact tools that represented an opportunity for students to reflect on their experiences in residence. Thus, it was important to strengthen the exploration and understanding of how hope was qualitatively experienced in an academic and residence context. To achieve this the student experience of hope and 'hoping' in a residence context was further explored through a qualitative component of research. This was conducted and framed through a CHAT framework. As a precursor to the analytical framework, several questions regarding the student's hoping experiences were also posed. The environmental hope scale was used as a guide. Based on a collation of information from 23 participants what follows is an elaboration of student experiences as it relates directly to hope. These transcripts also provided substance for a more in-depth CHAT analysis to enable for a presentation of the interpretation into the contradictions that were perceived to exist in the residence system.

A Qualitative Exploration of Hope

In this qualitative portion an interpretation of students' experiences of hope within their environment is put forward. Students' experiences of agency and pathways within their residence environment are described. At first an overview and reiteration of the initially proposed concept of Environmental Hope is provided. After this a description of students' qualitative experiences regarding the extent to which hope was cultivated in a residence context is presented. Residence students describe the absence of hope and suggest that there remains potential for agency and pathways to be optimally promoted in the residence system. A description of the sub optimal ways in which agency and pathways are experienced is provided. A synthesis of the potential versus actual experiences regarding the extent to which hope is cultivated in a residence context reveals key themes. The narratives predominantly reveal the myriad of existing sub-optimal ways in which agency and pathways are expressed in the residence system.

The Environmental Hope Model (Conceptual): Reiterated

A working definition of environmental hope was proposed as part of this study. Environmental Hope was proposed as "a positive motivational environment that is based upon a visibly and readily accessible actively derived sense of successful (a) environmental agency (visible, accessible, and sustainable cues from the environment that support the realization of an individual's competence to initiate and maintain progress towards their goals) and (b) environmental pathways (meaningful, foreseeable, mental-action sequence possibilities presented from the environment, that contribute towards an individual's goal momentum, particularly when faced with obstacles)" adapted from Snyder, Irving, et al, (1991, p. 287).

Conceptualizing Environmental Pathways

For the individual to benefit from a high-hope environment requires readily present, sustained mental action sequence possibilities and pathways that contribute towards an individual's goal selection and momentum. It was theorized that the environmental pathways and goals promoted and offered must represent enough meaning, significance and attention in the individual's conscious thought (adapted from Snyder, 1994b). Furthermore, to catalyse hope, the presentation and subsequent availability of environmental pathways needs to be located within an environmental continuum of foreseeable probability, presenting pathways that are highly attainable (adapted from Ong & van Dulmen, 2007).

Conceptualizing Environmental Agency

An additional component theorized to feature within Environmental Hope was environmental agency. Adapted from Snyder, (2000) environmental agency was described as the motivational component within the environment to propel people along their imagined routes to goals. Environmental agency was also theorized as the individual's reflexive belief that their environment perceives or supports their competence to begin and maintain progress towards a goal. Environmental agency was also conceptualised to relate to the capacity of the environment to promote individuals to find and act towards alternative goal pathways when obstacles arise.

Agency – optimal residence agentic conditions

Throughout the interview's students described the perceived effective and ineffective ways in which the residence cultivated agency. Optimal environmental agentic conditions within the residence included the following: explicit encouragement, perpetual encouragement, shared goals, active engagement, central places to gather, the accessibility to resources, positive experiences within the residence, the reputation of the residence; the acceptance of the environment, opportunities to pursue goals, equipped facilities, the opportunity for interpersonal sharing and the level of freedom within the environment.

Agency – An overview of sub-optimal residence agentic conditions within the residence

Sub-optimal environmental agentic conditions within the residence system were also described. The ways in which agency were described as sub-optimal included: tacit encouragement, temporal encouragement, the pursuit of independent goals, passive engagement, marginalized spaces for engagement, inhabiting an environment that was perceived to be not well established, the perceived inaccessibility to resources, negative experiences, the disrepute of the residence, a rejection of the environment, perceived barriers, non-equipped facilities, and confinement within the environment.

Pathways – An overview of optimal and sub-optimal residence pathway conditions

Optimal residence pathways were also described by residence students. These pathways were a combination of both actual experience and envisioned possibility. These included: formal support structures, interpersonal pathways, multidimensional pathways, structured pathways, visible pathways, the long-term impact of pathways, and informed pathways. Sub optimal environmental pathway conditions included ad hoc support structures, depersonalized pathways, unidimensional pathways, unstructured pathways, invisible pathways, short term impact, once off events, and assumed pathways.

Sub-optimal agency

Within the residence, students expressed the view that to foster increased agency the residence could more explicitly and directly encourage students to succeed. Overall it was felt that the type of encouragement available was tacit, always present yet not overtly. Additionally, students said they would have valued encouragement to be perpetual and ongoing rather than located to specific times. Temporal, time bound encouragement was viewed as sub-optimal and not sufficient to cultivate agency. Students also expressed that there was no real residence drive or activity to promote and share goals or the pursuit of one's goals in the context of sharing with others. The creation of such a space was viewed as a good way to promote agency. By contrast students said that one was assumed to pursue goals independently. Compounding this, students said that sometimes they were living in an environment that they did not always accept nor initially choose as a first choice. This too was viewed to compound their experience of sub-optimal agentic conditions.

Optimal environmental agentic conditions within the residence sector

The narratives clearly expressed how access to central spaces within the residence for learning cultivated agency. The residence was viewed as a space for positive experiences. Perceiving one's residence as a reputable place also added to the overall perception of agency. It also assisted to enable one to accept the environment they were living in. Opportunities for growth and access to equipped and well-resourced facilities were also expressed to promote agency. A space for interpersonal sharing, and freedom within one's environment was also viewed as important for the cultivation of agency.

Optimal pathways in the residence sector

Optimal pathways in the residence sector whilst identified were by comparison to available optimal agentic conditions far less. Students did explain some of the optimal pathway conditions apparent in their residence sector. For example, residence students described how there were both formal and multiple support structures within the residence sector. Students said they perceived a clear function available to access assistance and support. Additionally, residence students described how there were also known pathways within the residence sector.

In summary residence students described several factors that presented the capacity of the residence to cultivate hope through agency and pathways. Both optimal and sub-optimal conditions were described. Residence students' said that the capacity of a residence to generate agency was quite high. Goal directed energy to pursue a goal was enabled within the residence to some extent. However, the capacity of a residence to provide pathways that were viewed as optimal to the student experience were reported to be lacking. Residence students described suggested ways in which the residence could be a more hopeful place. To promote optimal agentic and pathway conditions several key areas would need to be present.

Optimal pathways would need to include the offering of formal, multiple, interpersonal, multidimensional, structured, visible, long term, informed, known, multi channelled, process-oriented possibilities for goal directed behaviour. Optimal agency would need to be fostered in a more enhanced way. Several themes emerged including: encouragement that was explicit, perpetual, promoted shared goals, active engagement, central spaces, an established environment, positive experiences, equipped facilities, spaces for interpersonal sharing, and freedom within the environment.

Recommendations were put forward by residence students with respect to enhancing residence environmental pathway conditions. Pervasive across many narratives was the need to make pathways interpersonal, multidimensional, increasingly visible and more structured in nature. It was expressed that it was important to consider how to frame pathways in terms of their long-term impact, viewing pathways as processes through which students could grow. Having access to pathways that were known, multiple, and being informed was also important.

The selection of a hope model

This part of the research has attempted to provide a further iteration of hope. However, the quantitative findings have failed to adequately support the existing understanding and findings of hope. While such an intention in a residence context has not demonstrated significance with regards hope and academic performance it has shed light on student qualitative perspectives of hope. From the students' perspectives, there exist possibilities for creating optimal conditions for a residence environment that cultivates hope. However, the limited views presented curtail meaningful conclusions. Webb, (2007) puts forth that Snyder's (1991) hope model overlooks context. Within a South African Higher Education residence context, a comprehensive and satisfactory understanding of hope is still not fully grasped (Tong et al, 2010). Further research is required to understand the elements of hope and key hope processes within the environment (Tong et al, 2010). To fully understand hope requires a multi method approach (Benzein & Savenman, 1998). "Probably, it is more useful to widen the understanding of hope by revealing as many different interpretations as possible" (Benzein and Savenman, 1998, p.327).

Further research on Hope and Culture

Further research on cultural context and hope as it relates to a South African Higher Education context is an important consideration (Lopez, Gariglietti, McDermott, Sherwin, Floyd, Rand & Snyder, 2000). Akin to previous recommendations put forward (Snyder, Illardi, Cheavans et al, 2000) the findings from the current study also supports the need to seek ways to explore how agency and pathway thinking may come to be cultivated in university students from a variety of cultural contexts. The current study did show some significant findings with respect to race and gender. Though not consistently found it may be important in future research to explore this further.

Cultural Historical Activity Theory Analysis

In this section of the discussion attention is turned towards an interpretation of the residence sector through a Cultural Historical Activity lens. To enable focus, clarity and analysis the focus pertains specifically to the broad observation and attempt to understand the first-tier residence context at the University of Cape Town. This analysis is attempted through the qualitative interviews that were presented. No particular residence is focused upon. Additionally, no student is focused upon. Instead a broad examination of the experiences of a number of residence students from a diverse array of faculties and degrees is drawn upon. These residence students convey their experiences and viewpoints of the undergraduate 1st tier residences system. Thus, the context in which we seek to understand activities channelled towards the pursuit of the object (vis a ve) the degree is the residence context.

Through a CHAT analysis several contradictions are presented., It is put forward that an understanding of hope within a residence collective context requires a broader conceptualization beyond the current theoretical vapproach. It is also argued that CHAT provides a springboard into exploratory possibilities of expanding our understanding of what the residence system could be. The overarching argument put forward is not that the residence system lacks hope, but rather the system for manifesting, perpetuating and reinforcing a clear, shared and definitive residence purpose is lacking. Additionally, through this analysis puts forward that the perceived lack of cultivation of residence hope is ascribed to a limited unified residence purpose and shared understanding of what the object is to be transformed.

Background

Against the backdrop of the University of Cape Town which is positioned as a premier and elite institution both within South Africa and also on the continent it is important to reiterate some of the broader demographic statistics of the UCT residence sector.

Table 14: UCT Housing allocation statistics – race and gender (2013)

TIER	RACE							GENDER	
	Black	Chinese	Coloured	Indian	White	Un-declared	Total	F	M
Tier 1	2048	33	216	196	921	382	**3796**	1990	1806
	54%	1%	6%	5%	24%	10%		52%	48%
Tier 2	1572	12	167	96	70	243	**2160**	1204	956
	73%	1%	8%	4%	3%	11%		56%	44%
Tier 3	259	1	28	13	14	262	**577**	295	282
	45%	0%	5%	2%	2%	45%		51%	49%
Total	**3879**	**46**	**411**	**305**	**1005**	**887**	**6533**	**3489**	**3044**
	59%	**1%**	**6%**	**5%**	**15%**	**14%**		**53%**	**47%**

Table 15: UCT Housing allocation principles

This table details the UCT housing allocation and policy approach at the time of the study

Financial Aid applicant Any applicant eligible for financial aid	520
A Minor Any applicant who, at the time of registering at UCT, will be a minor	130
Excellence (Top 5% Students) APS score ≥540.or equivalent CIE/IB applicants	120
Faculties rules based and discretionary offers	1380
SH & RL Director's discretion	50
Medical needs, e.g.: Students with disability where personal independence is affected	40

An emphasis is placed on trying to provide spaces for first time entering students to the residence and first year students. Additionally, NSFAS (National Student Financial Aid Scheme) and financial aid students are given priority. Beyond this there are faculty specific criteria that inform the quantity of allocations made available.

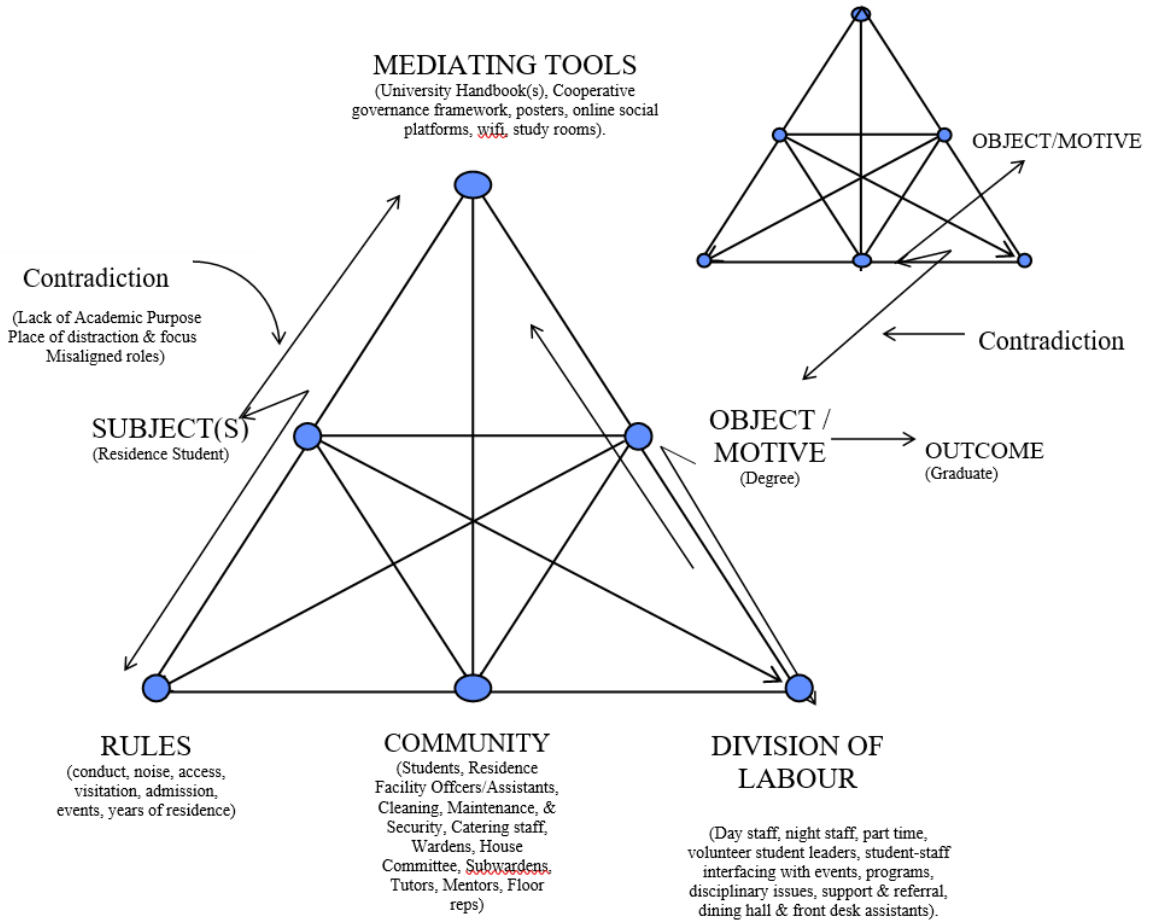
It is important to reiterate that the factors of elitism and the RhodesMustFallMovement were themselves not core aspects of the study. These movements did not feature as part of the study as the results were derived prior to such movements. Heightened focus and protest participation within the University of Cape Town and broader national higher education terrain took place after the study had been conducted. Thus, the original research questions remained.

Each member of the residence system has a common object towards which activities are channelled, that of the object of the degree. The transformation of incomplete courses, assignments, tests and exams to credits: and the accumulation of credits over time results ultimately in the attainment of a degree. The pursuit of the object, a degree, occurs within a larger activity system of the university/or institute and is itself one of several multiple activity systems that interface with the students' specific degree of choice. Broadly, the institution can be viewed as a larger activity system of which the residence system is an intersecting activity system amongst many layers and types of activity systems that form part of the student experience.

University residences include students and staff members and the division of labour in these two activity systems is quite different, comprised of a different composition of community members. Within faculties and departments staff are primarily considered to be academic staff. Within the residence sector staff are primarily referred to as pass staff (professional support and administrative staff). Professional and administrative support staff include wardens, residence facilities officers and residence facilities assistants. Formally, the main staff driver for the continued cultivation of the residence environment are the wardens whose focus is on the promotion of social and academic well-being and an initial interface for student critical incidents. The facilities staff focus upon the maintenance of the physical environment, the sign in and exit of students, cleanliness, and access to the residence.

Figure Four

Diagrammatic CHAT representation of residence system



The Object of the Residence

Within a larger university context, the shared object for students is that of the attainment of a degree. The expected outcome from the pursuit of courses, and related object activities is a qualification, the transformation from less qualified to more qualified. A definitive marker that formally recognizes this process is graduation. The criteria used to decipher the eligibility of this within a university context is the total number of required points attained and accrued that qualify one to graduate. Here university rules play in an important part, as do pass rates, percentages and accomplished milestones. Such rules and criteria whilst standard across the university differ and are nuanced per faculty and department.

Activity

In practice students' university work is done formally through allotted mandatory activities related to the degree. The formal university and associated degree activities are performed during allotted times through a timetable. Tasks are also completed within one's one schedule and free time. Such free time to complete such tasks may and do transpire within the residence sector. Thus, to support this, study spaces are available to ensure that the residence is a conducive environment for learning. There are however no specific formal activities related to the degree outside of the classroom in the residence sector. Any direct activities related to the transformation of the object into a degree that take place within the residence sector are solely voluntary with no formal requirements or rules stemming from the residence to directly drive the activity. At times, there is some collaboration with faculties towards several after hour residence programs yet limited to a small number of courses.

Key role players that directly assist the students with the attainment of the object are lecturers. The credibility bestowed to them is attributable to their role, title, level and qualification. Credibility also comes from the ability of the teacher/lecturer to teach and transmit or facilitate information that is conducive and promotes the subject (student) towards further progress of the object (degree). There are also other key role players within the broader activity systems of faculties and departments such as tutors, course convenors, support staff and course secretaries who play differing roles. As per the mission of the university, graduates who have completed the degree process are foreseen to acquire certain attributes, skills and qualifications. Such acquisition and transformation are intended to move the participants to a place where they have more capacity to respond to and contribute towards society. The focus of this study and analysis pertains to that of the activity system of the residence. Thus, an overview of the university context has been provided.

Subject

The residence community indirectly impacts upon the subject and the pursuit of the degree. The student population within a 1st tier residence context is quite young with an average age of between 18 – 21 years old. The rules surrounding the residence are formally stated and made accessible to all residence students. When students enter at the beginning of the year they sign documents as part of the sign in procedure. The signature is required as a form of accepting the terms and conditions and include the rules of conduct and expected behaviour acceptable when living in the residence system. Social interactions that take place within the residence are self-directed largely. Through an annual program of events (residence specific) certain out of classroom events aimed to motivate, engage and inspire students are made available. Indirect formal spaces in the form of meetings and social events planned to run through a calendar also occur.

The need to be independent whilst simultaneously providing support to families is a real need of some students. Some (residence) students are financial aid students. The pursuit of the degree is viewed not only as a transformation of the object but also a transformation of life for oneself and for others. Upward mobility is thus at stake. The conflict can arise between the time it takes to transform the object over years versus the more immediacy of being independent and self-sustaining.

Participants in the community value the goals of the activity as it relates to the pursuit of the degree. Less value and impetus are given to activities of the residence. Time is a commodity and with the events taking place during times when students may wish to have other commitments, "apathy' becomes a challenge. The goals of the residence activity made available are not always clearly stated beyond the name of the event or process put forward. Unless related to a formal training program that targets residence student leadership or an auxiliary residence role, the activities of the residence and the goals thereof are primarily only clearly known to those leading the planning of the event.

Residence students similar to day students are aware of what it takes to complete a degree. They are aware of the rewards that accompany such an acquisition. They have attributed and discussed and reflected upon the meaning and significance and importance of attaining a degree. However, the same level of appraisal and conclusion regarding the full benefit and purpose of the residence has been fully determined at the residence level. Beyond living in residence, viewing and engaging in the residence as a space of active learning, participation and space that contributes directly towards the object of the degree is a link that is neither direct, formal nor visible.

The period in which students actually stay in residence is quite short term. An annual turnover of both residence students and residence student leaders means that the only enduring custodians of the residence are the 'day' staff and part time 'night' permanent staff. It is the residence student as a 'full time' resident that paradoxically have the greatest presence and yet is the least lasting as a cohort. The only way in which students may have a level of continuity is by way of reapplication to the residence either as a returning residence student or in the capacity as a residence leader. The return to a residence with an increased capacity as a leader is under the provision that the residence student is accepted, voted in, or volunteers for the position available. The conditions for return to residence are not guaranteed and guided by the N rule. This means that provided he/she has not exceeded a certain number (n) of years in residence they may be eligible to apply to return. Due to high volumes of applications, the admissions process to residence is not guaranteed for anyone.

Rules

There are certain formal and informal rules that guide the possibility of engaging in degree related activities at the university overall. Rules pertaining to academic performance exist. The breaching of such rules repeatedly can lead to academic exclusion. These rules are task specific and related to specific degree and course related tasks that must be completed cumulatively and to a certain standard to fulfil the rule. This rule is widely understood. Within the residence context academic exclusion can lead and does invariably mean exclusion from the residence. Other rules that can lead to rustication from the residence include financial exclusion and exclusion based on disciplinary grounds. Within the residence context the rules that largely bind the community are related to conduct. The rules that bind the student in the faculty and department are more academic performance related.

Set rules are laid out through university rules and residence rules. A main overriding feature is the assumption of living and conducting oneself in harmony with others within the residence community. The residence community itself is expected to be a place conducive for learning. The residence students that comprise the residence community have overcome certain challenges to be in that space. Minimum entrance criteria were required to be eligible to apply to the university. Further, acceptance and offer of a residence place was also necessary. These were challenges that every residence student had to face prior to receiving an offer.

For the residence student, there are rules within the residence sector that have been installed to manage conduct and behaviour. A dedicated handbook outlining what is and is not permissible is available and provided to all residence students. The process for the breach of rules and consequences are well developed. DC or disciplinary hearings feature as a core part of the formal process of disciplinary processes within the residence sector. This formal, documented and consultative process occurs where residence students have transgressed the rules of the residence repeatedly or severely. Rules of code and conduct are well developed. Yet, rules developed to deliberately and directly promote academic performance within a residence context are by comparison far less extensive.

Residence students describe some of the ways in which the presence of rules assisted with realizing the attainment of the object, the degree: *"I know around this time during exams we are not saying we don't allow noise, but they are very strict around noise levels and being taken out of res if you are disobeying the rules. So being taken out of res is something that is put forward, so that is one way of putting a stamp on that rule"*. Further description of the rules continues: *"Every rule that UCT places in residence life is because those structures are there to help you so that you minimize all the other activities that you are doing."* Another student describes: *"The fact that there are procedures you must follow should you be liable for something and have to go to a dc hearing. Also, support structures in terms of personal issues that may affect your academics."* The excerpt presented puts forward residence rules that seek to reinforce the residence conduct and living experience. The rules for boundaries are perceived to guide the kinds of activities that are possible in such a residence environment.

Tools

An appraisal of the residence system holds subjective views. Yet objective criteria do exist. Formal documentation exists in the form of handbooks and materials that describe what the residence system is. Additionally, visions and missions of what each residence system is exist and are created by the house committees of residences. Such knowledge also exists in the form of institutional knowledge with the Warden. Formally there is no evaluation that assesses the outcome of any activity in the residence sector. Events and processes within the residence system occur through a cooperative governance framework. Multiple processes and events take place at a residence level. However, no formal processes of assessment or evaluation to determine the efficacy of programs exists in a standardized way. Centrally the two-week Orientation program that commences across all residences and an annual living and learning survey to document the residence student experience exists. These processes and surveys are primarily conducted and supported externally to the residences by the Residence Life Division. They are then rolled out at a residence specific level.

Within the residence context the tools accessible to students include Wi-Fi, transport, dining halls, leadership, voluntary mentoring, voluntary tutoring. These tools are readily available to residence students to access either at allotted times (e.g. catering, study rooms) or continuously: *"Just that freedom you get in the residence, the people you are around in the residence, and opportunities the residence gives you. Your sports, culturally, academically, you have the chance to explore yourself but also not just by the add ons that the res provides but just like meeting up with new people like. So, it's not just the avenues that the residence provides, but it's what you learn from the other people in residence and it's that freedom you have to grow yourself. …You kind of feel like you don't have to leave the residence. Like the only reason you have to leave the residence is to go to lectures, otherwise for your own personal growth I feel like my residence was more than enough".* This excerpt presents a view of the tools available within the residence space and how access to such tools and resources plays a pivotal role in students' development.

Generically some of the tools included within the residence sector are such resources as internet, Wi-Fi, study rooms, games rooms, tv rooms, reception areas, online communication platforms (Vula), and more recently in some residence spaces libraries. Interestingly the sociohistorical trajectory of spaces and tools available within the residence sector has transformed over time to align with a view of the residences as living, learning spaces. Referring to the growth of a library one residence student says: '*coming across opportunities during the year to expand the collection and now we have over 100 books of different genres so then that part will be the innovation. It's building on the legacy and continuity and innovation and just making the residence a better place.'*

Division of Labour

The division of labour within the residence activity system is diverse. The labour is itself divided according to residence role and envisioned function. There is a dichotomy that exists between the roles and functions which can be divided according to "day" and "night" staff or full time and part time. The 'day' staff refer to the facilities staff including cleaning, security, and maintenance. The part-time after-hours staff refer to the subwardens, house committees, mentors, tutors and leaders of various kinds. Broadly the 'day' staff are responsible for ensuring the living aspects of the residence are maintained. The after-hours staff are there to primarily promote the 'learning' and 'out of the classroom experience". The promotion of academic and social well-being of the residence is also a focus.

The diverse array of role players within the residence sector is associated with differing motives and goals. Wardens maintain order and address concerns of academic and social well-being. Facilities staff contribute towards the upkeep and coordination of cleanliness, safety and maintenance. This is done in collaboration with security, cleaning and maintenance staff. Subwardens are representatives of the Warden and play a primary role in disciplinary issues related to student conduct and a port of call in times of student critical incidence. House committees in collaboration with Wardens promote the academic and social well-being of the residence.

Here a student describes the division of labour: *'So we have people in positions and they have certain roles to carry out. You know that there is a procedure if you want to visit someone in the residence and there is a procedure if you want to buy stuff for an event that's happening in the residence, mmm. Also, should you be in trouble financially or academically, there's always help, like tutors and there's like emergency funds and things such as that.'* Further, the synergy that is perceived to arise from such residence structures is provided: *'I think that the, I don't know, having the warden, having the leadership structures, having the faculty tutors, having the tutors within the residence, the mentors, all those different structures, the dining hall monitors, the rules. All those piece together for what really life is about.'* Even if such structures are not deemed effective or visible what is interesting is the pervasive awareness which is in the below comment: '*So even if mentors and tutors and all that are ineffective I think it's important for people to feel that if they are in a place where they are supposed to learn and in a place where learning happens.'*

The reward for the student at university is the attainment of a degree. Within the residence community there are a variety of other roles that do not directly share this reward. For the 'day' staff they are permanently or contractually employed on a full-time basis. As such formal rewards are associated with work performance. For 'after hours' staff and residence student leaders several of the roles are either voluntary, or part time. The rewards differ here as too do the motives. To recap, for the residence student, graduation is a reward. For a leader, such as subwarden or warden, remuneration is a formal reward. For a voluntary leader growth and recognition is a reward. Yet, there are some rewards for which the current explanations are not sufficient.

Tasks

There are no set obligatory tasks that are organized by the residence specifically targeted towards the attainment of a degree. Formally allotted tasks related to the attainment of the degree are the primary domain of the activity systems of the university, faculty and department. Within the residence sector a loose structure of programmatic events is created and coordinated by student committees to promote 'holistic development' 'out of the classroom' experiences.

The house committee as a driver of these activities divides the labour through roles and portfolios. Each house committee member is expected to contribute in the absence of no formal evaluation or feedback. House committees whilst through formalities and cooperative governance principles are held accountable are themselves not formally evaluated or assessed. Each house committee role has a level of flexibility and scope for leaders to explore and express the possibilities of their portfolio in collaborative ways within their residence. House committees may if they choose also to collaborate across residences and within and beyond the university. The level of collaboration and extent to which this occurs varies and fluctuates according to the level of voluntary engagement on the part of the house committee member. The rules by which the house committee conducts itself is guided by university protocols and observations as well as a constitution. Terms of reference guide processes through which the house committees may exercise power. Such rules and protocols also guide the processing of funds, management of events, projects and budgets, and preparation for annual elections. These all feature as part of the formal rules of cooperative governance.

Community

The participants of the residence sector are comprised of a whole host of individuals. They include students, residence facility officers, residence facility assistants, cleaning staff, maintenance staff, security staff, catering staff, Wardens, Assistant Wardens, House Committees, Subwardens, Tutors, Mentors, and Floor representatives. In this study, primary attention is given to the perspective of the residence student and how they appraise the residence system. The interview transcripts that describe the residence system are shaped by multiple perceptions of what the subject believes the residence system to be.

Within the residence sector there is no form of formal assessment as it pertains to grades, co curriculum, growth or development. Formal processes within the residence that are associated with performance towards the object do not exist. Formal records are kept with regards to disciplinary action, maintenance and housing fees. Additionally, access to information pertaining to residence students' final examinations is held, after which they have a short period of time in which to vacate their residence room for the vacation. On a quarterly basis, the resident's grades are reviewed. This review takes place amongst the Wardens at a residence level. Differing responses and practices exist with respect to how to engage students who are performing at differing levels. The review of grades can contribute towards an appraisal of the student either performing or failing; and an identification of the support structure to link the student too.

Whilst affiliation and formation of student groups occurs within the faculty and departments formally through degree choice, no such communities in residence form in quite the same way. Any formation of groups is entirely voluntary and ad hoc. In many cases, such formation is also limited to a small number of leadership roles and auxiliary and voluntary student support positions such as mentors and tutors. The factors that keep these groups together depends on the types of spaces available within the residence sector and the level of voluntary commitment and availability of the student leader. For example, dining hall spaces are in an area where the formation of groups can occur informally. Study rooms or unoccupied tv lounges is another.

The testimony below describes the resourcefulness of the residence and the capacity to enable for the pursuit of the object: '*Just I think, it is just you are active. You act towards achieving it, and your acts towards moulding your way around it. When you see something that does not work you try try again, another route. I think that the residence life as a whole offers a platform for you, there are study rooms, there is a space outside of your room'.* Further value of the residence community is described: *'I have to say that the most effective thing is having people that do the same course as you. So, if you have friends living with you all the time and doing the same thing your kind of always talking about the course, studying together, working together. Like right now with the project, mmm, I had a lot of help with my project.'* The residence is also described as a concentrated space in which a choice exists to share the experience of the pursuit of the same object, the degree: *"those kind of shared experiences, sort of similar goals of graduating, similar struggles of procrastinating or difficulty with the course, similar fears of maybe not pulling through. Right, so all of that gets normalized."*

"The system works because everyone who is a part of it wants this for the res. They saw how it impacted them their first year and they want to impact the following year, so to sell this idea to another res that's never felt what it feels like to have this kind of culture would be a difficult thing to do, but if you are part of that system, you can see the value in it." And yet the residence as discussed is not without limitations: *'I automatically think of the systems in place, not so much the people behind the systems, because sometimes those people can fail you or they are not always around, but there is always a way to work through a system."*

The value of the residence community is further described: *"I think the students are the greatest resource because house comm members are also students and they, you know being a house comm member, they are the backbone I can say, in terms of the academic and non-academic activities in the residence to promote res life. It is really done through house comm members whereas the other leadership structures like wardening systems are mainly involved with discipline but in terms of res life, house comm members definitely, they are."* This perspective presents a view on the division of labour. Whilst student leaders are described as at the helm of promoting 'res life activities"; it is *"students who are the basis of promoting growth in res life."*

The community as a space that shares the object is expanded upon: *"I think that the fact that you have a lot of people, a different variety of students that may study the same thing or different things, you always have that comparison. So, should you need a boost or some form of encouragement you can go to someone else and check how they are doing on their work so that you have that accessibility."*

The potential of the community is also described more: *"With success, the conversations that go on in the dining hall are just unbelievable. The conversations that go on in the dining hall are what build our conversations in our next encounter. You want to share it, you want to expand it, you want to google it, and you want to find out what it is about. It just grows you as an individual, it grows your intellect, grows the things that you know about, and how you can't be sitting in your room the whole day and expect to grow from that. The dining hall area is the biggest example, the conversations that happen, the things the ladies talk about. I mean the things that open your mind and are available in conversation with each other and the different faculties, and I'm just a law student, I'm not a science student or an accounting student. There's so many things that we can share, and just again just bounce off each other and it resonates within the community and the residence. It is not just within the leadership structures.'* This view presents a view of the residences as an expansive space and a place where people can share.

Historically the residence sector has been reported to have undergone a transformation. The transformation of residences into spaces that are more conducive to learning have become clearer. Additionally, more facilities, resources and tools have been channelled towards the residence to foster learning opportunities. For example, several residences have converted or transformed previously under-utilized spaces such as tv rooms, games rooms and storage into spaces that are multi-purpose, and or dedicated to the activity of learning itself. The learning however that does take place is self-directed. Within the residence space learning is an activity which overall is without the external support of either curriculum or pedagogy.

The changes that have taken place over time relate at first to the paradigm that drives the residence sector. A living, learning paradigm is articulated as a way of expressing how the residences play a dual function in providing accommodation and spaces to learn. This paradigm and vision for the residences has increased collaboration between residences and faculties. The channelling and provision of additional programs, Wi-Fi connectivity, programs, and resources such as books, have all evolved historically over time. As the tools of the university have been introduced or become available, so too has this had an impact upon what becomes possible and available within the residence sector. Yet norms, rules and procedures as they relate to direct actions and operations of the transformation of the object specifically within the residence sector are not formally developed.

The residence system and the larger University of Cape Town are at least two activity systems that share the object of the degree. The focus of activity for students in the residence and in the university, is to attain a degree. There is a distinction between the rules of the university and the rules of the residences. More specifically there is a distinction between the rules of faculties and departments and rules of the residence. The rules, norms and procedures at a residence level are not directly related to the attainment of a degree but more relate to conduct and living arrangement. In contrast the rules, norms and procedures at an institution or department or faculty level relate to performance and more directly to the degree.

The purpose of the residence system

"*Then again it depends on what the residence wants to offer*". That was a key line of one participant when asked what they thought the residence purpose was. In this section, we view residence students' perspectives and experiences as they relate to the perceived purpose of a residence. The section will show that the views regarding the purpose of the residence are multiple and divergent. The views put forward offer a precursor with regards to how the residence system was not only understood, but also operated and functioned. Most importantly this segment will show how the divergent views are a source of simultaneous contradiction and opportunity for change.

Sense of belonging and outcome orientated

Several student perspectives on the perceived purpose of a residence are presented. One student described the purpose of a residence as related to the promotion of a sense of belonging*: "In the general scheme of things, creating a sense of belonging for the students, and in that sense of belonging, providing opportunities to them. You know the residence is a university structure, so as much as it is a home it should also grow your opportunities".* Similarly, the residence was also described for integrative capacity: *"I would say from my personal experience, I would say inclusion, like make people feel comfortable in the space that they are in."*

Growth and outcome orientated

In a more specific way the residence was also described as a place that *"really promotes the growth of the individual".* Another student presented: *"to promote personal development and growth and to encourage participation in the activities organised by the residence.*" Another student described it as outcome based: *"Outcome orientated, so I don't think we have specific goals that we push towards as a whole, maybe the leadership of the res does, but as a whole I think the residence is outcome based so we do things, we get involved and then as soon as we see a positive outcome, that's when we all strive towards it."*

All-encompassing purpose

The residence sector has also been described to have the following all-encompassing purpose: *"Res life is about the people for me, it is about the people. Res life is about other students who share the same goals, share the same struggles, share the same passions, share the same fears and you know just, that's what res life is about for me. I don't know if I would have as many sisters as I have now if I wasn't in res. I think res life is about communication, res life is about exposure, res life is about being vulnerable, res life is about just mmm, I don't know, it is a different experience and I've enjoyed it thoroughly."*

One sector amongst many

Interestingly a critical view of the resident sector was put forward: *"I think residence is one segment amongst the university and I think facilities available within the residence are what build up a bigger picture putting together what residence is about. So, residence is not a structure by itself. It's built up with many different sources, different streams and the residence in itself is a small portion of what varsity is about".* Further, the distinction between residences and the larger university is described: *"I think residences is different, it is very different. In the lecture room, I think is more each man for himself then about building a community. . if you don't do your reading that's you, that's your life and all that and it's not going to work out too great for you. But in like, in residence life it will be a lot, in the dining hall, if you are sitting alone at a table nine out of ten times, two more people will join you."* This shows how the object of the degree is not isolated to the residence sector. Rather the object also belongs to the community of students both within the residence and larger university sector. Thus, the residence is but one of several multiple activity systems. Yet how the object interfaces in different activity systems is different.

Larger institutional role

Further critical points are raised. Students share how it is not simply the role of the residence to promote academic success or reinforce a singular residence purpose. Instead residences are conveyed to complement a larger purpose and responsibility of the university - that being the transformation of courses in to a degree and the transition of a student into a graduate: *"I do not think it is the role of the residence to promote academic success, I think it is the role of the university. The fact that you came here to UCT and you want success and by you and I mean nobody just choose to live in residence just for fun. You live in residence, it's sort of like the second option. Your first option is to go to UCT and your second option is to live in res…not the other way around so the fact that students are coming to your residence because that's their option like, they have to because they are here to get a degree, they definitely need to promote this."* Here students describe that the purpose of the residence is to reinforce the primary purpose of the university.

Shared purpose

Residence students also present another view on the purpose of residences. *"I think the whole reason why we are here is to get an education and to walk out with a degree and that's about it".* The commonality in the pursuit of a shared object is also alluded to by another student: *'Same goals would be to graduate".* What is very interesting is that no one single definition regarding the purpose of the residences is that of promoting success. Residence viewpoints lack a uniformity and understanding of the residence purpose. This begs the question, is there a singular purpose of the residence or is it manifold? If it is multiple, is the purpose of the residence explicitly stated and known?

Based on reviewing the interview scripts it becomes clear that the purpose of the residence system is perceived in many ways. The residence sector is viewed as a place to promote a sense of belonging, and a place to get a degree and develop. The purpose of the residence sector is however immediately and directly not clear.

Contradictions

Moving into this section some of the contradictions within the residence are described. The contradictions described provide insights into some of the tensions embodied in the transcripts: *"I don't think like there is not an academic purpose. I feel like the academic purpose is only there to the extent to which the residence wants it to be there. So, you study in res, while you are staying in res, you'll be studying in you room from time to time, but as far as the res being an academic structure, that comes down to how involved the residence wants to be with individuals within it.'* At a residence level the purpose and promotion of the object (degree) is dependent upon the residence itself. It is also contingent upon a level of willingness on the part of the student to engage.

Multi- voiced activity

The activity theory principle of multivoicedness describes how different subjects in an activity have their own voice accompanied with understandings and interests of the object and the way it develops within the activity system (Miettinen, 1999; Wertsch, 1991). Such differing participant viewpoints regarding an activity can be antecedents of both challenge and innovation (Engestrom, 2001). Multivoicedness has been applied within the analysis through students' experiences and perception of other stakeholders within the residence system that are described to shape the object either directly or indirectly.

Within the residence there are competing voices all with differing agendas and requirements regarding what it is that is necessary to convey to residence students. These messages can range from maintenance, academic, security, event and many other diverse. For the student in residence this can be a tension because of the competing views of each stakeholder each with associated assumptions and objectives regarding their view of what the object of the residence even is.

Socio cultural tensions are described in the peak times of the year. During the beginning and end of the year when students are assimilating and preparing for final exams, minimal attention is given to the transformation of the object. More attention is given to the logistics surrounding the signing in and out of students from the residence. The tension between one's 'ending' in residence and 'ending' of school is reinforced by the rules of sign in and sign out that place more of an emphasis on the living as opposed to learning aspect of residence life. A tension thus exists between residences as a living space versus residences as living, learning spaces. While it has been seen from the transcripts that innovative attempts have been made to place a paradigm of living and learning, over the years, and in practice and activity, students experience within a residence space has presented the multivoiced sometimes, often contradictory views of what the residence system represents. The annual operational requirements present an almost historical regression to what residences used to be, that of more living, particularly during the beginning and end of the year.

A tension was seen between the Warden's role and responsibilities and that of the purpose of the residence. On one hand the central positioning of the warden's job description was that of building the academic and social well being of the residence. However, crisis management was also a part of the role. The unpredictable nature of crisis made the sustained concentration on academic and social well-being also challenging. This too was described in the role of the sub wardens who were seen in addition to the wardens to attend to emergencies and enforce the rules, as opposed to promote academic and social well-being: *"when a crisis hits the residence a lot of resources need to redirected to that crisis, such that it can put a lot of other areas on pause".*

A further tension was seen between the purpose of the facilities team and the overall purpose of the residence as a living and learning environment. It was not exactly clear as to how the facilities team played a direct role in fostering a living, learning environment. It is true that this stakeholder grouping helped to promote a living environment by way of maintenance and upkeep of the building. Yet as to their role in directly promoting a learning space, this was not directly clear or as currently aligned.

A tension also was seen in the role of student leaders to promote the wholistic living and learning experience. As students themselves with limited time to build such an ethos, their impact was difficult to sustain in an ongoing way. For residence students a tension or contradiction existed with regards to the view of the residence not necessarily as a direct space through which to live and learn, but also a recreational place and a place to have fun. Certainly, learning was possible in such spaces, yet it was not necessarily the core focus of being there.

The contradiction with regards the purpose of the residence as a space in which to transform the object into a degree is further compromised by the part time staff, the ratio of that staff to students, and the minimal part time or voluntary students in place to support a residence community towards the attainment of a degree. Considerable innovation is required to consider a reconfiguration of how current community members or additional community members, tools and other aspects of the activity system are bolstered or introduced.

The proximity of residences to classrooms and campus indirectly contributes to students' level of engagement with learning. Access to study spaces within one's environment is expressed as highly convenient. However, a contradiction is expressed in the residence being a community of individuals: *"The distraction, I wouldn't say is the residence itself. It's kind of the situation your put in because no one in the residence will come to you and say you know, go to lectures now, you know no one will come and say do your assignment now. Like in my res I've got a single room so if I wanted to I could just stay in my room the whole day, if I wanted to. You know you look outside it's raining and you could be like nah, I'm not going to go to lectures today. So, it's that, it's just being independent, if you are independent and immature about the situation then like you could definitely be distracted."*

The visibility of support is also presented and juxtaposed against a tension of not wanting to receive help: *'Like if you have someone forcing, a person doing that, then it's kind of like it would help you out in a way but then, it's like a high school vibe. You still want that freedom of university. Plus, I also feel that if you have to always have someone pushing you, you will never be mature enough to actually do it, because now when I leave residence and go and stay by myself there's no one that's going to tell me you have to go.'*

A further contradiction is presented in the perception and experience of the residence as both a source of focus and distraction: *"My experience in residence has been I can say, a really, an unexpected experience. Kind of felt that a lot of things in residence kept me focused and a lot of things in residence kept me side tracked as well. I guess it's like this whole university experience as well, you don't have your parents, you don't have people pushing you to go to lectures and stuff and the whole aspect that everything kind of rests on you, but I suppose that's the beautiful thing about residence."*

The below encapsulates the contradiction regarding the value of boundaries and also the resistance to them: *"In residence you get friends who would help you but then you get the friends that don't help you and maybe a bad influence. I mean res is the first time when you are away from home right so you get your freedom and if you hang out with the wrong people the lack of self-control, the misplaced goals or things like that, then residence without the guidance of the parents, mmm you know you could just go party all the time. But compare that to day students who stay in flats or stay in digs. Then I still think residence is better because of… there's still the wardening system that maintains the discipline. So you still can't you know, for example, you can't bring alcohol into the res or in bottles. So, the residence still provides parameters where you exercise your freedom, but in that way, depending on the influence of the student there maybe the bad side. You get the good sides and you get the bad sides as well. So, on one hand the freedom is enabling but on the other*

hand it can be risk. On one hand the students can be a resource, but they can be distraction, on one hand the rules can be constraining but they can be there to protect.'

The enabling aspects of the residence are described more: *'Students in res, yah, actually dedicated and always studying and working and you know going to the library late at night and yah".* Further comments are presented: '*If ever I needed something, if I ever needed help, if I was ever struggling with something in lectures or with my courses, I'd always know that there's someone literally just a few rooms away that could help me out.* Further elaboration on the role and value of senior students is expressed: "*Senior students in the residence that have already done those courses so they not only give you academic advice like okay this is how you solve this equation but they give you more advice like mmm, tell you, 'dude, you have to go to all your lectures, even if you fail this test don't worry'. It's having people that have done the course, having senior students as well, that is the most effective."*

A comparison between home students and residences is made: *'At home I don't feel as pressured to work or I don't feel that I am in an academic environment as it were and so the biggest difference and actually probably a psychological one. So, for people to feel that if they are in a place where they are supposed to learn and, in a place, where learning happens.'* The contradiction of residences is presented further: "*So the system on one hand is strength but on other hand a drawback because it takes time and there's no room for what's the word, compensation or changing this rule for that person which is good because everyone needs to be treated equally."*

Within the residence environment participants have reported upon several problems that they deal with. These problems have been categorized. The most predominant problem that arises is that the residence is that the residence system is perceived as both a resource and a distraction. A secondary problem or contradiction is an understanding or multiple understandings of the purpose of the residence. A tertiary problem or contradiction is the dichotomy of roles between day and night staff and the differing and misaligned viewpoints on the purpose of residence.

Expansive learning

Engestrom (2001) puts forth that expansive learning takes place when individuals participate and question the norms and create intentional change. Within the UCT and residence context during 2016 - 2017 several protests took place related to the movements of Fees must fall, Patriarchy must Fall and Rhodes must fall. These were not a direct 'attack' on residences per se, yet residences amongst other University spaces featured as sites of contestation during this time. Although the university protests took place after the hope scales were administered and interviews conducted it is important to briefly reflect on how the protests during this time created disruption and gave rise to change. The protests gave rise to an awareness first of the contradictions between the need to transform students into graduates and the barrier to entry including financial fees associated with such transformation. They also revealed contradictions about a university positioned to be a place of transformation yet associated with signposts of colonisation. The protests also shed light on contradictions regarding gender equality and inequality' and 'normative' gender identities in a way that problematized dominant culture.

Limitations

Several quantitative limitations were identified in the current study. Firstly, the correlative approach taken was problematic. It was difficult to ascribe any level of causality (Snyder et al, 2002; Levi, Einav, Raskind, Ziv & Margalit, 2013; Youssef & Luthans, 2007; Wong & Lim, 2009; Adelabu, 2008; Lagace Seguin 2010). No control groups were used (Kirschman et al 2010) and a lack of longitudinal data made inferences over the long term difficult (Snyder et al 1996; Holder, 2007; Ani, 2013). The current study did not include any other constructs and thus it was not possible to construe criterion related validity (Oliver, Galiana, Sancho, & Tomás, 2015).

While sizeable in sample, the current study was limited by participants both in number and representation (Merkas & Brajsa Zganec, 2011; Abdel-Khalek & Snyder, 2007; Marques et al 2009). Only students from the University of Cape Town were used. The ratio of students included in the study compared to the total number of students within the university and nationally made generalization very challenging. As reported previously the hope scale is a self-report measure prone to subjective interpretation (Levi, Einav, Raskind, Ziv & Margalit, 2013; Heiman & Shermesh, 2012; Feldman et al 2009; Chang & Banks, 2007; Feldman and Dreher, 2011). This study was also limited because during the administration of the Adult Dispositional Hope Scale participants were assessed only once. While a retest was conducted with the Australian Modification of the Hope Scale it was with a very limited sample (Oliver, Galiana, Sancho, & Tomás, 2015).

The use of a student population has also been a drawback. Feldman et al. (2009) describes how student populations can contain a set of concerns unique to that cohort. The sample was pursuing an academic goal (Rand, 2009) and possibly experiencing academic related challenges (Chang, 1998). It is difficult from the current study to thus generalize to a broader population (Snyder et al, 2002). Sun et al (2011) said that the hope scale has been described

as non-contextual and there exists limits to the extent to which hope findings can be applied to other areas (Peterson et al, 2006). In the current study, such limitation is acknowledged. Further, the use of the hope scale and environmental hope scale remains within the domain of psychology. This reinforces an existing limitation and runs contrary to Webb (2007) who identified a need to develop hope across disciplines.

Critical Factors associated with the Environmental Hope Scale

It is important to consider if the environmental hope scale and the residence hope scale (both aimed at tapping into the level of hope in the residence environment) were properly developed and sufficiently validated. It is acknowledged that the current study did not adequately look at criterion related or discriminant related validity. It also failed to perform a line item analysis. The environmental scales were adapted by way of word variation of the Hope scale. However, the new questions were not put under the rigour of statistical analysis prior to the study.

With respect to the adaptation and administration of the environment hope scale and residence hope scale only slight word changes to questions took place. The only distinction between the two scales (environment hope scale and residence hope scale) was that the word 'environment' or words 'residence environment' were included in key questions. This itself is a gap that confounds any interpretation of the findings. Further research would be required to more rigorously test the validity of these scales. The reason for findings that showed a lack of perceived residence hope are at first glance unclear. Are the low levels of perceived hope in a residence context a consequence of the incapacity of the current residence system to generate hope for students? Or are the results a reflection of the issues of validity related to the scales? Despite these unanswered questions an attempt to interpret these findings is made.

The qualitative interpretation of the residence system is also not without limitations. The research overall was conducted by an individual who works and resides at UCT. This has both advantages and disadvantages. The experiential and working knowledge accumulated has assisted the research process, particularly in understanding through a CHAT framework. However, disadvantages exist and a risk of not being as objective as someone viewing the system from an external perspective. In future, it may be considered to have someone external to the environment view it.

This thesis has attempted to apply Snyder's model of hope and a further adaptation of Vennings model of hope quantitatively towards the extent to which it relates to the GPA of residence students at the university. It has further sought to augment an understanding of how this process may or may not unfold from a chat theory perspective. Chat theory provided an opportunity to interpret the layers of complexity and the impediments that were associated with context. It also offered an opportunity to investigate the object of activities from different perspectives.

An exploration of the activity system within a residence was the primary focus. This particular study was seeking to understand residence students' experiences of the residence system. How, in particular the object of the degree, was through the activities, either directly or indirectly possibly contributed towards such transformation of the object.

The utilization of CHAT and the unpacking of the principle of multivoicedness has enabled for this study to interpret how the residence system and the object is understood with differing interpretations and motivations by different members of the community. The study has described how residence students of the community have come to interpret the meaning of the differences and aggravations and tensions. This points towards the need for the repurposing and reconfiguration of the residence system whereby the multivoicedness of the activity system at least more commonly shares a shared understanding of its purpose.

The differing perceptions about the purpose of the residence also impacts upon the systems effectiveness and focus of the divison of labour. It impacts upon the shared community understanding of the ways in which the object could be pursued whilst out of the classroom. A loose, unclear, ambiguously, defined voluntary approach brings into question what exactly the focus of the residence sector is. It raises the question as to how effective the residence system is in promoting the movement towards the transformation of the object. Whether that object be the degree, or some more amorphous construct such as growth, personal development or even hope the question of purpose remains.

The division of labour is itself also problematic in that whilst unified through a formal structure known as the residence management team it also lacks formalized focus, assessment and purpose. The residence management team becomes more of a responsive and reactive space to the breach in rules, conduct, safety or topical issues of change. Whilst not denouncing the value of such, the question arises with regard how aligned and transformative is this space really? Is the division of labour united in an understanding of what the residence purpose is? While the residence purpose remains ambiguous amongst the division of labour so too a commonly held understanding is not held by the residence student.

Summary

The greatest differences between the residence systems and the university system (faculty, department) is most evident at the level of the perceived purpose and object. In the residence, lack of faculty staff presence combined with lack of formal curriculum are most observable. Thus, the formal pursuit of out of classroom learning is rendered contradictory and challenging whilst relying solely on the dichotomous, voluntary, part time, division of labour to promote the pursuit of the object. While there are some tools to support academic performance such as study spaces and interim programs such spaces rely primarily upon the subject. Attendance to such programs and events also hinges upon the residence student receptivity to voluntarily engage. As residences are both a dual living, learning space where freedom is valued a mandatory approach would not be viable nor suitable.

Conclusion to Hope

Hope theory was included in the original form as a way of seeking to verify if previous research findings were replicable. suggested a very strong link between hope and academic performance.

In the current study this was not found. High levels of hope were indeed found amongst a proportion of university residence students. However, it was not found to be correlated with academic performance significantly. Students were found to maintain high-hope levels even without grades being high, and even when controlling for several demographics (academic and personal). A further re-conceptualization of hope took place in both a slightly reworded version to be more user friendly (based upon an Australian adaptation). A reconceptualised scale version tried to test hope in the environment in which the student resided. Here two versions of what was known as the Environmental hope scale and residence environmental hope scale were administered. A combined analysis showed that the individual difference measures of hope, and the environmental conceptualisations of hope yielded no significant correlation with academic performance.

A lack of significance with Hope Scales & GPA

The non-significant finding of this study with regards hope and academic performance is important because it challenges the long-standing finding promulgated regarding the thesis of hope and academic performance. The findings are also important in relation to the efficacy of hope and potential academic intervention programs that espouse a correlation between hope and GPA. The findings are also important because they contribute towards the debate on the role of cognitive factors or the lack thereof on throughput and retention in a South African Higher Education Context.

The current findings do not support previous viewpoints with regards hope and academic performance, nor the role of living and learning spaces and residences in contributing towards GPA. Additionally, the current insignificant quantitative findings do not offer much needed clarity on possible non –cognitive factors associated with GPA. The research also fails to contribute towards direct solutions that contribute to the higher education imperatives needed to increase throughput. Based on this study alone the following conclusions are made. Within a South African Higher Education context hope at an individual or residence level is not a predictor nor significant contributor towards academic performance. The purpose of the residence system can be enhanced by promoting and discovering a more accessible and shared understanding of the system by those who live, learn and work within it.

Links between current hope findings and South African Context

What do such findings imply for a residence system? Does a university residence system have the propensity to cultivate hope? Students who have been engaged with believe that it does. Yet currently the system is not offering nor promoting hope as actively as it could be. The interpretation here is that hope requires a goal towards which pathways and agency are channelled. The residence system is yet to identify what that goal is. In the current study the discipline of psychology while a useful tool here has not demonstrated the efficacy of hope theory in the way that it has been operationalized. Hope has not been demonstrated to be sufficient nor comprehensive enough as a framework to capture the lived experience of residence students.

Hope it seems is not in the current experience of this cohort an adequate construct or antidote for throughput and dropout rates. It has limited association with race and environment and does little to demonstrate the impact on retention or attrition. It is concluded that going forward hope theory would not be a suitable nor recommended construct for the future. Hope theory is thus not viewed as a sufficient or applicable construct for addressing the unique south african national higher education demand.

Reflecting on existing Higher Education Residence research

Debates and empirical reporting pertaining to throughput issues, South African Higher Education contexts, the role of residences in academic performance, learning outcomes and hope theory offer some level of theoretical backdrop and navigable lens. Ultimately to transform the residence system requires an innovative approach that breaks the bounds of all previous works presented in the literature. Given the unique context of this study, the activity systems literature reviewed, and the limitations reported in other portions of the literature review combined with the results and discussion enable for several conclusions to be made.

It is argued that previous works by previous authors are solely not sufficient as a framework for imposition, change or innovation in a South African Higher Education residence context. On the contrary, and in line with a CHAT framework, it is posited that the real transformation can only come from insight into the actual system (s) themselves, an identification of contradictions and tensions, that are then collectively acknowledged and transformed. CHAT theory application in this study has provided a way in which to shed new light on some of the student presented contradictions pertaining to the role of residences in a higher education context. A qualitative approach has also allowed for the emergence of possible further exploration and resolution of some of the contradictions presented.

Within a 21st century context in a post-apartheid south africa the views of residence students interviewed is very important. They are important because they represent a voice during a time other than those researched originally by Snyder when the hope model was first developed. They are also a sample not located within a western context as Snyder's work was. The sample interviewed in this study have a unique historicity in that they are an emergent university graduate cohort that have (i) enrolled in university and been born in a post-apartheid south africa and (ii) in a 21st century context. This is significant because their levels of hope could be argued to be individually and environmentally connected to their contexts and identities and hold unique experiences within south africa. The 21st century has brought with it a myriad of new tools, community of practices and stakeholders that make the configuration of the activity system of a residence quite different from its former living, learning paradigms.

Whether we are describing hope quantitatively through Snyder or qualitatively it is clear that that neither Snyder's model of hope nor a qualitative interpretation using chat as described by students is sufficient enough to demonstrate how a residence system directly promotes hope in a residence system. Such transcripts overall reveal such. Critically we may ask if Snyder's model of hope is adequate to describe how hope may unfold or describe the realization of the object or goal attainment in a residence context.

The hope literature was introduced including a few alternatives of hope, modalities of hope, and pedagogy of hope. It is acknowledged that the hope model introduced was limited by a primary reductionist view of the individual embedded in the model itself. What became clear was the importance of remaining critical as to whether the hope project framed through Snyder's model is in fact a relevant approach through which to understand the role of a residence system in student success and goal attainment.

Recommendations

It is recommended that if further research in this area was to take place that several lines of enquiry be considered. These include: A domain specific approach to hope; psychometric evaluation of the environmental hope scale; the application of the environmental hope scale in other environments; a longitudinal approach to hope; a residence by residence study; an expansive learning design to further understand the role of residences; and a more in-depth interview approach that includes community members of the residence whom are not students.

If further research on hope was to be conducted a continued critical examination of the types of models of hope proposed to be applied in such a system would be needed. Through the qualitative interpretations it was described how the goal of the residence system is not clear for students. Residences are not directed towards one singular goal which problematizes both the application of Snyder models and reveals contradictions in a common understanding of what the residence system is meant to do.

Although a focus was upon the student experience it enabled for the posing of questions to unpack their viewpoints not only of themselves but of their experience within the activity system to reveal particular contradictions of their context.

The residence community is an untapped potent space that provides both opportunity and distraction. The very same residence community that is organic, self-directed and receptive to some level of external motivation, is the same residence community that yearns the very kind of guidance and rules that are at times stifling. This contradiction is revealing. It shows the vulnerability in this group. The very element that promotes student freedom can also be detrimental.

The residence system does have the potential for expansive transformation, and perhaps it is not wise nor necessary for contradictions to reach a point of aggravation. The continuous tension between differing views of a residence system could enable for a deep consideration around established practices and solutions to challenges that enable for new forms of practices (Birkkunene And Kuutti, 2000); and enable for a re-examination of the object of the residence.

While this being after the interviews on hope took place, they are important to include noting as part of a further exploration process and line of enquiry about how when students needs are strong enough and contradictions and tensions very strong, innovation can give rise. However, relating this back to the cultural historical context of the residence system, perhaps the contradictions and tensions are themselves collectively not strong enough to evoke the kind of deliberate change needed with an expansive change and transformation intervention.

Further research that potentially blends a fusion of Hope Theory with CHAT may be a future area of enquiry. The purpose of such enquiry could be to deepen an integrative approach between CHAT and Hope. Assuming the efficacy of Hope, a deeper, more pointed, tailored and specific line of qualitative hope questions could be developed and weaved into the CHAT framework. When approaching an exploration of the elements of an activity system it may be useful to consider the inclusion of a line of questioning related to goal, agency and pathway related elements behind each activity component. While CHAT has an extensive and systematic methodological approach, the inclusion of these three elements of Hope may offer added depth. Understanding more clearly the agency, pathways and goals behind each element of an activity system could reveal hidden and deeper contradictions and greater possibility for transformation.

Additionally, and from a quantative perspective the Hope scale could be further contextualized. The existing conceptual scales tested (Environmental Hope Scale and Residence Hope Scale) could be further refined. Specific refinements could include more pointed questions pertaining to the elements that feature in a Chat theoretical framework. Although ambitious this could provide a further line of enquiry that further fuses Hope and Chat through a quantitative lens. The aim of this fusion would not be to do away with or replace the crucial qualitative CHAT approach. On the contrary, the aim would be to provide a potentially complementary analytical tool which if tested and validated may strengthen the CHAT approach taken in a more time efficient and manageable way whilst simultaneously tapping more poignantly into the context it is 'testing'.

Systemic Hope: Fusing the Environmental Hope Model (Conceptual) with the elements of an Activity System

A proposed new conceptual working definition of 'systemic hope' is put forward. The antecedents of this concept emerge through an attempt to fuse an understanding of environmental hope with the elements of an activity system. The conceptual fusion is based upon linking the qualitative analytic interpretations that emerged from students' presentations of the residence system through both a Hope and CHAT lens. What follows is an articulation that attempts to bring together environmental hope with a stronger awareness of the elements that go into making up an activity system.

Starting with a more integrated definition, a coined view that fuses Hope with the elements of an activity system is proposed as 'Systemic Hope'. 'Systemic Hope' is put forward as "a positive motivational activity system that is based upon visibly and readily accessible activity system elements that interact with the subject through the regular presentation of (a) environmental agency (visible, accessible, and sustainable cues from the environment that support the realization of a subjects competence to initiate and maintain progress towards the transformation of the object) and (b) environmental pathways (meaningful, foreseeable, mental-action sequence possibilities presented from the environment, that contribute towards the subjects object transformation, particularly when faced with obstacles). Linking this to the activity system further, systemic hope could be more succinctly conceptualized as a 'positive motivational activity system that directs collaborative, active, accessible systemic pathways and systemic agency to enable the subject to transform the object'.

Linking Systemic Pathways to Activity Systems

For the subject to benefit from an enabling systemic hope activity system would require readily present, sustained mental action sequence possibilities and pathways made available through all elements of the activity system and aimed to contribute towards the subject's object selection and momentum. The elements of the activity system would become far more interconnected to provide systemic pathways that supported the transformation towards the 'shared object'. The activity system would promote and offer enough meaning, significance and attention to the subject as a means to support towards the transformation of the object. A future consideration could be surrounding how the key elements of an activity system are

strengthened, brought into focus and aligned to provide a more direct level of increased and shared support to the transformation of the object.

To catalyse systemic hope towards the object would require that all elements of the activity system are positioned in clearer and more direct way towards providing a heightened and visible environmental continuum of foreseeable probabilities that present pathways to the subject. These pathways would need to be highly attainable for the residence student to 'transform the object'. The strength of systemic pathways within an activity system would depend upon the level of synergy and understanding of how all elements of an activity system converge to support the transformation of the object, which could be assumed to be the degree. Retaining the assumption that the object to be transformed is the degree and the goal of hope for the student is also the degree provides commonality. Through a hope lens the 'goal' for a student and object of the residence system could continue in future to be foreseen as the attainment of the 'degree' or similarly the transformation of the student into a graduate.

Linking Systemic Agency to an Activity System

Systemic agency would necessitate that the activity system be configured to more deliberately and intentionally propel students along their imagined routes to goals (transformation of the object). Systemic agency would also require that the subject perceive that their environment supports their competence to begin and maintain progress towards the transformation of the object. Crucially systemic agency would require the future capacity of the activity system to promote subjects to find and act towards alternative goal pathways when obstacles arise (towards the transformation of the object).

Agency & Activity Systems – optimal agentic activity system conditions

Optimal agentic conditions within a residence activity system context could include the main principles:

- explicit and perpetual encouragement towards the transformation of the object by all community members.
- a recognition and reconfiguration of all elements of the activity system to more directly, frequently and visibly contribute towards the transformation of the object (degree).
- centrally shared goals that are actively and regularly acknowledged by the residence activity system.
- an acknowledgement of contradictions and obstacles and a collective engagement on how to overcome such contradictions.

Linking Systemic Pathways to elements of an activity system - optimal pathways

Optimal pathways within a residence activity system context could include:

- strengthening the formal and multiple support and service structures within the residence sector to be aware of the pathways available to the subject to transform the object.
- Widening the number of community members involved in promoting the multiple pathways to transform the object to include all staff and students within the residence activity system (irrespective of role).
- Increasing the visibility and accessibility to tools and rules that contribute towards the transformation of the object.
- Introducing a shared understanding of what the 'object' of the residence activity system is amongst all members involved in the division of labour.

Reconfiguration could also be achieved through an expansive design approach. Harnessing an increased number of viewpoints from actual members of the community towards an explored and shared understanding could induce innovation. Such innovation could lead to a deeper more refined understanding of the purpose of a residence. A tacit residence is not sufficient. In broader terms the residence system is not as it is currently configured a site of hope in which Snyder's model of hope effectively promotes the transformation of the object into a degree. Residences are collective spaces with shared multvoiced perspectives and thus the superimposition of an individualistic model of hope may itself be flawed.

This section is concluded with a reflection. Based on the experiences presented by residence students interviewed it appears that the purpose of the residence may not be the transformation of the object vis a ve the course credits into a degree but ultimately the potential to grow. Growth here is presented by one residence student as an expansion in understanding of self through increased interaction with others: *'it just builds character, it builds character through conversation, through opening your eyes to things you never really knew or experienced before and err debate in things that never really crossed your mind. You find yourself wanting to read up on or explore more on certain things cos when you've been taught one certain way of life. I know Durban's a really small city compared to what Cape Town is and mm Durban well I know one route, I've got one route back home. I take one route when I go to school and when I get into this kind of environment I think that the different people within the community and the different experiences and life experiences that all are marked in our faces, in the way we dress, the way we speak, the way we engage with each other, it helps with building a lot of what I like and what I don't like. That sense of community helps.'*

Thus, the community of this activity system, the student, may very well be the object too of a larger institutional or even societal activity system. Transforming the object here then is perhaps not so much the degree but the student from where they are into increased capacities.

Significance of Research

This piece of research represents a significant milestone by way of (i) the methodology utilized, (ii) the attempt to introduce hope theory in a South African higher education context, and (iii) the contribution towards throughput debates. It has also introduced a CHAT framework within a residence higher education context. Through a CHAT lens it is clear the assumptions regarding the role of residences needs to be revisited. It is also clear that while the object of the university is shared by that of the residence system, the types of activities intended or assumed to be in place to support the activities towards the transformation of the object are not aligned.

The study has also contributed towards the literature concerning CHAT with regards to educational research within a higher education setting. CHAT was found to be a pragmatic and usefully interpretative framework. It enabled for an understanding of the complexities that surround living and learning environments and the multiple elements of the residence environment activity system that come to complement, contradict and confound its purpose. CHAT has enabled for an understanding of how the activity or assumed activity of attaining the object of the degree is not necessarily a shared nor common purpose of the residence system despite its framing as a living and learning environment. Activity theory in this way has offered an opportunity to recognize some of the tensions described by residence students with regards to impediments, constraints and attempts by stakeholders within the residence system to actualize what they perceive the residence purpose is. This has revealed several layered activity systems that interface with the residence student experience each with their own purpose and transformation of object and goals which were not directly unpacked in this thesis.

Conclusion

Students have presented their experiences of the residence. The analysis reveals the kinds of ways in which the activity system of the residence overtly does very little to directly promote the transformation of the object (degree) shared by the larger activity system of the university. This excerpt from a student reflects: *"I'd just like to think that the residence still has a long way to go, it still has a long way to go. Not a long way but there is still a huge room for improvement with regards to how we can help people academically."*

It becomes clear that relying heavily on a quantitative approach as a means for understanding here a South African Higher Education Context is not sufficient. Statistics and hope scores do not provide indicative information regarding the efficacy of one's environment or academic drive. Even when adapting scale wording to be more accessible such tools are not sufficient to fully understand residence contexts.

Contradictions can be found within elements of an activity system such as between the subject and the context in which they are situated such as the division of labour. Contractions can also be found around the object itself and the way the subject is engaging with such an object within the context of the activity system. Within a residence space we argue that the

activity system was not aligned nor configured appropriately enough to fully support the object. Whilst within the University space there are clearer elements of differing activity systems that can be argued to do such, the living and learning paradigm that is said to inform the residence activity system is argued in its current form to not be sufficient in effectively enabling or directly supporting residence students to transform the object of learning into the object of a degree.

A challenge in the reimagination and reconfiguration of the residence system may be the deep-rooted institutional experience of some of the stakeholders. Similar to findings from Yamagata-Lynch (2003) learning experiences held before the introduction of change may be a challenge. This itself could provide an opportunity to explore further tensions that may arise from potential approaches to adjust elements of the activity system. CHAT could assist in illuminating contextual factors further from other stakeholder perspectives within the residence activity system that may hold further contradictions. Such illumination of contradictions could if acknowledged and reflected upon give rise to a genesis for change within the activity system.

The benefit of depicting the residence system through a CHAT framework is that it enabled for a conceptualization of residence student experiences as fluid, multi – voiced, interpretive and subjective against a backdrop of historical infrastructure and practices. It enabled for the researcher to understand the aligned and misaligned activities that may have contributed towards the transformation of the object. It also enabled for the understanding and limitation and underutilization of existing potential tools that may have complemented or hindered students' pursuit of the activities.

What does that mean for a residence? What does that mean in terms of negotiating the contradiction between shaping residences to enable or cultivate more focus? How does the residence purpose become infused with purpose without infringing upon the multiple and diverse community of residences? The shared object of degree may be the same. However, the motives and tools available do range: *"I think you'd have to start with the people in the res. Cos I know that's where most of the influence comes. You spend more of the time in the dining hall then talking to people outside of res. So, you'd have to shift the mindset in the res first."*

The question remains - what is the goal of residences? Simply to provide a conduit for promoting academic goals? A place to pursue learning while living? From the respondents' view, the perceived purpose of the residence varied. Whether hope is shown within the residence context, as a part of an inadequate conceptualizing of Snyder's or insufficient direction of a residence activity system what is clear is that one single lens of hope is itself inadequate to interpret how an activity system such as a residence may or may not have the capacity to engender multiple pathways and agency towards a goal such as graduation.

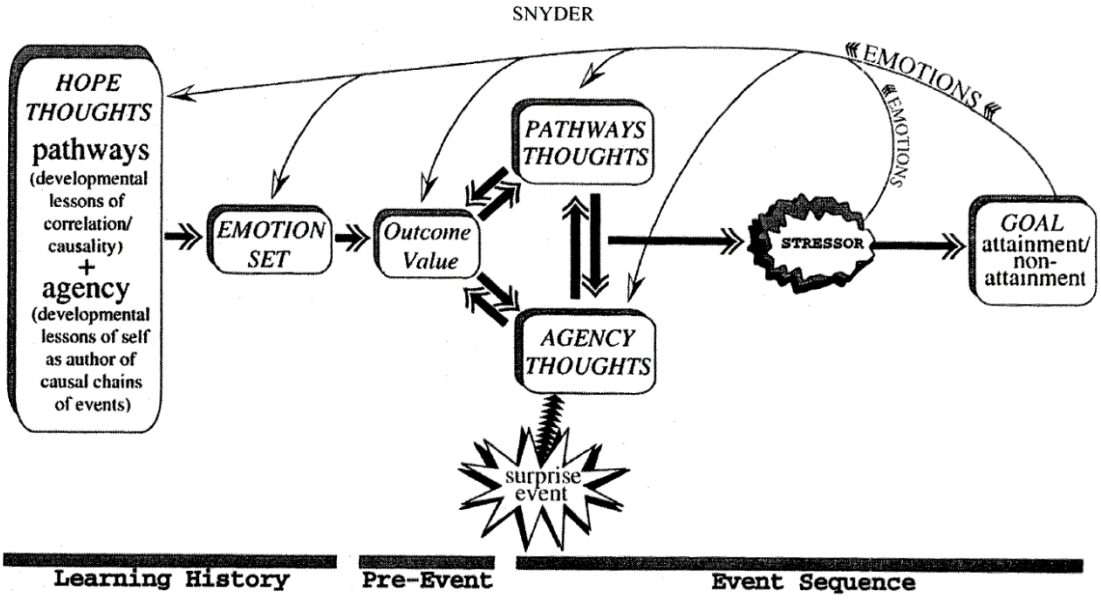
Additionally, we must consider that the activity system of a residence is but one of several in which a student operates. Additionally, we must note that students bring to bear on the present a past and a future informed also by their present and past. Thus, singularly focusing on one context paints a narrow view of many informing factors outside the sphere of this research that must be considered in future.

Against a CHAT analysis the residence system was ultimately not quantitatively nor qualitatively appraised to fulfil the definition of: "a positive motivational environment that is based upon a visibly and readily accessible actively derived sense of successful (a) environmental agency (visible, accessible, and sustainable cues from the environment that support the realization of an individual's competence to initiate and maintain progress towards their goals) and (b) environmental pathways (meaningful, foreseeable, mental-action sequence possibilities presented from the environment, that contribute towards an individual's goal momentum, particularly when faced with obstacles)" adapted from Snyder, Irving, et al, (1991, p. 287).

According to Freire (1994, p.3) the task of the 'progressive educator' is to unearth possibilities for hope irrespective of the obstacles at hand. Engaging in a struggle before us Freire says in the absence of hope will not only be difficult but 'suicidal. Hope than in the struggle of oppressed men and women; towards the creation of an object or recreation of the world is essential. As hope is wielded towards the challenges at hand, sustained meaning from hope may itself only perpetuate when *'the oppressed may learn that hope born in the creative unrest of the battle, will continue to have meaning when, and only when, it can in its own turn give birth to new struggles on other levels, (Freire, 1994, p.185).*

APPENDIX ONE:

The Hope Process (Snyder, 2002, p.254)



APPENDIX TWO:

Hope and other motivational related constructs (Snyder, 2002, p.275)

HOPE THEORY

Table 2. *Implicit and Explicit Operative Processes and Their Respective Emphases in Hope Theory as Compared to Selected Positive Psychology Theories*

	Theory					
Processes	Hope	Optimism: Seligman (1991)	Optimism: Scheier & Carver (1985)	Self-Efficacy	Self-Esteem	Problem-Solving
Attributions		+++				
Outcome value	++	+	++	++	+	+
Goal-related thinking	+++	+	++	+++	+	+++
Perceived capacities for agency-related thinking	+++		+++	+++		
Perceived capacities for pathways-related thinking	+++		+	++		+++
Emotions	++	+	+	+	+++	+

Notes. + = process is implicit part of model; ++ = process is explicit part of model; +++ = process is explicit and emphasized in model. Therefore, interpret more plus signs (none to + to ++ to +++) as signifying greater emphasis attached to the given process within a particular theory.

APPENDIX THREE:

Modes of Hoping (Webb, 2007, p.80 – 81).

Table 1 Modes of hoping

	Objective of hope	*Cognitive-affective dimension of hope*	*Behavioural dimension of hope*
Patient hope	*Unrepresentable*: hope directed toward an objective that is so open and generalized – in the end all shall be well, our status as wayfarers ultimately makes sense – as to defy any attempt to map it	*Secure trust*: hope is a basic trust in the goodness of the world, which affords a sense of safety and security.	*Courageous patience*: hope is other-directed. To hope is to be patient and stand firm, to place one's trust in the behavioural activity of an other, and to await an unforeseen future.
Critical hope	*Negation of the negative*: hope directed toward the *ultimum novum* of a world without hunger, oppression and humiliation but which defies the hypostasis of 'closed' or 'final' representation	*Passionate longing*: hope is a passionate suffering and restless longing for that which is missing.	*Social criticism*: the forward pull of the *ultimum novum* is experienced as the compulsion to critically negate the conditions giving rise to present misery and the sense of unfulfilment.
Estimative hope	*Future-oriented significant desire*: hope directed toward an object of desire which is future-oriented and deemed to be of significance to the hoper	*Mental imaging + probability estimate*: hope is the belief that one's desired objective is possible of attainment (probability >0<1), founded on a careful study of the evidence.	*Possible goal-directed action in cases of more than fair gambles*: some hopes *may* be worth the risk of actively pursuing, but these hopes 'because of' the evidence are unlikely to be personally or socially transformative.
Resolute hope	*Future-oriented significant desire*: hope directed toward an object of desire which is future-oriented and deemed to be of significance to the hoper	*Mental imaging + cognitive resolve*: hope is the resolve to set aside one's evidence-based beliefs and perceive oneself as capable of deriving pathways to desired goals and motivating oneself via agency thinking to use those pathways.	*Goal-directed action in cases of less than fair gambles*: the hoper strives to realize goals that the estimative hoper would have dismissed as less than fair gambles. This may be personally transformative yet socially conservative.
Utopian hope	*Shared utopian dreams*: hope directed toward a historical plan for a qualitatively different society, a liberating utopia shared by members of a collectivity	*Mental imaging + profound confidence*: hope is a sense of possibility grounded in a profound confidence in the capacity of human beings to construct, both imaginatively and materially, new ways of organizing life.	*Mutually efficacious social praxis*: hope is a commitment to goal-directed social praxis through which human beings become the agents of their own destiny and willfully strive to create a new and better future.

APPENDIX FOUR

THE ADULT DISPOSITIONAL HOPE SCALE

Adult Dispositional Hope Scale Items and Directions for Administering and Scoring

The Goals Scale

Directions: Reach each item carefully. Using the scale shown below, please select the number that best describes YOU and put that number in the blank provided.

1 = Definitely False 2 = Mostly False

3 = Mostly True 4 = Definitely True

__ 1. I can think of many ways to get out of a jam.

__ 2. I energetically pursue my goals.

__ 3. I feel tired most of the time

__ 4. There are lots of ways around any problem.

__ 5. I am easily downed in an argument.

__ 6. I can think of many ways to get the things in life that are most important to me.

__ 7. I worry about my health.

__ 8. Even, when others get discouraged, I know I can find a way to solve the problem.

__ 9. My past experiences have prepared me well for my future.

__ 10. I've been pretty successful in life.

__ 11. I usually find myself worrying about something.

__ 12. I meet the goals that I set for myself.

Notes: When administered, we have called this the “Goals Scale” rather than the “Hope Scale” because on some initial occasions when giving the scale, people become sufficiently interested in the fact that hope could be measured that they wanted to discuss this rather than taking the scale. No such problems have been encountered with the rather mundane “Goals Scale.” Items 3, 5, 7, and 11 are distractors and are not used for scoring. The pathways subscale score is the sum of items 1, 4, 6, and 8, and the agency subscale is the sum of items 2, 9, 10, and 12. Hope is the sum of the four pathways and four agency items. In our original studies, we used a four-point response continuum, but to encourage more diversity in scores in our more recent studies, we have used the following 8-point scale: 1 = Definitely False, 2 = Mostly False, 3 = Somewhat False, 4 = Slightly False, 5 = Slightly True,

6 = Somewhat True, 7 = Mostly True, 8 = Definitely True. Scores using the 4-point continuum can range from a low of 8 to a high of 32. For the eight-point continuum, scores can range from a low of 8 to a high of 64.

Source: Taken from C. R. Snyder, C. Harris, J. R. Anderson, S. A Hollerman, L. M. Irving, S. T. Sigmon, L. Yoshinobu, J. Gibb, C. Laugelle, & P. Harney. (1991). The will and the ways: Development and validation of an individual differences measure of hope. *Journal of Personality and Social Psychology, 60,* 570-585. The scale can be used for research or clinical purposes without contacting the author. Reprinted with permission of the American Psychological Association and the senior author of the scale.

APPENDIX FIVE

THE ENVIRONMENTAL HOPE SCALE

(CONCEPTUAL SCALE)

Environmental Hope Scale Items and Directions for Administering and Scoring

Directions: Reach each item carefully. Using the scale shown below, please select the number that best describes YOUR ENVIRONMENT that has been posed to you think about, and put that number in the blank provided.

1 = Definitely False 2 = Mostly False

3 = Mostly True 4 = Definitely True

__ 1. My environment provides me with many ways to get out of a jam.

__ 2. My environment encourages me to energetically pursue my goals.

__ 3. My environment makes me feel tired most of the time

__ 4. My environment allows me to see that there are lots of ways around any problem.

__ 5. My environment creates arguments.

__ 6. My environment allows me to see many ways to get the things in life that are most important to me.

__ 7. My environment makes me worry about my health.

__ 8. Even, when others get discouraged in my environment, my environment shows that there is a way to solve the problem.

__ 9. My experiences in my environment so far have prepared me well for my future.

__ 10. I perceive my environment as a pretty successful place to be.

__ 11. My environment usually makes me feel worried.

__ 12. My environment allows me to meet the goals that I set for myself.

Notes: When administered, it is proposed that this scale be renamed “Environmental Scale” rather than the “Environmental Hope Scale”. This is based upon Snyder (1991, p. 570-585) view that “on some initial occasions when giving the scale, people become sufficiently interested in the fact that hope could be measured that they wanted to discuss this rather than taking the scale”. Using the design of Snyder’s Hope Scale (1991) Items 3, 5, 7, and 11 are distractors and are not used for scoring. The environmental pathways subscale score is calculated through the addition of statements 1, 4, 6, and 8, and the environmental agency subscale score is the addition of items 2, 9, 10, and 12. Hope is the sum of the four pathways and four agency items. In our original studies, we used a four-point response continuum, but to encourage more diversity in scores in our more recent studies, we have used the following 8-point scale: 1 = Definitely False, 2 = Mostly False, 3 = Somewhat False, 4 = Slightly False, 5 = Slightly True,

6 = Somewhat True, 7 = Mostly True, 8 = Definitely True. Scores using the 4-point continuum can range from a low of 8 to a high of 32. For the eight-point continuum, scores can range from a low of 8 to a high of 64.

Proposed & Conceptual Environmental Hope Scale (Abrahams, 2012) adapted from Source: Taken from C. R. Snyder, C. Harris, J. R. Anderson, S. A Hollerman, L. M. Irving, S. T. Sigmon, L. Yoshinobu, J. Gibb, C. Laugelle, & P. Harney. (1991). The will and the ways: Development and validation of an individual differences measure of hope. *Journal of Personality and Social Psychology, 60,* 570-585. The scale can be used for research or clinical purposes without contacting the author. Reprinted with permission of the American Psychological Association and the senior author of the scale.

APPENDIX SIX

AUSTRALIAN MODIFICATION OF THE ADULT DISPOSITIONAL HOPE SCALE ITEMS AND DIRECTIONS FOR ADMINISTERING AND SCORING

The goals scale

Directions: Read each item carefully. Using the scale shown below, please select the number that best describes YOU and put the number in the blank provided.

1 = Definitely False, 2 = Mostly False, 3 = Somewhat False, 4 = Slightly False, 5 = slightly true,

6 = somewhat true, 7 = Mostly true, 8 = definitely true

_1. I can think of many ways to get out of a *difficult situation*

_2. I energetically pursue my goals

_3. I feel tired most of the time

_4. There are lots of ways around any problem

_5. I am easily *beaten* in an argument

_6. I can think of many ways to get the things in life that are most important to me

_7. I worry about my health

_8. Even when others get discouraged, I know I can find a way to solve the problem

_9. My past experiences have prepared me well for my future

_10. I've been pretty successful in life

_11. I usually find myself worrying about something

_12. I meet the goals that I set for myself

Notes: When administered, we have called this the “Goals Scale” rather than the “Hope Scale” because on some initial occasions when giving the scale, people became sufficiently interested in the fact that hope could be measured that they wanted to discuss this rather than taking the scale. No such problems have been encountered with the rather mundane “Goals Scale”. Items 3, 5, 7, and 11 are distracters and are not used for scoring. The pathways subscale score is the sum of items 1, 4, 6, and 8, and the agency subscale is the sum of items 2,9,10, and 12. Hope is the sum of the four pathways and four agency items. In our original studies, we used a four-point response continuum, but to encourage more diversity in scores in our more recent studies, we have used the following 8 – point scale: 1 = Definitely False, 2 = Mostly False, 3 = Somewhat False, 4 = Slightly False, 5 = slightly true, 6 = somewhat true, 7 = Mostly true, 8 = definitely true. Scores using the 4 – point continuum can range from a low of 8 to a high of 32. For the eight-point continuum, scores can range from a low of 8 to a high of 64.

Source: Predominantly taken and adapted from C. R. Snyder, C. Harris, J.R. Anderson, S.A.Holleran, L.M. Irving, S.T. Sigmon, L. Yoshinobu, J.Gibb, C.Langelle, & P.Harney. (1991). The will and the ways: Development and validation of an individual differences measure of hope. Journal of Personality and Social Psychology, 60, 570-585. The scale can be used for research or clinical purposes without contacting the author. Reprinted with permission of the American Psychological Association and senior author of the scale. *Adapted also from* Venning, A. J., Eliott, J., Kettler, L., & Wilson, A. (2009). Normative data for the Hope Scale using Australian adolescents. *Australian Journal of Psychology*, *61*(2), 100-106.

APPENDIX SEVEN

THE RESIDENCE ENVIRONMENTAL HOPE SCALE

RESIDENCE Environmental Hope Scale Items and Directions for Administering and Scoring

Directions: Reach each item carefully. Using the scale shown below, please select the number that best describes YOUR ENVIRONMENT that has been posed to you think about, and put that number in the blank provided.

1 = Definitely False, 2 = Mostly False, 3 = Somewhat False, 4 = Slightly False, 5 = Slightly True, 6 = Somewhat True, 7 = Mostly True, 8 = Definitely True.

__ 1. My residence environment provides me with many ways to get out of a difficult situation.

__ 2. My residence environment encourages me to energetically pursue my goals.

__ 3. My residence environment makes me feel tired most of the time

__ 4. My residence environment allows me to see that there are lots of ways around any problem.

__ 5. My residence environment creates arguments.

__ 6. My residence environment allows me to see many ways to get the things in life that are most important to me.

__ 7. My residence environment makes me worry about my health.

__ 8. Even, when others get discouraged in my residence environment, my residence environment shows that there is a way to solve the problem.

__ 9. My experiences in my residence environment so far have prepared me well for my future.

__ 10. I perceive my residence environment as a pretty successful place to be.

__ 11. My residence environment usually makes me feel worried.

__ 12. My residence environment allows me to meet the goals that I set for myself.

Notes: When administered, it is proposed that this scale be renamed “Environmental Scale” rather than the “Environmental Hope Scale”. This is based upon Snyder (1991, p. 570-585) view that “on some initial occasions when giving the scale, people become sufficiently interested in the fact that hope could be measured that they wanted to discuss this rather than taking the scale”. Using the design of Snyder’s Hope Scale (1991) Items 3, 5, 7, and 11 are distractors and are not used for scoring. The environmental pathways subscale score is calculated through the addition of statements 1, 4, 6, and 8, and the environmental agency subscale score is the addition of items 2, 9, 10, and 12. Hope is the sum of the four pathways

and four agency items. In our original studies, we used a four-point response continuum, but to encourage more diversity in scores in our more recent studies, we have used the following 8-point scale: 1 = Definitely False, 2 = Mostly False, 3 = Somewhat False, 4 = Slightly False, 5 = Slightly True, 6 = Somewhat True, 7 = Mostly True, 8 = Definitely True. Scores using the 4-point continuum can range from a low of 8 to a high of 32. For the eight-point continuum, scores can range from a low of 8 to a high of 64.

Proposed & Conceptual Reworded Environmental Hope Scale (Abrahams, 2012) predominantly adapted from Source: Taken from C. R. Snyder, C. Harris, J. R. Anderson, S. A Hollerman, L. M. Irving, S. T. Sigmon, L. Yoshinobu, J. Gibb, C. Laugelle, & P. Harney. (1991). The will and the ways: Development and validation of an individual differences measure of hope. *Journal of Personality and Social Psychology, 60,* 570-585. The scale can be used for research or clinical purposes without contacting the author. Reprinted with permission of the American Psychological Association and the senior author of the scale.

Adapted also from Venning, A. J., Eliott, J., Kettler, L., & Wilson, A. (2009). Normative data for the Hope Scale using Australian adolescents. *Australian Journal of Psychology, 61*(2), 100-106.

APPENDIX EIGHT

Research participation and consent form – Quantitative Scales

You are being asked to participate in a research study which investigates goal setting and your environment and invited to complete two scales which will take approximately 5 – 10 minutes to complete. If you agree to participate, read the instructions carefully, which will guide you as to how to complete each scale. To complete this survey, you must be at least 18 years old. Your participation in this research is entirely voluntary and you have a right to refuse. Should you choose to participate you may still withdraw at any time.

The information and details you provide here will only be viewed by the researcher. For research purposes and to ensure your anonymity, your name and student numbers are details that will only be accessible by the researcher. When the research is presented in the form of a dissertation your details will not be included and your identity remain confidential.

If you have any concerns or questions you would like to pose with regards to this study, please contact the researcher, Sean Abrahams, sean.abrahams@uct.ac.za

By providing your name, student number and signature below you voluntarily agree to participate in this research study.

Name:_____ Student number:_____

Signature:_____ Date:_____

APPENDIX NINE

Research participation and Consent Form – Qualitative Interview

You are being asked to participate in a 30 – 60-minute interview which explores your experience the university environments in which you live and learn. To participate in this interview, you must be at least 18 years old. Your participation in this research is entirely voluntary and you have a right to refuse. Should you choose to participate you may still withdraw at any time, and additionally choose not to answer any questions posed to you.

With your permission and if you agree to participate a recording device will be utilized to record the interview, for the purposes of transcribing the information. For research purposes and to ensure your anonymity, your name and student number are details that will remain confidential and only be accessible to the researcher. The information collected through this interview will form part of a research study which will contribute towards a masters' dissertation in education. Beyond the researcher your details will not be included and your identity will remain confidential.

If you have any concerns or questions you would like to pose with regards to this study, please contact the researcher, Sean Abrahams, sean.abrahams@uct.ac.za

By providing your name, student number and signature below you voluntarily agree to participate in this research study.

Name:_____ Student number:_____

Signature:_____ Date:_____

APPENDIX 10

APPLYING ACTIVITY THEORY

(excerpted directly from Jonassen and Rohrer – Murphy, 1999, p.77)

STEP 1: CLARIFY PURPOSE OF ACTIVITY SYSTEM

Understand relevant context(s) within which activities occur
Generate a list of problems that _____typically deal with. What participants or groups are involved in the successful completion of the activity?
Where and when do those problems normally occur? Prioritize the list.
Examine communications that surround the situation or activity.
Understand the subject, his or her motivations and interpretations of perceived contradictions in the system
Generate a comprehensive list of subject – driven motives and goals for each of the groups involved that might drive the activity.
What expectations are there for the performer? Who sets the expectations which might contribute to the dynamics of the situation under review?
Interview persons directly and peripherally associated with activity to understand contradictions, overall factors that affect activity.

STEP 2: ANALYZE THE ACTIVITY SYSTEM

2.1 Define the subject
Who are the participants in the activity system? What are their roles? What are their beliefs?
What is the expected outcome of the activity? What criteria will be used by the community to evaluate its utility?
What are the implied rules or roles for each member of the group?
What struggles did the group survive in order to reach its current state?
What are goals-motives of the activity and how are they related to goals-motives of others and society?

What is the division of labor within the activity system?
What perceived rewards await the subject if or when it accomplishes its goal?

2.2 Define the relevant community - communities
To what extent does the subject's work community impact the subject-object pair?
How mature is the group? How formally are the rules of interaction stated?
What is the structure of social interactions surrounding the activity?
How might conflicts that originate in other communities affect participant interactions?
How do other communities in which participants are involved view this task? Do they value the goals of the activity?
What perceived rewards await the subject if or when it accomplishes its goal?

2.3 Define the object
What is the expected outcome of the activity? Is the end product a presentation, a report, a theory or a combination of these (or other) elements?
What criteria will be used to evaluate the quality of the outcome? Its viability?
Who will apply the specified criteria? How much credibility does that individual or group have with participants?

How will completing the object move the participant toward fulfilling the intentions of the individuals? Of the program?

STEP 3: ANALYZE THE ACTIVITY STRUCTURE

3.1 Define the activity itself
How is work being done in practice?
Identify the activities in which subjects participate.
How has the work (actions and operations) been transformed over time?
What historical phases have there been on the work activity?
What was the nature of the changes that occurred in different historical phases?
What norms, rules, and procedures in the actions and operations have been documented?
What forms of thought, "rationality types", or theoretical foundations have dominated the work and how have they changed?
What do the workers think about them?
What are goals-motives of the activity and how are they related to other concurrent goals?
What are the contradictions, as perceived from the standpoints of all relevant subjects that drive this activity?

3.2 Decompose the activity into its component actions and operations
For each activity, observe and analyze the actions that are performed and by whom.
Examples may include problem isolation, calling and managing meetings, developing operational plans, etc.
For each action, observe and analyze the operations that subjects perform.
Examples of operation include: note taking, calling on the telephone, sending messages, or setting up routine equipment.

STEP 4: ANALYZE MEDIATORS

4.1 Tool mediators and mediation
What tools might be used in this activity? How readily available are those tools to participants?
What are the physical (instruments, machines) and cognitive (signs, procedures, methods, languages, formalisms, laws) tools used to perform activities in different settings and across activities (projects)?
How have tools changed over time?
What models, theories, or standardized methods will guide this activity? How might participants use these? Is their use flexible, or is adherence required?

4.2 Rule mediators and mediation
What formal or informal rules, laws, or assumptions guide the activities in which people engage?
How might these rules have evolved (formal – informal, internal – external)?
Are they task – specific?
How widely understood are these rules?

4.3 Role mediators and mediation
Who traditionally has assumed the various roles? How does that affect work groups assignments or breakouts?
How do these roles relate to the individual's nonacademic experiences?
What forces drive the role changes? How much freedom will individuals have to force other to take on new or different roles within the work group?

STEP 5: ANALYZING THE CONTEXT

5.1 Internal or subject driven contextual bounds

What are the beliefs, assumptions, models, and methods that are commonly held by working groups?

How do individuals refer to their experiences in other work groups?

What type of language do they use?

What tools did they find (un)helpful in completing these projects? How willing are they to use them again? To try new tools in similar contexts?

5.2 External or community driving contextual bonds

How much freedom do individuals have about entering a work group?

What is the structure of the social interactions surrounding the activity? What activities will be considered to be critical (i.e., assessed, measured, or graded)?What type of limitation will be placed on this activity by the company or outside agencies?

How are the tasks organized among the members of the aggregate who are working toward the object? Will these structures be dictated or allowed to emerge from within each group?

How are tasks divided or shared among participants? Who does what? How flexible is the division of labor? How will these roles and their contribution be evaluated (by evaluator or participants)?

Is there a difference between the implied rules-roles for each member of the group and those that are formally stated?

What formal or informal rules, laws, or assumptions guide the activities in which people engage? To what degree will the groups be expected to explicitly state those?

STEP 6: ANALYZE ACTIVITY SYSTEM DYNAMICS

6.1 What are the interrelationships that exist within the components of the system?

What are the dynamics that exist between the components of the activity system?

How formal-informal are the relationships described? Are there contradictions or inconsistencies within the needs of this population and the goals of these learning activities?

How do the individuals perceive these goals, particularly vis-à-vis their own successes and their perceptions of what has led to those successes?

6.2 How formally established are those relationships?

How formally will the relationships between members be determined? What are the drivers of change?

How lasting and permanent are these changes?

How accepted are those relationships perceived within the framework of the larger graduate school culture?

6.3 How have those interrelationships changed over time?

What factors have driven the formation of work groups within this population in the past?

How lasting and permanent have these groups been in the past? What factors kept those groups together or drove those groups apart?

APPENDIX 11

Ethics Clearance – School of Education, University of Cape Town

Mastin Prinsloo, Associate Professor
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26 February 2013

To Whom It May Concern

Sean Abrahams made application in November 2012 to the School of Education's Research Ethics Committee for Research ethics clearance for his proposed Masters research titled 'The development and Validation of the Environmental Hope Scale in a University Residence Context'. He submitted an approved copy of his research proposal together with the completed six-page form, 'Research Ethics: Student/Supervisor Joint Statement' co-signed by himself and his supervisor, Prof, Crain Soudien. The School of Education's Research Ethics Committee considered this application and was satisfied that he and his supervisor had fully and satisfactorily addressed the ethical dimensions of the proposed research and it approved that the research might proceed. Ethical clearance was duly provided for the proposed research on behalf of the Humanities Faculty Research Ethics Committee. The clearance no. for this research is 1207, issued on 7 December 2012, as reported to the Faculty Research Ethics Committee in December 2012.

Sincerely,

Signature removed to avoid signature online

Mastin Prinsloo, Associate Professor, Chair, Research Ethics Committee, School of Education (on research leave in the 1st semester of 2013)

c.c. Professor Fiona Ross, Chair, Humanities Faculty Ethics Research Committee

c.c. Professor Crain Soudien, Deputy Vice-Chancellor, Research Supervisor

c.c. Associate Professor Karin Murris, Acting Chair, School of Education Ethics Research Committee

c.c. Professor Pam Christie, Head of Department, School of Education

APPENDIX 12

Ethics Clearance – Department of Student Affairs, University of Cape Town

	RESEARCH ACCESS TO STUDENTS	DSA 100

NOTES

1. This form must be **FULLY** completed by applicants that want to access UCT students for the purpose of research..
2. Return the completed application form **by email,** in **the same word format,** together with **your research proposal and a copy of your ethics approval letter / proof** to: Moonira.Khan@uct.ac.za. You application will be attended to by the Executive Director, Department of Student Affairs (DSA), UCT.
3. The turnaround time for a reply is **approximately 10 working days**.
4. NB: It is the responsibility of the researcher/s to apply for and to obtain **ethics approval,** as well as approval to access UCT staff and/or UCT students, from the following, respectively:: (a) Chairperson, Faculty Research Ethics Committee' (FREC) for ethics approval, and (b) Executive Director: HR (access to staff) (c) Executive Director: Student Affairs (access to students).
5. **Note:** UCT Senate Research Protocols requires compliance items (1) and (4) , even if prior clearance has been obtained **from any other institution.** This applies to ***all*** persons/institutions conducting research for academic, marketing or service related reasons.

SECTION A: RESEARCH APPLICANT/S DETAILS

Position	Staff / Student No	Title and Name	Contact Details (Email / Cell / land line)
A.1 Student Number	ABRSEA001	Mr Sean Paul Abrahams	
A.2 Academic / PASS Staff No.	01375856	Mr Sean Paul Abrahams	Email: Sean.abrahams@uct.ac.za (O) 021 650 1055 (M) 079 787 7494 (H) 021 788 9760
A.3 Visiting Researcher ID No.			
A.4 University at which astudent or employee	UCT	Address if *not* UCT:	
A.5 Faculty/ Department/School	Department of Student Affairs, Student Housing and Residence Life		

A.6 APPLICANTS DETAILS If different from above	Title and Name	Tel.	Email

SECTION B: RESEARCHER/S SUPERVISOR/S DETAILS

Position	Title and Name	Tel.	Email
B.1 Supervisor	Professor Crain Soudien	021 - 650-2175/6	Crain.soudien@uct.ac.za
B.2 Co-Supervisor/s (a)			

SECTION C: APPLICANT'S RESEARCH STUDY FIELD AND APPROVAL STATUS

C.1 Degree (if a student)	MEd – EDUCATION HM012/EDN01 – Faculty of Humanities/Dept of Education
C.2 Research Project Title	The Development and Validation of the Environmental Hope Scale in a University Residence Context
C.3 Research Proposal	Attached.
C.4 Target population	Undergraduate students in UCT residences
C.5 Lead Researcher details	If different from applicant:
C6. Will use research assistant/s	Yes ☐ No ■
C.7 Research Methodology and Informed consent:	**Research methodology:** Survey questionnaire and interviews. (attached questionnaires refer) **Informed consent:** will be obtained verbally and in writing. Participation is voluntary, without coercion. Confidentiality and anonymity of participations apply. (attached consent form and cover letter refer)
C.8 Ethics clearance status from UCT's Ethics in Research Committee (EiRC)	Approved by the EiRC Yes ■ No ☐ Awaiting response : ☐ If yes: **attach copy**, and state date/faculty/ ref. no of FREC approval**: HUM FREC /1207 - 26 February 2013** **Date of application if awaiting response:**

SECTION D: APPLICANT/S APPROVAL STATUS FOR ACCESS TO STUDENTS FOR RESEARCH PURPOSE
(To be completed by the ED, DSA or Nominee)

	Approved / With Terms / Not	* Conditional approval with terms	Applicant/s Ref. No.:	
D.1 APPROVAL STATUS	*Aproved.* ■	**(a)** Access to students for this research study must only be undertaken after written ethics approval has been obtained. **(b)** In event any ethics conditions are attached, these must be complied with before access to students.	**ABRSEA001/01375856 /Mr Sean Paul Abrahams**	
D.2 APPROVED BY:	**Designation**	**Name**	**Signature**	**Date**
	Executive Director Department of Student Affairs	***Ms Moonira Khan***	signature removed	***3 March 2013***

APPENDIX 13

Qualitative Interview Schedule

Could you describe any ways in which your residence enables you to respond to a difficult situation?

Are there ways in which your residence encourages you to actively pursue your goals? If so, could you give examples?

Does your residence promote you to see many ways around a problem? If so, could you rice examples?

Does your residence allow you to see many ways to get the things in life that are most important to you? If so, how?

Does your residence show you that there is a way to solve the problem? If so, in what ways?

Has your residence experience so far prepared you well for your future? If so, in what ways?

Do you perceive your residence to be a pretty successful place to be? If so, in what ways?

Does your residence allow you to meet the goals that you set for yourself? If so, in what ways?

What is your main reason for being at University?

What do you think is the purpose of the residence?

How does the residence support you? Can you give examples?

How does the residence hinder you? Can you give examples?

What structures exist within the residence? What is their purpose?

What are some of the residence rules that support you?

What are some of the residence rules that hinder you?

What activities take place within the residence?

What resources are available within the residence?

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