A FOOD QUALIFICATION AT TECHNIKON NATAL: INFLUENTIAL FACTORS

An attitudinal survey of standard nine pupils' perception
of the status of studying at Technikon Natal
for
a diploma in the food field

IRENE HILDEGARDE JAMES

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Supervisor: Mr M R Heath

Joint Supervisor: Dr G Puth

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FOREWORD

The authoress acknowledges and hereby expresses her sincere thanks to the following for their contribution to this dissertation:

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May the result of this endeavour be reflected in Technikon Natal's motto PER ADUA AD ALTA (*THROUGH LABOUR TO THE HEIGHTS*).

I H JAMES
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EKSERP

Tot datum was die onthaalbedryf, veral die voedseldiensbedryf, berug vir sy hoë personeelomset, asook vir die algemene tekort aan gekwalifiseerde personeel. Hierdie factor, tesame met die aankondiging in 1989 dat die Suid-Afrikaanse Regering sekere van sy spysenieringsdienste oor 'n tydperk van drie jaar sou privatiseer, het by die owerhede 'n besorgdheid laat ontstaan oor die gebrek aan opgeleide voedselpersoneel vir die toekoms.

Die aanname was dat technikons oor die infrastruktuur beskik om kundiges in die kookkuns op te lei maar dat verwronge beelde, vooroordele en wanvoorstelling nie net technikonopleiding nie, maar ook 'n loopbaan in die kookkuns omring. 'n Studie is dus onderneem om vas te stel watter faktore betrokke is by skoolverlaters se keuse van opleidingsinrigting en houdings teenoor studie aan Technikon Natal met die oog op 'n loopbaan in die voedselbedryf.

Die studie het 'n teoretiese onderbou. Die literatuuroorsig in hoofstuk twee gee in breë trekke die historiese ontwikkeling van technikons en van loopbane in die kookkuns in Suid-Afrika. Die klem val op die status en beeld van technikons en loopbane in die voedselbedryf.

Die metodologie in hoofstuk drie verduidelik die strukturering en administrasie van die vraelys wat gebruik is om data van ses lukraak geselekteerde hoërskole in Durban en omstreke vas te lê.

Die resultate van die verwerkte data word in hoofstuk vier bespreek. Tabelle word na afloop van die bespreking van elke groep belangrike vraagstukke gegee. Hierdie vraagstukke sluit in leerling se beoogde studieplanne, keuse van loopbaan en opleidingsinrigting, en die invloed wat individue en ander bronne dalk op die ontwikkeling van hul houdings en gevolglike keuse van loopbaan en opleidingsinrigting kon gehad het. Leerlinge se houdings teenoor studie met die oog op 'n loopbaan in die voedseldiensbedryf word daarna in besonderhede gerapporteer.

Die resultate dui aan dat ouers die bepalende faktor by die keuse van loopbaan en opleidingsinrigting is, maar dat hulle relatief min inligting oor opvoedkundige inrigtings verskaf. Aan die ander kant is gevind dat skoolvoorligters die meeste inligting oor opvoedkundige inrigtings verskaf, maar minder invloed as die ouers uitoefen oor die uiteindelike keuse.

Technikon Natal en loopbane in die voedselbedryf word in die algemeen positief beskou, maar daar is duidelik heelwat onkunde oor die akademiese aard van die Technikon en die diplomas wat verwerf kan word. Hierdie aspekte moet aangespreek word.

Die studie het inligting aan die lig gebring wat gebruik kan word om onkunde en wanvoorstellinge te bekamp en daardeur die aantal aansoeke en uiteindelik die gehalte van die studente vir Technikon Natal en die voedselbedryf te verhoog.

ABSTRACT

To date, the hospitality industry, and in particular the food service industry, has a notoriously high turnover of staff, as well as a general shortage of qualified personnel. This factor, as well as the announcement in 1989 by the South African Government to privatise certain of its catering services over a period of three years caused the authorities to express concern over the lack of trained food staff for the future.

Believing that technikons have the infrastructure to qualify culinarians, but that distorted images, prejudices and misconceptions surround technikon education as well as a culinary career, this study was undertaken to identify the factors that influence school leavers' choices of study institutions and attitudes towards studying for a food career at Technikon Natal.

A theoretical substructure lays the foundation for the study. The literature review in chapter two outlines the historical development of technikons, as well as culinary careers in South Africa, placing special emphasis on the status and image of technikons and food careers.

The methodology in chapter three explains the structuring and administration of the questionnaire used to capture data from six randomly selected high schools in the greater Durban area.

The processed data results are discussed in chapter four. Table are presented at the conclusion of each group of major issues. These issues include pupils' anticipated study plans, choices of careers and study institutions, and the influence that individuals and other sources may have had on the formation of their attitudes and resultant choices of careers and study institutions. The pupils' attitudes towards studying for a career in the food service industry is thereafter reported on in detail.

The results indicated that parents have the greatest influence on career and institution choice although it was found that they provide relatively little information on educational institutions. On the other hand, school teacher-counsellors are found to provide the most information on educational institutions but have far less influence regarding the choice of the educational institution than parents do.

Technikon Natal and careers in food are generally positively perceived, but ignorance concerning the academic nature of the Technikon as well as the food diplomas is still evident and needs to be addressed.

The study revealed information that could be used to combat ignorance and misconceptions thereby increasing the quantity of applications and subsequent quality of students for both Technikon Natal and the food service industry.

CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

BACKGROUND AND PROBLEM DEVELOPMENT

1.1 GENERAL INTRODUCTION

This dissertation is the product of a survey of standard nine pupils' perceptions of and attitudes towards studying at Technikon Natal and in particular entering a career in the Food Service Industry.

1.1.1 Reasons for this study

Technikons, including Technikon Natal are in the process of establishing research traditions. Parameters of and differences between university research (essentially basic research) and technikon research (essentially applied research) are being laid and debated. The issue of restrictions to and overlapping of areas are still being questioned. A research workshop at Technikon Natal was held in January 1989 and several points of view on research were expressed by academics from various educational institutions. The Department of National Education (DNE) and Committee of Technikon Principals (CTP) appear to favour technology based research for technikons. However, the technikon research task includes the following aspects of research as outlined by A.L. du Preez, (1989:7):[1]

(a) ...research in technology;

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[1] A.L. du Preez refers to Dr A.L. du Preez, Vice-Rector (Academic) of Technikon Natal, hereafter referenced as L.du Preez

(b) research with a pedagogical and androgogical inclination arising from the educational and formative responsibility towards the student;

(c) research in respect of promoting and developing tertiary education activities, services and resources in order to provide more efficient training and tuition;

(d) research in respect of the management activities of the technikon with a view to establishing an adequate infrastructure.

With the above tasks in mind, this study endeavours to contribute to categories (b), (c) and (d) of the above four main tasks of technikon research.

In identifying what possibly influences and motivates students to study for the food service industry, guidelines for more effective student recruitment and selection for this and other programmes could perhaps be formulated. Thereto, programmes can be structured or adapted to continue motivating 'ideally suited' students thus diminishing costly 'drop out' rates, course hopping or possible future job hopping.

This study, therefore, aims to serve the industry for whom the technikons are preparing diplomates, as well as the student who is being recruited and prepared for industry resulting in a valuable two-way investment for the educational institution in question.

1.1.2 Origin of the study

The study is self-initiated as a result of the shortage of food service personnel in the unprecedented expansion of the hospitality industry, as expressed by members of the Federated Hotel, Liquor and Catering Association of South Africa (FEDHASA) and the Hospitality Industry Training Board (HITB). The study was undertaken on behalf of the Department of Food and Nutrition, Technikon Natal.

1.2 STATEMENT OF THE PROBLEM

The purpose of the study is to analyse and evaluate attitudes and perceptions of standard nine pupils towards Technikon Natal and careers in food in particular in order to make recommendations regarding the steps required to attract students to study for the food service industry.

1.3 OBJECTIVES

1.3.1 Primary Objectives

SUB-PROBLEM 1:

To evaluate the attitudes and perceptions of the specified target population, (standard nine pupils) towards Technikon Natal and to identify the factors that may have an influence on the formation of their attitudes.

SUB-PROBLEM 2:

To evaluate the attitudes and perceptions of the specified target population, (standard nine pupils) towards a career in the food service industry.

1.3.2 Secondary Objectives

SUB-PROBLEM 3:

To analyse and evaluate these attitudes in order to recommend some areas and guidelines to be addressed in the process of attracting students to qualify for the food service industry.

HYPOTHESES

HYPOTHESIS 1:

Technikon Natal's reputation is closely related to the nature and intensity of its exposure to the specified target populations.

HYPOTHESIS 2:

Standard nine pupils are ignorant of the nature of the food courses.

HYPOTHESIS 3:

The desire to embark on a food career is closely related to the nature and intensity of the standard 9 pupils' awareness of job opportunities and job descriptions in food orientated careers.

1.4 BACKGROUND TO THE STUDY

South Africa is in the grips of a dire shortage of middle to high level manpower and it is estimated that the demand for high level manpower will exceed the supply by the turn of the century (du Preez 1988:7). Technikons are essentially responsible for supplying this category of the workforce. Yet, despite the predicted shortage of manpower, particularly in the professional and technological fields, the status of technikons is debatable, with many sectors of the community still regarding technikon based technical/technological education as being *infra dig* (Orpen 1989:21). The lack of status may be caused by ignorance or confusion regarding the tertiary nature of technikons, resulting in a preference for school leavers with an academic matric to opt for university education rather than technikon education and training. Ignorance and confusion are not the only influential issues. According to research in this regard, the following issues can be highlighted among those that have been identified:

- Parents:

Whether or not the parents themselves had the opportunity to study further, the vast majority strongly desire tertiary education for their children despite the high cost of post-secondary education (Carnegie Foundation 1986:33). Although pupils acknowledge their parents as having the greatest influence on their career choice, pupils instinctively prefer that the career choice basically remains their responsibility (Beukes 1986:25). Leon (1983:3) stated that parents were the top source of influence on institution choice.

- Image:

A study conducted by Beukes *et al* (1987) on the image of technikons in South Africa showed *inter alia* that:

i. standard 10 pupils' perception of technikons is less accurate concerning issues such as status and earning ability associated with different types of tertiary institutions, than students who had made enquiries at technikons and first-year students who had registered at technikons;

ii. parents in particular are still largely ignorant and uninformed about technikon education.

If one of the greatest influencing factors, namely parents, are uninformed and ignorant about technikon education then this ignorance could affect their judgement of and preferences for technikon education and these attitudes could be relayed to their children.

Judging from the limited number of applications from pupils, particularly males, during the past decade, ignorance among the pupils could also be causing prejudice against training for the food service industry. Matriculants appear reluctant to consider a career in food service. This reluctance may be based on the assumption that it is a 'non-academic/practical' area and therefore should not be considered by academically inclined matriculants. Ignorance or confusion regarding the job descriptions of food personnel such as cooks, chefs, caterers and food service managers, could hamper the status of the food service industry. Forecasts have indicated that the hospitality

industry (which encompasses food services) is set to topple South Africa's largest foreign exchange earner, bullion. As the tourists return to South Africa an inevitable shortage of qualified personnel for the food service industry will preside. Unless the factors that influence pupils' perceptions of and attitudes towards entering the food service industry are identified the misconceptions cannot be rectified. As long as they exist, so too will there be a lack of suitably informed and interested potential students to qualify for the food service industry.

This study *inter alia* intends identifying the areas of ignorance and present status of Technikon Natal education and similarly, attitudes of standard nine pupils towards qualifying for the food service industry.

1.5 IMPORTANCE OF THE STUDY

In May 1989 it was announced that the Government intended privatising selected services over the next three years. Food service is included in the above plan. During 1988, contract caterers purchased food to the value of R430 million, while state caterers purchased an estimated R1096 million product during this period (Fast Food and Family Restaurant 1989:11). This massive expenditure and the predictions that the private/contract catering sectors could triple business in the near future, is resulting in the catering industries' top management expressing extreme concern that the present dearth of

middle to high level personnel will reach critical shortage levels, unless the training institutions can meet industry's needs at various levels. This concern was also echoed in the Hotelier and Caterer:

> *The shortage of skilled staff at all levels is the biggest challenge facing the hospitality industry. Recruitment overseas is made difficult by the low value of our currency and a number of top hotel managers and chefs have emigrated recently.*
>
> *...It has been acknowledged that our training institutions cannot produce enough qualified people to meet the demand for skills. We all know that tourism has the potential to become this country's biggest industry. As we approach the last decade of the century, serious thought must be given to attracting quality people to the industry* (Viewpoint; Nov. 1989:5).

Countrywide, leaders in industry are urging the upgrading of skills and increase in manpower for the hotel and catering industry. Recruitment agencies are implementing temporary employment services and overseas recruitment of staff as an interim measurement. However, according to recruitment agency manager, Deon Viljoen, only 20 - 30% of foreign recruitments extend their contracts and of these, only 10% settle permanently. He maintains that "...the recent Government move towards privatisation has created an increased demand for positions in the industry... and the industrial market is the market of the future." (Viljoen 1989: 69-70).

Industry needs qualified and trained staff. Technikons offer national diplomas, based on industry's needs to provide the catering sector with a percentage of qualified personnel. Technikon Natal's Department of Food and Nutrition has the infrastructure to train approximately 60 students per annum in some of the country's most modern premises. However, the quality of the diplomate is as good as the applicant and for the Department of Food and Nutrition at Technikon Natal, it is important to recruit ideal students in order to produce superior diplomates, tailor-made for an occupation in the hospitality industry.

1.6 NATURE OF THE PROBLEM

1.6.1 Delimitations

* The study is not based on a marketing strategy, but rather on factors contributing towards the formulation of objectives appropriate for a possible student recruitment strategy.

* The study does not consider and/or recommend selection criteria for potential students for the food field, but rather attempts to identify the attitude of pupils in general towards a career in the food field.

* The study is not a major or minor theory of any nature of general occupation/career choice, including the relationship between the choice of subjects and study fields of standard nine pupils.

* The study is not a comparison between other tertiary institutions and technikons, but rather an investigation into other possible factors affecting institutional reputation/image.

1.6.2 Assumptions

In approaching the study, the following assumptions are taken to be true:

(1) that the sample, representative of the target population with regard to socio-economic status, is correctly drawn; and

(2) that the groupings of the socio-economic areas are accurate.

1.6.3 Conceptual Clarification:

Definition of Terms/Abbreviations

TECHNIKON:

A tertiary educational institution offering technology focussed education and training in co-operation with commerce and industry to provide the market place with mid- to high-level manpower. The entrance qualification is a Senior Certificate (standard ten), Matriculation or equivalent. Qualifications range from one to six years of study, although the one and two year qualifications are in the process of being phased out in many instances (HCTC directory:47).

HCTC/HITB:

Hotel and Catering Industry Training Council, the primary function of which is to co-ordinate existing training courses and facilities in order to avoid duplication and create an environment where training will take place. The organisation was renamed the HITB (Hospitality Industry Training Board) in 1991, following legislation to centralise training and impose a one percent levy on staff salaries (commencing in March 1992) to contribute towards training.

TECHNICAL COLLEGES:

Concern themselves mainly with courses and programmes for technical and commercial careers as well as trades (apprenticeships). The entrance qualification is standard seven. Students may progress from an NI to NVI qualification, with NIII being the equivalent of a senior certificate. (HCTC directory: 48).

TECHNICAL HIGH SCHOOLS:

Officially there are no Technical High Schools, although some still use this designation (eg Sastri College - a high school for Asiatics in Durban). These institutions differ from ordinary high schools in that certain trade, technical, commercial and vocational subjects are included in the curriculum of study. (HCTC directory: 49)

GROUP TRAINING CENTRES:

These institutions' principle role is training, ie, practical skills training as opposed to education. Training courses are of shorter duration (some as short as two days) than educational programmes and entry qualifications vary according to the nature and complexity of each training course (HCTC directory: 49).

TECHNICIAN:

A technician is a person given the task to apply technological knowledge and technical skills within the specific confines of a work situation (A.L. du Preez; 1988: A7).[2]

TECHNOLOGIST:

A technologist is a person expected to do advanced technological and intellectual work which demands more than the mere application of existing knowledge and skills. The technologist is directed to problem solving and innovation.

NATIONAL HIGHER CERTIFICATE:

A two year full-time qualification at a technikon.

NATIONAL DIPLOMA:

A three year full-time qualification at a technikon.

NATIONAL HIGHER DIPLOMA:

A fourth year qualification at a technikon having completed a National Diploma or its equivalent.

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[2] A.L. du Preez refers to Professor A.L. du Preez, Rector of Technikon Natal, hereafter referenced as A. du Preez.

FEDHASA:

Federated Hotel, Liquor and Catering Association of South Africa. Acting in the interests of the Hospitality Industry, this organisation "...strives by active and knowledgeable involvement at all levels to:

- develop the manpower resources in its members' employ;
- achieve the quality service demanded by all people and thus;
- serve the interests of its members by ensuring a freedom to trade profitably and thereby their future success". (FEDHASA 1988:1)

HOSPITALITY INDUSTRY:

This industry encompasses all aspects of tourism, hotel keeping and catering for business, holiday, travel and leisure (Fuller 1986:14).

FOOD SERVICE:

The provision of food, prepared on a large scale for all areas that serve food to customers, employees and patients. For example, commercial catering units (private or contract) hospitals, clubs, specialised institutions, Government food services and restaurants.

FOOD SERVICE MANAGER:

The food service manager is in control of a food service unit. He/she is responsible for overseeing the meal preparation, providing in-service training to his/her personnel and controlling all management processes and personnel in the food service unit (such as ingredient orders, storing and issuing; quality control; hygiene and safety; budgeting; cycle menus and recipe standardisation).

FOOD CONSULTANT:

Food Consultants develop or promote or interpret products. They are employed by firms for the ultimate purpose of increasing the financial good of the company, but their peculiar function is one of interpretation and communication. They know consumer attitudes and needs and can bring such information to the company. They know the product and can interpret its use to the consumer. They work for utility companies, manufacturers of household equipment, retailers and advertising agencies. They may write, test products, demonstrate or advise, but always they are middle men in some sense between the consumer and the merchant or manufacturer.

SAS:

Statistical Analysis Systems - software packages designed to aid data analysts.

1.6.4 Structure And Approach

The study consists of a theoretical sub-structure and an exploratory-descriptive survey. The first three chapters lay the theoretical foundation for the study, including the methodology used. Chapters 4 and 5 deal with and evaluate the results and findings of the study.

Chapter 1 states the problem to be researched as well as the background with respect to the investigation.

Chapter 2 outlines the historical development, present status of and need for technikon trained manpower, especially for the food service industry.

In Chapter 3 the underlying rationale, planning (including sample selection), implementation of the questionnaires as well as some limiting factors are discussed. Various statistical techniques employed in processing the data are outlined.

Chapter 4 deals with the statistical analyses that were carried out. Various statistical techniques (discussed in Chapter 3) were used in order to identify which variables play a significant role in influencing the target population's attitudes and perceptions of Technikon Natal and careers in food.

The final Chapter (5) places the investigation into context. A general discussion on the effect of influencing factors is outlined and recommendations are made regarding possible objectives for recruitment of students for the Technikon and food service industry. The annexures and questionnaire appear at the conclusion of the study.

1.7 SUMMARY OF CHAPTER 1

The study was undertaken in order to determine the status quo of Technikon Natal education and training for the food service industry in order to recruit effectively for the latter. This chapter outlines the problem statement, objectives, hypotheses, background to and the importance of the study. The shortage of skilled staff may be compounded by standard nine pupils' perceptions and attitudes towards studying at a technikon and, in particular, for a career in food service as they consider various career options. As a result, the following literature review orientates one to the historical development and status of Technikon Natal and food diplomas and the objectives necessary to determine attitudes and perceptions to the above presently prevailing among standard nine pupils.

CHAPTER 2

TECHNIKON NATAL AND CAREERS IN FOOD - AN HISTORICAL PROFILE

In the previous chapter the motivation for, problem statement and objectives of the study were outlined. The accent was placed on the necessity of attracting potential students to study for the food service industry.

This chapter provides an historical overview on

(i) technikon education;

(ii) the metamorphosis of Technikon Natal as a tertiary institution; and

(iii) a profile of careers in the food field, as well as the co-operative purpose of technikon education in conjunction with the hospitality industry.

An outline of the status and image of technikons and careers in food serves as a background for the findings of the study as reported in Chapter 5. The importance of the study is reflected in the necessity and forecast of high level manpower for the food service industry. While factors influencing pupils' choices of tertiary study institutions are mentioned, reasons for choosing specific careers is not concentrated on, since the study is not of career choice in

general, but rather to identify attitudes towards careers in food *per se*. For the same reason, the literature review does not address the issue of selection criteria for food service personnel.

2.1 INTRODUCTION TO THE PROBLEM

Technikon education has been offered in South Africa for a decade and yet much ignorance regarding its position in the South African hierarchy of formal education still exists (Beukes *et al* 1987:5; A. du Preez 1988:2; Orpen 1989:21).

Despite an escalating shortage of high level technological manpower (A. du Preez 1988:8; Gooden 1988:85) and fully established tertiary educational philosophies (A. du Preez 1989:14; Technikon Natal Handbook 1989:21), technikons are still viewed by many (adults and matriculants in particular) as a second choice option to university education (Orpen 1989:21; Beukes *et al* 1987:86). A reporter for the Financial Mail (1989:58) stated that the backlog in skills training in South Africa *"... has its origins in the high status accorded to white collar workers with a university degree"*. This attitude probably exists due to lack of exposure of the community to technikons *per se* (Beukes *et al* 1987:89) and the negative connotations associated with the practical as opposed to academic nature of technical education (Beukes *et al* 1987:2; Gooden 1988:86; Beukes 1984:5). These connotations probably had their origin during the first half of the twentieth century when many young men left school through economic circumstances and did a technical college based trade while those who had the finance attended universities. Thus, it is the perception of the researcher that universities became associated with a higher status and academic ability, while the opposite applied to technical

training. Memories of the secondary nature of technical training prior to the Advanced Technical Education Act, Act 40 of 1967, (Technikon Natal General Handbook 1989:29) could adversely be affecting current parents' image of technikon education and hence forming a negative influential factor. It was only in 1968 that the conferment of status of 'advanced technical education' at technical colleges saw technical education elevated to post-matric full time studies with pre-matric (N1, 2 & 3) studies taken over by Technical Colleges and the renaming of the institutions to Colleges for Advanced Technical Education. Their expansion during the seventies resulted in Act 43 (1979) amending the Advanced Technical Education Act 40 of 1967 to create Technikons - new unique tertiary institutions. By 1981 no more 'N' apprentices were admitted to technikons and national qualifications assumed a new hierarchy ranging from three year National Diplomas to six year National Laureatus in Technology.

Technikon Natal

Technikon Natal follows a similar path of development from being a Technical Institute in 1907, Durban Technical College in 1915, Natal College for Advanced Technical Education in 1968 to Technikon Natal through Act 43 of 1979 (Technikon Natal General Handbook 1989:22 - 33). Thus, although technical education has existed since the early nineteen hundreds, technikons are just a decade old and are still struggling to free themselves of the web of confusion that is clouding the general public's vision of the present tertiary nature of technikon education and training.

2.2 RESPONSIBILITIES OF TECHNIKONS IN TRAINING FOR THE FOOD FIELD

A tertiary qualification in the food field followed similar historical developments. The study of home economics offered one opportunity to train for a career in the food and nutrition field. Louw (1963:2-4) and East (1980) outlined the development of home economics since the mid-nineteenth century until the 1960's. At the turn of the century, little, if any, formal training in home economics was available and "... domestic science meant to most people lessons in cooking and sewing given to classes supported by charitable people for the poorer children..." (Richards 1908:33). As the debate on what home economics was as well as its professional role continued, vocational colleges prepared students for the 'duel role' (Branegan 1949:89). She stated that "... the major purpose of such (college) departments should be education for family life." Despite misapprehensions, formal training in home economics did occur within the technical colleges, which subsequently evolved into the colleges for advanced technical education and finally technikons, training home economics teachers for secondary schools. However, home economics encompasses *four* disciplines of which food and nutrition is just one.

Tertiary courses for cooks and chefs are limited to two-year higher certificates in commercial catering as well as a section of cheffing in the National Diploma in Hotel Management. Most chefs complete a three-year in-service traineeship through hotels which provide practical training and send apprentices to a training centre for periods of theory block release. Several technikons provide middle to high level manpower food technologists, food service managers and

food consultants. Recently, the University of the Orange Free State introduced a Food Service Management Degree. The present hierarchy of training for the food industry is depicted in figure 2.1.

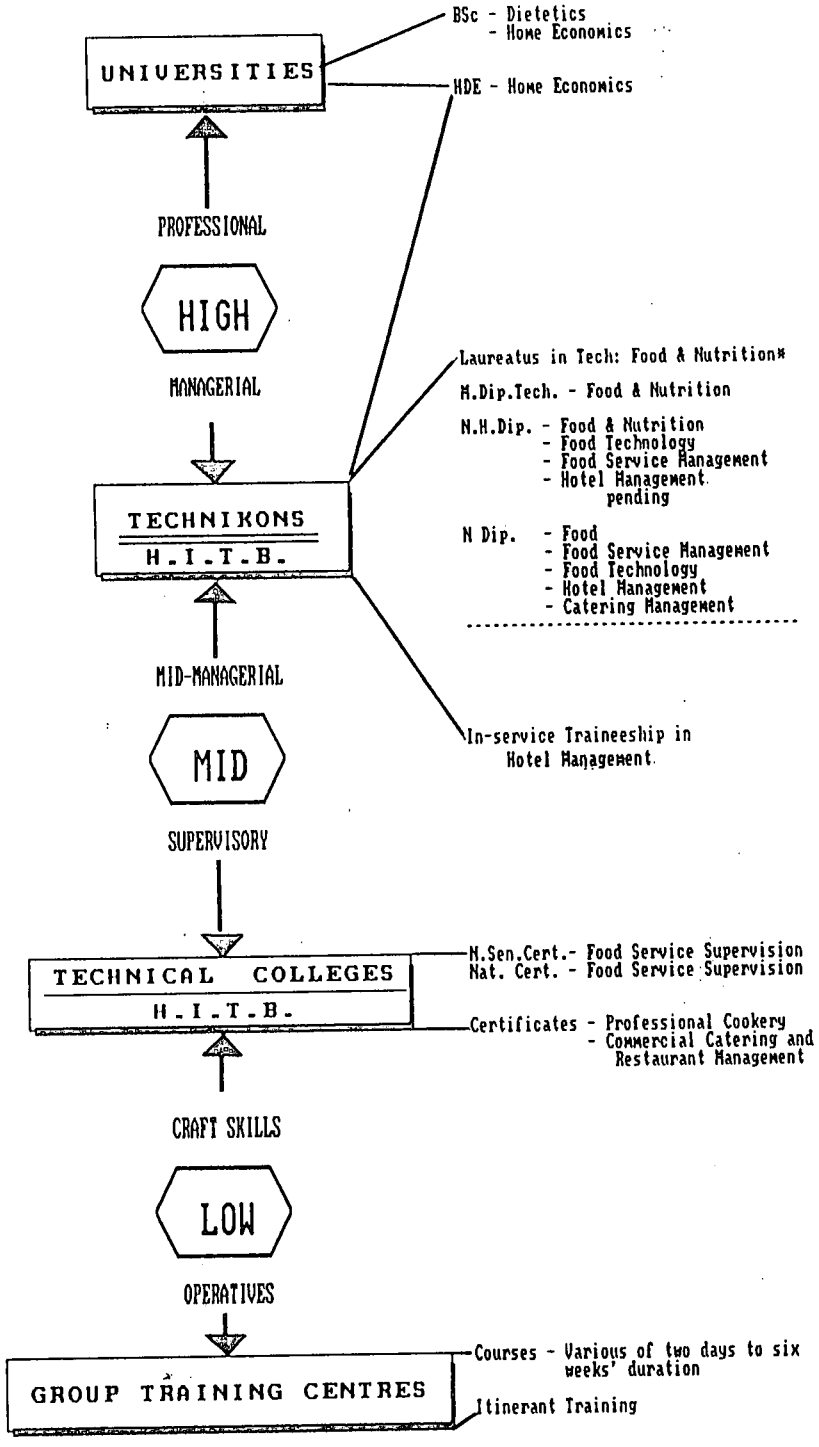

FIGURE 2.1:

HIERARCHY OF TRAINING FOR THE FOOD INDUSTRY

A certain amount of overlapping occurs in training for each level. For example, technikon diplomates (ie students who have completed a minimum of three years' formal education) have a higher qualification than students who have completed a two year higher certificate, and therefore the former would theoretically receive preference over the latter when applying for a position at management and mid-management level in industry. However, to date in Natal, a lack of diplomates for the food service industry (catering) has resulted in students and personnel with lesser qualifications or no qualifications being employed, often leading to inadequacy, frustration and a high turnover of staff.

Technical colleges and training centres provide and the H.I.T.B. oversees programmes, mainly of a practical nature but including an academic element. Delegates receive certificates and may enter a job in a supervisory capacity. However, courses offered by the Group Training Centres concentrate more on practical skill acquisition i.e. training as opposed to educating.

Besides the formal and registered training programmes listed in figure 2.1, contract caterers train personnel in-house, the larger contract caterers providing specially equipped facilities for this sole purpose.

2.3 STATUS AND IMAGE

2.3.1 Technikons

Several problems accompanied the metamorphosis in providing technical education from low level manpower to high level manpower and added to public confusion regarding technikon education philosophy. As universities flourished in the 1960s and 1970s, the Colleges for Advanced Technical Education were neglected by the State, probably due to their lower status (A. du Preez, 1989:110). As a result of the following factors, among others, technikons suffer a distorted public image:

1. The name 'Technikon', which inevitably is shortened to 'Tech', is being confused with "technical colleges'. This confusion is evident, even in supposedly well-research publications such as the South African Family Encyclopaedia, wherein author Joyce (1989:347) in defining a technikon wrote "... *more correctly known as Colleges of Advanced Technical Education, technikons are coming to be regarded as parallel to, but of a more practical nature than, degree-awarding universities ...*". Wessels (1985:1090) defined the origin of the word Technikon as being of Greek composition 'techne' which refers to artistry, dexterity and adroitness and the addition of the suffix 'kon' to convert it from an adjective to a noun. Unfortunately the abbreviation and its associations was not adequately considered;

2. Ancient technical college buildings which have in many cases housed (and may still house) technikons (A. du Preez 1988:17). These old buildings are not only associated with the technical college era, thereby increasing the confusion between the two institutions, but are also not conducive to the technological image desired by the modern technikon. It is difficult for anybody to imagine or accept that the latest technology can be studied in historical surroundings. The financial constraints which affected the planning of new campuses for technikons in the early 1980s has caused a serious backlog in space, which in turn restricts student intake;

3. Cheaper tuition traditionally compared to universities - this may have attached 'snob' value and unfortunately seriously hampers technikons' progress (A. du Preez 1988:17);

4. A limited traditional identity and stability such as sporting achievements, student bodies and community involvement due to the short nature of technikons' existence to date;

5. Traditional pride to attend a university (A. du Preez 1988:17);

6. The inflated *"academic value system ..."* (A. du Preez, 1988:17) in schools as opposed to the recommended differential schooling system;

7. Media reference to 'TECH' activities and achievements as opposed to 'TECHNIKON' in captions or headings in the print media;

8. The unprecise nature of the qualification 'diploma'. According to the Financial Mail (1989) the problem of diplomas' 'murky' status as opposed to the precise values assigned to a degree was addressed in a special report on South African Technikons.

Beukes *et al* (1987:6) was commissioned by the concerned Committee of Technikon Principals to investigate the image of technikons and they found that technikons are regarded as inferior to universities, more so by Afrikaans than English speaking people, and particularly by blacks, who see university education as the panacea for poverty and may feel threatened that a practical education will assign them automatically to "menial" occupations. The researchers conclude that the poor image could be rectified by the correct marketing campaigns.

On a local scale a survey conducted by Research International (1984: No. 83/784:17) reported that Technikon Natal had a 'mixed image' ranging from excellent to poor in certain 'faculties'. The group discussions were, however extremely limited and could therefore not be applied generally. Likewise, a qualitative survey conducted by a staff member in 1985 probed industries' attitude towards, and images of Technikon Natal but did not specifically comment on aspects of these findings. It was recommended, however, that Technikon Natal needed to establish a committee to monitor its annual marketing programme objectives.

More recently in the document 'Strategy, Goals And Mechanisms' (A. du Preez 1989:B15 - 16) shows that although university education bias is generally still rife, *"...unfavourable perceptions are fast changing and [that] an ever increasing percentage of school-leavers choose the*

Technikon as an educational institution". For Technikon Natal (in particular) this percentage has increased by almost one percent per year over the last four years: 1985 (11%); 1986 (13%); 1987 (13.4%); 1988 (14.4%). However, more recent statistics (1991 - 1992) have recorded a negative growth profile (statistics supplied by Computer Centre at Technikon Natal).

2.3.2 Careers in Food

Just as technikons reluctantly endure the stigma associated with vocational education, so too, do careers in food often suffer a similar stigma. Confusion exists between the titles and associated job descriptions of, for example, dietitian and nutritionist, or chef and food service manager. The distinction is further inhibited by the fact that, for example, in the latter case, many imported continental chefs completed in-house training or attend hotel schools since their early teens, and thus, having not matriculated themselves, fail to see the necessity for South African students wishing to study a career in food at the technikons (including hotel schools) to have a matric qualification prior to entering the field. Many years of in-house training may have enabled these chefs to progress through the ranks of cook to executive chef, whose function is similar to that of a food service manager. They adhere to the misconception that the top managerial positions can only be reached through years of experience and reluctantly acknowledge that a three year formal post matric qualification can short-cut promotion. Their distorted self image is evident in the opinion expressed by Heinz Veith, President of the World Association of Cooks' Societies, (Professional Caterer, December 1990/January 1991:82) where he calls on colleagues in the hotel and

catering industry to help improve their image, which is largely "undervalued". He maintains that "...(t)he modern chef has to be a good economic manager as well as a culinary artist, all the time facing demands for better quality and standards of service.... flexible ... a dominating person ... (and)... have good leadership qualities."

Home Economics has also struggled for recognition as an academic/professional field since its inception. Several examples of prejudices and poor images of the subject since its origin in America in the early eighteen hundreds are evident. As an essentially 'women orientated' career the field of study offered from the outset, men initially argued that *"...extensive education was not essential to the performance of simple domestic tasks, and that a woman's intellectual powers were such that she was incapable of absorbing higher education! Women themselves thought it improper that they should aspire to higher education."* (Louw 1963:3). The male dominated South African society and abundance (to date) of black domestic help have contributed to the fact that the role of the home economist is not viewed with the same *aplomb* as it is in the United States of America. Her function is regarded as 'one who can cook and sew' and omits recognition of her contribution to food and nutrition technology and research.

2.4 FORECAST OF DEMAND FOR HIGH LEVEL TECHNOLOGICAL MANPOWER

2.4.1 Demand in General

In quoting Sadie's (1986) figures on shortages and surplusses of various levels of manpower A. du Preez (1988:6) reflects a remarkable shortage of professional and technical personnel, as well as managers and entrepreneurs and also shows that there will not be a sufficient number of whites to satisfy the required growth rate in high level manpower. Four vital measures need to be taken to assist technikons to meet the demand: *"...the supply of students to technikons; the quality and number of qualified persons produced and the perceived status of these institutions in the community"* (A. du Preez 1988:7).

Considering the above statement, an average negative growth rate of -0,2% from 1982 to 1987 for white pupils, and a positive growth rate for all other race groups prevailed. Pupil enrolments for all population groups until the year 1997 were forecast and the examination results for all population groups were identified (Carstens and du Plessis 1988:14-16). Although the numbers fluctuate for the different groups, the years 1988 to 1997 reflect a steady increase in, not only the numbers of pupils matriculating, but also the greater number of matric exemptions being earned for the different groups. In this regard A. du Preez (1989:22) illustrates growth projections for Technikon Natal from 1987 to 2006 and reinforces the abovementioned trends and projections. According to statistics supplied by Technikon Natal for 1991 to 1992, these projections are not happening.

In qualifying for positions at high and middle manpower levels, future focus will undoubtedly be on the best deal available from the various tertiary institutions. A superior product depends on the quality of the ingredients and the manner in which they are handled during product formation. The status of the producer will depend on how the final product is perceived by it's user. So, too, the perception of and attitude towards one training institution over another depends on the quality of it's products - the diplomates. This will call for the effective design and implementation of student recruitment programmes in order to identify the factors influencing potential students' choices of one institution over another. The main objective of the recruitment programme will be, not so much to attract vast numbers of students, since the student growth rate is controlled, but rather to attract sufficient <u>suitable</u> students for each diploma and thereby ensure a better pass rate by better quality students. The latter does not infer that academic ability should be the sole criteria. In preparing personnel for the marketplace, certain personal characteristics uniquely suitable for a specific vocation should also be considered.

2.4.2 <u>Demand in the Food Service Industry</u>

Similarly, shortages of well-trained quality personnel (diplomates) constantly exist in the food field. Van der Linde, President of the then Hotel and Catering Industry Training Council (HCTC), stated that *"...the status and effectiveness of our industry depends entirely on the kind of education and training which we give our staff. Without a developed and secure body of people who take pride in their work, there can be no meaningful future. Tourism throughout South Africa*

is on the brink of expansion and there are many signs of increasing international interest in this country as a tourist destination. The challenge must be met now, so that when the upsurge comes, we are ready to provide an excellent level of service and skills." (HCTC Newsletter 4 August 1989:1). In an effort to provide and supply the hospitality industry with a number of trained personnel, the HCTC has devised a series of itinerant training schemes concentrating mostly on providing skills and craft training, thereby playing a vital role. However, to date, the response to the above scheme has not realised its full potential in respect of support from the food service industry. In the same respect, Wigley (HCTC Newsletter 4 Aug 1989:4) echoes the shortage of skills training and indicated that managerial training required by Fedics Food Services alone escalated from 455 persons in 1988 to 620 in 1989 - a 37% increase.

He also stated that it was essential for each and every food unit to have an On-Job Instructor; otherwise the manpower needs of the industry would never be met. In 1989 the National Productivity Institute (NPI) was commissioned to determine the manpower trends within the hospitality and food service industry. Results, however, were termed inconclusive due to an inadequate questionnaire return rate. The results did however reveal that the staff loss exceeds that suffered by all other industries (HCTC Newsletter 4 August 1989:4).

Commenting on management development, Wigley (1984) outlined the need for effective training of managers for the food service industry in order to increase productivity in South Africa and bring it into line with the development rates of countries such as Japan, Taiwan, Singapore and South Korea. A figure of 1:20 was given as the

necessary ratio of manager to worker, stressing that managerial ability would facilitate the growth potential of the food service industry as well as identify and implement training (Fast Food And Family Restaurant, Dec. 1984:4). At its first council meeting in February 1988 the HCTC minuted that the extension and improvement of management training through higher education should be given priority as a primary objective. Johan Fourie, Director of the new Hospitality Industry Training Board stressed that urgent attention should be paid to training at a higher level such as a Catering Management Degree and highlighted the lack of qualified personnel at mid-management level as a major problem for the hospitality industry (Professional Caterer, Dec. 1990/Jan. 1991:11). This reflects A. du Preez' attitude on technikon training. The concern for a lack of trained personnel at all levels is justified when one considers the following growth profile and future projections for some of the larger industrial and institutional catering companies from 1986 to 1989 as shown in table 2.1. (Subsequent projection figures were not available).

TABLE 2.1: INDUSTRIAL AND INSTITUTIONAL CATERING ANALYSIS 1986 - 1989

	NUMBER OF CONTRACTS			
	1986	1987	1988	Projected for 1989
Fedics Food Services	550	540	600	700
Supervision Food Services	82	113	163	Unavailable
Hospitality Industrial Caterers	23	40	60	90
Prestige Catering Managers	-	20	21	25
Food Management Services	-	-	18	23

(Fast Food & Family Restaurant, June 1986:9; June 1987:9; June 1988:11).

It was estimated that there were 3 500 - 4 000 industrial or institutional catering operations in South Africa. Approximately 1 000 were run by contract catering companies, with the rest being in-house. With privatisation of this service imminent, the industry was bound to be stimulated even further. With a potential growth in the region of 3 000 contracts a massive recruitment programme needed to be initiated for students to train for this industry. Training for managerial level became the concern of technikons then more so than ever.

2.5 CHOICE FACTORS

2.5.1 Choice of an Educational Institution

Results from various research projects revealed several factors to be of importance when prospective students are considering their choices of educational institutions, viz:

(a) parents (Carnegie Foundation 1986:4; Leon 1983:2),

(b) high school counsellors, siblings, recruitment and school staff (Leon 1983:1-5),

(c) prestige of institution (Holland 1985:318), and

(d) academic reputation of institution and specific departments (Bowers and Pugh 1973:220-224).

A local study on the image of technikons listed the following external factors as having an influence on matric pupils' preferences/decisions regarding their choice of specific institution, viz:

* standard of training at a specific institution,
* medium of instruction,
* proximity,
* variety of social and cultural activities, and
* appearance of the campus.

The study also indicated that 'internal' factors such as school study fields (subject choice) and population group are the major decision factors in choosing an institution (Beukes *et al* 1987:88).

2.5.2 Choice of a Food Career

A literature search proved fruitless in establishing documentation and it also appears as though little information exists in the factors causing individuals to choose to study a career in food. Attempts have been made by food staff members and career counselling units to identify personal characteristics for students wishing to enter the food field, but this information has not been researched or formally documented. Since 1986, the researcher has asked second year students doing food courses at Technikon Natal to list their personal characteristics, strengths and weaknesses, where they had heard about the food courses and whether they had been influenced by any particular factor to enter the field of study. Although a few personal characteristics could be identified from the replies, very few influential factors were prominent. Reasons such as 'I'm interested in food' prevailed. This statement is very vague. The essential commodity, food, possibly has more negative connotations,

such as the unavoidable expense or effort, than pleasurable memories and this may have a detrimental effect on any young person's desire to make it a full-time career. However, a food career does not necessarily involve the physical preparation/handling of the product, and can be a lucrative occupation. The Food Service Manager has very little, if anything, to do with the actual preparation of food for the customer. He is, rather, the manager of a unit, responsible *inter alia* for functions such as controlling personnel, providing in-service training (and therefore has food preparation knowledge and skills) compilation of duty schedules and cycle menus, ordering, storing and issuing provisions, budgeting, quality control, hygiene and safety. The decision to enter a career in food and nutrition is also hampered by negative attitudes based on the assumption that it is a 'non-academic/practical' area (essentially to train chefs) and therefore should not be considered by academically inclined matriculants. The Food Service Management diploma is academic in nature and includes food and food service management majors and ancilliaries such as applied science, physiology, microbiology, applied psychology and applied sociology.

These ancilliary subjects supply the academic theoretical knowledge in order to cope with the demands made on managerial staff in dealing with personnel and their related problems.

When a young person expresses a disinterest in food, it may be through ignorance of the nature of the diploma and the wide range of opportunities available in this field to him/her.

It was recommended that the technikons combat the ignorance by *'...mobilizing purposeful information campaigns...'* Beukes *et al* (1987:91), while Litten (1981:2) acknowledged that promotional and marketing techniques were through necessity being used to recruit students for colleges in the U.S.A. In Hotel And Caterer (Viewpoint 1989:5) it was stated that

"...children in their last years of school must be alerted to the opportunities in the hospitality industry at all levels. Too many people go to university to do law or medicine or a BA. These people should be made aware of the fact that the hospitality industry needs them and can offer an interesting and rewarding career.

With attention focused on the hospitality industry at this time, the leaders of the industry should be looking at training and recruitment to meet the demands of the 1990s."

With the above recommendations and observations in mind, recruitment is the key to success in all aspects of tertiary education, and the misconceptions need to be clarified.

During the recruitment process, selection criteria based on Holland's Six Career Profiles, students' interest, personality, values and abilities, are often used and 'ideal career profiles' for prospective student selection are compiled.

For example, Fig 2.2 shows a Model of a Career Profile for the Food Service Manager as deduced from Holland's Six Career Profiles (Holland 1985). Each group is "... defined by certain personality traits and

interests" (Cox 1991:31), and is provided as an interim guideline for student selection until such time as the topic can be further researched.

While these characteristics may be indicative of 'ideal' personnel entering the food service field, (Fig 2.2) a few contradictory issues and limitations are highlighted. All three of the themes ie, conventional, realistic and investigative contain certain apparent contradictions. For example Holland (1985) states that the conventional type (C-theme) individuals *"...do not seek leadership [and] value material possessions and status"* while the realistic types (R-theme) sometimes have trouble expressing themselves *"... [and] (t)hey prefer to deal with things rather than with ideas or people".* Holland (1985) also states that the investigative types *"...are not particularly interested in working around other people, [and] [t]hey enjoy solving abstract problems. Such people enjoy ambiguous challenges and do not like high structured situations with many rules"* (Holland:22).

The 'ideal' career profile was suggested by food staff members selecting students to train for the food service industry in conjunction with career/counselling members. The contradictions that appear in this profile alone stress the apparent confusion that exists among tertiary institution staff, let alone students entering the food field.

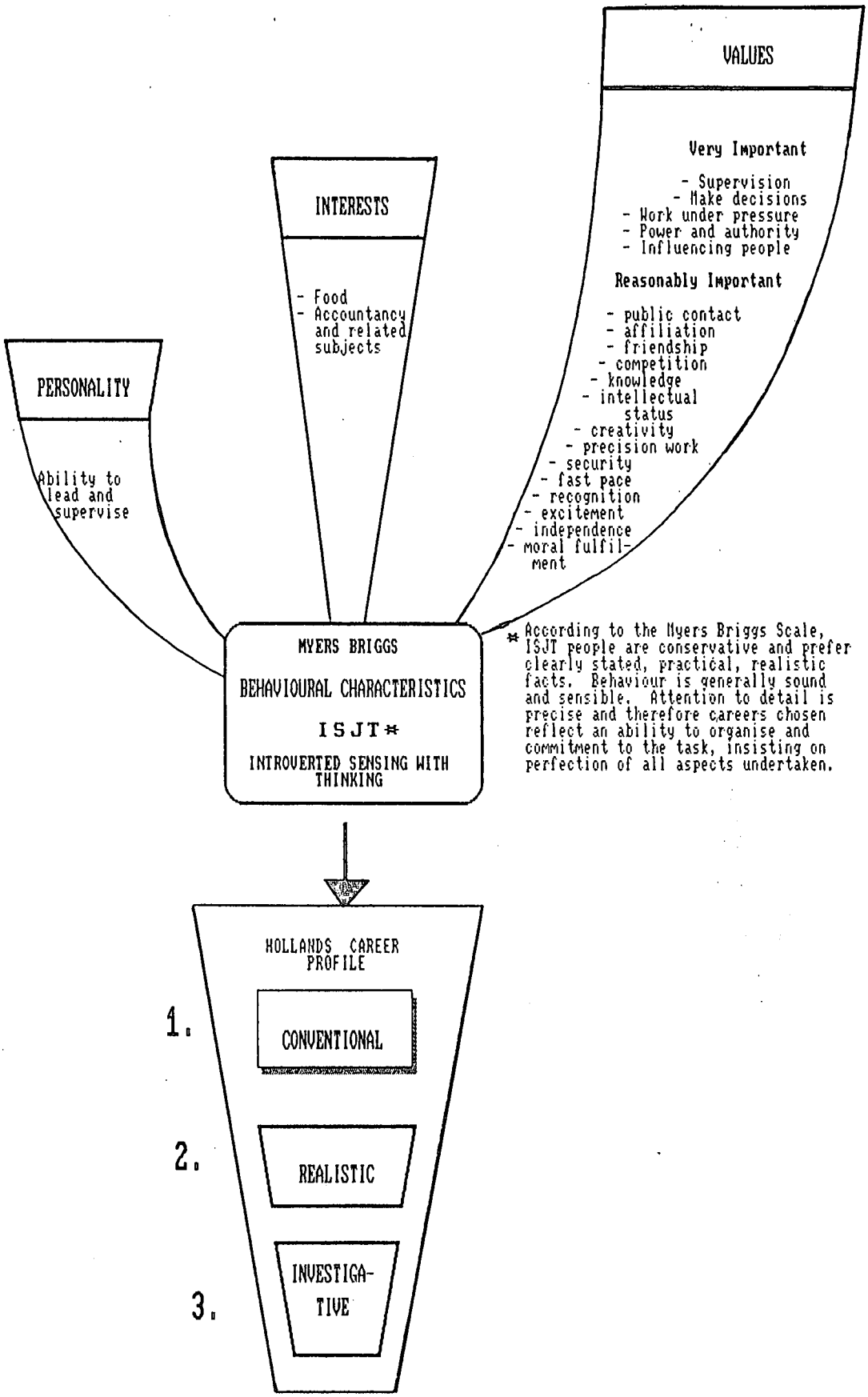

FIGURE 2.2: MODEL OF FOOD SERVICE MANAGEMENT STUDENT CAREER PROFILE

2.6 SUMMARY OF CHAPTER 2

In this chapter, the accent was placed on technikon education and a career in food. An overview of the historical development, status, need for and desire to embark upon a food career at a technikon was given. Even though a need for qualified staff for the food service industry exists, negative connotations are associated with technical and practical education and careers.

The misconceptions associated with careers in food were highlighted and the necessity to clarify the situation in the interests of the expanding hospitality industry were accentuated.

CHAPTER 3

METHODOLOGY

The previous two chapters focussed on the origin, logistics and importance of the study as well as the status quo of the development, need and desire for technikon education and Technikon Natal trained diplomates, particularly in the food field. Possible reasons for the distorted image and inferior status of food personnel were suggested, as well as the need to identify the factors that may contribute towards these anomalies in order to rectify them in the interest of effective recruitment for the food service industry.

This chapter outlines the methodology used to approach the issue in question. TThe questionnaire design, random sample selection and data collection procedures are explained.

The study is of an exploratory-descriptive nature, using the survey mode of observation (questionnaire - Annexure D).

3.1 DATA

Primary data was used in this research.

3.1.1 Primary Data and Questionnaire Development

A structured questionnaire consisted of the following sections:

SECTION A: Biographical Data - 5 questions

SECTION B: Issues related to career and institutional choice - 11 questions

SECTION C: Questions related to Technikon Natal - 4 questions

SECTION D: Questions related to food study fields - 10 questions

3.1.2 Motivation: Question Inclusion

A. Biographical data included the following variables:

1. *Sex:* In order to determine whether there was any significant difference in attitude towards qualifying for the food field between the sexes.

2. *Marital status of parents:* The extent of the influence of parents on pupils with regard to certain issues (such as institution choice) could depend on proximity of the child and adults.

3-4. *Qualified/qualifying sibling(s) and institution(s) attended:* Could contribute to knowledge of sibling(s) career(s) and educational institution choices and thus influence the target population's choice.

5. *School subject choice:* To identify, if necessary, those pupils who, *inter alia,*

had a highly academic matric; and
had the 'ideal' subject package to enter the food service field.

B. Issues related to career and institutional choice:

6-8. *Plans for post school study:* To establish extent of commitment/clarity of career ambitions at this stage in pupils' lives.

9. *Career and institution choice:* To show nature of interest and reasons for institution preference.

9(e). *Importance of features of tertiary institution:* To compare with rating of similar Technikon Natal features (Q 18).

10. *Extent of approach to individuals/organisations for career information:* To determine effort made, exposure to and thus influence of the above and as a cross-reference for questions 12 - 15 which call for Likert scale attitudinal responses.

11. *Career information from print and media sources:* To measure effectiveness of publicising through these media, as well as the extent of personal effort made/interest on the pupil's behalf.

12-15. *Extent to which individuals and organisations provide information and influence Std 9 pupil's choice of vocational career and educational institutions:* To determine most influencial means and hence effective educational and recruitment channels for careers.

C. Questions related to Technikon Natal:

Knowledge of and exposure to Technikon Natal may have an influence on the respondents' attitudes to the latter. The following questions were included to *measure knowledge of and exposure to Technikon Natal*:

16. *Attendance of events:* (Exposure).

17. *Location:* (Knowledge/exposure).

Based on the respondents' knowledge and exposure, the following questions were included to measure *attitudes and perceptions towards Technikon Natal*:

18. *Evaluation of features.*

19. *True/false statements.*

D. Questions related to food study field:

20. *Status of variety of jobs:* Six food oriented jobs were among the eighteen jobs listed. Respondents rated each job on a five point scale (1 = low: 5 = high). The purpose of this question was to determine the status of food careers in general in relation to other jobs and in relation to each other.

21. *Importance of various considerations in choosing a career/job:*

The identification of factors that appeal to pupils can possibly be used to explain a certain attitude towards a career in food as well as formulate objectives for a recruitment programme.

22. *Careers in food field at Technikon Natal:* Prospective students either may not know which qualifications are offered at Technikon Natal, or else may be confused about the differences e.g. between dieticians (university graduates) and nutritionalists (technikon diplomates) or hotel managers (encompassing all asppects of hotel keeping) and food service managers who are food service orientated. These questions could clarify misconceptions and areas of ignorance and provide the material needed for a future education programme to rectify matters if necessary.

23. *Criteria necessary to do a food course at Technikon Natal:* The issues listed could highlight respondents' ignorance and misconceptions regarding a food career. Issues were included to measure a degree of attitude towards food careers in general.

24. *True/False statements regarding a career in food:* Food courses are often confused with being purely 'practical cookery' with very little academic input. This question aimed to measure respondents' perceptions/attitudes in this regard.

25. *Job opportunities for food diplomates:* A response to the variety of opportunities listed could indicate knowledge and perceptions of the range of opportunities and once again indicate whether confusion between job descriptions was prevalent.

26-27. *Knowledge of person working in any of sixteen positions in food industry and extent to which respondent is aware of what jobs entail:* This information could indicate the degree of personal experience of the opportunities available and hence the ability to more accurately perceive, assess and form an attitude towards food careers in general.

28-29. *Whether a career in food has been considered or not and if not, the main reason.*

This question would determine the general levels of interest in a food career.

30. *A desire to know more about careers in the food field:* This question would reflect levels of possible interest in the food field. A positive response could serve as a motivation for a purposeful recruitment campaign.

3.1.3 Coding of Questions

In order to code the open ended questions, Q 9a - fields of study, Q 9b - reasons for chosen fields of study, Q 9d - reasons for choosing particular institution over and above others and Q 29 - reasons for not having ever considered a career in the food field, a random sample of fifty completed questionnaires was used. Every response to each question was listed, and popular responses were grouped and assigned numbers. These codes were tested on a second random sample of fifty questionnaires. The following codes were listed:

FIELDS OF STUDY:

Code	
00	General - Vague
01	Commerce/Marketing/Advertising/Secretarial
02	Engineering
03	Arts/Design/Architecture
04	Medicine
05	Education
06	Computers
07	Conservation
08	Hospitality (including Public Relations, Travel, Tourism, excluding Food)
09	Technician
10	BA
11	Law
12	Food
13	BSc
14	Agriculture
15	Town Planning/Land Surveying

REASONS FOR CHOSEN FIELDS OF STUDY:

Code

1. Appeal: (General - non-specific; non-measurable)
2. Opportunities: (Specific - Developmental/growth needs - measurable. Includes basic course structure if specifically required).
3. Self-Actualisation/Esteem: (End results. Lifestyle and long term projections).
4. No specific reason/Vague.

REASONS FOR CHOOSING PARTICULAR INSTITUTION OVER AND ABOVE OTHERS:

Code

1. Proximity to home (and cost).
2. Institution offering desired courses/Uniqueness.
3. Reputation/Standard of Education.
4. Specific training (includes practical component).
5. Status of Qualification (degree vs diploma).
6. Non-proximity to home.
7. General/Vague.
8. Entrance requirements.

REASONS FOR NEVER CONSIDERING CAREER IN FOOD FIELD:

Code

01 No interest.

02 Insufficient income.

03 Ignorance.

04 Lacking pre-requisites.

05 Vague.

3.2 SAMPLE SELECTION

A proportional non self-weighting sample was used. The sample consisted of standard nine pupils from six randomly selected English high schools situated within the area of the Durban (031) dialing code.

Only schools that, according to the Natal Education Department's

Statistical 1989 reference, having 200 or more pupils in phase 4 (standards 8, 9 & 10) were considered for the sample. Twenty-seven schools qualified.

The study excluded those standard nine pupils who achieved less than fifty percent for three or more subjects, irrespective of grade and total number of subjects.

Culture, as an independent variable was excluded because the sample would be unrepresentative.

Schools were grouped socio-economically, high to middle, and middle too low, according to boys', girls' and co-educational schools (table 3.1.).

TABLE 3.1: SOCIO-ECONOMIC GROUPING OF SCHOOLS ACCORDING TO SEX

Socio-economic area	Number of Girls' Schools	Number of Boys' Schools	Number of Co-ed Schools
High to middle	5	6	3
Middle to low	6	5	2

A randomly selected line from Stoker's statistical table (1977) - Annexure C - was then used to select one school from each sex and socio-economic group, thus giving a total of six schools. See tables 3.2 - 3.4 for grouping of schools according to size of 4th Phase and range of allocated numbers for sampling purposes.

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TABLE 3.2: GROUPING OF GIRLS' SCHOOLS ACCORDING TO SIZE OF 4TH PHASE AND RANGE OF ALLOCATED NUMBERS FOR SAMPLING PURPOSES

Girls' Schools	School	Size of Phase 4 Lowest to Highest	Cum Size of School Sizes	Range of Allocated Numbers	Realised Sample Size
	A	234	234	0 001 - 0 234	
	B	373	607	0 235 - 0 607	
High to Middle	*C	472	1079	0 608 - 1 079	86
	D	539	1618	1 080 - 1 618	
	E	559	2177	1 619 - 2 177	
TOTAL		2177			
	F	244	2421	2 178 - 2 421	
	G	316	2737	2 422 - 2 737	
	H	323	3060	2 738 - 3 060	
Middle to Low	*I	342	3402	3 061 - 3 402	42
	J	405	3807	3 403 - 3 807	
	K	607	4414	3 808 - 4 414	
TOTAL	11	2237	4414		128

* The schools marked with an asterix were drawn using the table of Random Numbers (Stoker 1977).

TABLE 3.3: GROUPING OF BOYS' SCHOOLS ACCORDING TO SIZE OF 4TH PHASE AND RANGE OF ALLOCATED NUMBERS FOR SAMPLING PURPOSES

Boys' Schools	School	Size of Phase 4 Lowest to Highest	Cum Size of School Sizes	Range of Allocated Numbers	Realised Sample Size
	L	322	322	0 001 - 0 322	
	M	394	716	0 323 - 0 716	
High to Middle	N	466	1182	0 717 - 1 182	
	O	565	1747	1 183 - 1 747	
	*P	594	2341	1 748 - 2 341	115
	Q	607	2948	2 342 - 2 948	
TOTAL		2948			
	R	294	3242	2 949 - 3 242	
	*S	295	3537	3 243 - 3 537	53
	T	317	3854	3 538 - 3 854	
Middle to low	U	341	4195	3 855 - 4 195	
	V	657	4852	4 196 - 4 852	
TOTAL	11	1904	4852		168

Using Stoker's Table (1977) - Annexure C - the following boys' schools were sampled:

- P (High to middle)
- S (Middle to low)

TABLE 3.4: GROUPING OF CO-EDUCATIONAL SCHOOLS ACCORDING TO SIZE OF 4TH PHASE AND RANGE OF ALLOCATED NUMBERS FOR SAMPLING PURPOSES

Co-ed Schools	School	Size of Phase 4 Lowest to Highest	Cum Size of School Sizes	Range of Allocated Numbers	Realised Sample Size
	W	538	0538	0 001 - 0 538	
High to middle	X	545	1083	0 539 - 1 083	
	*Y	582	1665	1 084 - 1 665	92
TOTAL		1665			
Middle to low	Z	321	2116	1 666 - 2 116	
	*AA	450	2438	2 117 - 2 438	64
TOTAL	5	771	2438		156

Using the same table (Stoker 1977) the following co-educational schools were sampled:

Y - (High to middle)
AA - (Middle to low)

SCHOOLS WITHIN THE PORPORTIONAL NON SELF-WEIGHTING SAMPLE WERE CODED AS FOLLOWS:

Questionnaires	Type		Socio-economic area
001 - 120	P	Boys'	High to middle
151 - 210	S	Boys'	Middle to low
211 - 300	C	Girls'	High to middle
350 - 405	I	Girls'	Middle to low
410 - 484	AA	Co-ed	Middle to low
485 - 624	Y	Co-ed	High to middle

Once the six schools had been sampled, permission to conduct the survey in the schools was requested from the Department of Education and Culture (see Annexure A).

TABLE 3.5: REALISED SAMPLE SIZE

	School						
	P	S	C	I	AA	Y	Total
Boys	115	53					168
Girls			86	42			128
Co-ed					64	92	156

3.3 ADMINISTRATION OF DATA CAPTURING

Schools were approached in order to obtain composite class mark lists/consolidated computerised mark lists of all standard nine pupils' marks for a term's tests during 1989.

Each pupil's subject marks were expressed in percentages and irrespective of subject grade (higher, standard, or lower grade) or total number of subjects taken by individuals, all pupils who scored less than 50% in three or more subjects were excluded from the sample. All remaining pupils formed the final sample. The number totalled 453 pupils and is of proportional allocation nature.

The pupils were academically 'screened' on the assumption that pupils with average and above matric results are more likely to study further at a tertiary institution than those who have below average academic results.

METHOD OF CAPTURING DATA

A staff member from each school was approached to nominate and reserve a suitable venue and one 35 minute period during the school day. He/she was asked to inform the standard nines of the sample group, venue and time of the questionnaire administration (See Annexure B).

The researcher issued coded questionnaires to the pupils and explained the general purpose of the survey and requested that respondents did not discuss the questionnaires among each other during their completion. The pupils completed the questionnaires in the presence of the researcher and handed them in.

3.3.1 Criteria For Admissibility Of Data

* Only data from questionnaires completed under the researcher's supervision were used.
* Incomplete questionnaires were ignored at the discretion of the researcher.
* Only data that had been checked for errors using SAS procedures to check, for example, numeric variables maximum and minimum values for 'oddments' was used.

3.4 STATISTICAL ANALYSIS OF THE DATA

Several descriptive and inferential statistical methods were used to analyse the data.

3.4.1 Descriptive Methods

Frequency tables and certain graphs were compiled on specific questions for the purpose of a global overview and other descriptive methods were used to determine central tendencies and measures of dispersion.

3.4.2 Inferential Statistics

Various programmes from the SAS statistical package were used in this regard (SAS-Users Guide - SAS Procedures, 1989:6.03).

3.5 SUMMARY OF CHAPTER 3

This chapter outlines the methodology used and rationale behind the design and administration of the questionnaire as well as the sample selection and data capture methods.

An outline of questions used and the reasons for including them in the questionnaire were given as well as the administration of the sample questionnaires and subsequent coding of open-ended questions.

Final sample selection and data capture methods were explained, as well as criteria for admissibility of data.

Results of the data processing are discussed in chapter 4. Tables are included at the conclusion of the discussion of each major issue.

CHAPTER 4

DATA ANALYSIS, RESULTS AND FINDINGS

In the previous chapter the procedures for the questionnaire design and administration as well as the analysis of the data were discussed. In this chapter the results of the processed data are to be tabulated, interpreted and evaluated. Only relevant results that emerged for each subproblem and its hypothesis will be dealt with.

Firstly the standard nines' anticipated study plans are reported on, with possible reasons for their choice of study fields.

Thereafter, the pupils' likelihood of specific institution choice is identified, along with their reasons for choosing a particular institution. The sources that provided information on careers and study institutions, and the influence that these sources had on the pupils' decisions to pursue a certain career and attend a particular study institution are reported on in detail, along with the factors that may have contributed to various opinions.

The pupils' perceptions of and attitudes towards Technikon Natal, based on their exposure to the Technikon, are reported on.

The subsequent major issue serves to identify the standard nines' perceptions of and attitudes towards a career in the food service industry as well as possible reasons for their various responses. The latter includes a measure of awareness of what a food career involves.

DATA PROCESSING

Earlier research (Beukes, 1986) indicated that various factors underlie prospective students' attitudes towards and subsequent choice of a tertiary education and careers. These factors relating to anticipated study plans, as represented by the various questions in the questionnaire (Annexure D) are discussed below.

4.1 GENERAL STUDY PLANS

4.1.1 Anticipated Study Fields

The next few paragraphs cover this issue and tables are presented on pages 62 - 64.

Previous studies (Beukes *et al* 1987; Leon 1983) concerned with the determination of pupils' attitudes towards further study have used matriculants (Std 10 pupils) as the sample. However, it was the author's opinion that pupils of a younger age already had an idea whether or not they would be studying further albeit that they were not certain of the precise anticipated field of study. On the strength of this opinion, standard nines were chosen as the target population. In the event of the latters' expressing a lack of desire

or knowledge of the extent of their commitment to study further, the results of the research would have been nullified. It was therefore necessary to determine the percentage of the target population who did plan to continue studying after school, prior to questioning them further regarding their study plans.

According to table 4.1. it appears as though a firm commitment to study further, in whichever direction, had already been made by 90% of the sample group prior to entering matric. Of the 90% who indicated that they would be studying further, almost 36% already knew which field of study they would likely be embarking on. Those who expressed indecision regarding career choice (55%) or uncertainty whether or not they would be studying further (8%) gave the main reasons (according to table 4.2) as a lack of decision at that stage (48%) and an ignorance about possible study field/s (28%). Pupils (36%) who indicated (table 4.1) that they had definite plans for further study in a particular field listed their preferred areas of study. The ranking of these study fields in table 4.3 shows that the most popular study area is "commerce" which heads the list with 21% - almost double that of the next choice, art and design (12%), followed by medicine (10%), engineering (10%) and Bachelor of Arts disciplines (10%). These are followed by law, education and the BSc degrees (each 6%). All five of the most popular disciplines are mainly academic in nature and are offered at universities with three of the five (ie, commerce, art/design and engineering) also on offer at technikons. Certain education degrees (viz, commerce, art, home economics and technika) are offered by Technikon Natal in conjunction with the University of Natal, with teachers' training colleges and universities offering the remaining higher diplomas for teachers.

Specific reasons and motivations for choice of anticipated fields of study are not given for the trends that have emerged from table 4.3 since research concerning career choice generally concludes that the career decision-making process is such an enormously complex issue involving a combination of external and internal influential factors, that no logical explanation or direct link can be found between various factors and career choice (Beukes et al, 1987: 42). An attempt to suggest reasons may become merely speculative by nature. It is however interesting to note that the academic disciplines generally take preference over the technical disciplines - the latter being mainly offered by technikons.

An analysis of anticipated fields of study by schools (table 4.4) reveals that:

* At least 17% and not more than 27% of the pupils interviewed at each school indicated a desire to enter the commercial/marketing fields. The desire to enter this field of study appears to be a general trend and is not related to gender or pupils of any particular socio-economic area.

* A preference to enter a career in art/design was reflected in two schools Y & I (22% and 20% respectively) with each of the rest of the schools showing a lower interest factor of between six percent and 10%.

* Twelve percent (12%) of boys from medium to low socio-economic school S chose to study further in the medical field compared with a relatively lower percentage of boys (seven percent) from

school P which is situated in a high to medium socio-economic area. In the girls' schools, however, more girls (15%) from high to medium socio-economic area school C expressed a desire to study further in the medical field compared with 10% from school I which is situated in the medium to low socio-economic area. A similar socio-economic preference to pursue studies in medicine appears evident in the fact that 13% of pupils from the medium to low socio-economic area co-educational school AA indicated a desire to enter the medical profession compared with seven percent from high to medium socio-economic co-educational school Y. It is interesting to note that more pupils from a lower socio-economic status are aspiring towards a high status profession than their peers from higher socio-economic areas. This trend is further evident in the fact that 22% of boys from school S (medium to low socio-economic status) expressed the desire to study engineering compared with 17% of boys from high to medium socio-economic area, school P.

* Art and design appears at first glance to reflect a relatively high interest factor. However, two schools only showed high interest - girls' school I (20%) and co-educational school Y (22%). The remaining four schools had an interest factor between 6% and 10%, which may indicate a relation to sex (females).

* Girls of school C favour the BA degrees as the most popular field of study (24%) of all their choices and school C has the highest interest factor of all the schools in choosing the BA degree as a qualification.

* More males than females enter an engineering field. Thus one would anticipate a higher interest factor from boys than girls. This trend is evident when one compares the boys' factor of 39% as opposed to the girls' interest level of 0% to enter the engineering field. A career in food, however, encompasses both sexes - the two most prominent job descriptions being chef (male) and home economist or caterer (female). Yet the return shows zero interest for both boys' schools (irrespective of areas) and between one and two percent interest range from the two co-ed schools as well as the girls' school Y.

* Girls' school I (medium to low socio-economic area) shows the highest percentage of interest of all schools for entering the hospitality field, excluding food (12%) and food field (12%). The only other school that indicates an interest in the hospitality industry (excluding food) is co-educational school AA which is also from a medium to low socio-economic area.

* Although the terms "technologist" and "technician" are still being debated by the Committee of Technikon Principals since differences of opinions exist (A. du Preez 1989:10), technikons are generally understood to be providing technology-based education. However, South Africa's youth has been labelled as "...choos(y)! Everything but the technologies" (A. du Preez 1989:4). This 'choosiness' is reflected in the fact that a nil return for "technician" career fields was submitted by four out of the six schools (the two girls' schools and both

co-educational schools). Boys' school S of the medium to low socio-economic area indicated a seven percent interest level in technician-related careers.

When scholars are questioned on their prospective career plans their replies appear non-specific. In order to enhance an understanding of possible general reasons for career preferences, it becomes important to isolate more "measurable" reasons for their decisions. To do this an open-ended question allowed respondents to state the most important reason for choosing a possible field of study. Their reasons were classified into four categories, namely, 1) reasons of general appeal; 2) those that offered a specific opportunity; 3) those that resulted in self-actualisation; and 4) no specific reason/vague, (listed in table 4.5). Despite the attempt to identify "measurable" reasons only 24% listed specific reasons that could be measurable.

Appeal to study in any particular field appears to be far more general than specific with the majority (63%) listing general phrases such as "it appeals to me"; "I like it"; "I've always wanted to do it...". These non-specific reasons for preference to pursue a particular career are non-measurable and therefore cannot serve as reliable yardsticks during career recruitment presentations. The fact that 24% listed a "specific" opportunity as an important factor needs to be borne in mind when discussing career opportunities with pupils, since the type of reasons given may be influential in changing a prospective student's opinion of and attitude towards entering a specific career and its associated institution where recruitment is necessary. However, the non-specificness of reasons generally given for embarking

on a certain career (63%) could mean that recruitment strategies for specific institutions such as Technikon Natal may have to change in order to change attitudes towards the institution where a negative attitude prevails, or enhance positive attitudes where these already exist to a certain degree.

TABLE 4.1: PERCENTAGE DISTRIBUTION OF STANDARD NINE PUPILS' POST-SCHOOL STUDY PLANS

Study Plans	N	%
Yes, in a particular field	161	35,7
Yes, but not sure of field of study	246	54,5
Not sure whether will or won't be studying	38	8,4
No, will not be studying further	7	1,6
TOTAL	452	100,0

TABLE 4.2: PERCENTAGE DISTRIBUTION OF STANDARD NINE PUPILS' REASONS FOR INDECISIVE FURTHER STUDY PLANS

Reason	N	%
Have no idea which field of study interests them	49	17,3
Have an idea of fields of study that interest them but cannot make up their minds	137	48,2
Don't know enough about the fields of study that interest them	78	27,5
Matric results will determine field of study they enter	20	7,0
TOTAL	284	100,0

TABLE 4.3: PERCENTAGE DISTRIBUTION OF STANDARD NINE PUPILS' PREFERENCES FOR ANTICIPATED STUDY FIELDS.

Field Of Study	N	%
Commerce/Marketing	83	21,4
Art and Design	48	12,4
Medicine	40	10,3
Engineering	39	10,1
BA	38	9,8
Law	24	6,2
Education	23	5,9
BSc	22	5,7
Computers	16	4,1
Hospitality (excluding Food)	16	4,1
Food	8	2,1
Conservation	7	1,8
Technician	4	1,0
Agriculture	3	0,8
Town Planning/Land Survey	3	0,8
General/vague	14	3,6
TOTAL	388	100,0

TABLE 4.4: PERCENTAGE DISTRIBUTION OF SOCIO-ECONOMIC AREAS/SCHOOLS ANTICIPATED FIELD OF STUDY

Field of Study	School P		S		C		I		Y		AA		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Commerce/Marketing	23	24,2	9	22,0	14	18,9	7	17,1	15	18,5	15	26,8	83	21,4
Art & Design	6	6,3	4	9,8	7	9,5	8	20,0	18	22,2	5	9,0	48	12,4
Medicine	7	7,4	5	12,1	11	14,9	4	9,8	6	7,4	7	13,0	40	10,3
Engineering	16	16,8	9	22,0					7	8,6	7	13,0	39	10,1
BA	2	2,1	4	9,7	18	24,3	5	12,2	8	9,9	1	1,8	38	9,8
Law	14	14,7			2	2,7	2	4,9	1	1,2	5	8,9	24	6,2
Education	3	3,2			8	10,8	2	4,9	6	7,4	4	7,1	23	5,9
BSc	7	7,4	3	7,3	5	6,8			5	6,2	2	3,6	22	5,7
Computers	6	6,3	1	2,4	1	1,4	3	7,3	2	2,5	3	5,7	16	4,1
Hospitality excl. Food	1	1,1	1	2,4	3	4,1	5	12,2	2	2,5	4	7,1	16	4,1
Food					1	1,4	5	12,2	1	1,2	1	1,8	8	2,1
Conservation					1	1,4			5	6,2	1	1,8	7	1,8
Technician	1	1,1	3	7,3									4	1,0
Agriculture	2	2,1	1	2,4									3	1,8
Town Planning/Land Surv	2	2,1							1	1,2			3	1,8
General/Vague	5	5,3	1	2,4	3	4,1			4	4,9	1	1,8	14	3,6
TOTAL	95		41		74		41		81		56			100,0

TABLE 4.5: PERCENTAGE DISTRIBUTION OF PUPILS' GENERAL REASONS FOR CAREER CHOICE

Reason	N	%
General appeal; non-specific; non measurable	241	61,6
Specific opportunity as a result of measurable developmental and growth needs	92	23,5
Leads to self-actualisation and esteem considering life-style and long term projections	32	8,2
Vague - no specific reason	25	6,4
TOTAL	390	100,0

4.1.2 Preference for Specific Educational Institution

The subsequent paragraphs deal with pupils' preferences for specific educational institutions. Tables relating to this issue appear on page 71.

The choice of a career will likely lead to consideration being given to the choice of an institution that offers the appropriate course. Certain careers such as commerce are offered at universities, technikons and technical colleges, while others such as medicine, are only offered at specific universities. Where a choice among institutions for a similar qualification exists, as long as the institutions are in fairly close proximity, an element of "competition" for prospective students may prevail. In order to identify pupils' possible choice of one institution over and above another, the pupils were asked to indicate their degree of preference for each of three major categories of study institutions in Durban as well as similar institutions elsewhere. In grouping the responses to question 9c (a 5-point Likert scale with two extremities) of the questionnaire (Annexure D:4) responses 1 and 2 indicate an unlikelihood of institution choice, 3, being the midpoint indicates indecision or unsureness and categories 4 and 5 show a preference for a likelihood of choice. The results, based on these groupings are graphically presented in figure 4.1, and show that 57% of the sample stated that they were likely to attend the University of Natal compared with 43% who would likely attend Technikon Natal, thus showing a preference for the former. An even greater preference for university education country-wide was evident recently through the means of a study (A. du Preez, 1989:89) where a figure depicting 1989 preliminary enrolments showed that 73% of white students chose to

study at a university compared with 22% who chose a technikon. Parallels for the categories "unlikely" for Technikon Natal (23%) and the University of Natal (22%) are evident. These results will differ if the respondents interpreted category 6 (non-applicable) as the extreme on the continuum. When the schools' mean preferences for institutions are listed (table 4.6), no single institution unanimously supersedes another. With reference to the Durban institutions both boys' schools P and S had a slightly higher mean preference for the University of Natal than any other school and the highest mean preferences for the University (3.25 and 3.29 respectively). Technikon Natal appeared in the mid position in four of the six schools' ratings with co-educational school Y being the only school to give the institution preference rating above 3 (3,3).

However, in instances where pupils were unsure of their choice of institution (table 4.7), 12% of the standard 9 pupils indicated that they were unsure whether they would attend either the Technical College in Durban or the University of Natal and a relatively higher percentage of 20% said they were 'unsure' of whether or not they would choose Technikon Natal. This may be due to the respondents' ignorance of the nature/function of the institutions (Technikon Natal in particular), or an indecision regarding the Technikon's status and image in society. One's perception of an instituion is based on direct and indirect contact with the institution. In order to measure the extent of contact the standard 9 pupils had had with Technikon Natal, they were asked to indicate their extent of contact to date with the Technikon. Table 4.8 shows that between 72% and 97% had never attended any event of any nature at the Technikon during the 18 months prior to responding to the questionnaire. They were, therefore, not in a position to rate the Technikon and its features

first-hand. Yet, only 25% (table 4.9) stated that they could not rate the appearance of the Technikon campus - a physical visible feature. Their evaluation must, therefore, have been based on speculation or hearsay. Similarly, when a question relating to the situation of Technikon Natal was posed (table 4.10) 75% of the sample indicated that they knew where the Technikon was situated. Of these that "knew" 14% confused the location with that of a technical college (table 4.11). This may be an indication that pupils think they are familiar with the Technikon - a factor that could lead to attitudes based on misconceptions and inaccuracies. However, a question relating to the location of Technikon Natal revealed an 81% accuracy figure and dispelled the presumption that many pupils still confuse technical college buildings with those of the technikon, and/or are unaware of the Berea campus' existence and location.

4.1.3 Reasons for Choosing a Particular Institution

Tables relating to this issue appear on pages 72 - 74.

Bearing possible misconceptions and resultant inaccuracies in mind, a choice may nevertheless still have to be made between two or more institutions. During this decision-making process certain features/characteristics of the institutions are considered (Beukes *et al*, 1987:54). An open-ended question (question 9d: Annexure D) asked pupils to give the most important reason for choosing a particular institution over and above the others. Their responses were classified into categories of similar reasons, as depicted in table 4.12. The ranked reasons for choosing a particular institution as graphically represented in figure 4.2 show that the institution's

convenient proximity and hence, cost implications (24%), coupled with its perceived image regarding its reputation and standard of education (20%) as well as the availability of desired courses are considered to be the most important issues in the decision-making process. When students apply to certain institutions for admission they are often selected on the bases of having attained the appropriate entrance requirements for that particular institution. However, in many cases where limited positions for a course exist, the personnel responsible for selecting students for a course may resort to scoring the applicant's matric results and admit the top scoring students only. Yet there appears to be an almost total lack of concern (2%) on the part of potential students regarding entrance requirements. It is the author's opinion that this lack of concern by potential students may be an indication that different study institutions are less distinguished academically by future students than may have been previously thought, resulting in many students submitting application forms to study at various institutions despite their inadequate entrance qualifications.

Furthermore, in relating to the 'attraction' features of an institution (question 9e: Annexure D), respondents indicated their preferences for the institution of their choice by rating the importance of certain listed features of tertiary institutions. General institutional features are depicted in table 4.13 and reflect the pupils' rating of features among those that are probably considered in the decision-making process. Two issues were deemed 'very important' and 'important' respectively by the sample - 'standard of tuition' (86%) and 'reputation with future employers' (62%).

It is evident that issues that are directly related to quality of tuition as well as financial implications of further study are highly considered while other policies and physical features of the institution appear to be of less concern to prospective students. These opinions, however, are probably based on experience of and exposure to the institution whether directly or indirectly, since the more first-hand knowledge of the institution a respondent has, the better the position he/she is in to make a judgement.

4.1.4 Ratings of Technikon Natal's Features

In order to determine the extent to which pupils had visited Technikon Natal campus for one or other reason (question 16: Annexure D), and being therefore in a better position to evaluate the institution first hand, they were asked to indicate whether they had "never, "seldom" or "often" attended various events hosted by Technikon Natal during the 18 months prior to answering the questionnaire.

Although there is an apparent lack of exposure to Technikon Natal, pupils' ratings of the Technikon appear generally favourable. However, approximately half the sample in all but two categories stated that they could not evaluate the features. Fifty percent (50%) rated the Technikon's general reputation in the community as high with 23% declining to evaluate the Technikon's reputation.

However, Technikon Natal's image in industry was rated with more conservatism. Fifty-six percent (56%) stated that they could not evaluate this feature, and 26% rated the image as excellent/good.

The Technikon's campus appearance was highly rated. It is interesting to note (table 4.13:74) that, while only 19% of the sample felt that the campus appearance was a very important 'attraction' feature, the highest percentage overall (67%) said that it was important. However the following percentages of pupils are still under misapprehensions (table 4.14) regarding the Technikon:

- 29% responded "false" to the statement that students need at least a senior certificate (matric) or similar qualification to study at Technikon Natal;
- 12% said that Technikon Natal and Durban Central Technical College is the same institution;
- 66% said that the Technikon offered part-time hobby courses; and
- 28% thought that technikon training is mainly practical.

There still appears to be a degree of confusion between the functions of technikons and technical colleges.

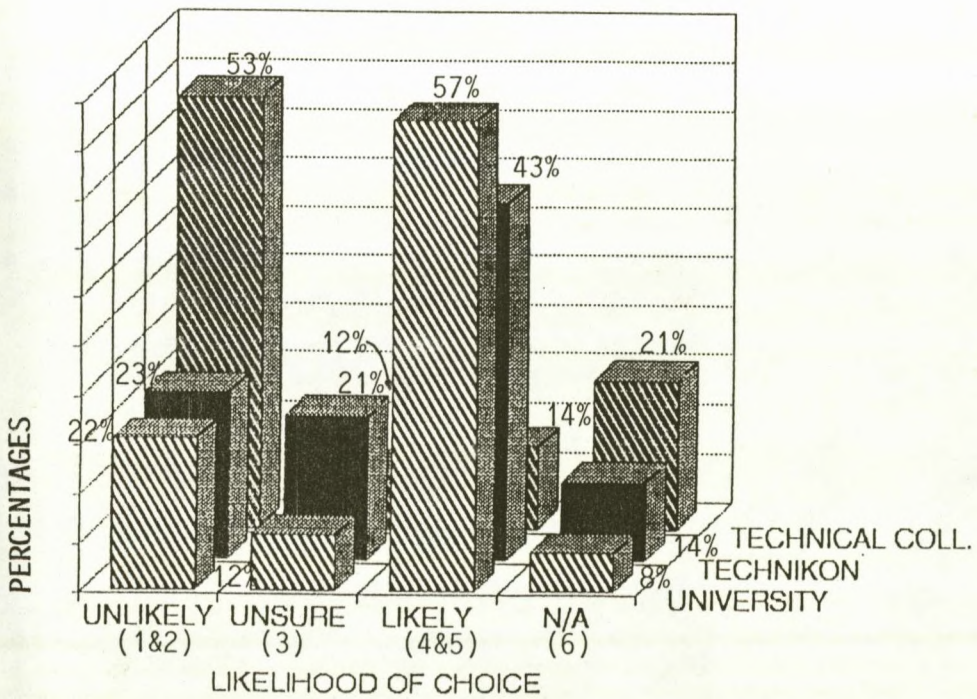

FIG. 4.1: LIKELIHOOD OF CHOICE OF STUDY INSTITUTIONS IN DURBAN

TABLE 4.6: MEAN PREFERENCES FOR INSTITUTIONS BY EACH SCHOOL

Institution	Boys		Girls		Co-Ed	
	P	S	C	I	Y	AA
	N = 115	N = 53	N = 86	N = 42	N = 92	N = 64
	x	x	x	x	x	x
Technical college in Durban	2,54	2,93	2,71	3,43	2,58	2,38
Any other technical college	2,90	2,86	2,69	3,64	3,25	2,40
Technikon Natal	2,56	2,13	2,57	2,68	3,30	2.38
Any other technikon	2,37	2,50	3,27	2,56	3,50	2,45
University of Natal	3,25	3,29	2,47	2,43	2,45	2,84
Any other university	3,19	2,95	2,37	2,56	2,30	2,75

On a rating scale of 1 - 5 indicating the degree of preference in choosing each institution, 1 = "not at all", 5 = "very much" and 6 is "non-applicable".

TABLE 4.7 : PERCENTAGE DISTRIBUTION OF SPECIFIC INSTITUTIONS IN DURBAN BY DEGREE OF LIKELIHOOD OF CHOICE FOR FIELD OF STUDY

Institution	Unlikely		Unsure		Likely		N/A		Total	
	N	%	N	%	N	%	N	%	N	%
Technical college in Durban	196	52,5	44	11,8	53	14,2	80	21,4	373	100,0
Technikon Natal	87	22,8	78	20,4	165	43,2	52	13,6	382	100,0
University of Natal	81	21,8	43	11,6	212	57,0	36	9,7	372	100,0

TABLE 4.8: PERCENTAGE DISTRIBUTION OF ATTENDANCE BY EVENTS AT TECHNIKON NATAL

Events	Often		Seldom		Never		Total	
	N	%	N	%	N	%	N	%
Sporting events	19	4,4	84	19,5	328	76,1	431	100,0
Drama productions eg plays	15	3,4	98	22,5	322	74,0	435	100,0
Musical productions/recitals	7	1,6	39	9,1	384	89,3	430	100,0
Open day for career info	31	7,1	93	21,3	312	71,6	436	100,0
Seminar/symposium/short course/meeting	9	2,1	29	6,8	391	91,1	429	100,0
Graphic/Textile design exhibition, Art/photo-graphic exhibitions	17	3,9	56	12,9	362	83,2	435	100,0
Competitions eg culinary	8	1,9	7	1,6	417	96,5	432	100,0

TABLE 4.9: PERCENTAGE DISTRIBUTION OF RATING BY FEATURES OF TECHNIKON NATAL

Features	Evaluation									
	Excellent/good		Reasonable		Poor/Very poor		Cannot evaluate		Total	
	N	%	N	%	N	%	N	%	N	%
Appearance of the campus	208	46,9	117	26,4	10	2,3	109	24,6	444	100,0
Indoor sports facilities	121	27,4	51	11,6	6	1,3	263	59,6	441	100,0
Outdoor sports facilities	126	28,6	67	15,2	11	2,5	236	53,6	440	100,0
Availability of res. accom.	71	16,1	92	20,9	8	1,8	270	61,2	441	100,0
General reputation in community	221	49,9	109	24,6	11	2,5	102	23,0	443	100,0
Availability of bursaries/loans	51	11,6	69	15,7	29	6,6	291	66,1	440	100,0
Image in industry	113	25,7	67	15,2	15	3,4	245	55,7	440	100,0
Social & cultural opportunities for students	171	38,7	55	12,4	3	0,7	213	48,2	442	100,0

TABLE 4.10: PERCENTAGE RESPONSES BY KNOWLEDGE OF LOCATION OF TECHNIKON NATAL

Response	N	%
Yes	336	74,7
No	114	25,3
TOTAL	450	100,0

TABLE 4.11: PERCENTAGE RESPONSES BY DESCRIPTION OF LOCATION OF TECHNIKON NATAL

Location	N	%
One campus central Durban other in Congella/Umbilo	45	13,5
One campus bottom end Smith West Street, other on Berea	269	80,8
Bottom end Smith/West St on	19	5,7
TOTAL	333	100,0

TABLE 4.12: PERCENTAGE DISTRIBUTION OF RESPONSES BY REASONS FOR CHOICE OF INSTITUTIONS

Reason	N	%
Proximity to home and cost implications	92	24,4
Reputation/standard of education of the institution	76	20,2
Institution offers desired courses/ uniqueness	75	19,9
Status of the qualification (degree vs diploma)	47	12,5
Vague reasons	40	10,6
Specific training offered, including practical	32	8,5
Other	15	4,0
TOTAL	377	100,0

TABLE 4.13: PERCENTAGE DISTRIBUTION OF IMPORTANCE AS CHOICE FACTORS BY FEATURES OF TERTIARY EDUCATION INSTITUTIONS

Features	Importance						Total	
	Not at all important		Important		Very Important			
	N	%	N	%	N	%	N	%
Appearance of the campus	56	14,2	264	67,2	73	18,6	393	100,0
Indoor sports facilities	112	28,5	199	50,6	82	20,9	393	100,0
Outdoor sports facilities	100	25,5	183	46,7	109	27,8	392	100,0
Residence accommodation	100	25,6	168	43,0	123	31,5	391	100,0
General reputation in the community	31	7,9	183	46,7	178	45,4	392	100,0
Ratio of complement of students of different cultures	157	39,8	177	44,9	60	15,2	394	100,0
Availability of bursaries/ loans	40	10,2	171	43,5	182	46,3	393	100,0
Reputation an educational institution has with employers of trained students	16	4,1	133	33,8	245	62,2	394	100,0
Social and cultural opportunities for students	55	13,9	187	47,3	153	38,7	395	100,0
Standard of tuition at the institution	4	1,0	53	13,5	337	85,5	394	100,0

TABLE 4.14: PERCENTAGE DISTRIBUTION OF PUPILS' RESPONSES TO STATEMENTS REGARDING THE NATURE OF TECHNIKON NATAL

Statement	Response				Total	
	True		False			
	N	%	N	%	N	%
A Senior Certificate (matric) or similar qualification is needed to study at Technikon Natal	321	71,0	131	29,0	452	100,0
Technikon Natal and Durban Central Technical College is the same institution	54	12,1	394	87,9	448	100,0
Technikon Natal offers part-time hobby courses	297	66,0	153	34,0	450	100,0
Technikon training is mainly practical	127	28,1	325	71,9	452	100,0

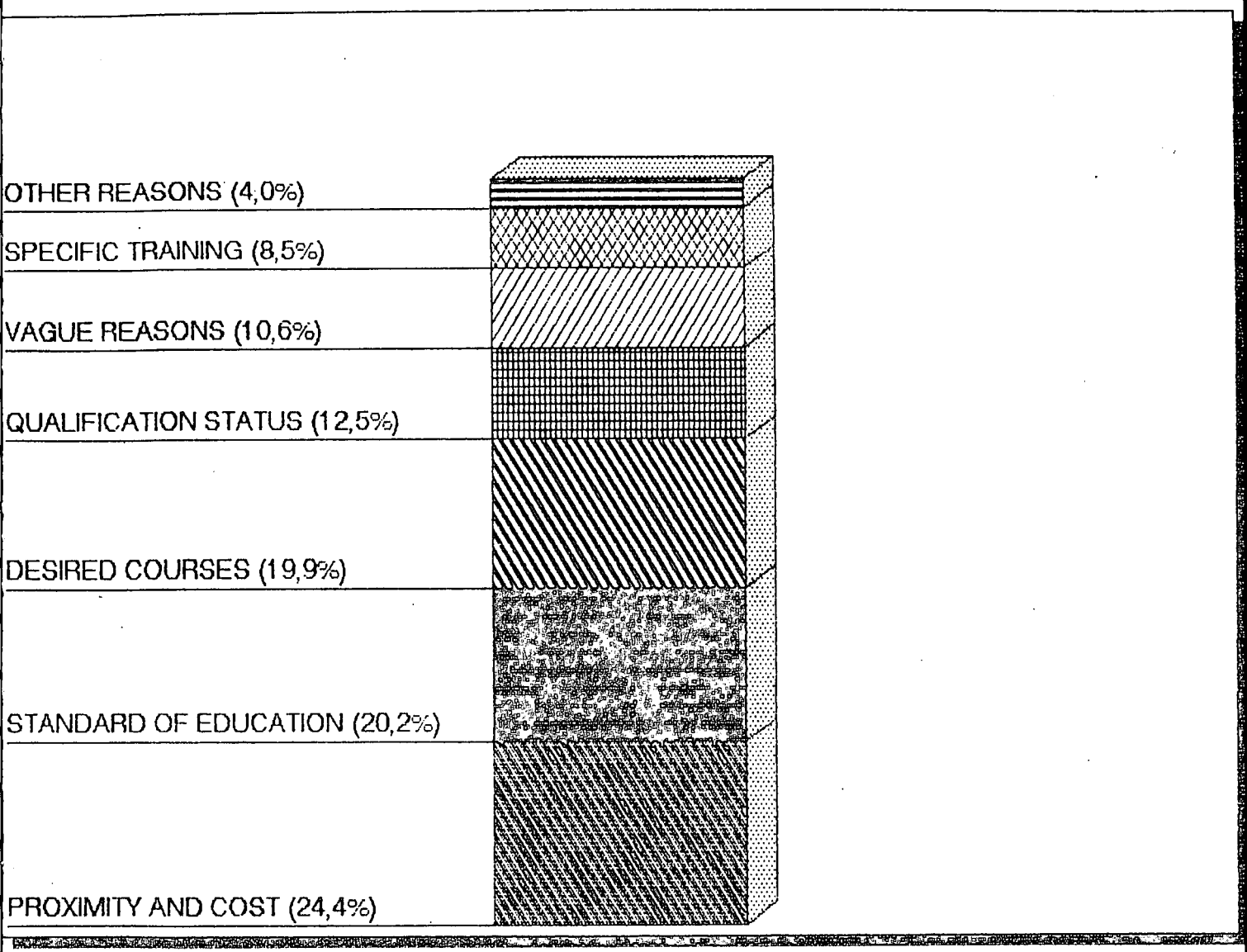

FIG. 4.2: REASONS FOR CHOICE OF STUDY INSTITUTIONS

4.2 FACTORS INFLUENCING STUDY PLANS

4.2.1 The Influence of Individuals on Pupils' Career and Study Institution Choice

Tables relating to this issue appear on pages 79 - 83.

During their schooling, pupils have access to several sources that will provide information and/or exert a degree of influence on their future study plans. In determining the extent to which prospective students approach various people/organisations regarding matters concerning their future careers, it was found that sources are consulted in varying degrees for information. The list of individuals included immediate and distant family members as well as school staff, tertiary institution staff, career counsellors and company personnel. Table 4.15 shows that parents are by far the source most frequently consulted (68%) by standard nines. A mere one percent stated that they had not consulted their parents at all, and the remainder of the sample consulted their parents "a little" (29%). Twenty-two percent indicated that they consulted relatives/friends a lot, while 18% consulted immediate relatives who have studied or are studying further.

It appears that those sources that are most accessible to pupils ie, parents and relatives, provide the most information out of the school environment. Within the school environment, it is one of the tasks of the school teacher counsellor to advise pupils and provide the means for them to gain access to career information. Yet table 4.16 shows that teacher counsellors are the source most consulted "a little"

(56%) but very few pupils approach them "a lot" (7%) and 37% do not approach them at all. Forty-seven percent (47%) of the sample consulted subject teachers "a little" and 43% did not approach them at all. Those sources that are least consulted by standard nine pupils regarding career choice (table 4.17) appear to be tertiary staff and career counsellors - individuals who either work in a tertiary education environment, or who make it their business to gather and provide up to date information on prospective careers. It appears as though little personal effort is made by the pupils to approach individuals other than their parents for information on proposed careers. According to table 4.18, parents on average, are most consulted for information and have the most influence on their children's choice of career and study institution.

On further probing regarding informative and influential factors (question 12 - 15: Annexure D), several relevant sources emerged, as listed in tables 4.19 - 4.22. The tables reflect rankings of the sources for each criterion, ie, those sources that

- provide the most information on vocational careers;
- have the most influence on choice of vocational careers;
- provide the most information on educational institutions for further study;
- have the most influence on the choice of educational institutions.

Tables 4.23 - 4.24 show overall rankings of the averages of sources that provide the most information and influence on choice of a vocational career (table 4.23) and the overall ranking of the averages of the sources (table 4.24) according to all four criteria depicted in tables 4.19 to 4.22.

The following relevant information emerges from the tables:

* Parents/guardians are ranked the highest in 3 of the 4 categories in tables 4.19 to 4.22;
* Parents/guardians are regarded as exerting the most influence on the choice of educational institutions, despite the relative low ranking of 7 out of 11 in providing information on educational institutions.

An interesting trend is reflected in the observation that the schools' teacher counsellor is rated second (54%) as the source providing the most information on vocational careers (table 4.19) and top (79%) in providing information on educational institutions for further study (table 4.21). However, they appear to influence the pupils relatively less regarding their career choice (table 4.20) where they are positioned ninth out of eleven (27%) and institution choice (table 4.22 - positioned fifth out of eleven with 42%). Parents emerge as having the most information (table 4.19 - 59%) and influence (table 4.20 - 69%) on career choice and influence on educational institution choice (table 4.22 - 73%). They are, however, listed as the source that provides considerably less information on educational institutions, positioned seventh out of eleven with 42% (table 4.21). It appears, therefore, that the parents are the most influential factor in institution choice, even though it is the school teacher counsellor who provides the most information on educational institutions (table 4.21).

Tertiary institutions' counselling bureaux do not appear to rate highly in providing information on vocational careers nor influencing pupils' choice of careers (tables 4.19 and 4.20). However, they are the second most important of 11 sources in providing information on, and influencing pupils' choice of institution (tables 4.21 and 4.22).

Subject teachers average the lowest of all sources in providing information and influencing pupils regarding career and institutional choices (table 4.23).

TABLE 4.15: RANKING OF SOURCES CONSULTED "A LOT" FOR INFORMATION REGARDING PROPOSED CAREERS

Sources	Degree of Consultation						Total	
	Not at all		A little		A lot			
	N	%	N	%	N	%	N	%
Parents	15	1,0	129	28,7	306	68,0	450	100,0
Relative/friend studied/studying at institution	162	35,9	188	41,7	101	22,4	451	100,0
Immediate relative studied/studying at tertiary institution	280	62,8	88	19,7	78	17,5	446	100,0

TABLE 4.16: RANKING OF SOURCES CONSULTED "A LITTLE" FOR INFORMATION REGARDING PROPOSED CAREERS

Sources	Degree of Consultation						Total	
	Not at all		A little		A lot			
	N	%	N	%	N	%	N	%
Teacher counsellor at school	167	37,0	252	55,9	32	7,1	451	100,0
Subject teachers	192	43,0	209	46,8	46	10,3	447	100,0
Relative/friend studied/studying at institution	162	35,9	188	41,7	101	22,4	451	100,0

TABLE 4.17: RANKING OF SOURCES "NOT AT ALL" CONSULTED REGARDING PROPOSED CAREERS

Sources	Degree of Consultation						Total	
	Not at all		A little		A lot			
	N	%	N	%	N	%	N	%
Private counsellors	420	93,5	18	4,0	11	2,4	449	100,0
Admin staff at tertiary institution	402	89,1	38	8,4	10	2,2	451	100,0
Counselling bureaux at tertiary institution	377	83,6	56	12,4	18	4,0	451	100,0
Lecturer at tertiary institution	372	82,5	57	12,6	22	4,9	451	100,0
Presenters at school careers evenings	330	73,8	93	20,8	24	5,4	447	100,0
Employer/personnel	323	72,1	90	20,1	35	7,8	448	100,0
Immediate relative studied/studying at tertiary institution	280	62,8	88	19,7	78	17,5	446	100,0
Career personnel at public career exhibitions	275	61,2	141	31,4	33	7,3	449	100,0

TABLE 4.18: RANKING OF SOURCES CONSULTED "TO A LARGE EXTENT" FOR EACH CATEGORY OF PROVIDING INFORMATION AND INFLUENCING CHOICE OF VOCATIONAL CAREER AND EDUCATIONAL INSTITUTION/S

Sources	Average	Provide information on vocational career		Influence choice of vocational career		Provide information on educational institutions		Influence choice of educational institution	
	%	N	%	N	%	N	%	N	%
School's teacher-counsellor	50,5	242	53,7	122	27,1	356	78,8	191	42,3
Public career exhibitions	47,1	202	44,7	164	36,4	294	65,0	191	42,3
Career evenings at schools	35,5	157	34,8	122	27,1	207	45,8	154	34,1
Parents/Guardians	60,6	266	58,8	311	68,8	190	42,1	329	72,8
Subject teachers	26,1	104	22,9	116	25,8	138	30,5	114	25,3
Counselling bureaux at tertiary institutions	47,4	166	36,9	143	31,7	306	68,0	240	53,1
Private Counsellors	41,9	155	34,6	141	31,4	260	57,9	196	43,5
Employers - personnel manager of company	36,7	168	37,3	154	34,2	183	40,5	156	34,6
Immediate relative	36,5	176	39,0	169	37,6	132	29,2	181	40,0
Relative/friend	35,9	184	40,7	150	33,2	131	29,0	184	40,7
Tertiary staff	40,5	149	32,9	109	24,2	263	58,1	211	46,7

TABLE 4.19: PERCENTAGE RANKING OF SOURCES THAT PROVIDE THE MOST INFORMATION ON VOCATIONAL CAREERS

Sources	%
Parents/guardians	58,8
School's teacher counsellor	53,7
Public career exhibitions	44,7
Relative/friend	40,7
Immediate relative	39,0
Employers/Personnel manager of company	37,3
Counselling bureaux at tertiary institutions	36,9
Career evenings at schools	34,8
Private counsellors	34,6
Tertiary staff	32,9
Subject teachers	22,9

TABLE 4.20: PERCENTAGE RANKING OF SOURCES THAT HAVE THE MOST INFLUENCE ON CHOICE OF VOCATIONAL CAREER

Sources	%
Parents/guardians	68,8
Immediate relative	37,6
Public career exhibitions	36,4
Employers/personnel manager of company	34,2
Relative/friend	33,2
Counselling bureaux at tertiary institutions	31,7
Private counsellors	31,4
Career evenings at schools	27,1
School's teacher counsellor	27,1
Subject teachers	25,8
Tertiary staff	24,2

TABLE 4.21: PERCENTAGE RANKING OF SOURCES THAT PROVIDE THE MOST INFORMATION ON EDUCATIONAL INSTITUTIONS FOR FURTHER STUDY

Sources	%
School's teacher counsellor	78,8
Counselling bureaux at tertiary institutions	68,0
Public career exhibitions	65,0
Tertiary staff	58,1
Private counsellors	57,9
Career evenings at schools	45,8
Parents/guardians	42,1
Employers/Personnel manager of company	40,5
Subject teachers	30,5
Immediate relative	29,2
Relative/friend	29,0

TABLE 4.22: PERCENTAGE RANKING OF SOURCES THAT MAY HAVE THE MOST INFLUENCE ON THE CHOICE OF EDUCATIONAL INSTITUTIONS

Sources	%
Parents/guardians	72,8
Counselling bureaux at tertiary institutions	53,1
Tertiary staff	46,7
Private Counsellors	43,5
School's teacher counsellor	42,3
Public career exhibitions	42,3
Relative/friend	40,7
Immediate relative	40,0
Employers/Personnel manager of company	34,6
Career evenings at schools	34,1
Subject teachers	25,3

TABLE 4.23: PERCENTAGE RANKING OF AVERAGE OF SOURCES THAT PROVIDE THE MOST INFORMATION AND HAVE THE MOST INFLUENCE ON CHOICE OF VOCATIONAL CAREER

Sources	%
School's teacher counsellor	60,6
Counselling bureaux at tertiary institutions	60,6
Parents/guardians	57,5
Public career exhibitions	53,7
Tertiary staff	52,4
Private counsellors	50,7
Career evenings at schools	40,0
Employers/Personnel manager of company	37,6
Relative/friend	34,9
Immediate relative	34,6
Subject teachers	27,9

TABLE 4.24: OVERALL PERCENTAGE RANKING OF AVERAGES OF SOURCES ACCORDING TO ALL FOUR CRITERIA LISTED IN TABLES 4.19 - 4.23

Sources	%
Parents/Guardians	60,6
School's teacher counsellor	50,5
Counselling bureaux at tertiary institutions	47,4
Public career exhibitions	47,1
Private counsellors	41,9
Tertiary staff	40,5
Employers/Personnel manager of company	36,7
Immediate relative	36,5
Relative/friend	35,9
Career evenings at schools	35,5
Subject teachers	26,1

4.2.2 Career Evenings

The tables relating to the issues of career evenings, exposure to sources for information and ratings of features are presented on pages 89 to 91.

In an attempt to inform pupils of possible future careers and opportunities, schools, various service organisations and tertiary institutions stage several careers evenings for groups of scholars throughout the academic year. These evenings, however, are usually poorly attended according to the author's personal experience and can be substantiated by the attitudes/impressions of the hosts and presenters.

At the career evenings, dual sessions are usually arranged to allow pupils to attend a maximum number of fields of interest. Yet, from personal observation, several of the disciplines are hardly attended at all, especially during the second session. This lack of attendance may be the result of the pupils' attitudes to career evenings in general (tables 4.25 - 4.30) which reflect poorly on all four ratings of criteria concerning the extent to which career evenings -

- provide pupils with career information (tables 4.25 and 4.26);
- influence pupils' choice of a vocational career (tables 4.27 and 4.28);
- provide information on educational institutions (table 4.29);
- influence the pupils' choice of an educational institution (table 4.30).

Table 4.25 reflects ratings on a continuum concerning the extent to which career evenings provide pupils with career information, and table 4.26 groups the responses shown in the previous table into 'low', 'medium' and 'high' response frequencies. It is noteworthy that, with the exception of the girls in a high to medium area, all other groups of pupils are of the opinion that career evenings provide very little information on careers. In each case, the percentage ratings for the category 'low' exceeded the ratings for the category 'high', with ± 60% of girls of the medium to low socio-economic area school rating the extent to which information is provided at career evenings as "low", and 19% rate it as "high" (table 4.26). Girls in the high to medium socio-economic areas, though, are the exception to the general trend. Forty-four percent (44%) of the girls rate the extent to which information is provided at career evenings as high and about 27% rate it as 'low' (table 4.26).

However, when compared, it appears as though pupils from the high socio-economic areas are generally of the opinion that career evenings supply more information on careers than counterpart pupils from low socio-economic areas.

Although the attitude trend is generally negative, the slight differences of opinion may be the result of factors including:

- the extent to which such career evenings have been organised for pupils;
- the amount of encouragement by the organisers, school principal and staff to standard nine pupils to attend and participate in career evenings;
- the quality of the presentation;

- the diversity of the topics offered, ensuring a broader spectrum of appeal to pupils, and so forth.

If attendance of and thus exposure to an event such as career evenings is significant then tables 4.27 and 4.28 should provide congruent trends, when pupils rate the extent to which career evenings influence their choice of vocational careers.

The trends do tally, with all groups except the girls from high to medium and placing little importance on the extent to which career evenings influence their career choice. Pupils in general from the medium to low socio-economic areas rate the influence as being low, particularly the boys' group where 65% rated the influence as 'low' and a mere 10% rating it as 'high' (table 4.28).

However, an exception to the general trend is noted in the observation that girls from the high to medium socio-economic area rate the influence of career evenings on their choice of career as the highest (41%) of all groups and reflect the lowest percentage (34%) for a "low" rating (table 4.28) which corresponds with their previous ratings of the amount of information provided on careers at career evenings (table 4.26).

Other than the above exception, trends for the remaining socio-economic groups are congruous.

When questioned regarding the extent to which the career evenings provide information on education institutions, distinct groupings according to socio-economic areas are evident (table 4.29). Approximately 51% of boys', girls' and co-educational schools from high to medium socio-economic areas rate the extent to which information on educational institutions for further study is provided as "high", with less than a third of each of the same groups rating the amount of information obtained as "low". It is interesting to note that in all three cases, pupils from the schools in high to medium socio-economic area rated the provision of the said information more favourably than pupils from all three schools in the medium to low socio-economic areas. This may be indicative of either the extent to which the pupils have been able/encouraged to attend career evenings, or their opinions of the content of the career evenings.

4.2.3 Exposure to Individual Sources for Information

The extent to which pupils rate a source as informative and/or influential may depend on their direct or indirect exposure to the source and subsequent experience of its effects. Attendance at such an occasion (an open day for career information) was asked of the pupils.

In four of the six schools, less than four percent in each school had "often" attended an open day, and between 67% and 87% of the pupils from the same schools responded that they had never attended an open day at Technikon Natal. An exception was the girls' medium to low socio-economic area school where 18% had often attended open days, 38% seldom and less than half (45%) never. It appears as though a concerted effort had been made by or on behalf of these pupils to investigate career opportunities. This may account for the opinion expressed by 48% of the latter group in table 4.25 that "no information at all" is provided at careers evenings at schools. Perhaps outings to Technikon Natal are arranged in lieu of career evenings at the school. There appear to be complex factors and circumstances that combine to have an influence on attitude and opinion formation. However, certain factors can be measured based on the respondent's personal exposure. This may be evaluated against the infrequency of attendance by pupils at events at Technikon Natal (table 4.14) - a factor which may contribute towards the perception of and attitude towards the Technikon as a tertiary institution.

TABLE 4.25: PERCENTAGE DISTRIBUTION OF EXTENT TO WHICH CAREER EVENINGS PROVIDE CAREER INFORMATION TO PUPILS FROM DIFFERENT AREA SCHOOLS

School		To no extent at all				To a great extent	Total
Boys: H --> M	N	32	19	20	23	22	116
	%	27,6	16,4	17,2	19,9	19,0	100,0
Boys: M --> L	N	19	8	10	6	9	52
	%	36,5	15,4	19,2	11,5	17,3	100,0
Girls: H --> M	N	8	15	24	28	9	84
	%	9,5	17,9	28,6	33,3	10,7	100,0
Girls: M --> L	N	20	5	9	5	3	42
	%	47,6	11,9	21,4	11,9	7,1	100,0
Co-ed: H --> M	N	23	19	16	25	9	92
	%	25,0	20,7	17,4	27,2	9,8	100,0
Co-ed: M --> L	N	20	11	15	14	4	64
	%	31,3	17,2	23,4	21,9	6,3	100,0
TOTAL		122	77	94	101	56	450

TABLE 4.26: PERCENTAGE DISTRIBUTION OF CATEGORY GROUPING OF EXTENT TO WHICH CAREER EVENINGS PROVIDE CAREER INFORMATION TO PUPILS FROM DIFFERENT AREA SCHOOLS

	Low		Average		High		Total	
School	N	%	N	%	N	%	N	%
Boys: H --> M	51	44,0	20	17,2	45	38,8	116	100,0
Boys: M --> L	27	51,9	10	19,2	15	28,8	52	100,0
Girls: H --> M	23	27,4	24	28,6	37	44,0	84	100,0
Girls: M --> L	25	59,5	9	21,4	8	19,0	42	100,0
Co-ed: H --> M	42	45,7	16	17,4	34	38,0	92	100,1
Co-ed: H --> M	31	48,4	15	23,4	18	28,1	64	100,0
TOTAL	199		94		157		450	100,0

TABLE 4.27: PERCENTAGE DISTRIBUTION OF EXTENT TO WHICH CAREERS EVENINGS AT DIFFERENT SCHOOLS/SOCIO-ECONOMIC AREAS INFLUENCE PUPILS' CHOICE OF A VOCATIONAL CAREER

School		To no extent at all				To a great extent	Total
Boys: H --> M	N	32	25	28	22	9	116
	%	27,6	21,6	24,1	19,0	7,8	100,0
Boys: M --> L	N	25	9	13	3	2	52
	%	48,1	17,3	25,0	5,8	3,9	100,0
Girls: H --> M	N	12	17	22	25	10	86
	%	14,0	19,8	25,6	29,1	11,6	100,0
Girls: M --> L	N	19	2	9	7	5	42
	%	45,2	4,8	21,4	16,7	11,9	100,0
Co-ed: H --> M	N	26	19	21	16	9	91
	%	28,6	20,9	23,1	17,6	9,9	100,0
Co-ed: M --> L	N	19	16	15	9	5	64
	%	29,7	25,0	23,4	14,1	7,8	100,0
TOTAL	N	133	88	108	82	40	451

TABLE 4.28: PERCENTAGE DISTRIBUTION OF EXTENT, ACCORDING TO CATEGORIES, TO WHICH CAREER EVENINGS AT DIFFERENT SCHOOLS/SOCIO-ECONOMIC AREAS INFLUENCE PUPILS' CHOICE OF A VOCATIONAL CAREER

School	Low		Average		High		Total	
	N	%	N	%	N	%	N	%
Boys: H --> M	57	49,1	28	24,1	31	26,7	118	100,0
Boys: M --> L	34	65,4	13	25,0	5	9,6	52	100,0
Girls: H --> M	29	33,7	22	25,6	35	40,7	86	100,0
Girls: M --> L	21	50,0	9	21,4	12	28,6	42	100,0
Co-ed: H --> M	45	49,5	21	23,1	25	27,5	91	100,0
Co-ed: M --> L	35	54,7	15	23,4	14	21,9	64	100,0
TOTAL	221		108		122		451	100,0

TABLE 4.29: PERCENTAGE DISTRIBUTION OF EXTENT, ACCORDING TO CATEGORIES, TO WHICH CAREER EVENINGS AT DIFFERENT SCHOOLS/SOCIO-ECONOMIC AREAS, PROVIDE INFORMATION ON EDUCATIONAL INSTITUTIONS FOR FURTHER STUDY

	Low		Average		High		Total	
School	N	%	N	%	N	%	N	%
Boys: H --> M	34	29,3	24	20,7	58	50,0	116	100,0
Boys: M --> L	22	41,5	13	24,5	18	34,0	53	100,0
Girls: H --> M	21	24,4	20	23,3	45	52,3	86	100,0
Girls: M --> L	20	47,6	10	23,8	12	28,6	42	100,0
Co-ed: H --> M	25	27,5	19	20,9	47	51,7	91	100,0
Co-ed: M --> L	19	29,7	18	28,1	27	42,2	64	100,0
TOTAL	141		104		207		452	100,0

TABLE 4.30: PERCENTAGE DISTRIBUTION OF EXTENT ACCORDING TO CATEGORIES, TO WHICH CAREER EVENINGS AT DIFFERENT SCHOOLS/SOCIO-ECONOMIC AREAS INFLUENCE PUPILS' CHOICE OF EDUCATIONAL INSTITUTIONS

	Low		Average		High		Total	
School	N	%	N	%	N	%	N	%
Boys H --> M	47	40,5	35	30,2	34	29,3	116	100,0
Boys M --> L	29	54,7	11	20,8	13	24,5	53	100,0
Girls H --> M	26	30,2	22	25,6	38	44,2	86	100,0
Girls M --> L	15	35,7	14	33,3	13	31,0	42	100,0
Co-ed H --> M	33	36,3	24	26,4	34	37,4	91	100,0
Co-ed M --> L	24	37,5	18	28,1	22	34,4	64	100,0
TOTAL	174		124		154		452	100,0

TABLE 4.31: FREQUENCY OF PUPILS OF VARIOUS SCHOOLS' ATTENDANCE OF AN OPEN DAY FOR CAREER INFORMATION

	Often		Seldom		Never		Total	
School	N	%	N	%	N	%	N	%
Boys H -> M	4	3,6	14	12,7	92	83,6	110	100,0
Boys M -> L	2	3,9	11	21,2	39	75,0	52	100,0
Girls H -> M	3	3,7	24	29,3	55	67,1	82	100,0
Girls M -> L	7	17,5	15	37,5	18	45,0	40	100,0
Co-ed H -> M	13	14,3	23	25,3	55	60,4	91	100,0
Co-ed M -> L	2	3,3	6	9,8	53	86,9	61	100,0
TOTAL	31		93		312		436	100,0

4.3. A CAREER IN THE FOOD INDUSTRY

4.3.1 Ratings of Occupations

Tables relating to the issue discussed in the next few paragraphs are reflected on pages 96 to 97.

Having identified attitudes and perceptions of Standard 9 pupils towards studying at a technikon, it was then necessary to determine their attitudes towards studying for a food career. A list of eighteen occupations was presented to the pupils for rating according to status/image, on a scale of 1 - 5 (low to high) to see where a career in food would feature, compared with other careers.

Tables 4.32 - 4.34 indicate an overall rating of occupations by pupils from all socio-economic areas. Mean ratings place the career of a medical technologist at the top of the list. The top ranking of this career by all pupils from all areas may have been influenced by its name which is associated with a profession (medical) generally held in esteem and the term 'technologist' which suggests the inclusion of medical research.

Food careers (catering manager, food consultant, home economist and chef) are rated alongside health inspector and teacher.

The occupation of 'caterer' is rated similar to an artisan, while the occupation 'cook' falls between policeman and shop assistant. An analysis of the mean ranking of occupations by schools (table 4.34) reveals the following:

* Three fairly distinctive groups of rankings appear to have emerged with medical technologist, electrical engineer and lecturer heading the list. Cook, shop assistant and bus driver appear at the bottom of the rankings and the rest of the occupations (many of them food careers) fall mid-way. It appears as though girls and boys from all socio-economic areas have similar attitudes towards categories of occupations.

* The ranking order of the two groups of boys schools "P" and "S" remains the same for the top three ranked occupations, and bottom three ranked occupations. However, boys from the medium to low socio-economic area (school S) rank the occupations of food consultant and chefs considerably higher than boys from the high to medium school "P". This difference in ranking may be triggered by an awareness of social and class distinction.

* High to middle socio-economic area boys'school "P" ratings of occupations according to status are generally slightly lower than those of boys from a lower socio-economic area school "S".

* With the exception of bus driver and shop assistant, girls from school "C" (high to medium socio-economic area) rate the other occupations listed between the ratings of boys from each socio-economic area.

* A predominantly male oriented career such as 'electrical engineering' is rated similarly by both sexes in all socio-economic areas, whereas a female oriented career, such as 'home economist' is rated higher by both girls' schools than both boys' schools and co-ed schools.

* The title 'food consultant' is a recently contrived name for 'industrial home economist'. However it is rated slightly higher than 'home economist' in all cases. This may be due to undocumented observation that the home economist in South Africa has perhaps not received the same status as her American and European counterparts. It is the author's opinion that in South Africa the career appears to have been essentially perceived as 'home' oriented as opposed to 'professional'.

* The high ranking of 'lecturer' (3/18 - mean 3,68 on a 5 point scale) and a lower ranking of teacher (10/18 - mean 2,74) may have significance in the credibility that pupils attach to these sources of information and influence when choosing careers and study institutions. This factor may be substantiated by the findings that teachers were ranked lowest of all sources of information and influence regarding careers and study institutions.

* Undocumented and non-researched observations have suggested that teachers of bygone eras (a generation and more ago) had a substantial influence on pupils' career choices. This may have

been due to the limited types of careers available to school leavers (particularly females) and teachers who had knowledge of these limited careers were able to describe them to and discuss them with pupils and hence enlighten and perhaps influence them to a greater degree than present day teachers who may not have been able to keep pace with technological developments and careers outside education.

* It appears as though girls and boys from all socio-economic areas have similar attitudes towards categories of occupations as is reflected in their ratings of these occupations in table 4.34.

The overall standard deviation for certain of the occupations (table 4.32) in particular the lower ranked occupations, is low (between 0,42 and 0,94) thus indicating a consistency in attitude.

TABLE 4.32: MEAN RANKING OF OCCUPATIONS BY PUPILS EXCLUDING THE "CANNOT EVALUATE" CATEGORY

Occupation	Ranking	
	Mean	SD
Medical Technologist	4,32	0,93
.....	.....	.....
Electrical Engineer	3,69	1,06
Lecturer	3,68	1,02
Mechanical Technician	3,17	1,10
Catering Manager	3,08	0,97
.....	.....	.....
Food Consultant	2,96	0,99
Health Inspector	2,80	1,13
Home Economist	2,80	1,01
Chef	2,75	0,99
Teacher	2,74	0,98
Administration Officer	2,66	1,02
Caterer	2,50	0,92
Artisan	2,48	1,01
Bank Clerk	2,34	0,94
Policeman	2,20	0,94
.....	.....	.....
Cook	1,82	0,86
Shop Assistant	1,74	0,79
Bus Driver	1,14	0,42

TABLE 4.33: GROUPING ACCORDING TO CATEGORIES OF PUPILS' RATINGS OF OCCUPATIONS

Occupation	Rating						
	Low (1 & 2)		Medium (3)		High (4 & 5)		
	N	%	N	%	N	%	Mean
Administrative officer	150	33,3	158	35,1	68	15,1	2,66
Bank Clerk	254	56,4	143	31,8	42	9,4	2,34
Artisan	207	45,9	135	29,9	57	12,7	2,48
Chef	170	37,5	170	37,5	104	23,0	2,75
Policeman	285	63,1	126	27,9	39	8,6	2,20
Catering Manager	106	23,4	180	39,7	152	32,7	3,08
Shop Assistant	380	83,9	61	13,5	9	2,0	1,74
Health Inspector	177	39,1	147	32,5	115	25,3	2,80
Food Consultant	128	28,3	174	38,4	130	28,7	2,96
Mechanical Technician	115	25,4	149	33,0	177	39,2	3,17
Electrical Engineer	56	12,4	123	27,2	266	58,9	3,69
Medical Technologist	21	4,7	45	10,0	378	83,9	4,32
Home Economist	159	35,2	170	37,6	104	23,0	2,80
Teacher	161	35,5	205	45,3	86	19,1	2,74
Caterer	220	48,7	165	36,5	54	12,0	2,50
Bus Driver	444	98,0	6	1,3	1	0,2	1,14
Cook	353	77,9	79	17,4	15	3,3	1,82
Lecturer	52	11,5	124	27,4	273	60,2	3,68

TABLE 4.34: MEAN RANKING OF OCCUPATIONS BY SCHOOL

Occupation	Ranking By School											
	P N = 115		S N = 53		C N = 86		I N = 42		Y N = 92		AA N = 64	
	Mean	Std dev	Mean	Std dev	Mean	Std dev	Mean	Std dev	Mean	Std dev	Mean	Std dev
Medical Technologist	4,24	0,96	4,38	0,99	4,34	1,97	4,22	1,13	4,30	0,89	4,52	0,65
Electrical Engineer	3,67	1,02	3,96	0,89	3,60	1,26	3,78	1,15	3,60	1,01	3,68	0,96
Lecturer	3,42	1,00	3,81	1,00	3,91	0,88	4,02	1,00	3,37	1,07	3,92	1,04
Catering Manager	2,85	0,98	2,88	0,92	3,18	0,91	3,36	1,01	3,16	0,93	3,26	1,05
Food Consultant	2,78	0,97	3,04	1,06	3,19	0,94	3,14	1,05	2,91	0,95	2,85	1,01
Home Economist	2,56	0,99	2,61	0,94	3,18	0,85	3,10	1,05	2,66	1,02	2,84	1,08
Chef	2,54	0,99	2,90	1,05	2,76	0,96	2,76	1,02	2,80	0,95	2,98	0,98
Teacher	2,46	1,04	2,79	1,03	2,86	0,96	2,79	0,98	2,80	0,97	2,94	0,75
Caterer	2,25	0,87	2,52	0,94	2,64	0,86	2,81	1,13	2,55	0,93	2,47	0,84
Cook	1,62	0,76	2,12	0,94	1,91	0,80	1,83	1,10	1,79	0,84	1,88	0,85
Shop Assistant	1,75	0,79	1,87	0,99	1,71	0,68	1,62	0,85	1,80	0,76	1,65	0,74
Bus Driver	1,12	0,48	1,34	0,59	1,09	0,29	1,07	0,26	1,18	0,44	1,07	0,27

4.3.2 Desire to Embark on a Career in the Food Field

Tables relating to the following issues concerning food careers are presented on pages 107 to 110.

When pupils were asked whether they had ever considered a career in the food field, ± 75% indicated that they had not while ± 25% that they had (table 4.35). The number of positive responses (25%) is relatively high when one refers to table 4.3 which shows that 0,2% of the sample (n = 8) anticipated following a career in food. It appears as though pupils (25%) initially consider a food career, but their interest apparently subsequently diminishes. The majority of the pupils (75%) who had indicated that they had not considered a career in the food field gave reasons (table 4.36) for their lack of consideration of the above. The predominant reason was a "lack of interest" (57%). Other reasons included the statements that they do not enjoy working with food, and seven percent said that they had 'never thought about it'. However, when asked the question "would you like to know more about careers in the food field?", 36% replied in the affirmative (table 4.37). A percentage of those interested to know more about careers in the food field may have come from those respondents who had stated that they had never thought about it, gave 'vague' reasons (6%) or were ignorant of what a food career entailed (5%). Perhaps having been exposed to a list of the various careers that *are* available in the food field through the questionnaire, the respondents' interests in finding out more about the job descriptions were aroused.

The above deduction, non-researched, is made as a result of the observations recorded in table 4.38, which indicate that a general lack of personal knowledge of and hence, maybe, contact with industrial food personnel prevails, except in a few instances.

4.3.3 The Food Field: Knowledge of Job Descriptions

It appears as though pupils are more likely to know of food personnel when they, as general public, have access either personally or through observation. This is evident in the ranking of food personnel who are 'best known' to the pupils (table 4.38):

Chef	41%
Food Service/Catering Manager/ess	38%
Outside Caterer	34%
Fast Food Manager/ess	30%

Each of the above culinarians is "visually accessible" to the public, i.e. they can be observed at work. Their job descriptions, however, may not be well/accurately known, as reflected in table 4.40, which shows the extent to which pupils are aware of what the listed occupations entail. The majority (63%) indicated that they were "slightly aware" of what the occupations entail while 21% admitted "total unawareness". Only 1% stated that they were "very aware" of the job requirements. This general lack of awareness may have resulted in misconceptions being formed regarding the nature of the occupations, as well as curriculum content of courses while studying for a career in food.

4.3.4 Knowledge of Food Course Content: Technikon Natal

In order to measure the pupils' attitudes towards the 'academic versus practical' nature of food courses at Technikon Natal, as well as the extent of their awareness of the course content, questions relating to these issues were posed, the results of which appear in table 4.40. From the results it appears as though pupils see "food" as an essentially practical subject. Forty-six percent (46%) responded that the diplomas are primarily practical. This is a misconception since the food diplomas each contain as much theory as practical tuition.

Perhaps the impression that the diplomas are mainly practical serves as a deterent to pupils of above average intelligence, since a 'practical course' may be viewed as one for those with lesser academic ability. This trend is also evident in many secondary schools where the 'brighter' girls tend to avoid the subject choice 'home economics', because it was seen as a practical subject for those pupils who could not cope theoretically with alternative subjects. The negative connotation associated with the practical subject is further evident in the pupils' responses to the question regarding the presence of the subject "applied science" in the diploma. Seventy-six percent (76%) did not know whether this statement was true or false and this lack of commitment either way seems to indicate a degree of indecision. It is as though applied science appears to be 'too theoretical' to be included in a "practical" food diploma and yet there is a degree of hesitation to respond "false". This may, however, be due to a suspicion that, owing to the probing of the issue

through the questions asked, the thought is triggered that perhaps the food courses are not as practical as they may have previously thought them to be.

A pupil's perception of and attitude towards a 'practical' career may be linked to his/her initial choice of school subjects and serve later as a basis on which career choice will be made.

4.3.5 Subject Choice and Career Choice

It is interesting to analyse the subject packages of the sample (table 4.41). With the exception of mainly female oriented home economics and typing, and male oriented woodwork, pupils of both sexes had the choice of taking all other subjects. The table shows that mathematics is by far the most 'popular' choice - whether chosen by the pupils or taken due to the nature/limitations of the subject packages offered by the school. Approximately 90% of the pupils include it in their course packages, and 75% of those pupils study the subject on higher grade. The next most popular subjects are physical science, taken by 61% of the pupils (95% on higher grade); biology (58%) with 89% on higher grade; and geography (56%) with 97% on higher grade. Each of the above subjects is generally viewed as an academic subject. Accountancy, however, was taken by only 29% of the pupils (95% of them on higher grade). In view of the observation (table 4.3) that commerce and marketing had emerged as the most popular field (21%) of anticipated study, the accountancy choice rate is suprisingly low.

Other possible links between subject choice at school and subsequent career choice reveals the figures listed in table 4.42. Bearing in mind that subject packages include a number of subjects, an overlap of career choice may occur. From the table it is evident that, although a relatively low percentage of pupils take accountancy at school, of those that do, ±40% have indicated that they will likely opt for a career in the commercial field. Other subject choices that also contribute to a fair degree of choice of a commercial career include Mathematics (22%), Physical Science (21%), Biology (20%), and Geography (20%). No other single subject shows an undeniably high association with a possible career choice, such as that between accountancy and the commercial field. However, the inclusion of biology in the subject package could lead to a career in medicine (15% affirmative responses), as could the inclusion of home economics in the subject package (14%). Interestingly, one career choice that seems to bear a direct relationship to subject choice is that of "food" where 14% of pupils taking home economics indicated that they would enter a food career. Of the total number of girls (n = 215) in the sample, 53 took home economics (25%). Bearing in mind that males do not usually take home economics and that there may be an association between the subject 'home economics' and a food career, the relatively low percentage of 12% of the sample that do take home economics may be of significance when observing the responses to the importance of certain issues in the event of a student doing a course in the food field at Technikon Natal.

No other distinct relationship appears to exist between subject and career choice. Therefore it seems as though a general 'knowledge' of subject content/experience does not necessarily prompt the pupils'

declaration of "interest" as being the main reason for choosing a particular field of study. Perception of a future career may, however, be an important indicator of career choice.

4.3.6 Perceptions of Food Careers

In an attempt to measure the perception of, and hence attitude towards a food career, pupils were asked to respond to issues, as represented in figure 4.3. The issues did not relate to course content, but rather to general perceptions of personal characteristics and pre-requisites required to embark on a food career. The noting of these issues was based on certain 'ideal characteristics' which are published in Technikon Natal's information brochures on the food courses offered. These include innovativeness, creativity, good communication skills, leadership potential and peak physical condition. The characteristics have been included and revised over the years as lecturing staff have recognised qualities in their students that have supposedly enhanced their chances of success during their studies and subsequently in industry.

From figure 4.3, it is evident that certain misconceptions occur amongst standard nine pupils, viz; ±43% stated that home economics at matric level was definitely necessary to do a food course. With the exception of the Higher Education Diploma: Home Economics, where pupils who had taken the subject at school may be given selection preference for the course, it has not been a pre-requisite for the remaining food courses at the Technikon. This misconception could, however, preclude certain pupils, i.e. those who do not do matric home economics, who may otherwise have considered a food career.

Interestingly, though, only two percent responded incorrectly to the statement that one had to be a female to do the food courses and 84% correctly stated that one definitely does not have to be a female to study in the food field. On account of these two factors it appears as though there is a degree of confusion existing amongst the pupils. On the one hand, many responded that home economics is a pre-requisite (and home economics is predominantly a female-oriented course) and yet an overwhelming majority (84%) seem to know that the food course could be for both sexes.

Further misconceptions are evident in the following responses:

- Twenty-two percent (22%) rate stamina as a definite requirement with 48% stating that it is preferable but not necessary and 30% believing it to be unnecessary. All the food courses require an above average level of stamina since they may encompass long working hours and physical exertion.

- Thirty-six (36%) of the respondents stated that physical science and/or biology at matric level are definitely not requirements thus, perhaps intimating that the course content is of a lesser academic nature. This deduction is further substantiated by the 46% who stated that the food diplomas are primarily practical and 76% who stated that they did not know whether applied science is included in the diplomas (table 4.40).

One or both of the above subjects are stated as preferred pre-requisites to registering for the food diplomas, since all the food courses include the subjects applied science, microbiology and physiology, - subjects that build on pre-tertiary knowledge of physical science and/or biology.

It appears as though prospective students generally lack information on both the nature of technikon education and what a career in food entails.

TABLE 4.35: PERCENTAGE DISTRIBUTION OF PUPILS' CONSIDERATION OF A CAREER IN THE FOOD FIELD

Consideration	N	%
Yes	114	25,2
No	338	74,8
TOTAL	452	100,0

TABLE 4.36: PERCENTAGE DISTRIBUTION OF STANDARD NINE PUPILS' RANKED REASONS FOR LACK OF CONSIDERATION OF A CAREER IN THE FOOD FIELD

Reason	N	%
No interest	193	56,8
Don't enjoy working with food	33	9,7
Never thought about it	22	6,5
Vague	20	5,9
Ignorance	18	5,3
Unappealing	14	4,1
Boring/unstimulating	13	3,8
Inadequate skill	13	3,8
Insufficient income	9	2,6
Do not do Home Econ. at school	3	0,9
Very uncreative	1	0,3
Lack prerequisites	1	0,3
TOTAL	340	100,0

TABLE 4.37: PERCENTAGE DISTRIBUTION OF STANDARD NINE PUPILS' DESIRE TO KNOW MORE ABOUT CAREERS IN THE FOOD FIELD

Desire	N	%
Yes	164	36,4
No	288	63,6
TOTAL	450	100,0

TABLE 4.38: PERCENTAGE DISTRIBUTION OF STANDARD NINE PUPILS' KNOWLEDGE OF PERSONNEL WORKING WITHIN THE FOOD INDUSTRY

		Knowledge of personnel		
Personnel		Yes	No	Total
Food technologist	N	45	406	451
	%	10,0	90,0	100,0
Industrial Home Economist	N	34	416	450
	%	7,6	92,4	100,0
Food service/catering manager/ess	N	173	279	452
	%	38,3	61,7	100,0
Food stylist for photography	N	14	438	452
	%	3,1	96,9	100,0
Food consultant	N	25	429	452
	%	5,1	94,9	100,0
Food editor for a newspaper/magazine	N	24	428	452
	%	5,3	94,7	100,0
Food marketer	N	56	396	452
	%	12,4	87,6	100,0
Product developer	N	36	416	452
	%	8,0	92,0	100,0
Food (perishibles) retail manager/ess	N	47	404	452
	%	10,4	89,6	100,0
Outside caterer	N	152	300	452
	%	33,6	66,4	100,0
Chef	N	184	268	452
	%	40,7	59,3	100,0
Food & beverage manager	N	74	377	451
	%	16,4	83,6	100,0
Fast food manager	N	136	316	452
	%	30,01	69,9	100,0
Nutritionist	N	36	415	451
	%	8,0	92,0	100,0
Dietician	N	76	375	451
	%	16,9	83,1	100,0
Extension officer with government	N	10	440	450
	%	2,2	97,8	100,0

TABLE 4.39: PERCENTAGE DISTRIBUTION OF STANDARD NINE PUPILS' EXTENT OF AWARENESS OF WHAT OCCUPATIONS IN THE FOOD INDUSTRY ENTAIL

Extent of awareness	N	%
Totally unaware	96	21,3
Slightly aware	283	62,9
Aware	65	14,4
Very aware	6	1,3
TOTAL	450	100,0

TABLE 4.40: PERCENTAGE DISTRIBUTION OF STANDARD NINE PUPILS' RESPONSES TO ISSUES RELATING TO THE NATURE OF FOOD COURSES AT TECHNIKON NATAL

Nature of Course	True		False		Don't Know		Total	
	N	%	N	%	N	%	N	%
Food diplomas contain subject "Applied Science"	74	16,4	36	8,0	342	75,7	452	100,
Food diplomas are primarily practical	208	46,0	72	15,9	172	38,1	452	100,
The food courses only contain food related subjects	54	12,0	197	43,7	200	44,3	451	100,
The food diplomas include subjects such as physiology, microbiology, sociology and psychology	70	15,5	91	20,2	290	64,3	451	100,

TABLE 4.41: PERCENTAGE DISTRIBUTION OF STANDARD NINE PUPILS' SUBJECTS TAKEN AT HIGHER GRADE/STANDARD GRADE IN ADDITION TO ENGLISH AND AFRIKAANS

Subject	Hg		Sg		Sub Total	Freq.	Total	
	N	%	N	%	*N	Missing	N	%
Biology	233	88,9	29	11,1	262	191	453	100,0
Physical Science	260	94,5	15	5,5	275	178	453	100,0
Geography	248	97,3	7	2,7	255	198	453	100,0
History	134	98,5	2	1,5	136	317	453	100,0
Art	51	100,0	0	0,0	51	402	453	100,0
Speech & drama	63	100,0	0	0,0	63	390	453	100,0
Home Economics	50	94,3	3	5,7	53	400	453	100,0
Accountancy	123	94,6	7	5,4	130	323	453	100,0
Computer studies	32	100,0	0	0,0	32	421	453	100,0
Additional Maths	57	98,3	1	1,7	58	395	453	100,0
Mathematics	310	75,4	101	24,6	411	42	453	100,0
Technical Drawing	57	95,4	4	6,6	61	392	453	100,0
Woodwork	1	33,3	2	66,7	3	450	453	100,0
Typing	5	12,1	36	87,8	41	412	453	100,0
Latin/French	38	100,0	0	0,0	38	415	453	100,0

TABLE 4.42 : PERCENTAGE DISTRIBUTION OF STANDARD NINE PUPILS' SUBJECT CHOICE BY CAREER CHOICE

	Subject Choice											
Career	Mathematics		Physical Science		Biology		Geography		Accountancy		Home Economics	
	N	%	N	%	N	%	N	%	N	%	N	%
General/Vague	14	4,0	8	3,5	9	3,9	9	4,2	1	0,9	2	4,1
Commerce, Mktg/Adv/Secret.	76	21,7	49	21,4	46	20,1	42	19,5	45	40,2	8	16,3
Engineering	39	11,1	39	17,0	8	3,5	32	14,9	4	3,6		
Arts, Design, Architecture	40	11,4	19	18,3	34	14,8	20	9,3	6	5,4	6	12,1
Medicine	34	9,7	27	11,8	35	15,3	22	10,2	9	8,0	7	14,3
Education	18	5,1	7	3,1	17	7,4	14	6,5	7	6,2	5	10,2
Computers	15	4,3	12	5,2	6	2,6	10	4,7	5	4,5	2	4,1
Conservation	7	2,0	2	0,9	7	3,1	5	2,3	2	1,8	1	2,0
Hospitality, excl. food	15	4,3	3	1,3	12	5,2	6	2,8	6	5,4	5	10,2
Technician	4	1,1	4	1,7			2	0,9	1	0,9		
BA	34	9,7	14	6,1	28	12,1	17	7,9	8	7,1	5	10,2
Law	23	6,6	20	8,7	7	3,1	13	6,0	7	6,2		
Food	5	1,4	1	0,4	7	3,1	3	1,4	3	2,7	7	14,3
BSc	21	6,0	18	7,9	12	5,2	15	7,0	6	5,4	1	2,0
Agriculture	3	0,9	3	1,3			2	0,9				
Town Planning/Land Survey.	3	0,9	3	1,3	1	0,4	3	1,4	2	1,8		
*TOTAL	351	100,0	229	100,0	229	100,0	215	100,0	112	100,0	49	100,0

* NOTE: Totals for the different subject choices in tables 4.41 and 4.42 differ because not all pupils could indicate their choice of a career, and some had more than one career choice.

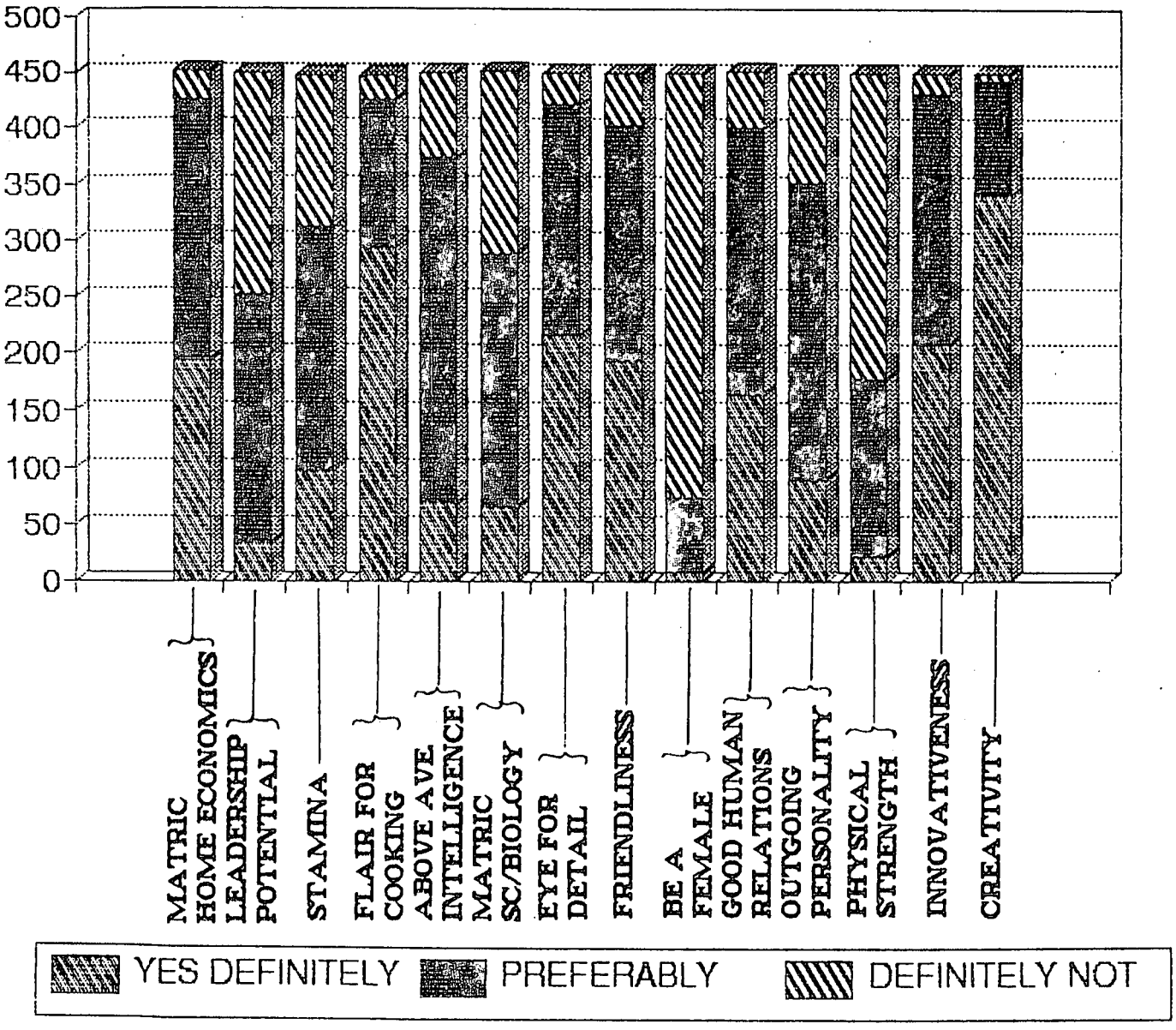

FIG 4.3: PERCEIVED IMPORTANCE OF ISSUES FOR FOOD COURSE

4.4 SUMMARY OF CHAPTER 4

In this chapter the results of the research were presented. Individual issues relating to each of the sub-problems were discussed, based on the analysis of groups of tables relating to each of the issues.

Having determined that the majority of the sample (90%) already had firm plans to study further, a commercial career proved to be the most popular choice of anticipated fields of study with very few pupils indicating an initial interest in a food career. Although there is an apparent lack of indication to pursue such a career, 36% expressed the desire to know more about food careers. A general lack of knowledge about such careers, however, prevailed.

A general lack of exposure to Technikon Natal prevails. Nevertheless, the Technikon was generally positively rated by the pupils, who deemed proximity to home and standard of tuition to be the most important reasons for choosing a study institution. Their choice of institution was most influenced by parents and very little by teacher counsellors even though the latter provided far more information on the institutions than the former.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

As privatisation of catering in South Africa commenced in 1989 and was expected to continue over a period of three years, authorities expressed grave concern that a critical shortage of middle to high level personnel would hinder the development of the hospitality industry, including tourism. Technikons are mainly responsible for attracting and preparing students for managerial positions in food service, an essential component of the hospitality industry. With a view to determining how pupils felt about studying further at a technikon, and entering a career in food service, an empirical investigation was conducted at six local secondary schools from different socio-economic areas using a proportional non self-weighting sample.

The information was obtained by means of a questionnaire, and the data processed with the aid of a computer.

Chapter 1 outlined the problem statement and objectives of the study, with special emphasis on the necessity of providing staff for the expanding food service/hospitality industry in South Africa.

Chapter 2 provided an overview on the historical development of technikon education, and its choice, as well as a profile of culinary careers and the need for qualified culinarians.

The methodology was explained in Chapter 3. This chapter included the questionnaire design, sample selection, data capture and statistical analysis of data procedures.

Chapter 4 dealt with the issues of pupils' anticipated study plans, institution choice and perceptions of and attitudes towards a career in the food service industry. Possible reasons for responses and factors that may have an influence on the formation of attitudes were identified.

In this chapter the interpreted results are reported on. Findings, conclusions and recommendations of a general and specific nature are presented.

5.1 SUMMARY OF FINDINGS

5.1.1 General observations pertaining to study

Due to the time lapsed since commencing this study, standard nines' attitudes towards Technikon Natal and careers in food have possibly changed since they were measured. The difference in choosing between a university degree and a technikon diploma was recently highlighted in the Sunday Times Magazine (Curzon 1992:22-24). She emphasises, through interviews with a university graduate and a technikon diplomate that technikons are cheaper than universities, allow more scope, are more specialised and give "...invaluable practical experience." (Curzon 1992:24). She quotes the diplomate as saying "... five years ago there was a far greater stigma attached to technikons than today ... (They were) considered inferior. But today

technikon standards have improved...You are moulded for the industry, and have the edge over university students...". This is a change in attitude since Beukes (1987:86) and Orpen (1989:21) stated that technikons are still viewed by many as a second choice option to university education. An observation of the number of academic pupils who have recently applied to complete a qualification in food service management or food consultancy this year, reveals a notable increase in pupils with a highly academic matric. The Department of Food and Nutrition at Technikon Natal has been particularly visual over the past two years, embarking on projects, academic exercises and industrial liaison that have resulted in increased exposure and media publicity, and this may have influenced prospective students' desire to apply to complete the courses.

5.1.2 Specific observations pertaining to study

With reference to sub-problem one, an evaluation of standard nine pupils' attitudes towards Technikon Natal and the factors that may have influenced those attitudes, it was hypothesised that the Technikon's reputation was closely related to the nature and intensity of its exposure to the specified target population. This study reveals that although standard nines generally had not been exposed to Technikon Natal, they rated the Technikon favourably. However, on account of the fact that many declined to evaluate the features at all, the information is insufficient to either accept or reject the hypothesis.

The second sub-problem was to evaluate the standard nine pupils' attitudes and perceptions towards a career in food service. It was hypothesised that the pupils were ignorant of the nature of the food

courses. The results show that pupils are generally unaware of the nature of the food courses and are under the misapprehension that the courses are primarily practical. On account of thesse responses the hypothesis can be accepted.

First, an attempt was made to determine pupils' commitment to study further, their choice of career and educational institution and reasons for their preferences. The most important findings were the following:

* Ninety percent (90%) of the sample (standard nine pupils) indicated a positive commitment to study further with a third of the pupils already knowing which field of study they would be entering (table 4.1).

* The commercial field was by far the most popular choice of career, and other academic disciplines generally taking preference over the technical disciplines. The only pupils to indicate an interest in entering the hospitality field were girls and co-educational pupils from medium-to-low socio-economic areas.

* General interest appears to be the main reason for entering a specific field of study.

* Attitudes towards studying at Technikon Natal and embarking on a career in food are generally positive. However, ignorance concerning both the issues in question still prevails, and steps need to be taken to combat the ignorance in order to increase commitment towards training in the food field.

* Although the University of Natal was slightly favoured as a likely choice for study over Technikon Natal, there was greater uncertainty regarding the prospect of studying at the Technikon rather than at the University.

* Proximity (cost implications), general reputation and standards of education emerged as the main reasons for choosing an educational institution for further study. Pupils assign very little importance to entrance requirements, policies and physical features of the institutions.

In determining who and what influences pupils' choice of career and study institution, the following trends were evident:

* Although parents provide little information on tertiary institutions, they exert the most influence on their children's choice of institution.

* Parents provide the most information, and have the most influence on their children's career choice.

* Counselling bureaux at tertiary institutions are not seen to either provide information on careers, nor influence pupils' career choice. They are, however, regarded as one of the main sources of information on educational institutions, and are seen to exert a fair amount of influence on the pupils' choice of institution.

* Pupils in general are of the opinion that career evenings provide little information on careers.

An evaluation of Technikon Natal revealed that:

* very few pupils had attended an open day or any other functions/events at Technikon Natal, yet the Technikon is generally favourably rated. Approximately 50% of the sample, however, declined, due to ignorance, to evaluate the Technikon's features.

* very few pupils are still confusing technikon buildings with those of technical colleges in Durban. However, nearly a third of the sample are still ignorant of the fact that a senior certificate or equivalent is required to enter a technikon, and the majority maintain that the Technikon offers part-time hobby courses.

In identifying pupils' attitudes towards entering a career in food, the following most important findings became evident:

* Girls from a medium-to-low socio-economic area rated jobs in the food line, such as food service managers and consultants higher that the rest of the sample did. Their positive image of the profession could contribute to their suitability as a target group for recruitment into a food career.

* Professional food personnel were categorised along with other professions such as teachers. However, pupils distinguished clearly between cooks and chefs, rating the former (correctly) 'inferior' to the latter.

* The title given to a job appears to affect its status. This was evident in the higher rating of the recently contrived title, "food consultant" compared with "home economist", despite their having similar job descriptions in South Africa.

* The majority of the standard nine pupils expressed a general lack of knowledge of what food careers entail, and were under gross misconceptions of the nature of the courses offered to train personnel in the food field.

* Although Beukes' findings (1986) reflected that subjects taken at school level and the pupils' performance in these were the most important factors influencing the pupils' further study and career choice, no distinct relationships between subject choice at school, and choice of careers were evident in this study. However, "school subjects are deliberately selected with a degree study in mind." (A. du Preez, 1989:106).

* A desire to know more about careers in the food field was evident at the conclusion of the study despite a general lack of awareness of what job descriptions in the food field entailed.

5.2 RECOMMENDATIONS

Sub-problem 3, which dealt with the analysis and evaluation of the standard nine pupils' attitudes towards studying for a food diploma at Technikon Natal in order to recommend certain areas and guidelines to attract students to qualify for the food service industry, hypothesised that standard nine pupils' desire to embark on a food career was closely related to the nature and intensity of their awareness of food careers.

It was found that although pupils were generally unaware of the nature of food courses and work opportunities, a quarter of them had considered a food career, more than a third wished to know more about food careers, but only 0,2% would be embarking on a food career. The information supports the hypothesis.

The following recommendations are made as a result of the responses to questions pertaining to standard nine pupils' perceptions of Technikon Natal.

5.2.1 Recruiting for the Technikon

Technikon Natal should:

* sell itself as a unique quality educational institute within close proximity to its community.

  When questioned on the importance of the features of an educational institution, the pupils expressed a concern for educational standards, employer and community opinion as well

as availability of loans and bursaries (financial implications). Their most important reasons for choosing a specific institutions were standards of education and proximity. These factors ought to be considered when compiling press releases, public exhibitions and recruitment programmes for the Technikon in general and specific courses. This recommendation is echoed in Beukes' *et al* study (1987:88-89) which remarked on the lack of potential students' exposure to technikons.

* <u>institute effective information campaigns to combat ignorance concerning Technikon education</u>.

Images are the products of perceivers' knowledge, which gives rise to perceptions and attitudes. Therefore, ignorance on the part of the perceiver will result in incomplete perceptions, questionable attitudes and distorted images.

Parents exert the most influence on their children's choices of institutions and careers, yet provide little information on tertiary institutions. With technikon education being just a decade old, the likelihood of parents' personal experience of the tertiary nature of the education is possibly negligible. Likewise, the relatively higher percentage of pupils who indicated that they were unsure whether or not to attend a technikon, compared with the lower percentage who expressed an uncertainty regarding entering a technical college or university indicates that a concerted effort to enlighten parents, as well as teachers could have a positive effect on

the quality of student entering the Technikon in the future, since they will be in the position to advise, and hence influence prospective students.

A. du Preez (1989) acknowledges that the Committee for Technikon Principals has addressed the technikons' status problem, but he maintains that more deliberate pursuing of the matter is necessary and recommends that the following pointers be considered:

- *"A clearer corporate identity and philosophy for technikons in general"* so that the public do not confuse technikons and technical colleges;

- Greater *"interplay between the broad community and the technikon"*; and

- Greater *"interplay between the secondary school system and the technikon"* (A. du Preez, 1989:123).

A. du Preez (1989) also advocates inter alia that:

- Technikon diplomas be given degree status to elevate them above the "multitude of similar sounding qualifications";

- A term to replace 'technician' be found, since the latter "generates the same perceptive problems as the term diploma"; and

- Technikon research remains meaningful and relevant, since "to gain credibility, the relevance of such research to the marketplace will be the final determinant of its real worth" (A. du Preez, 1989:123-132).

* Inform secondary school subject teachers regarding job descriptions and technological advance in careers in their fields of study

Until recently many schools did not allow technikons and other institutions to address their pupils on career options, maintaining that university was the only career path for their pupils to follow (A. du Preez, 1989:106). Engelbrecht, (1989), in addressing a teachers' conference expressed dismay at the "... total failure of school guidance to contribute in a meaningful way to the career choices of students". This study revealed that standard nine pupils consider their subject teachers as providing the least (of all sources listed) information and having the least influence on their choice of a vocational career. Yet, not only have the subject teachers studied in the particular fields, but they come into frequent contact with the pupils they teach, and ought to be able to identify pupils with talent and interest in the field and be able to advise them in their careers. Unfortunately, many teachers suffer from the 'four-wall syndrome' - from the classroom as a pupil to the classroom as a student, to enter the classroom again as a teacher, without having the opportunity to experience commerce and industry. This

syndrome surely restricts the teachers' knowledge and perception of careers other than teaching, and needs to be addressed.

* Familiarise schools' teacher-counsellors with Technikon Natal's philosophy and facilities.

Most pupils are of the opinion that career evenings at their schools are not very informative. There is a need to either improve the standard of these career evenings or else present alternative career information sessions.

Although teacher-counsellors are thought to provide a great deal of information on careers and study institutions, they have very little influence on the choice of either. Regular invitations to groups of teacher-counsellors to attend information sessions on the Technikon campus, including departmental visits, will provide first-hand experience of the education available at the Technikon and the teachers in turn, will be able to advise with confidence when approached by their pupils for career guidance.

* Take more cognisance of the value of the counselling bureau in fulfilling the public relations function of influencing prospective students to enter the Technikon.

Pupils ranked the institutions' counselling bureaux extremely high in providing information and influencing their choice of study institution. However, the counselling bureaux should take note that the pupils do not rate them as informative

regarding their role in the career decision process, which means that they are perhaps not doing the job for which they are intended.

* Ensure that the name of the course reflects the nature of the job when advertising specific courses.

The name given to a career can influence its image and status. The career of a "medical technologist" was rated over and above other professions such as electrical engineer and lecturer, possibly because of the connotations of the words "medical" and "technologist" - the latter indicating the inclusion of research.

* Stress the tertiary nature of the technikons so as to elevate the image of the technikon and bring it more into line with university institutions

A third of the respondents were under the impression that one can study at a technikon prior to obtaining a matric, and similarly, a third maintained that Technikon Natal offers part-time hobby courses. As long as these misapprehensions are allowed to continue, the Technikon will be confused with a technical college, and will not be seen to be tertiary, and thus will be excluded as a possible choice by certain matriculants.

* Screen short courses to prevent the public from perceiving the Technikon as an institution that provides community service and hobby-like activities.

The Department of Food and Nutrition constantly receives requests to stage short cookery courses for the community. While this type of course may serve to bring the community into the Technikon and hence increase its exposure, the practical nature of the cookery courses will not enhance the academic nature of the food diplomas.

It would be in the Technikon's interest to change the nature of certain of its short courses to rather reflect a taste of reality of subjects and programmes for prospective students. The presentation of holiday courses for pupils wishing to enter a particular field of study may serve as an informative and screening process for student and staff alike, while endorsing the academic nature of the tertiary institution.

* Commence career education and recruitment programmes earlier than at present in schools.

Since 90% of the sample had already indicated that they would be studying further, and a third of those pupils knowing which field they would be entering, it appears as though the present thrust of career education through career evenings and school visits for matriculants is being done too late in their school life.

Pupils should be made aware of various career options earlier at school, and thus increase the probability of subject choice to assist future career development. This study indicated very little association between school subject and career choice.

It is recommended that technikons meet to compile and publish a booklet on the career opportunities available with standard sixes and sevens in mind. In its future education policy, A Curriculum Model for Education in South Africa (CME) the Government recently (November 1991) proposed seven years of compulsory, state-funded education for all. If this document is accepted, it implies that at the end of the seven years, (the first of the exit points), those continuing their formal education will need to be extensively informed of the choices available in order to implement the proposed "vocationalisation" in schooling.

5.2.2 Recruiting for Food Careers

The following recommendations concerning the recruitment of future students to study for a career in food are made as a result of the misconceptions, ignorance and confusion that occur among the pupils, particularly regarding the nature of the food courses. In order to combat the ignorance and misconceptions, the Department of Food and Nutrition at Technikon Natal should:

* Identify strong professionals in the food field who will serve as role models for future students.

These professionals should include home economics teachers, contract catering personnel, chefs and all other visible food personnel such as outside caterers, food consultants, restauranteurs and members of professional bodies. Ensure that these professionals have the information and motivation necessary to sell a career in food, and that they are personally convinced of the high standards of tuition and education offered by the Food and Nutrition department at Technikon Natal. This can be done by presenting advanced courses for employees and employers in various aspects of food management and service to enhance the Technikon's image in the eyes of the professional culinarians. Similarly, the hosting of culinary competitions serves to expose the top culinarians to technikon facilities and expertise. They should also be encouraged to interact with prospective students and possibly arrange for the pupils to shadow and assist the professionals in their jobs for a vacation period prior to registering for a course.

* Assist with the promotion of departmental and student activities through the media.

Although it is the Public Relations Department's function, among others, to promote departmental and student activities through the media, each department at the Technikon should ensure that the Public Relations staff's attention is drawn to

newsworthy events. The careful styling and captioning of a photograph in the local press serves to enhance departmental, and hence, technikon image and should be taken full advantage of.

* Staff interviewing and selecting students for courses should not dismiss the statement "I am interested in food" as vague and irrelevant.

Although an interest in food is difficult to measure, it may be one of the best predictors of success in a food career. Fifty-seven percent (57%) of the sample stated they had no interest in food and would therefore never consider a career in this line. If an interest is recognised, it could be directed towards a culinary career.

5.3 CONCLUSION

As an institution preparing diplomates for a specific industry, it is important that communication channels between the Technikon and the food service industry be kept open. On a formal level, industrial representatives' involvement in instructional programme design and revamping will ensure relevancy of subject matter and endorsement of the education. Guest lectures by industrial experts will promote liaison and ought to be encouraged throughout the programme presentation.

On a non-formal basis, the hosting of culinary events and assistance to the food service industry wherever possible is necessary. Food and nutrition staff should also serve actively on committees of professional associations such as the sub-committees of the Hospitality Industry Training Board (HITB), the South African Chefs Association (SACA) and the Professional Culinary Circle (PCC).

A fully co-operative situation between the Technikon and industry is imperative, particularly since the institution is educating for a specific market which will be employing the diplomates and evaluating them qualitatively.

In order to further increase an understanding of the present personnel shortage problems facing the hospitality industry, research needs to be undertaken in the following areas:

- parents' attitudes towards technikon education as well as a career in food should be investigated in order to combat ignorance and prejudice, since parents are the greatest influential factor in career and institutional choice;

- Blacks' attitudes towards a food qualification should be determined to assist with a recruitment programme for black matriculants to enter the food service field, since industry has expressed a dire need for an increase in the number of black diplomates required to manage food service units in certain outlying areas of the country.

The 1990's promise unlimited opportunity to increase professional visibility in the food field and offers opportunity to pupils wishing to embark on a food career in the hospitality industry as political changes take place in South Africa, sanctions are lifted and the tourists resume their visits.

At present the food service industry appears to be suffering two major setbacks - a shortage of trained staff and a high turnover of existing staff. If the food service industry is to effectively fulfil its role in catering for the working population as well as providing the essential services to the predicted future influx of tourists, then the issues presently adversely affecting the food service industry need to be addressed urgently. The findings that have emerged from this attitudinal study document senior pupils' attitudes towards embarking on a culinary career at a technikon and can be used to attract students to study for the food service industry. The greater the number of students that can be attracted, the greater the opportunity to select a group of students who will succeed in a culinary career. This factor in turn will result in a self-motivated student group who will produce worthy results during their studies, thus leading to an increase in both student and lecturer self-satisfaction. This productive situation will result in improved standards with each annual intake of students who register to study in the food field, and will enhance the general standards of food service to the community. An improved service will elevate the image of culinarians and the institution that has hosted them during their career education.

The product, however, is only as good as its ingredients and it is the Technikon's challenge to ensure that the correct ingredients go into the recipe.

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7. ANNEXURES

DEPARTEMENT VAN ONDERWYS EN KULTUUR
DEPARTMENT OF EDUCATION AND CULTURE

ADMINISTRASIE: VOLKSRAAD
ADMINISTRATION: HOUSE OF ASSEMBLY

NATALSE ONDERWYSDEPARTEMENT
NATAL EDUCATION DEPARTMENT

Navrae: Mr D.V. Bromley
Enquiries:
Verw.:
Ref.: 2/12/2/3
Tel.: (0331) 942351
X 337

Natalse Onderwysgebou
Natal Education Building
Privaatsak X9044
Private Bag X9044
Pietermaritzburg 3200

24 OCT 1989

Mrs I. James
Senior Lecturer: Department of Food and Nutrition
Technikon Natal
Berea Campus
PO Box 953
Durban
4000

Dear Mrs James

RESEARCH REQUEST

Your letter and questionnaires of 14 September and 10 October 1989 refer.

Approval is given for your research as described in the above documents, subject to the following conditions:

1 The research is subject to the voluntary co-operation of the principals and respondents concerned.

2 Please make arrangements with principals regarding the distribution and completion of the questionnaires. The time allocated to the filling in of questionnaires by pupils is at the discretion of the principal. Teachers will need to be able to fill in the questionnaire other than at lunch time.

3 As no marks are to be recorded, available mark lists may be consulted for sampling purposes.

4 The final report may not identify specific schools, if results are given separately for each school.

5 As question 4 of the pupil questionnaire is no longer applicable you are requested to omit it.

I wish you every success with your research.

Yours faithfully

for DIRECTOR OF EDUCATION

ANNEXURE B

TECHNIKON NATAL

953 Durban 4000
Nattechnikon
6-20187
City Campus/Stadskampus
(031) 3017823/9 or 3017848/9
Berea Campus/Kampus
(031) 2252111
Fax No. (031) 223405

16 November 1989

The Principal
Mrs
P O
DURBAN

Dear Mrs

My sincere thanks and appreciation to you and Mrs for your wonderful co-operation in making your Standard 9 girls and staff available to fill in a research questionnaire for me.

It has made my task so much easier to work with organised professionals who can make a quick decision, particularly at this very busy and pressurised period in the school calendar.

Enclosed please find:

(a) confirmation of approval from the Director of Education to conduct the research

(b) a list of surnames of the pupils who will be required to complete the questionnaires (hereafter all pupils remain anonymous).

DATE AND TIME OF ADMINISTRATION

Teacher: (+/- 15 minutes) Friday, 24 November, 1989 - 07:50

92 Pupils: (+/- 35 minutes) Friday, 24 November, 1989 - 08:10

REQUIREMENTS Pencil and eraser.

VENUE To be decided upon by yourselves.

NOTE: (1) Kindly do not inform the staff and pupils that I am from Technikon Natal, but rather refer to the exercise as an "Attitudinal Survey on Tertiary Studies". This is an attempt to further exclude bias of any nature.

(2) During the pupil questionnaire administration I shall not require any further assistance from your staff, although they are welcome to be present if they wish to attend.

Thank you for all your help.

Yours sincerely

MRS I JAMES
SENIOR LECTURER: DEPARTMENT OF FOOD AND NUTRITION

TABLE OF RANDOM SAMPLING NUMBERS[*)]

01	05344	93875	15150	46022	39778	24470	88820	12686	76735	46230
02	86765	04518	46224	36682	04067	94267	28998	25578	92485	24707
03	15874	72875	94386	10439	13158	84992	91526	84233	81658	31850
04	56174	50394	96791	27200	92078	07664	17283	34720	52773	04154
05	49965	62404	24740	86804	98161	07726	62903	07883	81173	16087
06	65966	51007	12353	15047	79104	39202	23276	36829	11492	87448
07	21502	41615	56173	62499	69435	54117	99781	11635	71774	25928
08	09599	24241	59055	36159	85460	87322	54793	42857	64001	98288
09	13715	97698	62751	97224	18581	36467	51568	81205	23111	07820
10	38918	63126	28492	02822	60495	37575	80992	47770	57695	16235
11	78153	22800	33419	95312	71096	68766	72732	17498	50399	44909
12	15859	90970	03089	99805	71026	27908	28212	18093	54650	65060
13	98504	05484	46363	28821	55658	74551	46387	07360	26675	93805
14	22752	92266	48823	62544	35855	52229	90676	73993	27865	01258
15	56735	29212	64471	23918	63261	64303	16474	20111	72397	53382
16	68721	31881	72795	49841	43887	14751	93524	28386	28595	16093
17	39200	90365	39386	23028	33686	94868	66028	42357	59887	78109
18	29668	75026	83140	23599	93335	47619	45694	45587	62287	63382
19	19788	48292	11651	35281	96823	23410	79047	63590	70120	48408
20	59364	20511	88782	48096	89531	04321	20144	81977	10558	25558
21	58318	19885	94450	87730	76329	68402	23447	25063	39353	10551
22	09122	59773	76539	21277	38812	41373	98929	21210	36902	30515
23	50937	31200	28442	89853	83136	90141	92620	44447	33100	98579
24	93568	74195	03058	50590	76018	00795	20601	16452	13302	31737
25	70705	38589	95189	23834	86301	03297	43075	28771	84951	50762
26	40011	83201	39109	85842	63073	05857	67476	52146	05586	64206
27	34956	31881	76677	73132	48698	33994	65682	88146	37733	33083
28	58897	55631	03712	21596	96163	92616	30226	37808	54811	88589
29	28231	32085	48432	01824	75056	33919	28005	62761	24517	82254
30	72864	96899	25615	71590	59007	19733	87327	46366	92250	36210
31	87003	96125	93727	97231	39841	63966	25228	75671	26968	80767
32	41891	24438	69607	97698	59724	79060	36842	09510	25483	67304
33	74475	41111	76387	88328	42477	59913	77180	23859	48535	76475
34	22031	43912	65187	95912	88789	69526	18056	82595	33068	55048
35	32678	00631	09686	52433	27420	92621	08946	20084	39993	59199
36	95253	38724	75063	01860	35589	96792	60447	31557	05316	07876
37	99412	25591	58834	22687	06563	35274	52579	98005	14821	06876
38	07865	85299	41008	78357	01068	01187	97509	74373	68655	42573
39	37538	42068	14562	08759	21497	50147	07403	93092	91927	13730
40	55036	06645	44549	07484	43966	96433	82908	29544	31093	20657
41	44103	78509	75303	43474	83112	07403	96406	11812	03215	12974
42	48912	76702	20003	29698	98155	21648	46492	84116	86262	60530
43	86818	76137	75461	67531	26034	48423	56236	01605	03500	06554
44	07827	87968	57365	52475	98567	19124	27641	93724	13574	37924
45	05376	90944	97274	65147	15416	06171	38279	34129	20262	14411
46	04101	94905	32523	40987	53213	50396	23457	87178	11954	87117
47	15116	06637	03777	62928	43572	95081	78339	14301	80748	55779
48	07941	45633	02334	03301	98800	63084	89305	68070	04679	15440
49	50523	64177	30352	04520	53944	82985	12412	27604	53909	75018
50	64927	14397	02033	82623	77439	21024	29190	85919	52804	43553
51	86084	24523	72378	13555	29928	57566	76048	38188	44695	24477
52	44603	47319	82489	69059	71951	10174	13484	89340	14681	84018
53	71979	75713	06465	57370	86029	99846	24810	50246	78182	16881
54	97644	33934	24804	43415	37257	32802	61497	73785	89077	70636
55	22116	96974	82795	24005	98875	77200	73329	45168	11046	59759
56	59139	17001	69757	65532	65376	02461	26381	36136	79385	51080
57	92015	92363	26044	24992	15558	68412	70449	06988	07882	84397
58	35446	53102	99594	19642	21502	52236	19895	49247	16421	55304
59	84030	06447	82407	36417	76834	33245	07968	48597	19867	81827
60	12161	36517	09652	29260	88687	68780	14499	67969	77325	52225

*)Taken from STOKER, D.J. (1977) : Statistical Tables, Academica, Pretoria and Cape Town.

ANNEXURE D

PUPIL QUESTIONNAIRE

DEAR STANDARD NINE PUPIL

YOU HAVE BEEN CHOSEN AS PART OF A SAMPLE OF STD 9 PUPILS TO ANSWER THIS QUESTIONNAIRE.

IT WILL TAKE APPROXIMATELY 25 MINUTES TO ANSWER.

PLEASE RESPOND TO THE QUESTIONS BY PLACING A (O) OVER EACH ITEM'S ANSWER.

ANSWER ALL THE QUESTIONS AS HONESTLY AND OBJECTIVELY AS POSSIBLE.

THE INFORMATION WILL BE TREATED CONFIDENTIALLY AND USED FOR RESEARCH PURPOSES ONLY.

THANK YOU FOR YOUR CO-OPERATION.

OFFICE USE

1	CARD NO			RECORD NO:

1 SEX

Male	1		2 - 4 5
Female	2		6

2 MARITAL STATUS OF PARENTS

Married	1		7
Divorced	2		8
Widowed	3		9

3 DO YOU HAVE (AN) OLDER BROTHER(S)/SISTER(S)?

Yes	1		10
No	2		11

4 IF YES, HAVE ANY OF THESE BROTHERS AND SISTERS STUDIED/ ARE ANY PRESENTLY STUDYING AT ANY OF THE FOLLOWING INSTITUTIONS?

Please circle all institutions attended:

Technical College in Durban	1		
Any other Technical College	2		
Technikon Natal	4		
Any other Technikon	8		
University of Natal	16		
Any other University	32		
Other (please specify).....			12 - 13

OFFICE USE

5 IN ADDITION TO ENGLISH AND AFRIKAANS, PLEASE CIRCLE THE SUBJECTS AND GRADES (HIGHER GRADE OR STANDARD GRADE) THAT YOU ARE PRESENTLY TAKING AT SCHOOL:

SUBJECT	HG	SG		
Biology	1	2		14
Physical Science	1	2		15
Geography	1	2		16
History	1	2		17
Art	1	2		18
Speech and Drama	1	2		19
Home Economics	1	2		20
Accountancy	1	2		21
Computer Studies	1	2		22
Additional Maths	1	2		23
Mathematics	1	2		24
Technical Drawing	1	2		25
Woodwork	1	2		26
Typing	1	2		27
Latin/French	1	2		28
Other (Please specify).....				29

Office use

6 Do you plan to continue studying after school?

GO TO Q9 ←	Yes, in a particular field of study	1	
GO TO Q8 ←	Yes, but not sure of field of study	2	
GO TO Q7, then Q8 ←	Not sure whether I will or won't be studying	3	
GO TO Q7 then Q10 ←	No	4	30

7 IF YOU CIRCLED NO 4 IN QUESTION 6, give the main reason for your answer (circle the appropriate number)

Lack of motivation to study further	1	
Already have a job secured	2	
Lack of finance to study further	3	
Army training to complete first	4	
Entering family business	5	
Taking up a trade	6	
Going to work	7	
Doing nothing in particular	8	
Other (please specify).....		31

PLEASE PROCEED TO QUESTION 10 IF YOUR ANSWER TO Q6 WAS "NO".

Office use

8 IF YOU CIRCLED NO 2 or 3 IN QUESTION 6.....
Which of the following statements best describes your situation at the moment

GO TO Q 10 ←	You have no idea which fields of study interest you	1	
GO TO Q 9	You have an idea of the fields of study that interest you, but cannot make up your mind	2	
GO TO Q 9	You don't know enough about the fields of study that interest you	3	
GO TO Q 9	Your matric results will determine the field of study you enter	4	32

→ 9

(a) Which course/field of study are you hoping to follow?

.....

33 - 34

(b) Give the most important reason why you have chosen the above possible course/field of study:

.....

35

(c) Please indicate on the specific scale, the degree of preference in choosing **EACH OF THE FOLLOWING INSTITUTIONS** for your field of study:

INSTITUTION	not at all				very much	N/A		
Technical College in Durban	1	2	3	4	5	6		36
Any other Technical College	1	2	3	4	5	6		37
Technikon Natal	1	2	3	4	5	6		38
Any other Technikon	1	2	3	4	5	6		39
University of Natal	1	2	3	4	5	6		40
Any other University	1	2	3	4	5	6		41
Other (please specify).....								42

(d) Give the most important reason for choosing a particular institution over and above the others:

.....

43

(e) How important is each of the following features of a tertiary educational institution to you when making a choice? *Please respond to each item.*

FEATURES	Not at all Important	Important	Very Important	Office use	
Appearance of the Campus	1	2	3		44
Indoor Sports Facilities	1	2	3		45
Outdoor Sports Facilities	1	2	3		46
Residence Accommodation	1	2	3		47
General reputation in the Community	1	2	3		48
Ratio of composition of students of different cultures	1	2	3		49
Availability of bursaries/loans	1	2	3		50
Reputation an educational institution has with employers of trained students	1	2	3		51
Social and Cultural opportunities for students	1	2	3		52
The standard of tuition at the institution	1	2	3		53

PLEASE ALL ANSWER THE FOLLOWING QUESTIONS

10 In considering a post school career, to what extent, if any, have you approached the following people/ organisations for information on your proposed career? *Please respond to each item.*

	Not at all	A little	A lot		
Teacher-Counsellor at school	1	2	3		54
Career personnel at public career exhibitions	1	2	3		55
Career presenters at career evenings at schools	1	2	3		56
Your parents/guardians	1	2	3		57
Subject teachers	1	2	3		58
Counselling bureaus at tertiary institutions	1	2	3		59
Private counsellor(s)	1	2	3		60
Employer/Personel manager of a company	1	2	3		61
Immediate relative (brother or sister) who is studying/has studied at a tertiary institution	1	2	3		62
Relative (e.g. cousin, aunt, uncle) or friend who is studying/has studied at a tertiary institution	1	2	3		63
Lecturer at tertiary educational institution	1	2	3		64
Administrative staff (e.g. student admissions officer) at tertiary educational institution	1	2	3		65

Office Use

11 Have you picked up any information regarding your career and/or proposed field of study from any of the following print and/or media sources?

PLEASE CIRCLE ALL THE APPROPRIATE ITEMS.

Book/booklet on careers in general	1
Brochure(s) on specific careers	2
Brochure(s) on specific educational institutions	4
Television programmes	8
Newspaper advertisements	16
Newspaper articles	32
Magazine articles	64
Radio	128
None of the above	

66 - 68

IN ANSWERING THE NEXT FEW QUESTIONS, PLACE A "X" ANYWHERE ON THE LINES BETWEEN THE TWO EXTREMES: "To a great extent", AND " To no extent at all "

e.g. 1

FRIEND

To no extent at all — X — — — — To a great extent

BY PLACING THE "X" RIGHT ON THE LEFT HAND SIDE, YOU HAVE INDICATED THAT YOUR FRIEND DID NOT CONTRIBUTE AT ALL TO THE ISSUE BEING ADDRESSED.

e.g. 2

FRIEND

To no extent at all — — — X — To a great extent

BY PLACING THE "X" CLOSER TO THE RIGHT HAND SIDE THAN THE LEFT HAND SIDE, YOU HAVE INDICATED THAT YOUR FRIEND CONTRIBUTED QUITE A LOT TOWARDS THE ISSUE BEING ADDRESSED.

12

To what extent do you think each of the following people/organisations **PROVIDE YOU WITH INFORMATION ON A VOCATIONAL CAREER?**
Mark with an "X" on the line. *Please respond to each item.*

OFFICE USE

SCHOOL'S TEACHER-COUNSELLOR

TO A GREAT EXTENT _ _ _ _ _ TO NO EXTENT AT ALL [ ] *69*

PUBLIC CAREER EXHIBITIONS

TO A GREAT EXTENT _ _ _ _ _ TO NO EXTENT AT ALL [ ] *70*

CAREER EVENINGS AT A SCHOOL

TO NO EXTENT AT ALL _ _ _ _ _ TO A GREAT EXTENT [ ] *71*

PARENTS/GUARDIANS

TO A GREAT EXTENT _ _ _ _ _ TO NO EXTENT AT ALL [ ] *72*

SUBJECT TEACHERS

TO NO EXTENT AT ALL _ _ _ _ _ TO A GREAT EXTENT [ ] *73*

COUNSELLING BUREAUS AT TERTIARY INSTITUTIONS

TO NO EXTENT AT ALL _ _ _ _ _ TO A GREAT EXTENT [ ] *74*

PRIVATE COUNSELLOR(S)

TO A GREAT EXTENT _ _ _ _ _ TO NO EXTENT AT ALL [ ] *75*

EMPLOYER/PERSONNEL MANAGER OF A COMPANY

TO A GREAT EXTENT _ _ _ _ _ TO NO EXTENT AT ALL [ ] *76*

IMMEDIATE RELATIVE

TO NO EXTENT AT ALL _ _ _ _ _ TO A GREAT EXTENT [ ] *77*

RELATIVE/FRIEND

TO NO EXTENT AT ALL _ _ _ _ _ TO A GREAT EXTENT [ ] *78*

STAFF AT TERTIARY EDUCATIONAL INSTITUTION

TO A GREAT EXTENT _ _ _ _ _ TO NO EXTENT AT ALL [ ] *79*

13 To what extent do you think each of the following people/organisations have an INFLUENCE ON THE CHOICE OF A VOCATIONAL CAREER?
Please respond to each item.

CARD 2 | 1

Record No | | | | 2 - 4

SCHOOL'S TEACHER-COUNSELLOR

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL | 5

PUBLIC CAREER EXHIBITIONS

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL | 6

CAREER EVENINGS AT A SCHOOL

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT | 7

PARENTS/GUARDIANS

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL | 8

SUBJECT TEACHERS

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT | 9

COUNSELLING BUREAUS AT TERTIARY INSTITUTIONS

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT | 10

PRIVATE COUNSELLOR(S)

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL | 11

EMPLOYER/PERSONNEL MANAGER OF A COMPANY

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL | 12

IMMEDIATE RELATIVE

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT | 13

RELATIVE/FRIEND

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT | 14

STAFF AT TERTIARY EDUCATIONAL INSTITUTION

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL | 15

14 To what extent do you think each of the following may **PROVIDE YOU WITH INFORMATION** ON **EDUCATIONAL INSTITUTIONS** FOR **FURTHER STUDY?**

SCHOOL'S TEACHER-COUNSELLOR

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL ☐ 16

PUBLIC CAREER EXHIBITIONS

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL ☐ 17

CAREER EVENINGS AT A SCHOOL

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT ☐ 18

PARENTS/GUARDIANS

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL ☐ 19

SUBJECT TEACHERS

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT ☐ 20

COUNSELLING BUREAUS AT TERTIARY INSTITUTIONS

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT ☐ 21

PRIVATE COUNSELLOR(S)

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL ☐ 22

EMPLOYER/PERSONNEL MANAGER OF A COMPANY

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL ☐ 23

IMMEDIATE RELATIVE

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT ☐ 24

RELATIVE/FRIEND

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT ☐ 25

STAFF AT TERTIARY EDUCATIONAL INSTITUTION

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL ☐ 26

15 To what extent do you think each of the following may **INFLUENCE a CHOICE OF EDUCATIONAL INSTITUTIONS?**
Please respond to each item.

OFFICE USE

SCHOOL'S TEACHER-COUNSELLOR

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL [ ] 27

PUBLIC CAREER EXHIBITIONS

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL [ ] 28

CAREER EVENINGS AT A SCHOOL

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT [ ] 29

PARENTS/GUARDIANS

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL [ ] 30

SUBJECT TEACHERS

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT [ ] 31

COUNSELLING BUREAUS AT TERTIARY INSTITUTIONS

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT [ ] 32

PRIVATE COUNSELLOR(S)

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL [ ] 33

EMPLOYER/PERSONNEL MANAGER OF A COMPANY

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL [ ] 34

IMMEDIATE RELATIVE

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT [ ] 35

RELATIVE/FRIEND

TO NO EXTENT AT ALL — — — — — TO A GREAT EXTENT [ ] 36

STAFF AT TERTIARY EDUCATIONAL INSTITUTION

TO A GREAT EXTENT — — — — — TO NO EXTENT AT ALL [ ] 37

OFFICE USE

16 Which of the following events arranged by and/or hosted by TECHNIKON NATAL have you attended during the past 18 months?

PLEASE RESPOND TO EACH ITEM

	OFTEN	SELDOM	NEVER		
Sporting Events	1	2	3		*38*
Drama Productions e.g. Plays	1	2	3		*39*
Musical Productions/Recitals	1	2	3		*40*
Open Days for Career Information	1	2	3		*41*
Seminar/Symposium/Short Course/Meeting	1	2	3		*42*
Graphic Design/Textile Design Exhibitions or Art/Photographic Exhibitions	1	2	3		*43*
Competitions e.g. Culinary (Cookery)	1	2	3		*44*
Other (please specify).....	1	2	3		*45*

17a Do you know where Technikon Natal is situated?

YES	NO		
1	2		*46*

17b If YES,

One campus is situated in the centre of Durban (Aliwal street) and the other in Congella/Umbilo area (Jameson Crescent)	1
One campus is situated at the bottom end of Smith and West streets (across from the former Alhambra Theatre) and the other on the Berea in Durban (between Mansfield and Botanic Gardens roads)	2
At the bottom end of Smith and West streets only	3

47

Office use

18 How would you evaluate the following features of Technikon Natal ?

Please respond to each item.

FEATURES	EVALUATION: Excellent	Good	Reasonable	Poor	Very Poor	Cannot Evaluate	Office use	
The appearance of the campus	1	2	3	4	5	6		48
Indoor sports facilities	1	2	3	4	5	6		49
Outdoor sports facilities	1	2	3	4	5	6		50
Availability of residence accommodation	1	2	3	4	5	6		51
General reputation in the community	1	2	3	4	5	6		52
Availability of bursaries/loans	1	2	3	4	5	6		53
Image in industry	1	2	3	4	5	6		54
Social and cultural opportunities for students	1	2	3	4	5	6		55

19 State whether each of the following statements is TRUE or FALSE

Please respond to each item.

	TRUE	FALSE	Office use	
Students need at least a senior certificate (matric) or similar qualification to study at Technikon Natal	1	2		56
Technikon Natal and Durban Central Technical College is the same institution	1	2		57
Technikon Natal offers part-time courses in hobbies such as cake-icing and decorating	1	2		58
Technikon Natal diplomas take from 1 to 3 years to complete	1	2		59
Technikon training is mainly practical	1	2		60

OFFICE USE

20 Rate each of the following jobs according to status/image on a 5 point scale.

Please rate each job.

PLACE A "X" SOMEWHERE ON THE LINES.

	CANNOT EVALUATE	LOW 1 2 3 4 5 HIGH		
Administrative Officer	6	1 2 3 4 5		61
Bank Clerk	6	1 2 3 4 5		62
Artisan	6	1 2 3 4 5		63
Chef	6	1 2 3 4 5		64
Policeman	6	1 2 3 4 5		65
Catering Manager	6	1 2 3 4 5		66
Shop Assistant	6	1 2 3 4 5		67
Health Inspector	6	1 2 3 4 5		68
Food Consultant	6	1 2 3 4 5		69
Mechanical Technician	6	1 2 3 4 5		70
Electrical Engineer	6	1 2 3 4 5		71
Medical Technologist	6	1 2 3 4 5		72
Home Economist	6	1 2 3 4 5		73
Teacher	6	1 2 3 4 5		74
Caterer	6	1 2 3 4 5		75
Bus Driver	6	1 2 3 4 5		76
Cook	6	1 2 3 4 5		77
Lecturer	6	1 2 3 4 5		78

80

CARD 2

1 | CARD NO

Record No: 2 - 4

21 Rate the importance of EACH of the following considerations in choosing a career/job.

	LOW 1 2 3 4 5 HIGH		
Expression of creativity and initiative	_ _ _ _ _		5
Income	_ _ _ _ _		6
Opportunities for further study	_ _ _ _ _		7
Service to fellow men	_ _ _ _ _		8
Of interest	_ _ _ _ _		9
Status and prestige	_ _ _ _ _		10
Working conditions	_ _ _ _ _		11
Working hours	_ _ _ _ _		12

22 Which of the following careers in the Food Field could be studied through Technikon Natal?

	YES	NO	DON'T KNOW		
Dieticians	1	2	3		13
Chefs	1	2	3		14
Home Economics Teachers	1	2	3		15
Food Laboratory Technicians	1	2	3		16
Food Service Managers	1	2	3		17
Hotel Management Personnel	1	2	3		18
Food Consultants	1	2	3		19
Cooks	1	2	3		20
Nutritionalists	1	2	3		21
Food Technologists	1	2	3		22

23 In the event of a student doing a course in the food field at Technikon Natal, to what extent would you consider the following issues to be of any importance?

PLEASE RESPOND TO EACH ITEM

	YES, DEFINATELY	*PREFERABLY, BUT NOT NECESSARILY*	*DEFINATELY NOT*		
Home Economics at matric level	1	2	3		23
Leadership potential	1	2	3		24
Stamina	1	2	3		25
A flair for cooking	1	2	3		26
Above average intelligence	1	2	3		27
Physical science and/or Biology at matric level	1	2	3		28
An eye for detail	1	2	3		29
Friendliness	1	2	3		30
To be a female	1	2	3		31
Good human relations	1	2	3		32
Outgoing personality	1	2	3		33
Physical strength	1	2	3		34
Innovativeness	1	2	3		35
Creativity	1	2	3		36

24 In considering a career in the food field, state whether each of the following statements is TRUE or FALSE:

PLEASE RESPOND TO EACH ITEM:

	TRUE	FALSE	DON'T KNOW		
The food diplomas contain the subject "Applied Science"	1	2	3		37
The food diplomas are primarily practical	1	2	3		38
The food courses only contain food related subjects	1	2	3		39
The food diplomas include subjects such as physiology, microbiology, sociology and psychology.	1	2	3		40

25 Students who have completed a food course at Technikon Natal can work:
(Please respond to each item)

	Yes	No	Not sure		
In a hotel as a Food and Beverage Manager	1	2	3		41
As a high school home economics teacher	1	2	3		42
As a restaurant manager	1	2	3		43
In a hotel as a hotel manager	1	2	3		44
As an industrial canteen manager	1	2	3		45
As an industrial home economist	1	2	3		46
As a food presenter/demonstrator on television	1	2	3		47
As a food editor for a magazine	1	2	3		48
As a chef	1	2	3		49
As a manager of a food packaging factory	1	2	3		50
As a lecturer in tertiary educational institutions	1	2	3		51

Office use

26 Do you know of any person who works in any of the following positions in the food industry?
(Please respond to each item)

	YES	NO		
Food technologist	1	2		52
Industrial home economist	1	2		53
Food service/catering manager/ess	1	2		54
Food stylist for photography	1	2		55
Food consultant	1	2		56
Food editor for a newspaper/magazine	1	2		57
Food marketer	1	2		58
Product developer	1	2		59
Food (perishibles) retail manager/ess	1	2		60
Outside caterer	1	2		61
Chef	1	2		62
Food and beverage Manager	1	2		63
Fast food manager	1	2		64
Nutritionalist	1	2		65
Dietician	1	2		66
Extension officer with government	1	2		67
Other (please specify).....				68

27 To what extent are you generally aware of what the above jobs entail?

Totally Unaware	Slightly Aware	Aware	Very Aware		
1	2	3	4		69

28 Have you ever considered a career in the food field?

YES	NO		
1	2		70

29 If your answer to the above is "NO", give the main reason:

.....

30 Would you like to know more about careers in the food field?

YES	NO		
1	2		71

THANK YOU FOR YOUR CO-OPERATION

CARD 3

80