

A STUDY TO PROVIDE DIRECTION AS TO THE CURRICULUM OF THE SIXTH  
FORM PROGRAMME AT MICHAELHOUSE IN ORDER TO IMPROVE THE  
MARKETABILITY OF THE PROGRAMME.

Submitted in partial fulfilment of the requirements for the Degree of Masters of Business  
Administration in the Graduate School of Business, University of Natal, Durban.

DEVANDARAN MUNIEN

Supervisor: Professor K Bhowan


June 2002

## DECLARATION

This thesis represents the original work of the author and has not been submitted to this or any other University. Wherever use was made of work of others, it has been duly acknowledged in the text.

June 2002

DATE

A handwritten signature in black ink, appearing to read 'D. Munien', is written over a horizontal line.

D. MUNIEN

## ACKNOWLEDGEMENTS

My sincere thanks are extended to the staff and management of Michaelhouse for affording me the opportunity to conduct my research at their facility and to the Director of the Sixth Form Programme and pupils of Michaelhouse for their assistance in the collection of data for this study.

I thank Professor K. Bhowan for his valuable time, effort and guidance in the supervision of this dissertation.

A special thank you to my wife Kameshni for her love, patience and understanding throughout my degree and especially for her invaluable motivation, support and assistance during this research.

My sincere gratitude is extended to both my parents, Mr and Mrs Munien, for their unwavering love, support and inspiration throughout my life and for instilling in me the importance of a good education.

To my son Cameron, you are always in my thoughts and remain an inspiration to me.

## ABSTRACT

A central requirement to accomplish a competent and effective education system is the inclusion of a post matric year to facilitate the transition from the protected academic leaning to the reality of the world at large. This strategy needs to emphasise the acquisition of formative information to minimise problems that might arise if life skills needs and tertiary learning barriers are not promptly identified and addressed.

Michaelhouse a private school in Kwa-Zulu Natal- South Africa is faced with declining numbers in the post matric class called the sixth form.

The study recommends that in order to improve the marketability of the sixth form programme, the following objectives need to be met by Michaelhouse.

- I.** Be a centre of excellence providing high quality education in a supportive and caring environment.
- II.** Be entrepreneurial and innovative in encouraging more students to pursue the post matric offering.
- III.** Be responsive to the needs of the community and business sector in the provision of continuing education and training.
- IV.** Prepare students to function effectively in an adult world.

The purpose of this study is to establish the expectations of students with regards to the offering of a sixth form programme, in order that the Michaelhouse may customise the curriculum incorporating customer needs. This will be used as a marketing tool to attract pupils to Michaelhouse.

## TABLE OF CONTENTS

AKNOWLEDGEMENTS	III
ABSTRACT	IV
CONTENTS	V
LIST OF TABLES	IX
	<u>PAGE</u>
CHAPTER ONE: INTRODUCTION	1
1.1 Introduction	1
1.2 Problem statement	1
1.3 Limitations of the study	2
1.4 Research objectives	2
1.5 Benefits of the Study	3
CHAPTER TWO: MICHAELHOUSE AND SIXTH FORM	4
2.1 Michaelhouse	4
2.2 History of Michaelhouse	5
2.3 Development of the school	5
2.4 Sixth form at Michaelhouse	6
CHAPTER THREE: LITERATURE REVIEW	7
A) INTERNATIONAL REVIEW	8
3.1 The Sixth Form at John Leggott	8
3.1.1 Corporate aims and objectives 1999 – 2002	8
3.1.2 Risk analysis	13
3.1.3 Quality Assurance	14
3.2 The Sixth Form at Cottingham High	15
3.2.1 Objectives	15
3.2.2 The Tutorial Approach	16
3.2.3 The Sixth Form Programme	17
3.2.4 Industry Links	19

3.3 Po Leung Kuk Vicwood K.T. Chong Sixth Form College	20
3.3.1 Introduction	20
3.3.2 Goals	20
3.3.3 Curriculum	21
3.3.4 Student aid	21
3.4 Sexey's School	22
3.4.1 Mission	22
3.4.2 Values	22
3.4.3 Ethos	23
3.4.4. The sixth environment	23
3.4.5 Sixth form offering	24
B) COMPARISON: SOUTH AFRICAN EXAMPLES	26
3.5 St John's College, Johannesburg	26
3.5.1 Mission	26
3.5.2 The School	26
3.5.3 The sixth form offering	27
3.5.4 Extra murals	27
3.6 Hilton College	27
3.6.1 Sixth Form	27
3.6.2 Promoting the sixth form year.	28
3.6.3 Meeting individual needs	29
3.6.4 The academic life of Hilton	30
CHAPTER FOUR: CONSUMER BEHAVIOUR CONSIDERATIONS	31
4. Model of Consumer Behaviour	32
4.1 Hoyer and MacInnis Model	34
4.2 Consumer Culture	34
4.2.1 Regional influences	34
4.2.2 Social class influences	35
4.2.3 Determinants of social class	36
4.2.4 Income verses social class	36
4.2.5 Occupation and Education	37
4.2.6 Age, gender and household influences	37
4.2.7 Influence of children on buying decisions	38
4.3 The Psychological Core	39

CHAPTER FIVE: RESEARCH DESIGN	41
5.1 Sampling and method	42
5.2 Procedure	42
5.3 Questionnaire analysis	43
5.4 Data analysis	44
5.5 Ethical guidelines	44
5.6 Reliability and validity	44
CHAPTER SIX: ANALYSIS AND FINDINGS	45
6.1 Programme Offering	46
6.2 Curriculum Development	47
6.3 Financial Considerations	53
6.4 Other Facilities	55
6.5 Consumer Behaviour Considerations	57
6.5.1 Age, Gender, Household and Social Influences	57
6.5.2 Social Class Influences	60
6.6 Cross Tabulations of Frequencies	62
6.6.1 Qualifications of Educators	62
6.6.2 Candidates preference of offering compared to expectations with regards to curriculum development	64
6.6.3 Affordability	67
6.6.4 Student involvement in creating sixth form curriculum verses preference in curriculum development	69
CHAPTER SEVEN: RECOMMENDATIONS AND CONCLUSIONS	70
7.1 Achievements of Research Objectives	70
7.2 Educators' Qualifications	70
7.3 Curriculum	71
7.3.1 Academia	71
7.3.2 Other aspects of curriculum	72
7.4 Quality Assurance	73
7.5 Sixth Form Academic Facilities	74
7.6 Career Guidance	75
7.7 Industry Links	76
7.8 Financial Considerations	77
7.9 Consumer Considerations	78
7.10 The Sixth Form Environment	79
7.11 International Considerations	80
7.12 Limitations of Study	81
7.13 Further Research	82
7.14 Conclusion	82

## LIST OF TABLES

	<u>PAGE</u>
Figure one	32
Table 6.1	47
Table 6.2	48
Table 6.3	48
Table 6.4	49
Table 6.5	49
Table 6.6	50
Table 6.7	50
Table 6.8	51
Table 6.9	51
Table 6.10	52
Table 6.11	52
Table 6.12	53
Table 6.13	54
Table 6.14	54
Table 6.15	55
Table 6.16	55
Table 6.17	56
Table 6.18	57
Table 6.19	58
Table 6.20	58
Table 6.21	59
Table 6.22	60
Table 6.23	60
Table 6.24	60
Table 6.25	61
Table 6.26	63
Table 6.27	64
Table 6.28	64
Table 6.29	65
Table 6.30	66
Table 6.31	67
Table 6.32	68
Table 6.33	68
Table 6.34	69



# **CHAPTER ONE: INTRODUCTION**

## **1.1 INTRODUCTION**

A competent and competitive education system is critical to South Africa in order to stimulate economic growth and improve the standard of living of all South Africans. Education is the cornerstone of any community, and the highest quality, of educational standards are essential to achieve world class performance. Education improvement needs to place very strong emphasis on effective design of educational programmes, curricula and learning environments. The overall design should include clear learning objectives, an effective means for evaluating learner progress whilst catering for the individual needs of learners.

## **1.2 PROBLEM STATEMENT AND RESEARCH OBJECTIVES**

The effects of the political transformation in South Africa, has had a devastating effect on the school education system. Consolidation of the various apartheid structured education bodies into the provincial structures evident today has had irreversible repercussions within the education environment with learner numbers in class rising up to 1 educator per 40 learners. Budgetary constraints have forced schools to run as businesses, creating their own finances to survive. This disarray could result in the decline in the standard of education in the mainstream schooling system.

This has opened a window of opportunity to private schools, once available only to the privileged few, but now accessible to the rising middle class. As an additional benefit, the inclusion of a post matric programme in the school curriculum empowers the youth to deal with the adult world effectively.

Michaelhouse, a private school in Kwa-Zulu Natal- South Africa, has experienced a decline in the enrolment for the sixth form class, which is the post matric programme offered. This management dilemma necessitated the need for research into the customer expectations of the sixth form offering. The expectation of this study is to assist Michaelhouse to assess the consumer needs with regards to the sixth form curriculum and consumer behaviour considerations that may influence potential students to attend the sixth form programme. The results provide some direction as to curriculum development of the sixth form product offering at Michaelhouse.

### **1.3 LIMITATION OF THE STUDY**

Since the research is restricted to Michaelhouse the conclusions drawn are not expected to be indicative of all private schools in this category.

The sixth form programme is aimed at a limited niche market, hence the conclusions drawn and recommendations offered by this study may be used by other schools as a guide to base further research of customer expectations of their sixth form programmes.

### **1.4 RESEARCH OBJECTIVES**

The research has five objectives.

- I. Assess customer expectations of the sixth form programme offering inclusive of both academic and non-academic needs.
- II. Compile effective criteria for the sixth form curriculum development based on customer needs.
- III. Establish a framework for a customised sixth form programme.
- IV. Improve the marketability of the programme.
- V. Attract a larger enrolment in the sixth form programme thus improving profitability.

## **1.5 BENEFITS OF THE STUDY**

Changes in technology necessitates the need for competence and competitiveness in both the manufacturing and service sectors, creating increasing demands on employees to become skilled craftsman, knowledgeable workers and effective problem solvers, keeping pace with the rapid changes in a dynamic global marketplace. World-class performance necessitates world-class workers, which is achievable through a world-class education.

- I. The study will determine stakeholder specific criteria i.e. expectations of educators, and parents. This may be used internally at schools to improve specific areas of the sixth form programme.
- II. The study will determine the needs of learners with regards to a sixth form programme and those criteria although specific to Michaelhouse may be used as a basic guide to other private schools in the development of a sixth form programme.
- III. The analysis, with specific outcomes will allow Michaelhouse to assess the, present status, identify areas for improvement, re-assess to measure improvement and instigate corrective and preventative actions and to benchmark against other schools by using the literature review.

## **CHAPTER TWO**

### **MICHAEL HOUSE AND THE SIXTH FORM**

#### **2.1 MICHAELHOUSE**

A Scottish priest, Canon James Cameron Todd, founded Michaelhouse in Pietermaritzburg in 1896. The school has subsequently emerged as one of Southern Africa's finest independent senior boarding schools for boys. Michaelhouse is situated on a 600-hectare estate in the Balgowan valley in the Midlands of KwaZulu-Natal. The Michaelhouse experience reinforces goodness, decency; honesty and integrity; and encourages learners who are eager to take advantage of the outstanding opportunities and facilities offered; and who are curious to learn and determined to achieve. With the core values intact Michaelhouse aims to be progressive and cater for the innovative needs of the learner.

Michaelhouse is a school that, first and foremost, aims to focus on the student as an individual. The school's vision is to be, and to be recognised as the first choice of secondary education for boys in Africa.

The school's mission as stated in the Michaelhouse website is "To provide a liberal education in a caring environment aiming for excellence which develops every pupil's spiritual, academic, social, cultural, moral and physical abilities and which acknowledges and meets his individual needs." ([www.mhs.kzn.school.za](http://www.mhs.kzn.school.za))

Michaelhouse is a Christian independent all-boarding school for boys catering for a wide range of academic subjects, cultural, environmental and sporting activities, and a twenty four hour staff presence.

## **2.2 HISTORY OF MICHAELHOUSE**

Michaelhouse was founded in Pietermaritzburg in 1896 by an Anglican Priest, Canon James Cameron Todd. The school was established as a private venture with fifteen boys in two small houses in Loop Street.

James Cameron Todd had a clear idea of what he wanted the school to be. He wrote: "A man's tone, moral and spiritual, as well as intellectual, is largely determined for life by his school."

Within a few years, Michaelhouse became the Diocesan College of Natal, governed by a permanent Trust Deed and administered by a Board of Governors.

In 1901 the school was relocated at Balgowan, when some 77 boys took up residence in the buildings which remain the core to the school to this day.

## **2.3 DEVELOPMENT OF SCHOOL**

The Michaelhouse Trust established in earlier years, is currently in existence, having a current value of R21,7 million. It provides funds to the School primarily for new capital projects. Some of the funds were used to upgrade the School's infrastructure, to make its facilities comparable to world-class standards.

In order to ensure the School's future, the Board of Governors has launched a more systematic and sustained fund-raising programme, to build an endowment fund.

The envisaged fund-raising programme is similar to programmes adopted by schools and universities worldwide, where significant sums are raised on an ongoing basis to build substantial endowment funds.

Michaelhouse requires a sound financial platform, if it is to continue to maintain the current high standards, and attract a larger customer base.

Michaelhouse provides a large number of boys with financial assistance each year. The school, in its endeavour to be marketable to the demographics of its wider market

segment, has ensured that the enrolment of students has become more representative. Many talented boys of colour are prevented from attending Michaelhouse because of the high fee structure. Substantial endowment funds will enable the school to limit future fee increases, thus increasing market appeal.

This policy of socio-economic sensitivity enables the sixth form programme at Michaelhouse to become accessible to a wider spectrum of the larger community.

## **2.4 SIXTH FORM**

### **THE MICHAELHOUSE POST- MATRIC PROGRAMME**

The Michaelhouse Post-Matric Programme provides a unique opportunity for students to grow and mature while making progress academically as well as in the development of their chosen career.

The programme is designed to encourage academic excellence, spiritual awareness, physical development, personal growth, and social networking.

The programme consists of three components: Business Studies Component, Academic Component, and Leadership and Personal Development Component.

Various extra curricular activities are undertaken to extend students' horizons and increase their range of experience in the outer environment.

### **CHAPTER THREE: LITERATURE REVIEW**

Education organisations exist primarily to develop the fullest potential of all learners, affording them opportunities to pursue a variety of avenues of success. A learning-centred organisation needs to fully understand and translate marketplace and citizenship requirements into appropriate curricula and developmental experiences. Education offerings need to be built around learning effectiveness. Teaching effectiveness needs to stress promotion of learning and achievement.

The USA government as well as the national quality body has determined that with the ever-increasing focus on learning centred education, every institute should seek every opportunity to improve education results. To maintain a world-class economy, the USA has realised that the core of sustenance lies in maintaining world-class standards of education. ([www.quality.nist.gov](http://www.quality.nist.gov).)

The South African excellence model, established to provide an assessment criteria for South African manufacturers to achieve world-class standard ignores the education sector. ([www.saef.co.za](http://www.saef.co.za)) The criteria are applicable to products and processes.

There is clearly a dire need for similar studies in South Africa to enhance the quality of education and hence improve our economy and standard of living.

In an effort to develop some direction to the sixth form programme offering at Michaelhouse, six schools offering a similar post matric qualification were reviewed, in this study. The offering of a sixth form programme is aimed at a niche market, the market segment inclusive of both national and international candidates.

Four international schools and two South African schools were reviewed as separate case studies.

## **A) INTERNATIONAL REVIEW**

### **3.1 THE SIXTH FORM AT JOHN LEGGOTT ([www.leggott.ac.uk](http://www.leggott.ac.uk))**

#### **3.1.1 CORPORATE AIMS AND OBJECTIVES 1999 – 2002**

John Leggott is an open access sixth form college that advocates the following aims and objectives.

- 1) Ensure that the College is responsive to students and the community it serves by:
  - a) Providing courses that meet the individual needs of the students, to offer courses that are appropriate to a student's ability, to allow students to have an entitlement of key skills and knowledge and to focus all learning on the needs of the individual.
  - b) Encouraging a greater international awareness, by providing greater knowledge, understanding and experience of other cultures, languages and lifestyles. Encouraging and facilitating visits to and exchanges with other countries, to continue to extend an open access policy to students from other countries on a full time basis. Ensure that students are aware of the growing potential of careers involving working with or for companies which have bases in other countries and educate students to recognise and be responsive to the language needs of the business world and local community.
  - c) Guaranteeing equality of opportunity, by allowing all students to achieve their maximum potential in personal and educational terms. Encourage all staff to develop themselves professionally, to promote an ethos in which all members of the College feel valued and ensure access is maximised for all the community.



d) Responding to the local and national labour market needs by helping students to progress to suitable employment and to contribute towards a successful local and national economy.

2) Ensuring the quality of provision by:

a) Enabling all students to acquire a broad, balanced and relevant education appropriate to their individual needs and aspirations by the following actions.

- I. Continue to offer a range of academic, vocational and general education courses within a timetable, which facilitates the maximum choice for students of all abilities, interests and backgrounds.
- II. Ensure integration of the various components of an individual's programme of study such that progression and continuity are enhanced.
- III. Ensure that the sixth form programme continues to offer sufficient choice so that 'breadth' and 'balance' are maintained for all students.
- IV. Be responsive to and devote resources for Special Educational Needs.
- V. Offer opportunities for all students to take part in a work experience programme, work shadowing and community work, and to ensure that such work is monitored, reviewed and recorded.

b) Providing a high quality counselling and guidance system to ensure the following.

- I. A comprehensive student-centred careers provision.
- II. Effective support throughout the programme to each student and the provision of additional specialist support whenever appropriate.

III. Cementing existing partnerships with the community, industry and higher education.

c) Offering the students the opportunities to control their own learning via the following.

- I. The use of action planning and records of achievement as part of the review process.
- II. Providing easy access to the counselling and career guidance programme with special emphasis on progression.
- III. The development of flexible learning and learning support programmes.

d) Offering a variety of learning and teaching experiences by offering a range of learning experiences in all courses and to integrate core skills into courses.

e) Developing quality assurance programmes which can monitor and evaluate what is done to enable the college to:

- I. Ensure that all activities are of a high standard.
- II. Allow the college to respond quickly to any problem that occurs.
- III. Meet the strategic targets for the plan period.

3) Maximising effective student enrolment by:

a) Maintaining and operating effectively an open access policy through the following.

- I. Inform and counsel students on the diverse progression routes available to them.

- II. Regular and thorough curriculum review in response to the needs of the community, business world and tertiary education.
  - III. Ensure that all the students are equally valued regardless of the level or type of course chosen.
  - IV. Accommodate those students who have special educational needs.
  - V. Endeavour to attract international students to full-time courses.
- b) Developing new courses to meet local, regional and national needs by concentrating on the following criteria.
- I. Attempt to be responsive to student needs, to developments in industry, to the needs of local employers and to alternative access routes into tertiary education.
  - II. Consider franchising programmes.
  - III. Develop partnerships with tertiary educational institutes.
- c) Providing a range of academic and vocational opportunities which support the open access and equal opportunities policies by offering a range of programmes of work which reflect the varying needs and abilities of the students and by creating an environment which fosters the learning process and encourages participation, negotiation and the expression of ideas and opinions.
- d) Fostering and encouraging co-operation and partnership with associated schools, further and higher education, the local community and the business world in order to achieve the following objectives.
- I. Establish effective and productive liaison with all the above-named sectors.
  - II. Develop co-operative ventures for the mutual benefit of those concerned.
  - III. Engage where appropriate in joint curriculum development.

IV. Disseminate good practice, thereby helping to raise standards across the sector and locally.

4) Ensure that the resources are effectively deployed to meet student needs by:

a) The recruitment of high calibre of staff.

b) Providing opportunities for all staff to develop their skills by the use of an assessment method, to enable the staff to review their development and training needs and by the provision of resources to meet the needs of staff and the requirements of the College.

c) Providing appropriate learning environments by continually upgrading facilities and equipment thereby permitting high quality education.

d) Maximizing the use of the resources from the Further Education Funding Council (FEFC).

e) Generating income from sources other than the FEFC and to maximise the use of the buildings during the evenings, weekends and holidays.

f) Operating sound financial and personnel policies to ensure 'finance' is responsive to and enhances the mission statement.

5) Ensuring effective open management and governance by,

a) The evaluation of all the activities of the college to ensure that the mission is achieved and that all strategic targets of the college as well as national training targets are met.

- b) Regular internal and external communication with those associated with the college, to ensure open consultation at appropriate times.
- c) Ensuring a productive relationship between governors, staff, students and parents to allow students to reach their maximum potential.

### **3.1.2 RISK ANALYSIS**

The risk of declining numbers in sixth form enrolment that Michaelhouse faces is indicative of all schools offering this post matric qualification. At John Leggott College the risk analysis is considered in line with specific strategic assumptions and needs analysis. The risks are identified and management has prioritised each risk as low, medium or high, in order that the college can focus on the more immediate and severe threats to the marketability of the sixth form programme.

#### **Risks identified**

1. Lower full-time student numbers are due to:

- I. A fall in achievement. Assessment – low.
- II. A decline in the attractiveness of full-time courses. Assessment – low.
- III. A decline in student grants. Assessment – medium.
- IV. A decline in recruitment from other schools in surrounding areas.

Assessment – low.

Overall assessment indicates that the risks are not high.

2. Lower student numbers are due to:

I. Competition from other schools offering the sixth form programme.

Assessment – medium.

II. A decline in the demand for the sixth form programme. Assessment – low.

Overall risk assessment is not high since the reputation of John Leggott and vigorous marketing and promotion will assist to reduce the risk of competition.

3. Failure to attract additional funding:

I. Some projects such as the study and social centre are dependent on outside funding such as government grants. Assessment – low.

Projects will only go ahead when funding or the reserve position is satisfactory.

4. Failure to control recurrent costs. Assessment - low

Controls are in place and options identified.

It is important to the future development of the college that both external and internal funding is in line with inflation, if the college is going to restore the conditions of service for its quality staff to be commensurate with conditions for staff in other schools.

### **3.1.3 QUALITY ASSURANCE**

The need to be competitive has necessitated that schools offer high quality education and strive for continuous improvement in their offering. A quality assurance management system is thus an essential feature of the drive for continuous improvement. John Leggott College has introduced a quality management system that uses many tools that identifies areas for improvement. Examples of assessment and improvement tools are listed below.

- I. Extensive surveys of students.
- II. Surveys of staff.
- III. Surveys of parents.
- IV. Surveys of college governors.
- V. Feedback from other stakeholders.
- VI. Benchmarking with other sixth form programmes and colleges.
- VII. Extensive use of performance indicators to determine performance trends.
- VIII. The formation of a college quality committee.
- IX. The introduction of a Governors' Quality & Standards Committee.
- X. The compilation of annual self-assessment reports, filled in by academic staff and management.
- XI. Regular quality audit reports to the full governing body on quality management.

The college has identified that the sixth form programme is in danger of experiencing lower enrolment as both competition from other colleges increases and demand for the sixth form programme decreases. The sustainability of competitiveness and a lower reliance on external funding can only be accomplished by a process of continuous improvement and increased student enrolment.

### **3.2 THE SIXTH FORM AT COTTINGHAM HIGH**

([www.chs.eril.net/index.htm](http://www.chs.eril.net/index.htm))

#### **3.2.1 OBJECTIVES**

The school aims to offer a total educational experience, which includes a detailed guidance and tutorial programme as well as a core curriculum provision to enhance students' learning experiences. The enhancement programme offers the opportunity to complement the chosen course of study in order that the sixth form curriculum is

wide-ranging and developmental. The programme is also designed to enhance skills already learned, in order to prepare the student for the next important step into higher or further education.

Aims of the sixth form programme are as follows.

- I. Staff to know their students well and take an active and personal interest in their well being.
- II. The sixth form programme must ensure that current post matric students have opportunities to pass on and share experiences with younger students in the main school, and to develop community sense and citizenship within the school and within the community.
- III. The sixth form students must exercise a sense of responsibility and maturity as well as make a unique contribution to the total learning experience of all Cottingham High School students.

The sixth form students are valued highly at Cottingham High School because they offer stability and maturity to the school community. Students gain from and contribute to the learning process.

### **3.2.2 THE TUTORIAL APPROACH**

Students are part of a small tutorial group for two years, with a personal tutor from whom they can seek advice on a range of work related issues. The personal tutor also helps the student to monitor and evaluate work, organise time management, develop study skills, and generally assist the student to become an independent learner in preparation for post sixth form study, or employment. The management of the programme as well as a careers and industrial liaison advisor support the tutorial team.



### **3.2.3 THE SIXTH FORM PROGRAMME**

#### **Working Practices**

Students are expected to take control of their own learning, to become independent learners, to learn to monitor, control and evaluate their own work. Students are tutored in small groups where individual interaction between students and staff can be maximised, but the responsibility is placed firmly on the student to develop responsible and mature working practices.

#### **Entrance to the Sixth Form programme**

The Sixth Form is open to any student who demonstrates a commitment to hard work, with consistency and a positive intention. Students may require certain basic entry qualifications for specific tertiary level courses. The entrance criteria are very generic and no mention is made of academic excellence or minimum academic achievement. This offers a wider market segment for enrolment.

#### **The Sixth Form Centre Environment**

The facilities are different for sixth form students. The environment is less formal, the tone and atmosphere is positive and purposeful and the facilities are supportive of individual student needs. Tutors and students work together in small teaching groups with specialist facilities in subject areas.

## **The Sixth Form Study Centre**

This is a facility for use by any sixth form student for private study purposes. Within the centre there are computing, word processing and CD ROM facilities. Students have access to the study centre throughout the working day. A careers library is located in the study centre, containing material relating to university entrance and other further education courses.

## **Other Study Facilities**

Science and geography students share a resource centre. History students have their own study area and art students have their own studio.

## **School Resources' Centre**

This facility, available to sixth form students, comprises a suite of three rooms offering 27 workstations with CD ROM facilities. The resource centre is staffed throughout the day and sixth form students can access any of the facilities at any time. This includes access to the internet. The school resource centre and the sixth form study centre are intended to support sixth form independent learning.

## **Careers Education in the Sixth Form**

The college endeavours to encourage and guide students towards their university, college or vocational choices. Students have, on request, access to career advisors, diagnostic interviews and up-to-date resource materials. Work experience, industry conferences and an industry related curriculum encourages an awareness of working practices and opportunities beyond school.

The majority of career guidance in the sixth form is tutor centred with a continuous programme of in-service training provided in liaison with careers officers. Advice on university courses and employment opportunities are a regular part of the programme. Dinnertime clinics on the application procedure to universities are also available to students.

### **Social Facilities**

The college recognises that students need an area of their own in which to spend leisure time in the working day and has provided for the need. Facilities here include a large social area, coffee bar, tuck shop, television, pool table, darts, music, as well as comfortable areas in which to relax.

### **Sixth Form Students' Committee**

This is organised solely by the students, to discuss and facilitate social, academic and environmental issues.

## **3.2.4 INDUSTRY LINKS**

The school maintains a close relationship with representatives from industry, commerce and the public service. These resources are regularly called upon to support curriculum initiatives, to promote management good practice or to develop pastoral initiatives aimed at raising achievement. The industrial partners provide the foundations upon which the school builds its economic, industrial and vocational curriculum. It also offers support to initiatives ranging from providing work experience and vocational guidance to sixth form students.

In addition industry assists in the school's mentoring scheme supporting students in raising their levels of personal and academic achievement. The school regularly places staff into industry to develop industrial contexts within the curriculum. Members of staff regularly consult and visit partner firms for ideas to expand and develop material relevant to the working world. This partnership plays an important part in the school's aim to make its curriculum relevant and to prepare its students for their adult life.

### **3.3 PO LEUNG KUK VICWOOD K.T. CHONG SIXTH FORM COLLEGE** ([www.sfc-plk.edu.hk](http://www.sfc-plk.edu.hk))

#### **3.3.1 INTRODUCTION**

Po Leung Kuk Vicwood K.T. Chong Sixth Form College was founded in 1991 to meet societal demand for sixth form places. The college is a government aided sixth form facility in Hong Kong. It provides a comprehensive curriculum for local students taking the post matric course.

The school provides courses of a mathematical, engineering, science, business, social science and humanity background.

#### **3.3.2 GOALS**

The college has a few stated goals.

- I. Develop a series of student-orientated practices so that students and staff may develop and practise self-respect and self-discipline in a free but responsible and democratic school environment.
- II. Provide a learning environment where seriousness towards study, independence, critical power of analysis and effective communication in both English and Chinese may be cultivated among students.

- III. Help students to gain admission into tertiary institutes by excelling in the school's service and preparing students for university life

### **3.3.3 CURRICULUM**

The college offers four streams of study, namely:

- I. Mathematics Stream.
- II. Biology Stream.
- III. Business Stream.
- IV. Arts Streams.

### **3.3.4 STUDENT AID**

The college endeavours to provide assistance to potential students who have displayed excellent academic credentials. The college has made the following scholarships available.

- I. Po Leung Kuk 1988 Board of Directors' Post Secondary Scholarship.
- II. Po Leung Kuk Scholarships for Secondary Schools.
- III. Fook Chun Scholarships.
- IV. Po Leung Kuk Maintenance Grants for Secondary Schools.

The unique aspect of this sixth form programme is that the college is government aided. This necessitates a paradigm shift from the perception that post school education is a unique programme, far removed from mainstream education.

### **3.4 SEXEY'S SCHOOL ([www.sexey.somerset.sch.uk](http://www.sexey.somerset.sch.uk))**

#### **3.4.1 MISSION**

Sexey's School aims to be the leading provider of mixed, state, boarding, comprehensive education in the country, and the principal provider of post matric education for the students of East Somerset.

#### **3.4.2 VALUES**

Sexey's School aims for the highest academic standards and recognises that academic achievement, high level skills and qualifications are vital in a complex, changing, and ever more competitive world.

In addition to the emphasis on academia, other aspects, for example, artistic, musical, sporting, dramatic etc. are included in the programme. Students are given the opportunity to develop these aspects with professional support from the college.

All members of staff support the boarding ethos of the school and help to provide a wide range of extra curricular activities for the pupils and to support their personal and social development as individuals and as members of the wider community.

The school community is based on Christian values of service and fellowship. The interdependence of all members of the school community is recognised and therefore care and consideration of individuals and respect of their personal integrity and their property is maintained at all times. Strict discipline, which is clear and fair to all members, is enforced. High standards of behaviour are expected at all times and the school maintains a low level of tolerance of those who fail to adhere to these standards.

The school encourages the involvement of parents, governors, friends, and former pupils and staff in the development of the school. By the involvement of external influences, the school aims to prepare pupils for the world of work and for their responsibilities as citizens.

### **3.4.3 ETHOS**

In order that students achieve their best both personally and academically, the school fosters the qualities of leadership, self-discipline and self-reliance in the sixth form programme. It is essential for each student to have the opportunity to develop a broader range of skills and interests than those covered by their academic studies. The school has included in the sixth form offering activities ranging from public speaking and debating, outdoor pursuits such as mountaineering and sailing as well as exposure to the theatre.

### **3.4.4. THE SIXTH FORM ENVIROMENT**

Sexey School provides students with a unique environment, combining academic life with the provision of facilities to enable the students to get involved in sport, music, drama and other activities. The university-style approach to sixth form, allows students more independence and a personal involvement in their day-to-day progress. Students have tutors and mentors that provide additional academic support after normal school hours.

### **3.4.5 SIXTH FORM OFFERING**

#### **Learning Environment**

The school has extensive sports facilities such as a modern, purpose-built sports hall, gym and heated indoor swimming pool. It has separate football, rugby and grass hockey pitches, a cricket square and a grass 400m track, plus field event areas. There are also areas for netball and six tennis courts. The school provides the students with an opportunity to compete at full County level.

Drama and music are also catered for, with the students participating in regular dramatic and musical productions.

The programme offers students access to a computerised library, with private study areas, and an information and communication technology centre. The school houses two information technology suites providing access to network operating software.

All students are offered an introductory computer course to enable them to use the system. Sixth form students get special access to the computers. Facilities are also available for colour scanning and printing, digital photography and artwork.

Sixth formers also have access to the Internet for research and personal e-mail facilities. Sexey School has its own website and students participate in its development.



## **Social Environment**

Non-academic activities are encouraged and these are usually planned for the evenings or at weekends.

Foreign exchange visits are organised by the school and cultural exchanges with schools in Germany, France, Zambia and Australia are an important element in the sixth form programme.

The school endeavours to involve students in decision making pertaining to the development and improvement of the sixth form offering via the Sixth Form Council, a democratic student body elected by the students.

Career guidance and access to work experience are included in the sixth form programme. The school has developed links with commerce and industry, to assist students select their routes for the future. The school also offers an advisory service on career choices as well as university and college applications. This advisory service is administered to both, students and parents.

To maintain and promote market appeal, the school encourages past students to come back to school and speak to potential sixth formers about their university and career choices. Regular conferences are held for this purpose so that past students can share their experiences and advise potential students on the benefits of the sixth form programme.

## **B) COMPARISON: SOUTH AFRICAN EXAMPLES**

### **3.5 ST JOHN'S COLLEGE JOHANNESBURG ([www.stjohns.wits.ac.za](http://www.stjohns.wits.ac.za))**

#### **3.5.1 MISSION**

“St John's Preparatory is an independent Anglican school. Our aim is to enable learners to develop their individual potential through exposure to a holistic range of academic, sporting, creative and cultural activities. Our primary goal is for pupils to acquire the knowledge, skills and attitudes needed to produce well adjusted, self-confident young learners prepared for the academic, social and life challenges of the College.”([www.stjohns.wits.ac.za](http://www.stjohns.wits.ac.za))

#### **3.5.2 THE SCHOOL**

The school aims to encourage students to become independent, responsible and accountable. The school's aim is to produce students of high calibre and moral fibre. Emphasis is placed on teaching of creative and lateral thinking and all areas of the curriculum are supported by the latest technology.

The programme undergoes constant planning, research and evaluation. The teaching and learning methodologies are regularly re-examined to encourage continuous improvement. The staff employed are highly qualified and experienced. The diversified curriculum of post-matric caters for the individual ability of each pupil.

This school is open to both boys and girls, students are offered the opportunity of studying 18 tertiary courses called A-level in the UK.

### **3.5.3 THE SIXTH FORM OFFERING**

St John's offers a sixth form year, which aims to broaden the academic and intellectual perspectives of the student. The school allows the student to focus on three subjects of his/her choice in preparation for A-level and university examinations. In preparation for university the sixth form programme offers a tertiary education approach. The school maintains an atmosphere, which is less restrictive than high school, encouraging greater personal responsibility and freedom.

### **3.5.4 EXTRA MURALS**

There is no official requirement for sixth form students to participate in extra mural activities, but students who have talents in these areas are encouraged to contribute. The sixth form students have the opportunity to participate in activities such as music and drama classes and in public speaking and debating.

Although sporting facilities are available to sixth form students, sport is not compulsory. Students who wish to participate in sport may do so, but on the clear understanding that academic demands take precedence at all times.

## **3.6 HILTON COLLEGE ([www.hilton.kzn.school.za](http://www.hilton.kzn.school.za))**

### **3.6.1 SIXTH FORM**

The sixth form at Hilton College is an integral part of the school. In order to maintain the applicability of the programme, it has been changed over the decades to meet new demands, but it remains based on the premise that the focus must be on a structured transition between the school and the wider society.

In addition to the academic programme, there are opportunities to discuss the future with staff and peers.

### **3.6.2 PROMOTING THE SIXTH FORM YEAR**

The School promotes the sixth form programme by the identification of the following needs.

- I. The candidate may require qualifying for admission to an overseas university.
- II. The candidate may be inadequately socially prepared to cope with university or technikon.
- III. He or she may be uncertain about what career path to follow and what tertiary courses to take.
- IV. The candidate may need assistance in adapting to the different environment of university life.
- V. The entrant may have a clear idea of a career path and may wish to spend time in a broadening and enriching period, before embarking on the perhaps relatively narrow education leading to the career.

The sixth form at Hilton College offers a bridging year, both academically and socially for students who have achieved a matriculation exemption or an equivalent qualification.

#### **Academic Offering**

Students can enrol for three A-level subjects or two A-level subjects and a University of South Africa psychology course. Hilton College staff members teach all subjects.

#### **Non-academic Offering**

The school integrates non-academic activities into the sixth form year. Sixth form students are offered sporting and cultural activities.

Each sixth former is expected to initiate and complete a charity fundraising or outreach project.

A short period of work experience offers the post-matriculants exposure to a career that may be of interest to them.

The post-matriculants are awarded more privileges and greater freedom, and a number of social events form part of their programme. The school invites guest speakers to address the students during sixth form seminars. These talks may be on a particular profession or topic of interest. Short courses are offered covering a variety of skills from study skills and time management to cooking and etiquette in order to develop life skills as part of the sixth form curriculum.

### **3.6.3 MEETING INDIVIDUAL NEEDS**

Hilton College has been geared to recognise the special needs and potential of students and within the framework of the sixth form programme, creates opportunity for individual development. Each boy is guided and counselled by a team of skilled teachers and mentors creating a support system for both students and their parents. Respect for the individual and the awareness of responsibility to, to the school, to family and to the society forms part of the life skills training.

“More than anything else the Hilton experience is a celebration of life. Whether bowed in concentration in the classroom, committed on the playing fields, or extended by cultural activities, the boys of Hilton College enter a world of remarkable choice designed to accommodate the widest range of ability. With academic excellence as a hallmark of the school, every boy has the opportunity to excel.”(www.hilton.kzn.school.za).

### **3.6.5 THE ACADEMIC LIFE OF HILTON**

Hilton College ranks academically amongst the top schools in South Africa and is in the same category of excellence as Michaelhouse.

The sixth form programme aims to provide a thorough academic education, for entry into tertiary institutions and the employment market. Much of the emphasis is on the development of thinking skills, which is taught, in a structured multi-disciplinary environment. Creative problem solving, innovative thinking, dedicated counselling, life-skills courses, remedial teaching when required, and career guidance forms part of the curriculum. Regular testing and measurement of interest and aptitude guide and direct the students.

The classrooms, laboratories, and facilities are equipped to accommodate both the academic and cultural life of the students. Facilities include a library, computer and audio-visual centres, counselling rooms, lecture theatres, an art gallery and a 500-seat theatre. Hilton College markets the post-matriculation year as a transitional bridge between school and universities.

## **CHAPTER FOUR**

### **CONSUMER BEHAVIOUR CONSIDERATIONS**

To understand consumer buyer behaviour is to understand how the person interacts with the marketing mix. The marketing mix inputs, the four Ps of price, place, promotion, and product are adapted and focused upon the consumer. The psychology of each individual considers the product or service on offer in relation to his or her own culture, attitude, previous learning, and personal perception. The consumer then decides whether or not to purchase and where to purchase the product or service that he or she prefers. This information is needed by Michaelhouse to develop a more customer focused sixth form programme.

There is a huge difference between having an intention and the carrying out of the intention. The ease with which a decision is carried out is a function of the cognitive clarity with which the goal and the effects of the decision are anticipated and of the emotional impetus the person experiences to carry out the decision.

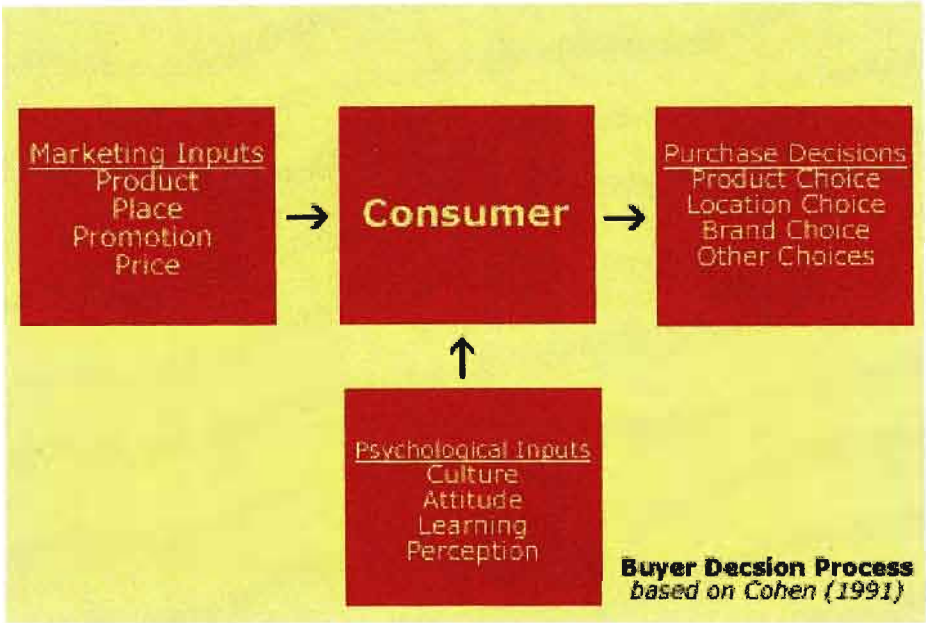
“The more attractive a course of action, the effortless will it be because the emotional impetus ... carries us into action. The less attractive a course of action, the greater will be the conscious effort to carry through, not because it is difficult to move the necessary muscles, but because the emotional impulse that provides the tendency to action, is almost too feeble to organise the movement.” Jordaan and Jordaan (1984).

Blythe (1997) indicates that there is a strong relationship between a person's tendency to carry out a chosen action successfully and his expectation of achieving success. Many models of consumer behavior have been developed to understand the person's tendency to carry out a chosen action when choosing a particular product or service.

## 4. THE MODELS OF CONSUMER BEHAVIOUR

There are complex and detailed models of consumer buyer behaviour such as Cohens (1991) outlined below.

**Figure One**



Philip Kotler (2001) in the Millennium edition of Marketing Management discusses that the major factors influencing buying behaviour are broken down into four main categories viz. cultural factors, social factors, personal factors and psychological factors. These four areas are extended to include stimuli within each category as follows:

### **Cultural Factors**

- Culture
- Subculture
- Social class



## **Social Factors**

- Reference groups
- Family
- Roles and statuses

## **Personal Factors**

- Age and stage in life cycle
- Occupation and economic circumstances
- Lifestyle
- Personality and self-concept

## **Psychological Factors**

- Motivation
- Perception
- Learning
- Beliefs and attitudes

Notwithstanding the individual merits of these various models, the researcher has chosen the model of consumer behaviour discussed in Hoyer and MacInnis as a basis for constructing the research. This model incorporates to a large extent categories discussed in the stimulus response model and is particularly suitable to the subject matter researched.

Primary education as well as secondary education for the most part, is compulsory by law, but the involvement of post matric education for example the sixth form is a decision based on the fulfilment of the consumer's need for preparation for the transition from a dependent school pupil to an independent adolescent.

## **4.1 THE HOYER AND MacINNIS MODEL**

The Model of Consumer Behavior as expressed by Hoyer and MacInnis (2001) encompasses four domains.

- I. The Psychological Core.
- II. The Process of Making Decisions.
- III. The Consumer Culture.
- IV. Consumer behavior Outcomes

The needs of students with, respect to expectations of sixth form curriculum, focuses mainly on two aspects of the consumer behaviour model, the consumers culture and the psychological core.

## **4.2 CONSUMER CULTURE**

### **4.2.1 REGIONAL INFLUENCES**

Behaviour usually occurs within a situation or context and the situational influence arises from factors, which are independent of the consumer or type of behaviour.

The influences may be inherent in the situation itself.“ Because people tend to work and live in the same area, residents in one part of the country can develop patterns of behaviour that differ from those in another area.” (Hoyer and MacInnis, 2001: 303)

Situational influence can be defined along many dimensions, but social surroundings influences are applicable to this research. Macro social environment refers to the interactions between very large groups of people and micro social environment is concerned with the more intimate face-to-face interactions between friends, family members and reference groups.

#### **4.2.2 SOCIAL CLASS INFLUENCES**

According to Hoyer and MacInnis (2001), social class hierarchy is the grouping of members of a society according to high and low status. Although some sociologists regard class as being one of the central issues of sociology, it remains an ill-defined and ambiguous concept.

Although most societies have some kind of hierarchical structure, the size and composition of the classes depend on the relative prosperity of a particular country.

Interestingly, the upper class in most societies is similar to each other than to other classes within their own countries, hence considering the influence of the British culture in the upper echelons of our country, the expectation is that members of this class are more likely to attend the sixth form year than any other class. There always remains the possibility that the rising middle class may borrow from other cultures because in doing so this may represent a means of achieving upward social mobility.

### **4.2.3 DETERMINANTS OF SOCIAL CLASS**

In order to examine how social class affects consumer behaviour, a means of classifying consumers into different social classes is required. Social class is beginning to appear as an obsolete concept, the old class distinctions breaking down as machines replace heavy-duty labour and the aristocracy having to work for a living. Hence the exact determinants of social class have become somewhat contentious. Students that attended the sixth form at Michaelhouse were historically from wealthy backgrounds, but the emergence of a financially sound professional sector opens a larger market for the sixth form course.

### **4.2.4 INCOME VERSUS SOCIAL CLASS**

There is a general misconception that the more money one has, the higher one's social standing is, however, surprisingly income is not directly related to social class for a number of reasons:

- a. Income increases directly with age, but older workers do not automatically achieve higher status.
- b. Many blue-collar workers have higher incomes than some white collar workers, yet they do not have a higher social standing.
- c. Dual career families generate higher average incomes but do not necessarily obtain higher status.

Due to the sensitivity of declaring household incomes and the ambiguity of its impact on social class, this aspect has been omitted from this study. Although income cannot clearly define social class, social class can often explain how income is spent. Upper class consumers are more likely to afford an extra year of sixth form education at a private school than lower social classes. The main consideration is that social class aids in understanding the behaviour of consumers and that one's social class status is determined by a variety of factors in addition to income.

#### **4.2.5 OCCUPATION AND EDUCATION**

Generally the greatest determinant of class standing is occupation. Those that require higher levels of education, skill or training are viewed as higher in status than others. Especially in western cultures, individuals with the same occupation tend to share similar incomes, lifestyles and values. Consideration should be given to different cultures and economies, since the perceived status of an occupation may vary between countries. For example, engineers have a higher status in developing countries than they do in developed countries because of the important role engineering plays in the integration of technology into society.

Education hence is crucial since it is one of the key determinants of occupation and therefore social class. The attainment of formal education is one of the most reliable determinants of consumer income potential and spending pattern. According to Hoyer and MacInnis (2001), in the United States of America, approximately 66% of people with a bachelors or postgraduate degree are in managerial or professional occupations. In the post-apartheid South Africa, a degree is a crucial factor in gaining entry into higher status occupations.

Other factors such as family background, possessions and social interactions are also applicable, but due to confidentiality these aspects were omitted from this study.

#### **4.2.6 AGE, GENDER AND HOUSEHOLD INFLUENCES**

Researchers have indicated that the household is the most important unit of analysis for consumer behaviour because households rather than individuals make many more acquisition, consumption and disposition decisions. This is especially significant in deciding on an extra year in school, which may appear to some as a luxury and not a necessity.

A major influence on the affordability of quality education in South Africa has been the increasing number of dual-career families. This has had a dramatic impact on household behaviour in general. There are several key implications of dual-career families for consumer behaviour but just one is of interest to this study.

Two incomes increase discretionary spending. Hoyer and MacInnis (2001) have indicated that dual-career families spend more than other families do on childcare and other services in general. In enhancing the financial resources of the family, the wife has a greater influence when making family decisions. In determining the number of students that come from dual career families, the study can provide an indication of the feasibility of directing marketing initiatives in that segment in the view of influencing parents to enrol their children in the sixth form programme.

#### **4.2.7 INFLUENCE OF CHILDREN ON BUYING DECISIONS**

Clearly, children can have an important impact on household decision making by attempting to influence their parent's behaviour. The need to attend an extra year of schooling can be greatly influenced by the incumbent himself. The level of "pester power" generated can be overwhelming and parents will frequently give in to their children's demands.

### 4.3 THE PSYCHOLOGICAL CORE

If a marketer can identify consumer buyer behaviour, he or she will be in a better position to target products and services at them. Buyer behaviour is focused upon the needs of individuals, groups and organisations. It is important to understand the relevance of human needs to buyer behaviour since, marketing is about satisfying consumer needs.

Consider the human motivations as introduced by Abraham Maslow by his hierarchy of needs. The hierarchy is triangular since as one moves up it, fewer and fewer people satisfy higher level needs. At the bottom level, physiological needs such as food, air, water, heat, and the basic necessities of survival need to be satisfied. At the level of safety, man has a place to live that protects him from the elements and predators. At the third level are the social and belongingness needs.

The final two levels are esteem and self-actualisation. Fewer people satisfy the higher level needs. Esteem means that you achieve something that makes you recognisable and give personal satisfaction, for example writing a book. Few achieve self-actualisation. Here an individual is the one of a select number to actually do something exceptional. For example, Neil Armstrong self-actualised as the first person to reach the Moon. Although the model is a little simplistic, it introduces the concept of differing consumer needs quite well. This concept has an important implication to this study, since clearly the sixth form programme advocates the preparation of the student for the effective and successful, transition into the life after school, developing self-esteem and self-confidence.

Hoyer and MacInnis (2001) indicates that a greater proportion of the general population than ever before are now operating at the self-actualisation level of Maslow's hierarchy. It is evident that in order to excel in the real world, one needs to

be well equipped to compete and achieve self-fulfilment. The sixth form concept prepares young candidates for future success by catering and nurturing individual needs. The curriculum is designed to build confidence by life skills and social skills training, business methods schooling, career guidance and a focus on academia.



## **CHAPTER FIVE**

### **5.RESEARCH DESIGN**

In view of the niche market segment of the sixth form programme the case research was the most appropriate methodology to use. The model as illustrated by Carson, Golmor, Perry and Gronhaug (2001) was used as a basis for this study. (Annexure Two)

#### **Exploratory Stage**

Discussions and interviews, with the director of the sixth form at Michaelhouse, were held to develop the initial template for the market offering of the sixth form programme.

#### **Confirmatory/Disconfirmatory Stage**

Literature pertaining to the sixth form programme at six schools was reviewed using the interview protocol as a template for the exploratory research. Literature representing the aims and objectives, curriculum, extra curricular activities and other aspects of the sixth form programme was reviewed to confirm aspects of the initial template for the sixth form product at Michaelhouse.

Based on the exploratory information a theoretical model of what the sixth form curriculum should encompass was drawn up and a self-administered questionnaire was developed. Carson, Golmor, Perry and Gronhaug (2001) state that often a useful form of case based research is the middle road involving induction and some very limited deduction.

## **Theory Testing Stage**

The questionnaire was administered to students from grade 8 to 12 at Michaelhouse in April 2002. The results of the questionnaire were analysed. Based on the specific outcomes of the student's expectations and confirmation of the initial theory, the study advocates important aspects to be included in the sixth form programme. The aim is to provide Michaelhouse with a world competitive sixth form programme that is aligned with customer expectations.

## **5.1 SAMPLING AND METHOD**

A simple random sample is most appropriate for this type of study, since the population is clearly defined, as is the sampling frame. It was also possible to specify every potential sample of a given size and probability of selecting each sample, since the sample was confined to grades 9,10,11 and 12 at Michaelhouse. The student population at Michaelhouse is small; hence a survey of the population was possible. One hundred questionnaires were issued to the students and only nineteen students responded, representing both a response rate and sample size of 19%.

## **5.2 PROCEDURE**

The study was conducted in April 2002 at Michaelhouse, a private school, in Kwa-Zulu Natal, South Africa.

A discussion was held with the director of the sixth form programme during which questions relating to the sixth form programme was tabled. (Annexure three)

A self-administered questionnaire was compiled and administered to 100 students representing the entire population of grades eight to twelve. The students were advised that they did not have to declare any names or personal details and that their responses were confidential. Primary data was collected from the results of the questionnaires.

### **5.3 QUESTIONNAIRE ANALYSIS**

A self-administered questionnaire offers the most cost effective method for securing feedback. Questions for this instrument were based on investigative questions arising from focus groups as well as research conducted via literature surveys. Simple category scale (dichotomous) and Likert Scale (summated ratings) were used to gather data.

The first part of the questionnaire measured the customer expectations of the sixth form programme offering. The second part dealt with the consumer behaviour considerations.

Question one established the students' expectations of educator qualifications.

Question two was included to allow students to rank sixth form programme aspects according to personal preferences from one to eight. Only the most preferred was used in the frequency analysis.

Question three to nineteen were responses to questions based on potential programme offerings. A five point Likert scale was used, strongly disagree (1), disagree (2), neither agree or disagree (3), agree (4), strongly agree (5).

Questions twenty to twenty eight are simple dichotomous type questions related to culture, social influences and household influences.

Questions twenty nine and thirty were included to obtain details of breadwinners' occupations and qualifications. Question thirty one uses a Likert scale (as described above) to assess the students' need for involvement in sixth form curriculum development.

### **5.4 DATA ANALYSIS**

SPSS software was used in data analysis. Frequency tables and chi-square analysis are primarily used to represent the results.

Results from the questionnaire were analysed and a consolidated compilation of applicable criteria for the offering of the sixth form programme is presented.

## **5.5 ETHICAL GUIDELINES**

Ethical standards were maintained throughout the study. The following ethical guidelines were adhered to:

- a. The researcher carried out investigations with respect and concern for the dignity and welfare of the people who chose to participate in the study.
- b. The researcher always recognised professional standards governing the conduct of research and adhered to the ethical code throughout data collection.
- c. This study also ensured that the students participating in the study did not suffer distress.
- d. Anonymity was ensured and will be maintained.
- e. All respondents taking part were informed about all the aspects of the research that might have influenced their willingness to take part.
- f. The researcher also ensured that the study did not take advantage of the participants' trust or lack of knowledge.
- g. All participants were treated with respect and concern for their well being.

## **5.6 RELIABILITY AND VALIDITY**

The small sample size limits the external validity of this study. The data may not be generalised with respect to all private schools offering the sixth form programme. The instrument used contained a representative sample of the subject matter under review and was constructed in consultation of the management at Michaelhouse, thus content validity was ensured. Reliability was considered by minimising the sources of external variation. The questionnaire was simple to administer and had a basic layout. The sample of measurement questions was broadened by the addition of similar questions to the instrument.

## **CHAPTER SIX: ANALYSIS AND FINDINGS**

The research questionnaires were given to grade 8,9,10,11 and 12 pupils attending Michaelhouse School, who represented potential candidates for enrolment in the sixth form programme.

The small sample size of nineteen, although significant in the context of applicability to Michaelhouse, by definition is not statistically significant. This is clearly reflected in the cell count results of the chi-square tests that were used in cross tabulations to analyse and determine relationships between dependent and independent factors.

Although not statistically significant because of the small sample size, the result of p values below 0.05, reflect relationships that have a significant impact on Michaelhouse and the sixth form curriculum development.

The results of this statistically low sample size will be indicative of the sixth form candidates needs at Michaelhouse. By virtue of the sixth form programme appealing to a niche market, expectations may be used by the few schools in South Africa, that offer this post-matric qualification, as a basic guide to further research on customer needs of the sixth form offering.

## **6.1 PROGRAMME OFFERING**

### **Question one**

Question one established the students' expectations of educator qualifications.

Students were asked if they expected every educator to have a university degree.

Of the candidates that responded, 18 students, which is representative of 94.7 % of the sample, expects every sixth form educator to have a university degree. This implies that the students have expectations of being taught by highly qualified and skilled educators.

### **Question two**

Question two allowed students to rank sixth form programme aspects according to personal preferences from one to eight. A total of eight categories were offered as a choice for respondents to rank from most preferred to least preferred (1-most preferred to 8-least preferred).

- I. Professional coaching.
- II. University degree courses.
- III. Art and drama classes.
- IV. Presentation skills.
- V. Public speaking.
- VI. Low student teacher ratios.
- VII. Social skills.
- VIII. Total focus on tertiary academic preparation

Only the most preferred was used in the frequency analysis.

**Table 6.1**

What would you prefer the school to offer ?				
	Frequency	Percent	Valid	Cumulative Percent
University courses	8	42.1	42.1	42.1
Public	1	5.3	5.3	47.4
Low student ratios	1	5.3	5.3	52.6
Social	3	15.8	15.8	68.4
Total focus on academic	6	31.6	31.6	100.0
Total	19	100.0	100.0	

Of the eight, three categories were not chosen as most preferred, art and drama classes, presentation skills and professional sports coaching. This is particularly significant, since the sixth form programmes at most South African schools were initially focused mainly on sport development, hence this illustrates that candidates' expectations seem to be incongruent to most school's perception of candidates' expectations.

The results of the analysis are as follows, 5.3 % chose public speaking, 5.3 % low student teacher ratios and 15.8 % social skills. 31.5% chose total focus on tertiary academic preparation and 42.1% university degree courses. Thus a significant percentage of the population of candidates, 73.7% prefers an emphasis on academic development.

## 6.2 CURRICULUM DEVELOPMENT

The following questions were responses to questions based on potential sixth form programme and results are indicative of students needs with regards to curriculum development. A five point Likert scale was used, strongly disagree (1), disagree (2), neither agree or disagree (3), agree (4), strongly agree (5).

**Table 6.2**

**Educator qualification is integral to the success of the programme**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	10.5	10.5	10.5
	Agree	5	26.3	26.3	36.8
	Strongly agree	12	63.2	63.2	100.0
	Total	19	100.0	100.0	

No candidates disagreed with this statement, 10.5% were neutral and 89.5% (26.3% + 63.2%) agreed that the qualifications of educators affect the success of the programme. This correlates directly to question one where 94.7% of the candidates expected educators to have a university degree.

**Table 6.3**

**Sport should be one of the main areas of focus of the course**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	5.3	5.3	5.3
	Disagree	5	26.3	26.3	31.6
	Neutral	9	47.4	47.4	78.9
	Agree	3	15.8	15.8	94.7
	Strongly agree	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

Although almost half of the candidates, 47.4% remained neutral, 31.6% disagreed (26.3% + 5.3%) and only four students (21.1%) agreed with the statement. This clearly indicates that although sport should not be the main focus of the sixth form year, the inclusion of sport as part of the curriculum is an expectation of a small percentage of learners.



**Table 6.4**

**Extra mural activities should comprise a high percentage of the programme**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	10.5	10.5	10.5
	Neutral	6	31.6	31.6	42.1
	Agree	11	57.9	57.9	100.0
	Total	19	100.0	100.0	

Only two students disagreed with this statement. Since 31.6% were neutral and more than half of the respondents 57.9% agreed, some element of extra mural activities is expected to be included in the sixth form programme.

**Table 6.5**

**Strict discipline should be retained in the sixth form year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	10.5	10.5	10.5
	Disagree	3	15.8	15.8	26.3
	Neutral	3	15.8	15.8	42.1
	Agree	6	31.6	31.6	73.7
	Strongly agree	5	26.3	26.3	100.0
	Total	19	100.0	100.0	

A quarter of the students (26.3%) disagreed that strict discipline should be retained in the sixth form year; three of the nineteen students were neutral with 31.6% agreeing and over a quarter of respondents, 26.3% strongly agreeing to the statement. This result is significant, because the sixth form year is an addition to the normal mainstream schooling of twelve years and the expectation is that post matric students will vehemently demand the freedom that is normally associated with tertiary student life. It may be suggested that the majority of potential sixth form students welcome the continued discipline of secondary school.

**Table 6.6****Sixth form should focus primarily on completion of university courses**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	5.3	5.3	5.3
	Agree	14	73.7	73.7	78.9
	Strongly agree	4	21.1	21.1	100.0
	Total	19	100.0	100.0	

No respondent disagreed. Although only one student remained neutral, the vast majority, 94.7 % agreed that the sixth form curriculum should focus primarily on the completion of university courses. This is congruent with the results as reflected in (Table 6.1, page 47), which reflected that 73.7% of respondents preferred an emphasis on tertiary academic development.

**Table 6.7****Regular assessment of the curriculum is necessary**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	7	36.8	36.8	36.8
	Agree	9	47.4	47.4	84.2
	Strongly agree	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

Regular assessment of the sixth form curriculum to meet the needs of a dynamic socio-economic environment is clearly an expectation from potential sixth form candidates at Michaelhouse, since 63.2% agreed that this is necessary and 36.8% remained neutral on this issue. No students disagreed with this statement.

**Table 6.8****Regular assessment of teaching staff is necessary**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	5.3	5.3	5.3
	Neutral	3	15.8	15.8	21.1
	Agree	8	42.1	42.1	63.2
	Strongly agree	7	36.8	36.8	100.0
	Total	19	100.0	100.0	

Fifteen of the nineteen students that participated (78.9%) agreed that regular assessment of teaching staff is necessary. The significance of this result is that more emphasis is focused on educator performance and development than curriculum assessment (Table 6.7, page 50), i.e. 78.9% compared to 63.2%. Although only one student disagreed and three students remained neutral, sixth form candidates expect, as displayed earlier, (results of question one, page 46 and Table 6.2, page 48) highly educated and effective teaching staff.

**Table 6.9****Sixth form should focus primarily on life skills training**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	21.1	21.1	21.1
	Neutral	7	36.8	36.8	57.9
	Agree	7	36.8	36.8	94.7
	Strongly agree	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

The opinion of respondents reflects no special preference for primary focus on life skills training. Although 42.1% agrees, 36.8% are neutral and 21.1% disagree. Some consideration in this regard is necessary when developing the sixth form curriculum but not to a significant extent.

**Table 6.10****Exposure to business related software is as important as inclusion of sport**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	5.3	5.3	5.3
	Neutral	4	21.1	21.1	26.3
	Agree	13	68.4	68.4	94.7
	Strongly agree	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

The dependence of the world at large on information technology is reflected in this niche market of potential sixth form candidates as well. Fourteen students (73.7%) agree that exposure to business related software is as important as sport. Only one student disagreed and four students (21.1%) remained neutral. Inclusion of an information technology component in the sixth form programme is an expectation of potential sixth form candidates at Michaelhouse.

**Table 6.11****No tests or exams must be included in sixth form assessment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	9	47.4	47.4	47.4
	Disagree	5	26.3	26.3	73.7
	Neutral	3	15.8	15.8	89.5
	Agree	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

The leaning towards a formal academic sixth form programme is clearly evident from the above responses. Only two of the respondents chose to exclude tests and examinations from the curriculum. Although 15.8% were neutral, almost half of the respondents, 47.4% strongly disagreed with the statement and over a quarter, 26.3% disagreed. The retention of formal assessment is a strong expectation from the respondents.

### 6.3 FINANCIAL CONSIDERATIONS

The attendance of the sixth form programme is an additional cost to parents and this post matric offering is an option that may be viewed by some as a luxury rather than a necessity. To assess the marketability of the sixth form programme, it is important to assess what financial aspects, if any, are considered by potential sixth form candidates.

**Table 6.12**

**Cost is an important factor in deciding whether to enrol for sixth form**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	15.8	15.8	15.8
Neutral	2	10.5	10.5	26.3
Agree	12	63.2	63.2	89.5
Strongly agree	2	10.5	10.5	100.0
Total	19	100.0	100.0	

Affordability is one of the primary considerations when deciding to enrol for the sixth form programme according to the results of question four illustrated in Table 6.12. Fourteen students (75%) agree that cost is an important deciding factor in deciding whether to enrol in the sixth form programme. Two students remained neutral and 15.8% do not view cost as a deterrent to enrolling in the sixth form course.

Tertiary education costs in South Africa is relatively high, hence most banks offer students the opportunity to study via a student loan that allows incumbents to repay the loan under special conditions and this lightens the burden on parents. Since the sixth form is an additional year and is representative of a tertiary level programme, questions eleven and thirteen, were used to assess whether the offer of a study loan or a payment plan will attract students to attend the programme, if they had not considered enrolling due to lack of affordability.

**Table 6.13**

**The offer of a bank study loan will prompt me to attend, if I hadn't considered it before**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	5.3	5.3	5.3
	Disagree	5	26.3	26.3	31.6
	Neutral	11	57.9	57.9	89.5
	Agree	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

Greater than half of the respondents were neutral on this issue, but 31.6% (26.3% + 5.3%) indicated that the offer of a student loan would not prompt them to consider enrolling, with only two students indicating it would. The offer of a study loan will not necessarily attract students to attend the programme, but since the results indicate a degree of uncertainty, denoted by 57.9% of the students remaining neutral, Michaelhouse should investigate the option of a study loan.

**Table 6.14**

**A fee payment plan will prompt me to attend, if I hadn't considered it before**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	26.3	26.3	26.3
	Neutral	9	47.4	47.4	73.7
	Agree	4	21.1	21.1	94.7
	Strongly agree	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

The results of question eleven, illustrated above reflect a similar uncertainty as the results in Table 6.13. The offer of a fee payment plan displays similar results to the offer of a study loan. Although five students indicated that a payment plan may prompt attendance of the sixth form programme, almost half of the students (47.4%) remained neutral and 26.3% indicated that if the sixth form programme was not initially affordable, the offer of a fee payment plan will not prompt a change of mind.

## 6.4 OTHER FACILITIES

The literature review of other schools offering the sixth form programme indicated some emphasis on the provision of computer facilities as well as career guidance and established links to business and commerce. Questions fifteen, sixteen and eighteen explore the need for these provisions in the sixth form offering at Michaelhouse.

**Table 6.15**

**Individual PCs must be available for all sixth form students**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	31.6	31.6	31.6
	Neutral	3	15.8	15.8	47.4
	Agree	7	36.8	36.8	84.2
	Strongly agree	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

The results illustrate that there is an expectation from the majority of respondents (52.6%), that individual personal computers, be available for all sixth form students. Six students do not expect individual computers and 15.8% were neutral. Considering that more than half of the students expect personal, computers, this is no doubt an important consideration.

**Table 6.16**

**Career guidance is more important than developing social skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	5.3	5.3	5.3
	Disagree	5	26.3	26.3	31.6
	Neutral	11	57.9	57.9	89.5
	Agree	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

The need for career guidance facilities is not a priority for potential sixth form students, only 10.5% regards career guidance as more important than developing

social skills. Although 57.9% are neutral in this regard, a significant number, 31.6% regard social skills to be more important.

**Table 6.17**

The school must have developed links into industry to be successful					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	5.3	5.3	5.3
	Disagree	3	15.8	15.8	21.1
	Neutral	9	47.4	47.4	68.4
	Agree	5	26.3	26.3	94.7
	Strongly agree	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

Industry links may be aligned to the provision of career guidance, a larger number, 31.6% agree that Michaelhouse must have developed links into industry to guarantee success of the programme. A larger proportion, 47.4 % is neutral.

The concept of the sixth form programme and an extra year in school, may not appeal to all students. Question nineteen assesses students’ responses to the sixth form programme being a waste of a year.



**Table 6.18****Sixth form is a waste of a year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	21.1	21.1	21.1
	Disagree	2	10.5	10.5	31.6
	Neutral	7	36.8	36.8	68.4
	Agree	3	15.8	15.8	84.2
	Strongly agree	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

There is a degree of indecisiveness with regards to the merit of sixth form. The responses are evenly distributed, with 31.6% in agreement that sixth form is a waste of a year and 31.6% in disagreement. 36.8% remains neutral.

## **6.5 CONSUMER BEHAVIOUR CONSIDERATIONS**

### **6.5.1 AGE, GENDER, HOUSEHOLD AND SOCIAL INFLUENCES**

Questions twenty, twenty one and twenty two were included to assess whether any immediate family of the students have attended Michaelhouse, the sixth form programme or a similar post matric course.

#### **Question twenty**

Only two students' fathers had attended Michaelhouse, 89.5% of the students' fathers had attended other schools.

#### **Question twenty one**

Students were asked whether any of their parents had completed a sixth form programme or a similar programme. Only the parent of one student had completed a similar post matric course, 94.7% of students' parents had not attended any programme similar to the sixth form offering at Michaelhouse or at any other school.

**Question twenty two**

Students were asked if any of their siblings (applicable to older siblings) had attended a sixth form or similar programme. All respondents indicated that none of their siblings had attended such programmes.

The results reflect that there is not likely to be any household influences with regards to candidates' decisions to attend sixth form based on past family attendance of such a programme.

**Table 6.19**

How many siblings do you have?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3	15.8	15.8	15.8
	1	5	26.3	26.3	42.1
	2	9	47.4	47.4	89.5
	3	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

To reflect a general indication of possible future markets, students were asked how many siblings they had (applicable to younger siblings). Three of the students had no brothers or sisters, 84.2% of respondents has one to three siblings, which may represent future market segments only if the siblings are not already in university.

**Table 6.20**

Should there be a maximum age restriction to enter the sixth programme?				
	Frequenc	Percen	Valid	Cumulativ Percen
Yes	16	84.2	84.2	84.2
No	3	15.8	15.8	100.0
Total	19	100.0	100.0	

A shortcoming in the analysis is evident in these results. Sixteen students, representing 84.2% of the sample, indicated that there should be a maximum age

restriction. The researcher did not ascertain what the maximum age should be, but based on the expectation of continued discipline in the sixth form, a reasonable expectation would be between 18 and 20 years of age.

### Questions twenty six and twenty seven

Questions twenty six and twenty seven were included to assess whether any extended family members and friends of the students have attended, the sixth form programme or a similar post matric course.

Social influences rather than household influences are more likely from the results obtained. Four respondents (36.8%) have friends that have completed sixth form and 21.1% have extended family members that have completed a similar post matric qualification.

### Question twenty eight

**Table 6.21**

**The decision to attend or not attend sixth form was taken by**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Self	12	63.2	63.2	63.2
	Parent	1	5.3	5.3	68.4
	Both	6	31.6	31.6	100.0
	Total	19	100.0	100.0	

Total parental decision making with regards to attendance of sixth form is only 5,3%.

The individual's decision comprises 63,2% and a collaborative decision 31,6%. It is clear that the potential sixth form candidates are the decision makers in this regard.

## 6.5.2 SOCIAL CLASS INFLUENCES

Affordability is directly linked to financial capability of the candidate's family. The influences with regards to financial security are breadwinner's occupation and qualifications and whether both parents contribute financially to the household.

**Table 6.22**

Do both your parents work?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	68.4	68.4	68.4
	No	6	31.6	31.6	100.0
	Total	19	100.0	100.0	

Since 68,4% of the candidates indicated that both the parents are employed, financial decisions are likely to be made jointly by parents.

**Table 6.23**

Breadwinner's Occupation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Director or Owner	10	52.6	52.6	52.6
	Higher Managerial	6	31.6	31.6	84.2
	Intermediate Managerial or Professional	3	15.8	15.8	100.0
	Total	19	100.0	100.0	

**Table 6.24**

Breadwinner's Qualification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Post Graduate Degree	17	89.5	89.5	89.5
	Undergraduate Degree or Diploma	1	5.3	5.3	94.7
	Other- Specify	1	5.3	5.3	100.0
	Total	19	100.0	100.0	

All of the breadwinners are, professionals, managers or directors, which clearly illustrates that the sixth form programme has middle to upper class appeal. All of breadwinners hold a diploma, degree or postgraduate degree. This possibly indicates the leaning towards academia in the respondents.

**Table 6.25**

**The need for student involvement in creating the sixth form curriculum is essential**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	5.3	5.3	5.3
	Neutral	8	42.1	42.1	47.4
	Agree	8	42.1	42.1	89.5
	Strongly agree	2	10.5	10.5	100.0
	Total	19	100.0	100.0	

Question thirty one uses a Likert scale to assess the students' need for involvement in sixth form curriculum development. More than half 52.6% of the respondents agree that students need to be involved in creating the sixth form curriculum.

## **6.6 CROSS TABULATIONS OF FREQUENCIES**

The chi-square cross tabulation test was chosen to identify individual expectations of potential sixth form candidates using variables from frequency test that are independent.

A low p value indicates that some relationship between the variables exists. A significant relationship is denoted by a p value of 0,05 or less. As indicated earlier, the sample size ostensibly invalidates the data since all results from cross tabulations indicate a cell count of less than 5. Results based on a small sample size may not be statistically significant, so the results of the chi-square test must be interpreted with caution, hence the information may only be used as a generic guide to Michaelhouse.

### **6.6.1 QUALIFICATIONS OF EDUCATORS**

The results of frequency tests of questions one reflected that 94.7 % of the sample, expects every sixth form educator to have a university degree and (Table 6.2, page 48) shows that 89.5% agreed that the qualifications of educators affect the success of the sixth form programme. A cross tabulation between questions one and three was conducted to assess whether there is a significant relationship between the expectation of educators to hold a degree and success of the programmes dependence on such a qualification.

**Table 6.26**

**Educator qualification is integral to the success of the programme \* Do you expect every educator to have a University Degree? Crosstabulation**

			Do you expect every educator to have a University Degree?		Total
			Yes	No	
Educator qualification is integral to the success of the programme	Neutral	Count	1	1	2
		% of Total	5.3%	5.3%	10.5%
	Agree	Count	17		17
		% of Total	89.5%		89.5%
Total		Count	18	1	19
		% of Total	94.7%	5.3%	100.0%

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.972 <sup>b</sup>	1	.003		
Continuity Correction <sup>a</sup>	1.746	1	.186		
Likelihood Ratio	5.063	1	.024		
Fisher's Exact Test				.105	.105
Linear-by-Linear Association	8.500	1	.004		
N of Valid Cases	19				

a. Computed only for a 2x2 table

b. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .11.

There is a significant relationship between the expectation of educators to hold a degree and success of the programmes dependence on such a qualification. The p value of 0,03 is less than 0,05 hence respondents expect that if all educators have a degree, then this will be integral to the success of the sixth form programme.

### 6.6.2 CANDIDATES PREFERENCE OF OFFERING COMPARED TO EXPECTATIONS WITH REGARDS TO CURRICULUM DEVELOPMENT

Question two provided a list of preferences of aspects to be included in the sixth form programme prioritised by the students. To assess whether there is a relationship between students’ preferences and potential product offering, the data from the priority of preferences was cross-tabulated against data from questions five, six, eight and twelve.

The chi-square test results of cross tabulation of question two and questions five, twelve and six are presented in Tables’ 6.27,6.28 and 6.29 respectively.

**Table 6.27**

What would you prefer the school to offer (question two), against sport should be one of the main areas of focus of the course (question five).

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.644 <sup>a</sup>	16	.098
Likelihood Ratio	13.242	16	.655
Linear-by-Linear Association	.007	1	.935
N of Valid Cases	19		

a. 25 cells (100.0%) have expected count less than 5. The minimum expected count is .05.

**Table 6.28**

What would you prefer the school to offer (question two), against, sixth form should focus primarily on life skills training (question twelve).



### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.283 <sup>a</sup>	8	.831
Likelihood Ratio	4.920	8	.766
Linear-by-Linear Association	.315	1	.574
N of Valid Cases	19		

a. 15 cells (100.0%) have expected count less than 5. The minimum expected count is .21.

**Table 6.29**

What would you prefer the school to offer (question two), against extra mural activities should comprise a high percentage of the programme (question six).

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.467 <sup>a</sup>	8	.902
Likelihood Ratio	4.501	8	.809
Linear-by-Linear Association	.297	1	.586
N of Valid Cases	19		

a. 15 cells (100.0%) have expected count less than 5. The minimum expected count is .11.

As illustrated there is no significant relationship between candidate's choice of preference and the expectation of the sixth form to focus on sport (Table 6.27, page 64), life skills training (Table 6.28, page 64) and extra mural activities (Table 6.29, page 65) since all p values are above 0,05.

The chi-square test results of cross tabulation of question two and question eight is presented in table 6.30. The frequency results of question six (Table 6.6, page 50) reflects that 94.7 % of the students agreed that the sixth form curriculum should focus primarily on the teaching of university courses.

6.6.3 AFFORDABILITY

Results of question four (Table 6.12,page 53) reflect that fourteen students (75%) agree that cost is an important deciding factor, in deciding whether to enrol in the sixth form programme. Affordability can be linked to a number of factors such as,

- a. Whether both parents are employed.
- b. Breadwinners' occupation.
- c. The provision of a fee payment plan.
- d. The provision of a bank study loan.

Data from question four was cross tabulated against data from questions twenty five, twenty nine, eleven and thirteen and the results reflected in Tables 6.31,6.32,6.33,6.34 respectively.

Table 6.31

Cost is an important factor in deciding whether to enrol for sixth form, against, do both your parents work?

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.115 <sup>a</sup>	3	.164
Likelihood Ratio	7.063	3	.070
Linear-by-Linear Association	1.116	1	.291
N of Valid Cases	19		

a. 7 cells (87.5%) have expected count less than 5. The minimum expected count is .63.

**Table 6.32**

Cost is an important factor in deciding whether to enrol for sixth form, against, Breadwinners' occupation.

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.017 <sup>a</sup>	6	.421
Likelihood Ratio	7.523	6	.275
Linear-by-Linear Association	.953	1	.329
N of Valid Cases	19		

a. 11 cells (91.7%) have expected count less than 5. The minimum expected count is .32.

Although cost is an important factor when deciding to enrol or not, the decision is not influenced by any of the social classes addressed. There is no significant relationship between decisions based on cost and whether both parents work or the breadwinner's occupation, since all p values are greater than 0.05.

**Table 6.33**

Cost is an important factor in deciding whether to enrol for sixth form, against, a fee payment plan will prompt me to attend, if I hadn't considered it before.

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.553 <sup>a</sup>	9	.684
Likelihood Ratio	8.341	9	.500
Linear-by-Linear Association	.280	1	.597
N of Valid Cases	19		

a. 15 cells (93.8%) have expected count less than 5. The minimum expected count is .11.

**Table 6.34**

Cost is an important factor in deciding whether to enrol for sixth form against the offer of a bank study loan will prompt me to attend, if I hadn't considered it before.

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.269 <sup>a</sup>	9	.609
Likelihood Ratio	9.000	9	.437
Linear-by-Linear Association	1.688	1	.194
N of Valid Cases	19		

a. 15 cells (93.8%) have expected count less than 5. The minimum expected count is .11.

The offer of either a payment plan or a student bank loan has no significant influence on prompting a potential candidate to enrol, if the cost of programme is deemed unaffordable. P values of 0,609 and 0,684 indicate no significant relationship.

#### **6.6.4 STUDENT INVOLVEMENT IN CREATING SIXTH FORM CURRICULUM VERSES PREFERENCE IN CURRICULUM DEVELOPMENT**

The results presented earlier (Table 6.25, page 61) indicate that 52,6% of respondents agree that student involvement is essential in creating the sixth form curriculum.

Since students express a desire to be involved in curriculum development, student preferences with regards to data obtained from questions five, six, eight and seventeen was cross tabulated against data from question thirty one (Table 6.25, page 61)

Chi-square results indicated no significant relationship between respondents' preferences and the need for student involvement.

## **CHAPTER SEVEN: RECOMMENDATIONS AND**

### **CONCLUSIONS**

#### **7.1 ACHIEVEMENT OF RESEARCH OBJECTIVES**

The primary aim of this study is to establish the expectations of children with regards to the offering of the sixth form programme, in order that Michaelhouse may assess the present status and identify areas for improvement so that the programme may be customised to incorporate customer needs and attract new candidates. The secondary aim of the study was to then use the improved programme as a marketing tool to increase student number and profitability. This will be accomplished by offering a consumer sensitive programme that can be successfully benchmarked against other facilities offering similar programmes.

#### **7.2 EDUCATORS' QUALIFICATIONS**

There are clearly high expectations of students that educators must be highly qualified with 94.7% (question one, page 46) indicating that it is expected that every sixth form educator have a university degree. This study also indicates (Table 6.26, page 63) that students expect that if all educators are highly qualified then this will be integral to the success of the programme.

Aligned with educator qualification, results of question ten (Table 6.8, page 51) indicate that 78.9% of students agreed that regular assessment of teaching is necessary. John Leggott School, as outlined in the literature review ([www.johnleggott.sch.uk](http://www.johnleggott.sch.uk)) indicated as part of the corporate aims and objectives that the college ensures that resources are effectively deployed to meet student needs by, recruiting a high calibre of staff.

## **Recommendations**

- I. Recruit highly qualified and teaching staff.
- II. Regular assessment of teaching staff by school management, peers and students.
- III. Provide all staff with the means of reviewing their development and training needs.
- IV. Provide opportunities for all staff to develop their skills.
- V. Provide resources to meet the needs of staff and requirements of the sixth form programme.

## **7.3 CURRICULUM**

### **7.3.1 ACADEMIA**

The leaning of the sixth form curriculum towards a formal tertiary qualification is clearly evident in this study (Table 6.1, page 47), which indicates that 73.7% of students prefer a focus on a university degree and tertiary academic preparation. This relationship is further emphasised in the results as illustrated in chi-square results (Table 6.30, page 66), which indicates a significant relationship between the preference of academic offering and that the focus of sixth form should be on the completion of university courses.

## **Recommendation**

- I. To increase the marketability of the sixth form programme, the primary focus must be on the enrolment of sixth form students in university courses and the successful completion thereof.
- II. The school should foster links and partnerships with institutes of further education to establish effective and productive liaison in order to:
  - a. Provide guidance in curriculum offering.
  - b. Develop co-operative projects for mutual benefit and engage if possible in joint curriculum development.
  - c. Provide guidance in teaching practice, quality of teaching aids and assessment techniques.
  - d. Provide assistance in the provision of an appropriate learning environment and facilities.

### **7.3.2 OTHER ASPECTS OF CURRICULUM**

In the present sixth form programme at Michaelhouse consist of three components, the academic component, business studies component and the leadership and personal development component. This study illustrates, that although the respondents' expectations are academically inclined, they also favour other aspects as an inclusion to the programme. Table 6.3 (page 48) indicates that although only 21% agreed that sport should be one of the main areas of focus of this course, 47.4% remained neutral.

## **Recommendations**

- I. Sport should be an important component of the sixth form programme but never the main focus.
- II. Some focus is needed on life-skills training, computer skills, extra mural activities, and exposure to business related activities, social skills, public speaking and presentation skills.

## **7.4 QUALITY ASSURANCE**

A high percentage of respondents indicated that regular assessment of the sixth form curriculum (Table 6.7, page 50) and regular assessment of teaching staff (Table 6.8, page 51) is necessary. This clearly illustrates that candidates expect the sixth form programme to be dynamic with continuous improvement in development to maintain a high standard of education. It is evident from the literature review that all schools surveyed endeavour to ensure the integration of the different components of a students programme of study such that progression and continuity is enhanced.

### **Recommendation**

- I. Michealhouse needs to introduce a formal quality management framework at sixth form level as a tool for Total Quality Management ensuring continuous improvement.
- II. Formation of a Quality Management Committee and Quality circles.
- III. Benchmarking against national and international facilities offering sixth form must form part of the quality assurance programme.
- IV. Methods of auditing the system may include:



- a. Regular assessment of curriculum, teachers, facilities and standards of teaching aids.
- b. Survey of student, staff, parent and management expectations and needs.
- c. Use of performance indicators and measurement thereof against objectives by means of basic statistics.

## **7.5 SIXTH FORM ACEDMIC FACILITIES**

The sixth form year, being a post matric initiative must cater for separate and individual needs of students that are outside of mainstream activities. As earlier illustrated (Table 6.15, page 55), 52,6% of respondents expect that individual personal computers be available for all sixth form students. It is clear from the results of the literature review that the provision of appropriate facilities for sixth form students is a top priority.

### **Recommendation**

- I. The provision of separate study facilities for use by sixth form students for private study.
- II. It should preferably be equipped with different décor from the mainstream facilities and be for the sole use of sixth form students.
- III. An Information and Communication Technology centre should be housed within the facility. There must be computing, word processing and CD ROM facilities and access to the Internet for research and, by arrangement, personal e-mail accounts.

- IV. Sixth form students should have private access to the computers and students should be offered an introductory computer course to enable them to use the system, as well as a word processing facility.
- V. Facilities for colour scanning and printing, digital photography and artwork, graph plotting programs, databases, spreadsheets and desktop publishing facilities must be provided to match world-class standards.
- VI. Consider a dedicated sixth form website and all students are should be encouraged to participate in its development.
- VII. A more comprehensive careers section should be incorporated, including all material relating to career guidance as well as respective tertiary courses together with entry requirements.
- VIII. The laboratories, and facilities must concentrate on the academic life of the school and include a well-sourced library, audio-visual centres, counselling rooms and lecture theatres.

## **7.6 CAREER GUIDANCE**

In comparison with other facilities that offer sixth form programmes, as outlined in the literature review, career guidance is regarded as an integral part of the development of sixth form students. The results of the research conducted at Michaelhouse (Table 6.16, page 55) illustrates that career guidance is viewed as a low priority when compared to development of social skills, but although not a main priority, it is imperative that career guidance be included in the curriculum.

## **Recommendation**

- I. A careers centre or careers library should be incorporated giving students access to career advisors, diagnostic interviews and up-to-date resource materials relating to career guidance.
- II. Provide comprehensive advice on respective tertiary courses and workshops to assist students with entry requirements and application procedures to universities and technikons.
- III. The curriculum must encourage an awareness of working practices and employment opportunities and attempt to incorporate a programme of in-service training together with industry

## **7.7 INDUSTRY LINKS**

31,6% of candidates at Michaelhouse agree (Table 6.17, page 56) that the school must have developed links into industry to guarantee success of the programme. In order to prepare students to be responsive to the local and international labour markets and become key players in the economy the school needs to develop a successful relationship with industry.

## **Recommendation**

- I. The school must maintain strong links with industry to expose and assist students with the integration into the employment market.
- II. These industry resources need to support curriculum initiatives by regularly participating in school activities.

- III. The industrial partners must assist in providing the foundations, which the school can use to help build its economic, industrial and vocational curriculum.
- IV. Industry representatives must participate in school initiatives to help promote good management practice and develop initiatives aimed at raising achievement in the marketplace by active engagement in discussions of market expectations.
- V. Industry partners can be used to provide work experience and vocational guidance to students in the sixth form.
- VI. Beside the obvious industrial partners the school also needs to maintain close contact with professional bodies including the Chamber of Commerce that may facilitate the possible placing of school staff into industry to assist with the development and inclusion of industrial contexts within the curriculum.
- VII. Members of staff need to regularly consult and visit, organisations for ideas to expand and develop material relevant to the working world and this partnership plays an important part in the school's aims to make its curriculum relevant and able to prepare its students for their adult life.
- VIII. Undergraduate sponsorships, industry conferences, work experience and apprenticeships are examples of industry's investment in developing the sixth form curriculum; this needs to be perused vehemently by Michaelhouse.

## **7.8 FINANCIAL CONSIDERATIONS**

The research indicates (Table 6.12, page 53) that 73,5% of respondents agree that cost is an important factor in deciding whether to enrol in the sixth form programme.

Results also indicate (Table 6.33 and Table 6.34, page 68) that the offer of a study

loan or payment plan will not significantly prompt candidates to enrol if sixth form had not been a consideration.

### **Recommendation**

- I. Conduct a comparison with regards to the competitiveness of Michaelhouse sixth form pricing, both nationally and internationally.
- II. Affordability is directly linked to the financial capability of candidate's parents. Since 68,4% (Table 6.22, page 60) indicated that both parents are employed, financial decisions are likely to be made jointly. Hence marketing initiatives must be directed at both stakeholders.
- III. Encourage industry to provide funding in the form of bursaries and scholarships to be available to students that display academic and leadership potential but cannot afford the programme.

## **7.9 CONSUMER CONSIDERATIONS**

According to research results (Table 6.18, page 56), 31,6% of respondents indicated that sixth form is a waste of a year, 31,6% disagreed and 36,8% remained neutral, the most evenly spread of all results obtained. There is clearly a degree of indecisiveness with regards to the merit of the sixth form year.

This creates a window of opportunity for Michaelhouse to actively market the sixth form programme and the merits thereof to increase enrolment and subsequent market share.

The research also indicates (Table 6.21, page 59) that 63,2% of candidates make their own decision as whether to attend or not and 31,6% make a collaborative decision with their parents. Social influences indicate (questions twenty six and twenty seven,

page 59) that 36,8% of respondents have friends that have completed sixth form and 21,1% have extended family that have completed a post matric qualification.

## **Recommendation**

- I. Marketing initiatives outlining the advantages and benefits of the sixth form programme must be directed mainly to potential candidates themselves.
- II. Include comments from past students in the school's sixth form marketing literature.
- III. Encourage interaction with past students both *ad hoc* or on open days. Use high profile ex-graduates if possible to promote the programme.
- IV. Hold open days to market the concept to parents and industry.
- V. Welcome the involvement of parents, family, friends, and former pupils in the development of the school thus ensuring development of present and future networks.
- VI. Extend marketing initiatives to both public and private schools that do not offer a post matric year.

## **7.10 THE SIXTH FORM ENVIROMENT**

The provision of an appropriate learning and living environment is an important consideration in the sixth form offering. Research conducted for the purposes of this study omitted this very important consideration, but based on literature surveys, a few important recommendations can be noted.

## Recommendations

- I. Since the sixth form programme is a post-matric initiative, pupils must be treated as young adults and the social needs that are indicative of such a group must be recognised.
- II. Students need a private area of their own in which to spend leisure time in the working day.
- III. The following types of facilities are recommended, a large social area, a coffee shop, large screen televisions and “ bar type ” activities e.g. pool tables, darts, juke box.
- IV. The school must also include extensive sports facilities such as a modern, purpose-built sports hall, gym and heated indoor swimming pool, with separate football, rugby and hockey fields and other facilities catering for individual sport needs if possible.
- V. The School must promote enthusiastic participation of students in a wide range of sport either for fun and exercise, or competitively.
- VI. Accommodate students with greater ambitions; hence provide assistance and opportunity to compete at provincial or national level.
- VII. Drama, Music and the arts must also be well catered for, with regular dramatic and musical productions put on during the year.
- VIII. Foreign and cultural exchanges with schools in other areas should, be an important element of school life.
- IX. The school must be committed to offering as diverse a range of non-academic activities as possible, to help broaden student’s horizons and develop imagination, skills and interests.

## **7.11 INTERNATIONAL CONSIDERATIONS**

The market segment available to Michaelhouse is not restricted by any means. The availability of excellent accommodation coupled with the school's outstanding reputation encourages enrolment of candidates from all areas of South Africa as well as abroad.

### **Recommendations**

- I. To foster greater international awareness and appeal, encourage understanding, knowledge and experience of other cultures, languages and lifestyles.
- II. Facilitate visits and exchanges with other countries.
- III. Advise students on the growing potential of careers and employment with companies that are globally linked.
- IV. Be sensitive to the language needs of the global business markets.
- V. Extend and facilitate an open access policy to students from other countries.
- VI. If possible employ foreign teaching staff and facilitate exchange programmes involving sixth form educators.

## **7.12 LIMITATIONS OF STUDY**

1. The research was conducted at one facility with a small population, thus the small sample size resulted in chi-square values that were not statistically significant.
2. The sample represents a single organisation and is not indicative of the population needs of all the private schools offering sixth form.
3. The school is located in Kwa-Zulu Natal, hence schools in the other provinces were not represented in this study.



## **7.13 FURTHER RESEARCH**

1. A study involving the total population of students in grades eight to twelve at Michelhouse can be conducted.
2. The study can be repeated with random sampling of schools nationwide, involving a larger population and hence a larger sample size.
3. Pupils in schools that do not offer the sixth programme can be sampled to determine the extent of wider public appeal.
4. Sampling can be extended to e-surveys, with results reflecting international applicability.

## **7.14 CONCLUSION**

1. This study has determined the expectations of potential sixth form candidates at Michael house, which may be used internally at schools to improve specific areas of the sixth form programme or to introduce new aspects aligned with consumer expectations.
2. Although restricted to a small sample size, which is indicative of a niche market, these expectations may be used as a basic guide, by other private schools in the same category to conduct further research in curriculum development of the sixth form programme.
3. This analysis advises on means to assess present status, identify areas for improvement, and re-assess to gauge improvement, benchmark against other schools and market the programme to increase learner numbers and profitability.

4. The study also advocates that the schools be responsive to student needs and to access routes into higher education.
5. In essence the sixth form programme must endeavour to provide courses that meet individual needs of students.

## 12. BIBLIOGRAPHY

Blythe J (1997). The Essence of Consumer Behavior. Great Britain: Prentice Hall  
Carson, Golmor, Perry and Gronhauge (2001). Qualitative Market Research. New York: McGraw-Hill.

Cooper, R.D and Schindler, P.S (2001). Business Research Methods. Singapore: McGraw-Hill.

Hoyer, W.D and MacInnis, D.J (2001). Consumer Behavior. Houghton: Mifflin Company

Jordaan J.J & Jordaan W.J (1984). Man in Context. Johannesburg: MacGraw-Hill.

Kotler Philip (2000), Marketing Management, New Jersey: Prentice-Hall.

<http://www.chs.eril.net/index.htm/ottingham.sch.uk/> (March 2002)

<http://www.hilton.kzn.school.za/> (February 2002)

<http://www.leggot.ac.uk/> (March 2002)

<http://www.mhs.kzn.school.za/> (February 2002)

<http://www.quality.nist.gov/> (January 2002)

<http://www.saef.co.za/> (February 2002)

<http://www.sexkeys.somerset.sch.uk/> (March 2002)

<http://www.stjohns.wits.ac.za/> (March 2002)

<http://www.sfc-plk.edu.hk/> (March 2002)

**QUESTIONNAIRE: MARKET RESEARCH**  
**SIXTH FORM PROGRAMME**

**ANNEXTURE ONE**

**A) PROGRAMME OFFERING**

**QUESTION ONE**

**Do you expect every educator to have a University Degree?**

YES	NO

**QUESTION TWO**

**Please rank the following criteria in the order of what you would prefer the school to offer. Write in numbers one to eight, one being the most preferred criteria, number two the second most and so on with eight being the least preferred.**

<b>a) Professional sport coaching</b>	
<b>b) University degree courses</b>	
<b>c) Art and drama classes</b>	
<b>d) Presentation skills</b>	
<b>e) Public speaking</b>	
<b>f) Low student teacher ratios</b>	
<b>g) Social skills</b>	
<b>h) Total focus on tertiary academic preparation.</b>	

### QUESTION THREE – NINETEEN

Questions three to nineteen are Likert type scales. Respond to the statements made in different degrees of agreement as per the scale.

1= strongly disagree and 5= strongly agree

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
3) Educator qualification is integral to the success of the programme.	1	2	3	4	5
4) Cost is an important factor in deciding whether to enrol for sixth form.	1	2	3	4	5
5) Sport should be one of the main areas of focus of the course.	1	2	3	4	5
6) Extra mural activities should comprise a high percentage of the programme.	1	2	3	4	5
7) Strict discipline should be retained in the sixth form year.	1	2	3	4	5
8) Sixth form should focus primarily on completion of university courses.	1	2	3	4	5
9) Regular assessment of the curriculum is necessary.	1	2	3	4	5
10) Regular assessment of teaching staff is necessary.	1	2	3	4	5
11) A fee payment plan will prompt me to attend, if I hadn't considered it before.	1	2	3	4	5
12) Sixth form should focus primarily on life skills training.	1	2	3	4	5
13) The offer of a bank study loan will prompt me to attend, if I hadn't considered it before.	1	2	3	4	5
14) Exposure to business related software is as important as inclusion of sport.	1	2	3	4	5
15) Individual PCs must be available for all sixth form students.	1	2	3	4	5
16) Career guidance is more important than developing social skills	1	2	3	4	5
17) No tests or exams must be included in sixth form assessment.	1	2	3	4	5
18) The school must have developed links into industry to be successful	1	2	3	4	5
19) Sixth form is a waste of a year	1	2	3	4	5

## **CONSUMER BEHAVIOUR CONSIDERATIONS**

### **QUESTION TWENTY**

Has your father attended Michael House?

YES	NO

### **QUESTION TWENTY ONE**

Have any of your parents completed a sixth form programme or a similar programme?

YES	NO

### **QUESTION TWENTY-TWO**

Have any of your siblings completed a sixth form programme or a similar programme

YES	NO

### **QUESTION TWENTY THREE**

Should there be a maximum age restriction to enter the sixth form programme?

YES	NO

### **QUESTION TWENTY FOUR**

How many siblings do you have?

### **QUESTION TWENTY FIVE**

Do both your parents work?

YES	NO

### **QUESTION TWENTY SIX**

Have any of your friends completed a sixth form programme?

YES	NO

### **QUESTION TWENTY SEVEN**

Has any of your extended family completed a sixth form programme or a similar programme?

YES	NO

### **QUESTION TWENTY EIGHT**

The decision to attend/not attend sixth form was taken by

SELF	PARENT

**SOCIAL CLASS INFLUENCES**

**QUESTION TWENTY NINE**

Breadwinner's Occupation  
Please tick the appropriate box.

- a) Director/Owner
  - b) Higher Managerial
  - c) Intermediate Managerial/Professional
  - d) Supervisory/Clerical
  - e) Other- Specify
- 


**QUESTION THIRTY**

Breadwinner's Qualification  
Please tick the appropriate box.

- a) Post Graduate Degree
  - b) Undergraduate Degree/Diploma
  - c) Other- Specify
- 


**QUESTION THIRTY ONE –**

**Rate the importance of the following criteria's applicability to the Sixth Form programme.**

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
31) The need for student involvement in creating the sixth form curriculum is essential.	1	2	3	4	5

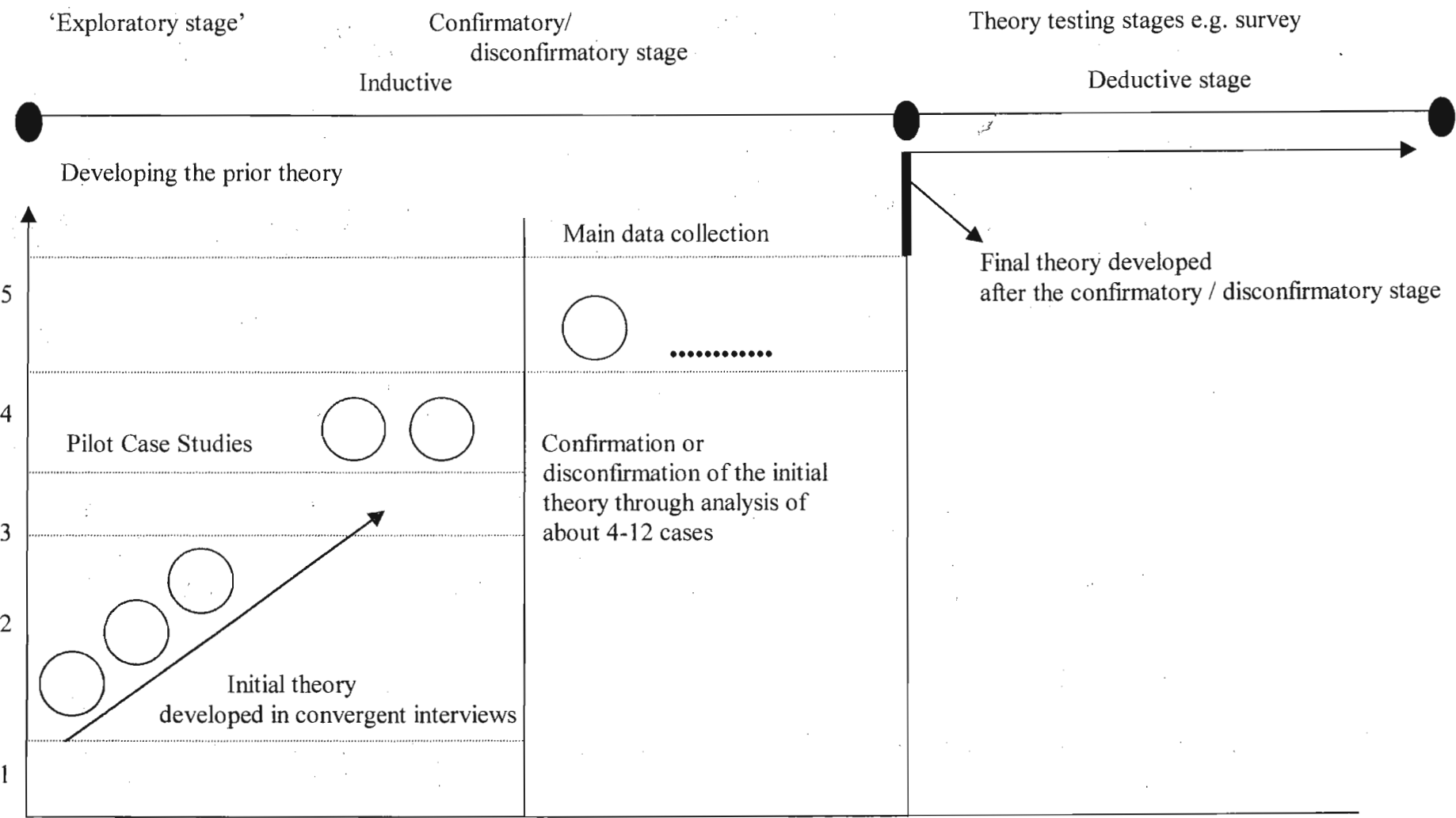
**QUESTION THIRTY TWO**

List five important activities apart from academic tuition to be included in a sixth form programme in order of preference.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_



ANNEXTURE TWO



## **ANNEXTURE THREE**

### **DISCUSSION QUESTIONS: DIRECTOR OF SIXTH FORM**

1) Do you expect every educator to have a university degree?

2) Which of the following criteria are important to the sixth form programme.

- Educator qualification.
- Cost of programme.
- Provision of sport facilities.
- Provision of state of the art teaching aids.
- Extra mural activities.
- Maintenance of discipline during sixth form.
- Management qualifications
- Provision of tertiary education courses.
- Regular assessment of curriculum and teaching staff.
- Payment plan for fees.
- Life skills training.
- Public speaking coaching.
- Presentation skills training
- Social skills.

3) Why are these criteria important?

4) Do all students that attend the programme have wealthy parents?

5) Are there any bursaries or other means of student aid available to enable students from less privileged backgrounds to attend?

6) How does the programme compare to international standards?

7) Are there any associations between Michaelhouse and tertiary institutions?

8) Are there any associations between Michaelhouse and industry?

9) How much of influence do

- a) Parents have on the curriculum.
- b) Students have on the curriculum.
- c) Industry needs have on the curriculum.
- d) Tertiary institutions have on the curriculum.

10) What marketing initiatives are being undertaken presently to promote the sixth form programme?