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**EXPLORING CURRICULUM EXPERIENCES
OF HAIRCARE AND COSMETOLOGY STUDENTS
AT CATO MANOR TECHNICAL COLLEGE.**

M. D. HARRIRAM

2001

SUPERVISOR: DR RESHMA SOOKRAJH



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M. D. HARRIRAM

A dissertation submitted in partial fulfillment of the requirements for
the degree of Master of Education
(Education Management)

Supervisor: Dr Reshma Sookrajh

School of Educational Studies

Faculty of Humanities

University of Durban Westville

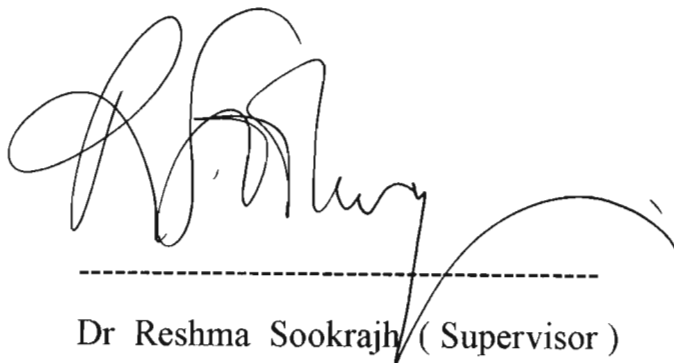
December 2001

DECLARATION

I Manee Devi Harriram, declare that this dissertation is my own work and has not been submitted previously for any degree in any University.



M. D. Harriram



Dr Reshma Sookrajh (Supervisor)

ABSTRACT

There has always been a division between technical educators and technical students and the “so called” academic educators and academic students. In the apartheid days those who pursued a technical college education were shunned as those who could not cope with the rigors of academia. Technical college education was perceived as less desirable and for slow learners.

Fundamental social changes have placed new demands on the Further Education and Training sector (FET). It has become imperative to move away from the traditional divides between academic and applied learning, theory and practice and knowledge and skills. Through the National Curriculum Framework, South African Education has been given a historic opportunity to strategically shape and transform the current disparate education and training system into an integrated system that addresses the needs of the learners, the economy and the community. The new FET policy structure within which Technical Colleges operate will stimulate and empower learners to acquire knowledge and skills for employability and relevant values to respond to challenges confidently. The new curriculum moves towards a flexible access to further education, lifelong learning, higher education and facilitates the transition from school to work while ensuring that education and training is a quality provision aimed at equipping learners with competencies to find jobs.

This study explored the curriculum experiences of haircare and cosmetology students at the Cato Manor Technical college. The study focused on the following critical question:-

How do haircare and cosmetology students at Cato Manor Technical College, experience the theoretical and practical component of the curriculum?

A case study technique was employed to explore the curriculum experiences of the haircare and cosmetology students at the Cato Manor Technical College. Data was collected by administering questionnaires to all second year and second semester students enrolled at the college during 2001.

The findings of the study revealed both positive and negative aspects of student experiences of the curriculum. In the study the student profile revealed that the students enrolled at the college were matriculants and there was a wastage of time and duplication of efforts as the program was a Further Education and Training and not a Higher Education programme. The study of the curriculum issues showed that the students thoroughly enjoyed the programmes and were competent. They indicated, a preference for the practical component of the curriculum, and that the theory component should remain unaltered as it was necessary to have a knowledge of the theory to be applied in the practical component. Also evident was the personal experiences of the students that revealed excellent racial relationship and collegiality that existed amongst staff, students and management. The study revealed job opportunities and self-employment as some of the reasons for pursuing the programme.

The negative aspects were the lack of counseling and student support services at the college and duplication and a wastage of time. Also evident was the lack of adequate resources that was impacting negatively on their work.

The study concludes with recommendations some of which were:-

The College in collaboration with the Department of Education must invest in career guidance and counseling, and student support services.

The Haircare and Cosmetology department must devise and implement new strategies to assess the practical component of the programme.

The college must invest in provision and up-grading of resources.

Provide marketing strategies so that the student population will represent all race groups and not only Indian and African students.

Despite the negative contributing factors, this department can maintain its growth pattern by addressing its weaknesses and maintaining its strengths and opportunities that exist.

DEDICATION

To my father-in-law and mother-in-law
The Late Mr & Mrs Harriram Goordeen
and my parents
The late Mr & Mrs Anand Dookie

ACKNOWLEDGEMENTS

I am indebted to god for giving me the strength, the courage and the qualities to make this study possible.

I would also like to acknowledge my indebtedness and gratitude to the following people:-

My husband, Rabi, my daughters, Upasana and Bharitika, my sons-in-law Vasudev Bhogal and Birendra Nundhlall, my grandchildren Simran and Abhay and my sister Shanthi for the encouragement, enduring sacrifices, assistance and support during this trying time.

My supervisor, Dr Reshma Sookrajh for her willingness to supervise my work, and for her encouragement, guidance and support.

The Principal, staff and students of Cato Manor Technical College for their assistance and support & Ray Maharaj for editorial advice.

My family and friends too many to mention for their support and assistance.

Their support made it an impossible task not to finish !

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ACRONYMS

BS	Business Studies
CMTC	Cato Manor Technical College
CTCP	Committee of Technical College Principals
CS Sector	Civil service sector
DET	Department of Education and Training
DNE	Department of National Education
DoE	Department of Education
DoL	Department of Labour
ES	Engineering Studies
ETC	Engineering Training Centre
FECOM	The Federal Committee of Technical College Principals
FET	Further Education and Training
GET	General Education and Training
HCSIETB	Haircare & Cosmetology Services Industry Education And Training Board
HE	Higher Education
HMC	Human Movement and communication
HoA	House of Assembly
HoD	House of Delegates
HoR	House of Representatives
HSRC	Human science Research Council
ITEC	International Therapy Examination Council
Nated Doc	National Education Document
NTB	National Training Board
NQF	National Qualifications Framework

SAQA South African Qualifications Authority
SETA Sector Education and Training Authority
US Utility Services

CHAPTER ONE

OVERVIEW OF THE STUDY

1.0 Introduction

In this chapter an important partnership between the government and the private sector is explored with a view to outlining the context of the study. The statement of purpose is noted and the rationale for the study and the critical question are explored. Important concepts are defined and the limitations and delimitations of the study are presented. The rationale for the study explains what initiated the study. A brief methodology for this study is outlined and the significance of the study is discussed.

1.1 The Non-Complementary Roles Of The Ministries Of Education And Training And Labour

This study examines curriculum experiences of haircare and cosmetology students at the Cato Manor Technical College (CMTC) in the Division of Utility Services (US).

Deficiencies and the non-complementary nature in the policies of the past lead to a lack of coherence, co-ordination and articulation evident in the social inequalities it generated. The inter-departmental policies of the past did not complement each other. The Department of Education (DoE) is located primarily on the supply side, ensuring the production of suitably skilled persons The Department of Labour (DoL) is concerned with issues primarily on the demand side,.....most important of which is identifying and meeting skills demands of the market..... (DoE, 1998 a:21)

The lack of collaboration between the DoE and the DoL led to more people being trained for jobs that did not exist as the technical colleges trained people with no reference to unemployment statistics. Certain institutions were providing irrelevant instruction. (DoE, 1998). Technical colleges depend on the number of students enrolled in order to survive and

to carry the staff complement. The Green Paper on Further Education and Training (FET) was the next step in the formulation of a policy for FET and followed consultation within the Department of Education (DoE) and the Department of Labour (DoL) (DoE, 1998:3).

1.2 The New FET System

The concepts “co-operation” and “partnership” are important elements in the new FET system. It is based on co-operative governance within government, and a partnership between government and other stake holders. The partnership will include DoE, DoL, Government, social partners, providers of FET, their clients and stake holders. “.....an acceptance of the importance of the inter-departmental co-operation, based on complementarity between the *skills development strategy* of the DoL and the new FET framework proposed by the Ministry of Education (DoE, 1998: 19). There has to be a balance in the roles of the market and the government. The state will play a leading role in the provision of high quality public school and college system which is relevant and responsive to the current social and economic needs. The state will transform the education and training system to take into account the country’s medium to long - term socio-economic needs.

The FET is located at the cross roads between General Education and Training (GET) and Higher Education (HE) on the National Qualifications Framework (NQF) (see appendix C for NQF framework) and will become central to the achievement of life-long learning. The HE, FET, and GET systems and employed and unemployed, will now become permeable and the relationships between them will be increasingly inter-dependent. FET programmes need to be more responsive to the large numbers of unemployed for whom entrepreneurial and other skills, retraining opportunities and further education constitute critically important avenues away from the cycle of poverty and deprivation. Together with quality management and quality assurance the new FET system will provide a

flexible combination of *fundamental*, *core* and *elective* learning components. The aim is to develop qualifications that have sufficient breadth and depth and to shift away from the traditional divides between academia and applied learning and in so doing provide access to life-long learning.

The main aim of technical colleges should be to equip learners with a marketable skill so that they could make a meaningful contribution to society. This sector is situated at the intersection of a number of wide ranging government policies, (DoE , 1998:21) which are crucial for the development of human capacities, knowledge and skill of our people to ensure employability, increased productivity and life-long learning. The primary purpose of the Further Education and Training Certificate is to equip learners with the knowledge, skills and values that will enable meaningful participation in society as well as continuous learning in higher education and training, and enable learners to embark upon a productive and responsible role in the workplace (SAQA. 2000).

1.3 The National Qualifications Framework

The NQF and the DoE have adopted outcomes and critical outcomes as a basis for developing learning programmes, curricula and qualifications to ensure life-long learning. Learning Outcomes as defined by South African Qualifications Authority (SAQA) “are the contextually demonstrated end-products of the learning process,” (SAQA ,2000)

The national curriculum framework for further education and training policy lists learner support services / career guidance and counselling, as one of the services that will be offered to new entrants to the FET band and quality improvement as being fundamental to ensure that programmes meet the needs of learners, communities, employers and society.

1.4 Pressing Issues For Change

Some of the issues that needed to be addressed in the new democracy were:

- Social inequalities.
- Failure in the FET band.
- Low morale of staff.
- Poor quality and irrelevant instruction in certain colleges.
- Inability to place trained learners in suitable jobs.
- Globalisation.

Problems characterising the current system are

- a lack of funding
- poor articulated programmes
- separate education and training tracks
- Distinctions between academic and vocational education
- Weak linkages with industry
- Discriminatory impact of apartheid
- Organisational ethos and the culture of learning and teaching
- Distorted labour market

(DoE, 1998 b :00009).

Fundamental social changes are placing new demands on the FET sector. Key challenges facing South Africa today are unemployment, redress, lifelong learning, nation building, and new relations between the state, communities and individuals. To overcome this, the education and training sector needs to invest in effective training and retraining to increase human capital so as to develop the economy and technical skills of the country. According to the Minister of Education, Professor Kader Asmal in his report in Powell and Hall (2000: 6).

“ we need to tackle the issue of the quality and relevance of programme provided by our Technical Colleges with urgency and determination. The overwhelming majority of learners are in the fields of Engineering and Business. Very little attention is being paid to the wider economic, social and leisure programmes needed by our communities. It is also apparent that the Technical Colleges are

focused on younger learners. We need to ensure that adults and youth also have access to relevant life-long learning opportunities”.

The FET sector is indispensable to the economic future of this country. (DoE, 1998 b). For technical colleges to meet the challenges facing the country, there needs to be an investment into the skills that are imparted to the learners.

1.5 Statement Of Purpose

The purpose of this study is to explore the curriculum experiences of the haircare and cosmetology students in the Department of Haircare and Cosmetology in the Division of Utility Services at the Cato Manor Technical College.

In this study, the term curriculum refers to all the teaching and learning opportunities that take place in the learning institutions. It includes the aims and objectives of the education system, the content taught, the skills imparted, strategies of teaching and learning, forms of assessment and evaluation, how the curriculum is serviced and resourced, and how it reflects on the needs and interests of those it serves, including the learners (ANC document, 1994: 67).

In keeping with this definition, this study will examine the Haircare and Cosmetology programme, its implementation, content, skills imparted, teaching and learning strategies, assessment and evaluation of the programme. The actual experiences of the students in the Department of Haircare and Cosmetology will also be explored. The study will also focus on the policies that inform the curriculum, the implementation and the outcomes achieved.

1.6 Rationale For The Study

There are two reasons that motivated me in this study. Firstly a colleague, conducted a research on

The Impact Of Technical College Programmes On Employment Possibilities
and concluded in her report that

“there is dissatisfaction among the haircare and cosmetology students concerning the programmes and the teaching of these programmes. The students pointed out that the theory and practical component on ethnic hair is inadequate. Students indicated that they do not feel confident because they do not have the required knowledge and experience to provide the confidence required to work at haircare salons or become self-employed where there are predominantly black clients. For adequate and appropriate training, curriculum and resources as well as staff professionalism are crucial” (Moodley, 2000: 77).

The writer also stated that students do not receive career guidance and counselling and if offered, it is on an ad-hoc basis, which the students realise, only when they seek employment (Moodley , 2000: 78).

Secondly, in my experience as a lecturer, and senior lecturer in the Department of Haircare and Cosmetology in the Division of Utility Services (US) at Cato Manor Technical College (CMTC), I have noticed that our intake of students is on the increase.

The following enrolment figures from the college records bear testimony to this

YEAR	Semester One	Semester two
1996	74	70
1997	108	108
1998	88	106
1999	129	131
2000	138	156
2001	174	

TABLE 1.1: STUDENT INTAKE (1996 - 2001)

Due to the fact that this is a highly specialised field and that there is a practical component to the programme, the number of students that are admitted is limited, and depends on the availability of space in the practical workshops. The workshops are designed to accommodate twenty students, but the Division does not exceed twenty two students to accommodate dropouts during the year. We have an annual, as well as a semester intake depending on the choice of programme.

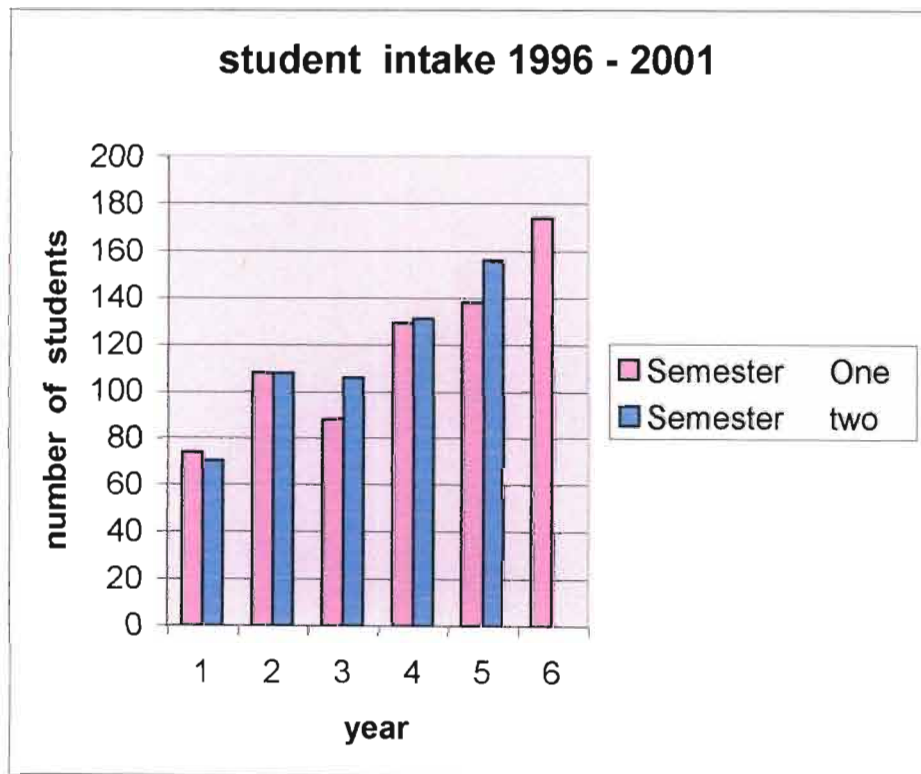


FIGURE 1.1: STUDENT INTAKE FROM 1996 TO 2001

The enrolment figures of the Department as illustrated above do not correlate with the research conclusions of Moodley (2000) who remarked negatively on the quality of training available at the institution.

The findings of this research will be useful to:

- Assist the management of the college in planning and co-ordination, and to appoint support staff aimed at capacity building, as well as institutional and human resource development. This will motivate

staff and prepare them professionally to cope with problems in the lecture rooms.

- Assist curriculum development specialists with the macro-planning of the curriculum in terms of groups of courses, in realising general education goals and outcomes.
- Assist planners in decision-making regarding the programme and its implementation as a training programme for intermediate to high level of skills, lay the foundation for entrance to higher education, and to facilitate the transition of learners from school to work.
- Assist the department of haircare and cosmetology in facilitating the entry of competent students to industry with a marketable skill. By using the results of this survey and by demonstrating the usefulness of the instrument it is hoped that some, if not all, of the negative perceptions, of the findings of the curriculum experiences of haircare and cosmetology students can be reversed.
- Assist providers of education and training with the development of new strategies, in the training programmes to a wide range of clients, of all ages and levels of technical competence and background.

1.7 Methodology

This is a case study of the Department of Haircare and Cosmetology in the Division of Utility Services (US) at the Cato Manor Technical College (CMTC). Structured and semi-structured questionnaires with open ended questions were administered to all students in their second year of study enrolled during the year 2001, who were used as subjects in the survey. A pilot study was conducted on students not participating in the survey. No

major changes were recorded and the questionnaire was administered without any changes.

1.8 Limitations

The following limitations must be noted in the proposed study:

The study could have included all technical colleges in KZN that offer haircare and cosmetology. Due to time constraints and the scope of the survey, this was not possible.

Information could have been obtained through observation of students and in-depth interviews with students, graduates and staff. This kind of triangulation of data would have enhanced the validity of the study. This was, however, not included because of time constraints and was beyond the scope of this study as well.

1.9 Delimitations

The study is being conducted in a department that is unique to the rest of the Technical College Departments. The programme is of a highly specialised nature and, therefore, the results of this survey cannot be a generalisation for any, or all other departments in any technical college.

1.10 Critical Questions

How do haircare and cosmetology students at Cato Manor Technical College experience the theoretical and practical components of the curriculum?

This critical question is based on the following conclusion made by Moodley (2000:81).

“The poor quality of tuition and the breakdown in the culture of learning, teaching and services in the Department of Haircare and Cosmetology impacts negatively on the students experiences of the curriculum.”

In view of the fact that research has already been conducted in this department, I need to establish what the problems are, in which areas of the curriculum do the problem exist, and find solutions to them so that we could make a meaningful contribution to the lives of the learner.

The fact that the enrolment figures continue to grow leads me to believe that there is also a positive perception in the curriculum offered at this college. However, if it is employment opportunities or the option of being self employed as stated in (Moodley, 2000: 69), then these perceptions need to be explored to ascertain what the realities are.

1.11 Background Of The Haircare And Cosmetology Courses

The Haircare course covers all aspects, both theoretical and practical, of the structure, growth and patterns of growth, diseases of the scalp, and includes care, chemical reformation, colour change, grooming techniques and retailing.

The following terms are presented for clarification.

1.11.1 Haircare

It is the study of hair, its composition structure, growth patterns, functions, condition, and disorders and diseases of both hair and scalp (Dalton, 1979).

The haircare curriculum incorporates **Afro Carribean** (super curly) and **Caucasian** (straight / wavy) and both ladies and men's hair. Haircare is offered as a one year full-time course (six modules) with Sector Education and Training Authority (SETA) certification and credits to a National (N) qualification (first three modules/N2 and second three modules/N3). An international qualification (City & Guilds Diploma) is optional. Haircare can also be taken as a two year full-time course together with cosmetology. Students complete three modules of haircare and two modules of cosmetology in their first and second year of study respectively. Students qualify with a SETA, a national (N2 and N3) and international

qualifications in haircare. Registration for the international qualification is optional. At Cato Manor Technical College, only Ladies Hairdressing in both Afro and Caucasian hair is offered. According to the National Education Document (NATED Doc.) Afro haircare is a programme that offers training in Afro hair only. This programme is not offered at our college, as it restricts students to only one type of hair structure.

1.11.2 Cosmetology

It is the art and science of beauty care involving care of the skin, hair, scalp and nails (Dalton, 1979). Cosmetology can be taken as a one year full-time course with four modules in the year and students qualify with SETA certification or credits to a national qualification (first two modules/N2 and second two/N3). Cosmetology can also be taken as a one year Beauty Therapy course qualifying with an International Therapy Examination Council (ITEC) Diploma, National (N2 & N3) and SETA certification. The Services Sector Education and Training Authority (SETA), established by the skills development act, oversees haircare and cosmetology education and training.

1.11.3 Cosmetologist

A person who is licensed to perform the services of a cosmetologist (Dalton, 1979).

1.11.4 Beauty Therapy

Is the therapeutic study of the skin, face and the body which includes superficial treatments and massage including make-up. Aesthetics and physiatrics are included in this study.

- The **Aesthéticienne** course covers all aspects, both theoretical and practical, of facial anatomy and physiology, skin dermatology, massage, electrical therapy, small treatments, makeup, manicure and pedicure.

- The **Physiatrics** course covers all aspects, both theoretical and practical, of body anatomy and physiology, massage, electrical therapy, exercise, diet and nutrition, and also covers figure analysis.

1.12 Chapter Outlines

Chapter One introduces the study by contextualising it within a partnership between government and education, statement of purpose, rationale for the study, a brief methodology, limitations, delimitations, critical questions and a background of the haircare and cosmetology course.

Chapter Two provides a review of literature in other countries, with particular reference to haircare and cosmetology. The nature of policies that shaped training in the past and in the future and the role of technical colleges in providing economic, social and leisure programmes required by the communities is explored.

Chapter Three focuses on the research methodology used in the study and the research strategy to ascertain the curriculum experiences of haircare and cosmetology students at Cato Manor Technical college. An overview of the history of Cato Manor Technical College, its inception and current status. A detailed description of the department of haircare and cosmetology and the presentation of the findings of this survey are scheduled here.

Chapter Four discusses the findings and the significance with some recommendations and conclusion to this study being offered in Chapter Five.

1.13 Conclusion

In the next chapter a review of the literature is undertaken and the policies that shape the FET Education and Training are explored.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In the previous chapter the overall view of the study was presented. In this chapter a brief outline of vocational education and training before democracy, is given, and the pressure to change is presented. The chapter begins with the historical overview and examines the growth of technical education in a democracy. The chapter ends with a selected review of studies in the area of haircare and cosmetology. Other studies that shape this pedagogical study are also evaluated.

2.1 Historical Review

Technical college education was not a prominent part of the education sector before the 1990's. The former so called "black" technical colleges were placed in the same education sector as the schools (cs) sector of education (FEDCOM 1994). In the civil service (cs) sector, the priorities were always related to the requirements of the school. Non-White technical college education like normal schooling was funded and controlled by the state. These were the Ex Dept. of Education and Training (Ex-DET) responsible for Africans, the Ex-House of Delegates (Ex-HOD) responsible for Indians and the Ex-House of Representatives (Ex-HoR) responsible for coloureds. The Ex-House of Assembly (Ex-HoA) was responsible for "White" technical colleges which were managed separately from the school sector. These colleges were state-aided and this meant that they were funded by the state and controlled by college councils (CTCP, 1994).

2.2 Academia Verses Technical

There has always been a division between technical educators and technical students and the "so called", academic educators and academic students. In the apartheid days those who pursued technical college education were

shunned as those who could not cope with the rigours of academia. The so called “dull” learners followed a technical programme and were seen as incapable of coping with the academia of university education. Only recently have academics started to realise that the perception they had of technical people was not true. Some however, still maintain that outlook. The first exposure to academic education was a teaching diploma at a tertiary institution. Thus technical education was associated with inferior education for blacks and the so called “dull” learners. Technical college education was perceived as less desirable, and for slow learners (FEDCOM, 1994). This perception as Haasbroek (1998:10) states is often associated with blue collar jobs, and physically working hard in a dirty, uncomfortable working environment often associated with poverty.

2.3 The Apartheid Legacy

The legacy of apartheid led to the fragmentation of further education and training, to discriminatory policies and practices, inequitable allocation of resources and undemocratic governance structures. The consequences were restricted participation of black people, an unplanned and unco-ordinated system with no clear articulated national goals, and an inability to respond to the economic needs of the majority. (DoE, 1997:iv)

“Apartheid has produced huge inequalities in South African society. It is one of the most unequal societies in the world,...consequently it has low human development index: in 1996 it was ranked 86th in the world. To improve the quality... FET is one of the means...education / training is fast becoming a strategic good, where the country’s ability to compete effectively in the global economy is going to depend on the skills of its people. The information age and the pace of scientific and technological advance means that life-long learning is essential to keep abreast of changes in the nature of knowledge and production.” (DoE, 1997)

2.4 Technical Education For Democracy

The Policy Framework on Further Education and Training Sector since the mid 1990's, transformed further education and training systems, consistent with the ideals of the country's education vision and goals of reconstruction and the development programme. It was believed that the transformed further education system will support the goals and aims of a number of recently released government policy positions on education and training, economic growth, the labour market, and employment equity (DoE, 1997). The aim was to direct the learners to a more vocationally oriented training programme where the FET certificate is recognised at levels 2, 3, and 4 of the NQF which is equivalent to Grades 10 to 12 in the school system. Learners enter FET after the completion of the compulsory phase of education at Grade 9 or level 1. (see appendix C)

The FET is not compulsory education but has no age limit to entry into life-long learning and on-the-job learning. The NQF was designed to promote the integration of education and training, offer multiple entry and exit points to the learners and to ensure learner mobility and portability of credits. This was to be achieved over four phases. Phase one commenced in August 1997, phase two in July 1998, phase three in January 1999 and phase four in January 2002 (DoE, 1998 b).

This culminated in the Green Paper for Further Education. The aim was to contribute to the economic growth and development of the country by providing a policy framework for the development of human capacities, knowledge and skills, and include macro-economic, industrial, labour market, and human resource policies. This required a collective effort from the public and private sectors. These policies were complementary to the *skills development strategy* of the Department of labour in that it intended to set in motion life long learning, employability and increased productivity (Professor S.M.E. Bengu April, 1998 b).

2.5 Academia Verses Vocational Education

Bass, Howard and Sam. (1996) stated that the integration of academic and vocational/ technical education with the hope of improving intellectual capabilities of students through applied and contextual learning and thus making students more capable of adapting to change in the work place. The process allowed the faculty to evaluate how effectively the general education outcomes were met and indicated curricular patterns in barbering, cosmetology and other service areas. He investigated accountability, curriculum development, evaluation and research, the labour force, general education and technical and vocational education. This is evident in the FET curriculum. The mission of FET is to foster middle-level skills, lay the foundation for higher education , facilitate the transition from school to the world of work, develop well educated, autonomous citizens and provide opportunities for life-long learning through the articulation of learning programmes (DoE, 1998b).

Professor Kader Asmal states:

“ through this document the South African education has been given a historic opportunity to transform, the current disparate education and training system into an integrated system that addresses the needs of the learners, the society, and the economy. It responds directly to the objectives of the National Qualifications Framework (NQF) through its underpinning philosophy and commitment to an outcomes-based approach. ... It has become imperative for the curriculum to shift away from the traditional divides between academic and applied learning, theory and practice, knowledge and skills. The new curriculum ... will provide flexible access to further education, lifelong learning and higher education, and to productive employment in a range of occupational contexts.” (DoE, 2000 .)

2.6 Reconceptualising The Curriculum

There is no correct definition of curriculum. Theorists are continually arguing the term curriculum. Some call it an ugly word. Others say it is

too narrowly focused. One commentator complains about the chaotic state of curriculum terminology, and another about its ill-defined epistemology. But whatever the understanding of the terminology, I will evaluate all experiences that I deem fit to fall into the term curriculum (NBI : 2000).

The new curriculum integrates theory and practice, makes provision for accreditation of instructors and examiners, by the SETA's and the integration of trade and industry into the lecture room is preparing students for the challenge of the outside world. The specific outcomes express the results of a more narrowly defined aspect of the education process that is linked to the required competencies. On concluding this research I will be able to ascertain the level at which the staff at the Cato Manor Technical College have achieved the outcomes which would be an indirect assessment through recounting the curriculum experiences of haircare and cosmetology students.

The understanding of curriculum that underpins the suggested approach are probably best expressed in the following quotation from an Open University Curriculum Course (NBI, 2000).

“ The curriculum is not simply a body of knowledge. Because the knowledge has to be learned, the curriculum is a process not simply a thing. This process aims to produce the desired change (or development) in the individual. Implicit within any particular organisation of the curriculum is an ideal model of the type of person such an organised programme of knowledge will produce. Such models are always constructed from within particular traditions, with their distinctive values and ideals. Hence they are intrinsically ideological. Because these ideal outcomes of the curriculum are social in purpose (developing the attributes desired for a particular type of society), there is also an associated ideal model of social sector order.”

The key word is “process.” Curriculum is not only about syllabus and sequencing of content, it is about teaching, learning, and assessment by which the syllabus is communicated.

In respect of “change” and “development,” curriculum includes an understanding of both socio/economic changes the programme is intended to effect as well as the changes in the individual learner.

The concept “ideological” positions need to be clear. A particular approach to learning and teaching (capacity building) is an important element of the curriculum.

2.7 Overview Of Research On Technical Education

Moodley (2000) examines the impact of technical college programmes on the employment status of catering, educare, and haircare and cosmetology students at Cato Manor Technical College. Her study reveals the negative impacts of poor quality tuition, and the breakdown in the culture of learning, teaching and services. This finding has, however, definitely not impacted on the growth of this department.

Spencer (1988) investigates a critical analysis of training hairdressers in technical colleges in the Republic of South Africa. The aim of this study was to highlight the problems encountered in training hairdressers, including the unwillingness of hairdressing employers to commit themselves to satisfactory standards of training for the apprentices in their care. The study reveals that students in the RSA, in comparison with students in Germany, Britain, and the USA are not inclined towards completing their studies. Problems are experienced with the current curriculum, the and the poor standard of teaching. As a result of these problems, or perhaps contributory to them, the standard of qualified hairdressers leaves much to be desired. A national curriculum, which will ensure qualification through examination and, therefore, certification (rather than effluxion of time as proof of qualification), is recommended to solve the difficulties observed. With committed co-operation between employer, employee and teacher, the aim of improving the status of the hairdresser is attainable. This study revealed curriculum experiences as a difficulty experienced by hairdressers in the apartheid era. During this period, hairdressing students at technical colleges

pursued a very intense programme in hairdressing and the curriculum then was designed by the Department of National Education. Students could commence training at a technical college after passing standard six since, at the time, hairdressing commenced from the N1 level. Presently learners can commence studies after having passed standard seven from the N2 level.

Bass, Howard and Sam. (1996) investigated the integration of academic and vocational/ technical education with the hope of improving intellectual capabilities of students through applied and contextual learning and thus making students more capable of adapting to change in the work place. The process allowed the faculty to evaluate how effectively the general education outcomes were met and indicated curricular patterns in barbering, cosmetology vocational education. This is evident in the FET curriculum. The mission of FET is to foster middle-level skills, lay the foundation for higher education , facilitate the transition from school to the world of work, develop well educated, autonomous citizens and provide opportunities for life-long learning through the articulation of learning programmes (DoE, 1998b).

The establishment of the National Training Board (NTB) in 1987, requested an investigation into the training of artisans and accreditation, and modular training came into being. Modular training was supposed to improve efficiency, facilitation of student transfer, facilitation of credits, flexibility and a progressive learning structure. The role of the NTB, the Department of Manpower, training institutions and other stake holders were clearly formulated and presented. The critical issues addressed at the time were

- the structures needed to ensure proper procedures.
- Development of programmes
- Training the trainers
- Co-ordination between industry and technical colleges
- Accommodating change

(HSRC, 1988).

The ability to maintain acceptable standards in training was a prerequisite for accreditation. Train the trainer programmes for the development of personnel to provide efficient training is still maintained to date.

2.8 Conclusion

In this chapter a literature review was undertaken which examined the historical review, the debate between the technical and the academic and finally an overview of the research in the areas of haircare and cosmetology. In the next chapter, the research methodology and an overview of Cato Manor is presented.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter the research methodology is presented. The research instrument is described and the research context explained. In this regard, a brief overview of Cato Manor Technical College is provided, with particular reference to the Department to Haircare and Cosmetology in the Division of Utility Services. The research sample is also described.

3.1 Research Design

A case study of the Department of Haircare and Cosmetology seems to be the most appropriate strategy to explore curriculum experiences of haircare and cosmetology students in the Department of Haircare and Cosmetology, in the Division of Utility Services at Cato Manor Technical College. Cohen and Manion (2001: 181) describe a case study as a

“ unique example of real people in real situations, enabling readers to understand how ideas and abstract principles can fit together. Case studies can establish cause and effect, indeed one of the strengths is that they observe effects in real contexts, recognising that the context is a powerful determinant of both causes and effects. It focuses on individual actors or group of actors, and seeks to understand their perception of events. ”

3.2 Research Strategy

Questionnaires were administered to the students to generate data for this study. Structured and semi-structured questionnaires with open ended questions were administered to all students enrolled during the year 2001, who were used as subjects in the survey. Data was collected from second year and second semester students currently enrolled in either the

semesterised haircare only programme, the semesterised cosmetology only or beauty therapy programme and second year students of those pursuing the two year haircare and cosmetology programme. Data collected from the haircare only students who were two weeks away from exiting the programme. The cohorts of students were purposefully selected as they were the senior group who had a longer stay at the college and would have had more experience of the theory and practical components of the curriculum and provided a detailed response of their experiences. Cohen and Manion (2001: 102) refer to this as a non probability sample.

“A non probability sample, deliberately avoids representing the wider population; it seeks only to represent a particular group, a particular named section of the wider population, e.g. a class of students, a group of students taking a particular examination, a group of teachers.”

The questionnaire was administered to answer the following critical question of this study:

- *How do haircare and cosmetology students at Cato Manor Technical College experience the theoretical and practical components of the curriculum.*

The study will be both quantitative and qualitative in nature. Quantitative data will be used to support arguments in the qualitative paradigm.

A pilot study of questionnaires was conducted on students in their first year of study, and who were not participating in the study, to determine:

- whether the planned procedure will actually produce the data required
- determine or identify communication problems
- evidence of inadequate motivation
- clues suggesting rephrasing of questions or revision of procedure

so that the respondents in the main study did not experience any difficulty in completing them. No major problems were experienced in the pilot and the questionnaire remained unaltered.

The study will be a conscious combination of both qualitative and quantitative methodology, which Vos (1998:359) refers to as triangulation. Multiple methods of data collection will increase the reliability of the data. The qualitative data will support the quantitative data as the questionnaire allowed for deep probing with a view to support the statistical generation of data.

3.3 Questionnaires

The questionnaire used was an adaptation of that used by (Moodley, 2000). (See appendix D). Questionnaires were administered to a cohort of students in the Haircare and Cosmetology Department in the Division of US at CMTC to generate data for this study. Most of the questions required categorical responses, while others required Likert type ratings as follows:

- excellent
- good
- satisfactory
- poor

Questions that requested this kind of rating were those that were used to establish the institutional rating for presentation of the curriculum and also for the guidance, support, and supervision administered by the staff, colleagues, and management. Other questions that requested a similar kind of response was the presentation, and content of the curriculum question. This question required the respondents to indicate the degree of difficulty experienced and the choices were as follows:

- not at all
- to a limited degree
- to a great degree

Other questions required a narrative to support their answers.

3.4 Concluding remarks on data collection

Data collection was a difficult exercise since various strategies had to be used to ensure that the subjects were not influenced. Ensuring that all students completed the questionnaire on the same day at the same time was a difficult

exercise. Arrangements had to be made to complete the questionnaire on a day that all students undertook a common examination. I personally supervised the administration of the questionnaire. Data was collected at the college from students on the verge of exiting or those having already had 18 months of training at the institution. The percentage of participants from the various

groups were as follows:-

Number of respondents

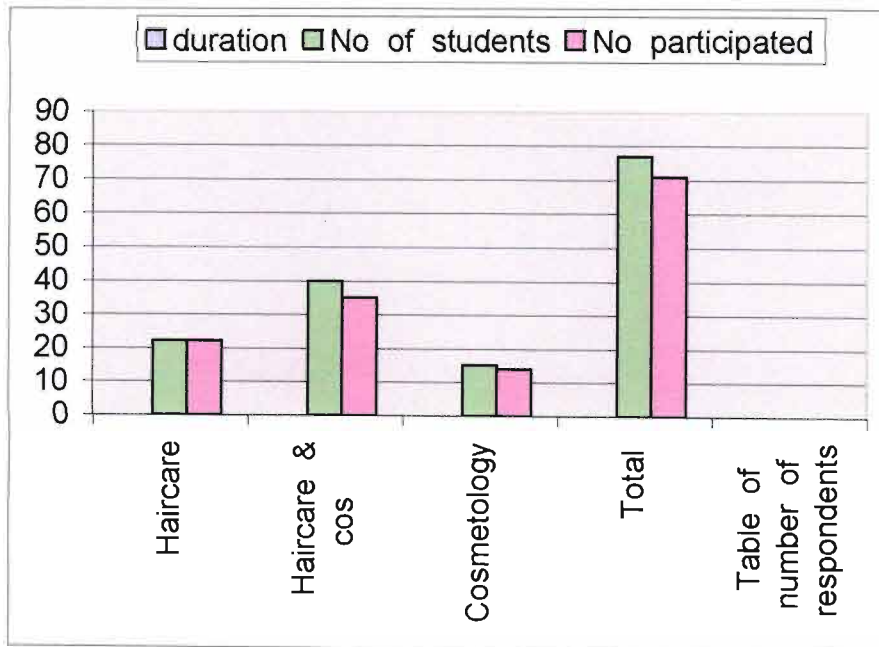


FIGURE 3.1: NUMBER OF RESPONDENTS

Programme	Duration	No of students	No participated
Haircare	1 year	22	22
Haircare & cos	2 years	40	35
Cosmetology	1 year	15	14
Total		77	71

TABLE 3.1 : PROFILE OF SAMPLE

3.5 Data analysis

Quantitative data collected was processed on computer programme Microsoft excel. Graphs presented in this study were also produced using the same software.

3.6 Documentary Analysis

The college records provided secondary data that initiated the study. The college prospectus and official documentation provided data for the course outline, guidelines and regulations.

3.7 The Research Context

3.7.1 A Brief History of Cato Manor Technical College

In 1981 Sastri College was annexed to M L Sultan Technikon. In 1982 technical workshops at the technikon were relocated and Sastri Technical College was born. (see appendix A for detail) Five schools headed by a Principal were housed on three separate campuses in Durban as:

The Winterton Walk Campus, that housed

- The Apprentice School
- The Catering High School
- The School of Hair Care and Home Crafts

The Derby Street Campus that housed

- The School of Physical Education and Speech

The Percy Osborne Road Campus

- The Loram School of General Studies.

Further relocation of technical workshops and theory components that took place between 1983 and 1987 were as follows:

- 1983 - The Conlog Building in Eaton Road, Umbilo, housed the engineering workshops.
- 1984 - The theory component of the Apprentice School moved to St. Aidans School premises in College Road, Asherville.
- 1987 - The Loram School of General Studies relocated to the Winterton Walk Campus and joined the Catering School.

Control of these fragmented campuses was difficult. Student intake was no longer governed by apartheid policies and this led to an influx of students, representative of the demographics of Kwa Zulu Natal. There was a strong move by the community to restore Sastri College to its former academic glory. There was also a desire by the Ex-House of Delegates to establish a first class Technical College to cater for the increased demand for technical education. These were some of the motivating factors that led to the establishment of the “**jewel in the bundu**” the new Cato Manor Technical College at the corner of Ridgeview and Booth Roads in 1993. During this period, part of the College relocated to the Springfield Campus (previously a high school - Clare Hills Secondary), currently the main campus of Cato Manor Technical College. This campus houses four of the six Divisions of the College.

The **Springfield Campus** houses the following divisions:

- The Division of Human Movement and Communication
- The Division of Business and Social studies
- The Division of Engineering Studies
- The Division Of Correspondence Studies

The Booth Road Campus

In 1993 the **Engineering Training Centre (ETC)** was opened at The Cato Manor Campus, Booth Road. This division offers a wide variety of specialised full-time skills training programmes over a trimester. viz. Fitting

and Turning, Motor Mechanics, Motor Electrical, Refrigeration and Air-Conditioning, Carpentry, Boiler Making, Welding, Industrial Electronics, Radio and TV, Electrical Heavy Current, and Building and Civil.

In 1994 the School of Hair Care and Home Crafts, currently known as the **Division of Utility Services (US)**, was opened at the Booth Road campus. This division offers annual and semester courses in Catering, Haircare and Cosmetology.

Cato Manor Technical College is one of the largest vocational training institutions in KwaZulu-Natal with a full-time student enrolment of 1017 (CMTC, 2001 a). It is a state, semi-autonomous college originally controlled by the Ex-House of Delegates (institution for Indians only).

These are:

- 73.5 academic staff
- 1 Public Relations Practitioner
- 1 Part-time staff
- 28 administrative staff

These staff members are based at two campuses. (CMTC, 2001 b)

The Cato Manor Campus has modern, well fitted infrastructure offering specialised, high quality, formal and non-formal training in well equipped training workshops, hair and beauty salons, industrial kitchens, dining room, and cocktail bar. These workshops boast cutting edge technology training in well equipped, modern, up to date, training facilities.

3.7.2 The Division of Utility Services (US)

3.7.2.1 The Department of Haircare and Cosmetology

3.7.2.1.1 Programmes

This department offers (CMTC, 2001 c)

- Modular Training in Haircare (modules one to six)

Duration of the course is 1 year and the entrance requirement is Grade 9.

- National Certificate Haircare and Cosmetology N2 and N3.
(NQF level 4)

The duration of this programme is two years full-time and the entrance requirement is grade 9.

- International Therapy Examination Council Diploma (ITEC)
(NQF level 5)

Students qualify as beauty therapists .The duration of the programme is one year full-time and the entrance requirement is grade 12 or equivalent.

3.7.2.1.2 Curriculum

The curriculum for this department was developed by the following stake holders:

- The Department of National Education.
- The Hairdressing and Cosmetology Services Industry Education and Training Board (HCSIETB) currently known as the Services Sector Education and Training Authority (SETA).
- Haircare and Cosmetology lecturers.
- Industry (employers)

The curriculum was developed to meet the needs of industry. The theory and practical components of the curriculum was designed to complement each other and is taught concurrently. The curriculum is designed to prepare all who enrol equally well, regardless of their academic ability. From the data analysis it is evident that because of the inputs from the necessary stakeholders, this curriculum is contributing to the success of the learner by providing the necessary skills for increased levels of applied competence.

3.7.2.1.3 Accreditation

The process encompasses three stages .

- Accreditation of the site
- Accreditation of lecturers as trainers
- Accreditation of lecturers as assessors. (practical)

(see appendix B for detailed procedure and criteria for accreditation)

3.7.2.1.4 Log Books

Every student receiving training in an accredited institution must have a log book. One for hairdressing and the other for cosmetology. The log book is deemed a legal document providing a record of time spent, number of examinations attempted, and formal training received at the accredited institution. This then grants the learner access to informal training in a salon, which is also recorded in the log book. The presence of the log book assists to curb attendance problems. The programme is structured in such a way that it leaves very little time to allow for poor attendance. Attending college regularly could have also contributed to the way in which they experienced the curriculum.

3.7.2.1.5 Apprenticeship Contracts

A minimum period of one year (52 weeks) is required for an apprenticeship for a hairdresser who has completed formal training hours at an accredited training institution, and a three year (156 weeks) apprenticeship contract for persons doing formal and informal training concurrently. An apprenticeship contract must be in writing, and signed by the apprentice and the employer. If

the apprentice is a minor then it is signed by the parent or guardian. The contract must be registered with the SETA who make it a legal entity. On completion of the contract the apprentice can proceed to undertake an examination conducted by the SETA called the board examination

Having enjoyed the programme and with a 90% response of competence, gaining an apprenticeship contract would not be difficult.

3.7.2.1.6 Competency Based Modular Training

This programme aims to equip learners with a specific skill or competence within the main programme. Students complete six modules in haircare and four modules in cosmetology. Students can exit at any level in the modular programme and join any institution at the next modular level.

3.7.2.1.7 Examinations

Learners enter for a modular examination after completing a minimum number of formal hours of training. Students not competent at the time are not obliged to enter. One must pass the module both in theory and practical before proceeding to the next module. This kind of restriction contributes to the competence of the student.

3.7.2.1.8 Theory Examinations

Colleges were allowed to set and mark their own examinations for the first time in 1996. Examination questions are extracted from a bank of questions supplied to the college by the Hairdressing and Cosmetology Services Industry Education and Training Board (HCSIETB). A mark schedule containing the names of candidates who attempted the examination must be forwarded to the HCSIETB within 28 days to be processed. A candidate has 3 chances to write the examination, after which they will not be allowed to practice in the trade. (HCSIETB, 1997 a). Students are not allowed access to these questions except when they write an exam. Passing three module examinations is a prerequisite for the national examination year mark. Candidates not attaining a minimum of 50% in the theory module examination will not, however, attain a year mark for the theory national examination. (Dept of Nat. Exam. 1997 a)

3.7.2.1.9 Practical Examinations

Accredited training institutions have been arranging their own practical examinations since 1997. One lecturer (internal examiner) and an examiner appointed by the HCSIETB (external examiner) assess the candidates. An average of both marks is submitted to the HCSIETB. A moderator

appointed by the HCSIETB can sit in during any examination. These marks of the modular examinations are taken as year marks for the National Examinations practical. A minimum of 70% is required or the candidate will have to redo the examination. (DNE, 1997)

Again, candidates who fail have three chances of repeating but they will also repeat the formal hours each time before being permitted to enter for an examination. (HCSIETB, 1997 a)

Having both an internal and an external examiner, liberates staff from accusations of sometimes being unfair. The data revealed a 47 % response for this question.

3.7.2.1.10 Board Examinations

Also referred to as Module 7, consisting of a theory and practical component, the board examination is set and marked by the HCSIETB. To qualify as a cosmetologist, or hairdresser, one has to pass both the board examinations and then enter for a trade test. There is no board for those with an ITEC qualification. These examinations are set and conducted by ITEC themselves.

3.7.2.1.11 Trade Test

The trade test is the final test of one's skill in practical work, as a skilled artisan in hairdressing. Currently there only exists a hairdressing trade test in both Caucasian Hair and Afro Hair. This examination is conducted by the SETA, who appoint their examiners and moderators. The SETA is presently developing a trade test for cosmetologists. (HCSIETB, 1997a)

Once again there is no trade test for those who qualify with an ITEC qualification. These examinations are set and conducted by ITEC themselves.

3.8 Conclusion

In this chapter the research methodology, research design, research strategy, questionnaire, data collection and data analysis was discussed. Included in

the discussion was a brief overview of Cato Manor Technical College with special reference to the department of haircare and cosmetology. The curriculum context was examined in detail. In the next chapter the data produced analysis and responses to the critical questions will be discussed.

CHAPTER FOUR

DATA ANALYSIS AND SIGNIFICANCE

4.0 Introduction

In the previous chapter, the research methodology was discussed and an in-depth analysis of the research content was undertaken. In this chapter the data produced in response to the critical question is presented. Viz.

How do haircare and cosmetology students at Cato Manor Technical College, experience the theoretical and practical components of the curriculum?

The critical question is based on the following by Moodley, (2000:81)

“The poor quality of tuition and the breakdown in the culture of learning, teaching and services in the department of Haircare and Cosmetology impacts negatively on the students experiences of the curriculum.”

A detailed presentation of qualitative and quantitative information of the study is presented in this section. The questionnaire response is presented. It starts with profiling the sample in detail thereafter curriculum issues and concerns are presented and finally personal experiences of the students are explored.

4.1 Profile of Students (Section A)

4.1.1 Age (question A. 4) (see appendix D)

It can be noted that the majority of students enrolled in this department are twenty years or younger, although a large percentage of students are thirty years or younger. It is evident in the table below that the majority of learners are straight out of school. The age profile of the learners is indicative of the fact that this department did not only focus on younger

learners, but has also ensured that adults and youth have access to relevant life-long learning opportunities (DoE , 1998: 2).

Student Age	16/20 years	21/25 years	26/30 years	31/35 years	36/40 years	41/45 years	46/50 years	Total Response
Haircare	8	2	4	2	3	2	1	22
Hair & Cos	18	13	4					35
Cosmetology	11	2					1	14
Total	37	17	8	2	3	2	2	71
Percentage	52 %	24 %	11 %	3 %	4 %	3 %	3 %	100%

Table 4.1 : Age Of The Sample Of Learners (2001 Cohorts)

4.1.2 Grades (question A. 5)

Last grade passed at school	Grade 9	Grade 10	Grade 11	Grade 12	No Response	Responses	Total
Haircare	1	3	3	13	3	19	22
Haircare & Cosmetology	0	2	2	29	2	33	35
Cosmetology	0	1	1	12		14	14
Grades passed at school	1	6	6	54	5	66	71
Percentage	1 %	8 %	8 %	76 %	7%	93%	100

Table 4.2: Last Grade Passed At School (Learners/ Sample)

The entrance requirements for the programmes is a pass in grade 9 on the general education level on the National Qualifications Framework (NQF) structure. The table above indicates that 76 % of students enrolled are matriculants. These students were eligible for enrolment on the Higher Education (HE) band. Although haircare is offered on the HE band, the programme is only of a theoretical nature. To pursue training in haircare and cosmetology, the programme demands training on the FET band to

ensure skills training in the practical component , and the integration of theory and practical within the programme. To ensure multiple entry and exit points and student mobility (DoE, 1999a : 21), the DoE must restructure the curriculum and place the programme on the HE band to ensure that there is no duplication of effort, and a wastage of time on the part of the student. These students could be recognised on the NQF level 5 but because of the nature of the programme, have to enter on the FET band, level 4 on the NQF. (see appendix C for NQF structure)

4.1.3 Race, Gender and Nationality (question A. 1 & 2)

Gender	Males			Females				Total
	South African			South African			Vietnamese	
Nationality	Black	Indian	White	Black	Indian	White	Asian	
Students								
Haircare	1	1	0	1	18	0	1	22
Haircare & cosmetology	2	0	0	16	17	0	0	35
Cosmetology	0	1	0	1	12	0	0	14
Total no.	3	2	0	18	48	0	0	71
Percentage	4	3	0	25	68	0	0	100

Table 4.3: Nationality, Racial And Gender Classification Of Learners

Indian and African students dominate the programme population. This college is situated in a developing area of a predominantly African community. The student population is representative of the programmes offered, that is ladies hairdressing Afro and Caucasian hair. Evident on the table above is also the fact that more African students prefer to pursue the haircare and cosmetology programme. This is indicative of the fact that cosmetology alone cannot offer them the skills demanded in their communities. Cosmetology was not readily available to the African community. Previously it was a programme that was predominantly offered in “white” institutions and only recently because of collaboration with International institutions has the programme been readily accessible to all

communities. The International Therapy Examination Council (ITEC) cosmetology programme glaringly communicates this in the table above with one black and thirteen Indians. Stereotypes still exist in these fields and the table communicates this as well. The programme is dominated by females, although the males are becoming more daring and participate in cosmetology as is indicated in the table above. (1 male in cosmetology and 2 males in haircare and cosmetology) Learners are not discriminated against according to gender (DoE, 1998).

4.14 Employment Patterns Before Enrolment (question A. 6)

	Haircare	Haircare & Cosmetology	Cosmetology	Total	Percentage
Employed	4	4	0	8	10 %
Unemployed	12	14	3	29	39 %
Self-employed	1	0	2	3	4 %
At school	5	22	11	38	52 %
At another College	0	0	0	0	0
At technikon	0	0	0	0	0
At a university	0	1	0	1	1 %
Other (specify)	0	0	0	0	0

Table 4.4: Employment Patterns Before Enrolment

(more than one choice was ticked)

With regard to employment patterns 52% indicated being at school, 39 % indicated being unemployed, with 10% indicating some form of employment. It is obvious that pursuing a programme in this department would generate income. In table 4.5 one notes that one of the reasons for choosing the programmes is the job opportunities available. These programmes not only cater for employment in the formal sector but in the informal sector of the community as well. Haircare and cosmetology is the

kind of social leisure programmes the Minister of Education Mr Kader Asmal requested of technical colleges to introduce (Powell and Hall, 2000: 6). Students can generate an income after only a few hours of training. If not employed formally they can set up informal salons that can generate a liveable income. Being self-employed is one of the reasons as indicated in table 4.12 of Moodley (2000:70) for pursuing the programme and 29% of haircare and cosmetology students are self employed.

The following were some of the qualitative responses received to previous work experience:- (question A. 9)

“Worked in a salon for three months, on weekends only.”

“Worked as a cashier.”

“Accounting in furniture store.”

“office work”

“medical receptionist and insurance representative”

“sales assistant”

“ cashier”

“receptionist and admin clerk”

“designer - self employed”

“receptionist for financial adviser”

These responses indicate that those who were employed before enrolling for the programme were not totally satisfied with the kinds of jobs they were doing. This meant giving up these positions to attend full-time classes in any one of the fields or both.

4.1.5 Reasons For Studying At The Present Institution (question A. 10)

Interest in the field 93%, followed by job opportunities 70%, as is evident in the a table below, explains why even without proper career guidance and counselling, students chose the programmes being offered in this division. It is evident that students knew exactly what they wanted when they enrolled for the programme. Serious thought had been given before selecting the programme as is evident in the results of the survey.

	Haircare	Haircare & cosmetology	Cosmetology	Total Response	% AGE
Interest in the field	20	33	13	66	93%
Job opportunities	15	26	9	50	70%
Influenced by others	2	1	1	4	6%
Recommended by others	3	6	4	13	18%
Physical location	0	1	2	3	4 %
Cost	1	3	4	8	11%
Only option	1	0	4	5	7%
Other (specify)	0	0	0	0	0

**Table 4.5: Reasons For Studying At The Present Institution
(more that one reason was accepted)**

4.2 Curriculum Issues And Concerns (Section B)

4.2.1 Counseling (question B. 1)

A response of 62% in indicated (in the table below) no guidance or counselling at the time of enrolment. This is indicative of the fact that students had already had an interest in the field, and were aware of the benefits of the programme before enrolling. In table 4.5 students did, however, indicate an interest in the field (93%) and job opportunities (73%) as a reason for choosing the current programme. The college has provided accessible education to the local communities with an emphasis on knowledge, skills and experience necessary to achieve both personal and financial goals and also to meet the needs of the employer. It is necessary for young students to be counselled and guided, and career goals and

aspirations fully discussed before embarking on programmes of study. The co-ordinated efforts of the DoE, industry, lecturers and HCSIETB in compiling a curriculum that has assisted education and training in this department to accomplish goals for technical colleges and industry.

The National Education Policy Act, no 27 of 1996, advocates support services that includes career and vocational development, and counselling and guidance (DoE, 1998). This is not implemented as yet.

	Yes	%	No	%	No response	%	Total	%
Haircare	4	6	17	24	1	1	22	31
Haircare & cosmetology	15	21	20	28	0	0	35	49
Cosmetology	7	11	7	10	0	0	14	20
Total	26	37	44	62	1	1	71	100

Table 4.6: Counseling Received At The Time Of Enrolment.

4.2.2 Preference Of Theory and Practical (question B. 2)

	Haircare	Haircare & Cosmetology	Cosmetology	Total no. of responses	%
Theory	0	3	0	3	4 %
Practical	16	25	9	50	70 %
Prefer theory & prac	4	6	0	10	14%
No preference	2	1	5	8	11 %
Total	22	35	14	71	100%

Table 4.7: Preference Of Theory and Practical.

The majority of students indicated a preference for the practical component of the programme. Although in fig. 4.7, 39% indicated that they preferred the theory component to remain unaltered. Some of the reasons that

students gave for their preference for the practical component of the programmes were :-

“Both theory and practical are hard and easy at times.”

“It is hands-on work. I work with people and I do what I know best. It is exciting. I perform better with practical.”

“Get more experience.”

“We learn more by doing practical.”

“Learn more in practical.”

“You get to work immediately with clients once we have completed a practical module.”

“I find practicals to be informative, exiting and rewarding.”

“No preference.”

From the above responses it is very clear that students prefer the practical component to the theory component.

4.2.3 Preference To Have The Theory Component Increased, Decreased Or Unaltered. (question B. 3)

Theory	Increased	Decreased	Unaltered	No response	Total
Haircare	1	8	12	1	22
Haircare & cos	6	17	12	0	35
Cosmetology	9	0	4	1	14
Total no. of responses	16	25	28	2	71
Percentage	23%	35%	39%	3%	100%

Table 4.8: Preference To Have The Theory Component Increased, Decreased Or Unaltered.

In the table above the majority of students pursuing the one year haircare preferred to have the theory component unaltered, and the students pursuing

the one year cosmetology programme preferred to have the theory component increased. But the majority of students pursuing the two year haircare and cosmetology programme preferred to have the theory component decreased. This programme has two theory components attached to it, making it more theory intense indicating that students felt the pressure of two theory subjects.

Some of the responses were:-

“Practical- learn a lot about different types of hair. Theory- learn a lot about the hair in detail.”

“although theory works hand in hand with the practicals, the practical section allows me to interact with the clients and I enjoy doing practicals.”

“I enjoy what we do in the salons.”

“more enjoyable.”

“I like the finishing result / making people look good.”

“I get to work physically which I enjoy very much and I do not get bored.”

“I like to work with people and show them my education and talent.”

“it helps me to know well what I am doing in practical.”

“working with people and their hair is really interesting.”

From the above responses it is abundantly clear that the practical component is enjoyable but the theory component should remain unaltered.

4.2.4 Preference To Have The Practical Component Increased, Decreased Or Unaltered. (question B. 4)

The table below indicates that majority of the students chose to have the practical component increased. However, more of the cosmetology students (64%) chose to have the practical component unaltered. Students have indicated that they preferred the practical as it offered them hands-on experience.

Practical	Increased	Decreased	Unaltered	No response	Total
Haircare	16(73%)	1(5%)	5(23%)	0	22
Haircare &cos	28(80%)	1(3%)	6 (17%)	0	35
Cosmetology	4(29%)	0	9(64%)	1	14
Total	48	2	20	1	71
Percentage	68%	%	28%	1%	100%

Table 4.9: Preference To Have The Practical Component Increased, Decreased Or Unaltered

Some of the responses were:-

“Before I came to college, I knew how to do hair, but the reason, I want to know more about the types of hair and the problems you come across with the hair.”

“you get to know the reality of the products. What to use and why.”

“I find the practical to be informative exciting and rewarding.”

“learn more in practical.”

“get more experience.”

“..... which will enable me to go into the business world.”

“it is hands on work.”

“... when I am finished with the course I will do more practical than theory.”

Once again there is an unequivocal support for the practical component of the curriculum. From the above response it is evident that the students have enjoyed the programme to such an extent that they were bursting with confidence, that they could venture into the “business world”. The results of the survey clearly communicates the ability of the staff to successfully transfer the knowledge and skills required for competence in the various programmes. I can, therefore, confidently conclude, that the reasons for the increase in the enrolments in the haircare and cosmetology department is the way in which the students experience the programmes at the college.

An investigation into the actual competence of the students in the work place would have been interesting, but this was beyond the scope of this study.

4.2.5 Education And Training Received At The Institution (question B.5)

Course	Excellent				Good				Satisfactory				Poor				No Resp	Total
	Hair	Hair & Cos	Cos	%	Hair care	Hair & Cos	Cos	%	Hair Care	Hair & Cos	Cos	%	Hair care	Hair & Cos	Cos	%		
Theory	10	11	10	44	7	21	3	44	3	3	1	10	2	0	0	3	0	71
Practical	11	22	10	61	6	11	3	28	3	2	1	10	2	0	0	3	0	71
Resources	9	14	1	34	8	9	0	24	2	7	2	15	0	3	10	18	6	71

Table 4.10: Rating Of The Education And Training Received At The College.

4.2.5.1 Theory

The rating awarded to the training received in the theory component of the curriculum clearly indicates that 44% of the students thoroughly enjoyed the component giving it an excellent rating, and 44% said that the theory was good. However 10% gave a satisfactory rating and only 3% said it was poor. This does indicate that students did not really encounter a problem with the way in which education and training was offered in this component of the curriculum.

Students however did indicate that the theory had to be learnt first before they could apply it in practical and that their knowledge of the theory made them aware of what chemicals and procedures to apply on the different hair and skin types.

One student responded by stating that, *“I understand the course completely and if I don't it is re-explained until I do”*.

4.2.5.2 Practical

With 61% of the respondents giving education and training in the practical an excellent rating, and 28% of the respondents giving it a good rating a total of 89% clearly indicates that the students did not encounter problems with the training they received in the practical component. Students came into the programme knowing well what they wanted. Their interest in the field really motivated them to enjoy this component as this is what they were going to take away with them to industry or their own little informal setting.

4.2.5.3 Resources

Although 34% of the sample experienced the resources as inadequate 34% rated the resources as excellent and 22% did, however, rate the resources as good. The college does boast cutting edge technology and confirmed as “sophisticated equipment” by a respondent. Recreational facilities are limited as the program does not allow any free time as would be the case in any other program at the college. The program is however governed by the

SETA in terms of training hours and log books and does not allow students time to enjoy these facilities even if they were available.

Providing models for the students to practice on, is a major problem. People can only have a perm once every three months and having to practice perming for 160 hours demands many heads. Moodley (2000:64) also pointed out the “unavailability of models” and “scarcity of models” in her study. This has been a problem for as long as I know the college. We have tried many avenues to overcome this, but to cater for the number of students is really a challenge. However student responses to the question elicited some of these responses:-

“We always have the things we require for practicals.”

“Not enough books in the library.”

“Not enough field trips.”

“Recreational resources are limited.”

“Not enough time to practice and not enough clients come to the tech.”

“I did not enjoy the course. Not enough practice.”

“Enjoyed working with hair and lectures.”

“Easy to learn and understand” “The personal attention received, per person was full of care, concern, knowledge and warmth of the lectures. It made me feel as part of the team.

Now I am able to work with clients and it was very interesting to have done this course and achieved.”

“I have acquired a great amount of knowledge in terms of haircare.”

These responses clearly indicate that not all the respondents experienced the presentation of the theory and practical component in the same way they experienced the resources available to them.

4.2.6 Pedagogical Input (question B. 6)

In the table below (table 4.11) it can be noted that students rating of guidance, supervision, and support received from lecturers is 71% and 20% as excellent and good respectively. Students do not have a problem with the services of the lecturers. These findings were not supported by the findings of Moodley (2000) that stated “students noted a low moral, poor work ethics and unprofessionalism amongst some lecturing staff.”

The senior lecturer and management did, however, gain a good rating of over 50%. The senior lecturers contact with all students is much more than that of management. Managements contact with students is limited to corridor conversations or maybe the one off assembly.

Very clearly indicated is the support received from colleagues. Only 2% did not experience supervision, support and guidance from their colleagues. Clearly evident here is the relationship amongst staff, student and management of the institution. The collegiality experienced also contributes to their experience of the curriculum. When there is breakdown amongst students and staff then apathy prevails. Creating a rapport with your students only motivates them to give of their best.

Courses	Excellent				Good				Satisfactory				Fair				No/resp	%	Total
	H	H/C	C	%	H	H/C	C	%	H	H/C	C	%	H	H/C	C	%			
Lecturer	10	28	12	70	9	5	1	21	2	1	0	4	1	1	1	4	0	0	71
S. lecturer	8	18	0	37	10	12	8	42	3	3	3	13	0	2	3	7	1	1	71
Management	5	15	0	28	9	12	2	32	5	4	4	18	2	2	8	17	3	4	71
Colleagues	11	21	9	58	8	8	3	27	1	6	1	11	1	0	1	3	1	1	71

Table 4.11: Guidance, Supervision And Support Received At The Institution (Question B 6)

Degree of problem experienced	Not at all				To a limited degree				To a great degree				No resp	Total
	H	H/C	C	%	H	H/C	C	%	H	H/C	C	%		
Programme														
1.understanding lectures	9	10	10	41	10	13	1	34	3	12	3	25	0	71
2.understanding subject content	8	9	10	38	11	13	1	35	3	13	3	27	0	71
3.understanding textbooks,work- sheets and other study material.	9	12	10	44	9	13	1	32	4	10	3	24	0	71
4. the quality of work.	5	11	10	37	12	9	1	31	4	15	3	31	1	71
5. completing assignments.	8	12	10	42	8	11	1	28	5	12	3	28	1	71
6.working with other race groups	12	15	6	46	8	9	6	32	2	10	2	20	1	71
7. setting into the routine of college life.	10	12	10	45	10	9	2	30	1	13	2	23	2	71
8. learning the subject matter..	10	11	10	44	9	11	1	30	3	12	3	25	1	71
9.Understanding exam questions.	7	12	8	38	12	11	3	37	2	11	3	23	2	71
10. Passing the exam / modules	9	11	10	42	10	11	1	31	3	12	3	25	1	71

TABLE 4.12: PRESENTATION AND CONTENT OF THE CURRICULUM

The difficulties experienced by the students is of a minimal nature as is evident in the table above (table :4.12). 24% of the respondents did, however, have great difficulty understanding lectures. It is unknown in what areas this difficulty was experienced, although, some students did indicate that the theory content should be decreased, and that they preferred the practical to the theory. Some students, however, felt that the theory complemented the practical and that it was necessary to have a certain amount of theoretical knowledge in order to practice the practical component successfully.

Understanding the subject content did pose a problem for 27% of the respondents. The qualitative analysis did conclude that the areas of difficulty was re-explained until it was understood.

24% of the respondents indicated that they did have problems understanding textbooks, worksheets, and other study material.

The quality of work posed a problem for 31% of the respondents is supported by the fact that 47% of the respondents did feel that the lectures have sometimes been unfair (table 4.13). Students were unsure of what quality was acceptable and why some students could perform better than them. However, confirming an element of doubt and unfairness will be difficult.

Completing assignments did however create problems for 28% of the students. They did indicate that the resources in the library was limited and this could be one of the reasons for the problems experienced.

Working with other race groups did pose a problem for 20% of the respondents. This is supported by the fact that 11% of the respondents rated the support received from colleagues as satisfactory and 3% said that the support received was fair. (table 4.11)

46% of the students had no problem working with other race groups. Setting into the routine of college life created problems for 23% of the respondents. It should be noted that only 52% of the students enrolled came straight out of school. 52% were twenty years and younger while the rest were twenty one and older including 2% that fell into the forty six to fifty age group.

Learning subject matter was problematic for 25% of the respondents and this explains why 23% had problems understanding examination questions and 25% had problems passing examinations. A point to be noted is that 21% of the respondents were second language learners who would definitely experience difficulty with the terminology. In all areas of difficulty it is evident that less than 35% of the respondents have had some difficulty in certain areas.

4.3 Personal Experiences (Section C)

4.3.1 General Perceptions (question C1 ; table 4.13)

Certain classes are combined for the theory component and therefore, 20% of the students did indicate this in the table below.

Satisfaction in the program chosen, indicates that 94% have chosen correctly, without counselling and are totally satisfied with what they are doing and experiencing.

39% of the students indicated no assistance when choosing the program but have, however, chosen the field of study because of interest in the field.

While, 28% were influenced by their parents. The parents influence, however, was not incorrect as they are enjoying what they do

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82% of the respondents were satisfied with the methods of teaching and this is confirmed by the fact that guidance, supervision, and support provided by the lecturer gained a total rating of 92% for excellent and good supervision.

(see table 4.16.)

However, 49% of the respondents felt that the lecturers have sometimes been unfair. Students sometimes feel that lecturers are not always fair especially when there is a practical component, and students are assessed only by the class lecturer. To overcome this we have an external examiner in every practical examination that is conducted. Only 1% of the respondents indicated they were not enjoying the programme and 4% was having difficulty understanding information and techniques taught evident on the table above.

With 94% of the respondents indicating they enjoy the course they chose, and 91% indicating that they understood information and techniques taught, this explains the reasons for growth in this department.

Programme	hair		Hair/cos		Cos		%		No Resp	To tal
	Y	N	Y	N	Y	N	Y	N		
1.Do you belong to a class of over 25 students?	1	20	14	20	0	14	20	76	2	71
2. Are you satisfied with the course you chose	20	1	35	0	12	2	94	1	1	71
3.Have you had any assistance in choosing your course?	13	8	16	18	12	2	57	39	2	71
4.Did your parents encourage your choice ?	17	4	25	9	12	2	76	28	2	71
5. Are you satisfied with the methods of teaching?	13	8	31	4	13	1	82	16	1	71
6. Do you feel that lecturers have sometimes been unfair?	8	13	18	16	7	7	47	49	2	71
7. Do you enjoy the course you have chosen?	19	2	35	0	13	1	94	1	1	71
8. Do you understand information and techniques taught?	21	0	30	4	13	1	91	4	2	71

Table 4.13: GENERAL PERCEPTIONS OF STUDENTS

4.3.2 Personal Issues Affecting Academic Performance (question C 2)

PROGRAMME	HAIR		H/COS		COS		NO RESP	% Y N	
	Y	N	Y	N	Y	N		Y	N
1. Do you have a change in sleep patterns ?	10	11	15	8	8	6	13	46	35
2. Do you take drugs and/or alcohol ?	0	21	6	28	7	7	2	18	79
3. Have you ever failed any tests or exams ?	0	20	15	20	1	13	2	23	75
4. Is it important that you have a good pass?	20	1	35	0	12	2	1	94	4
5. Are your class mates racist ?	2	19	7	28	7	6	2	23	75
6. Have you ever been seriously ill?	3	18	9	26	6	8	1	25	73
7. Are you satisfied with your academic performance?	17	4	26	7	11	3	3	76	20

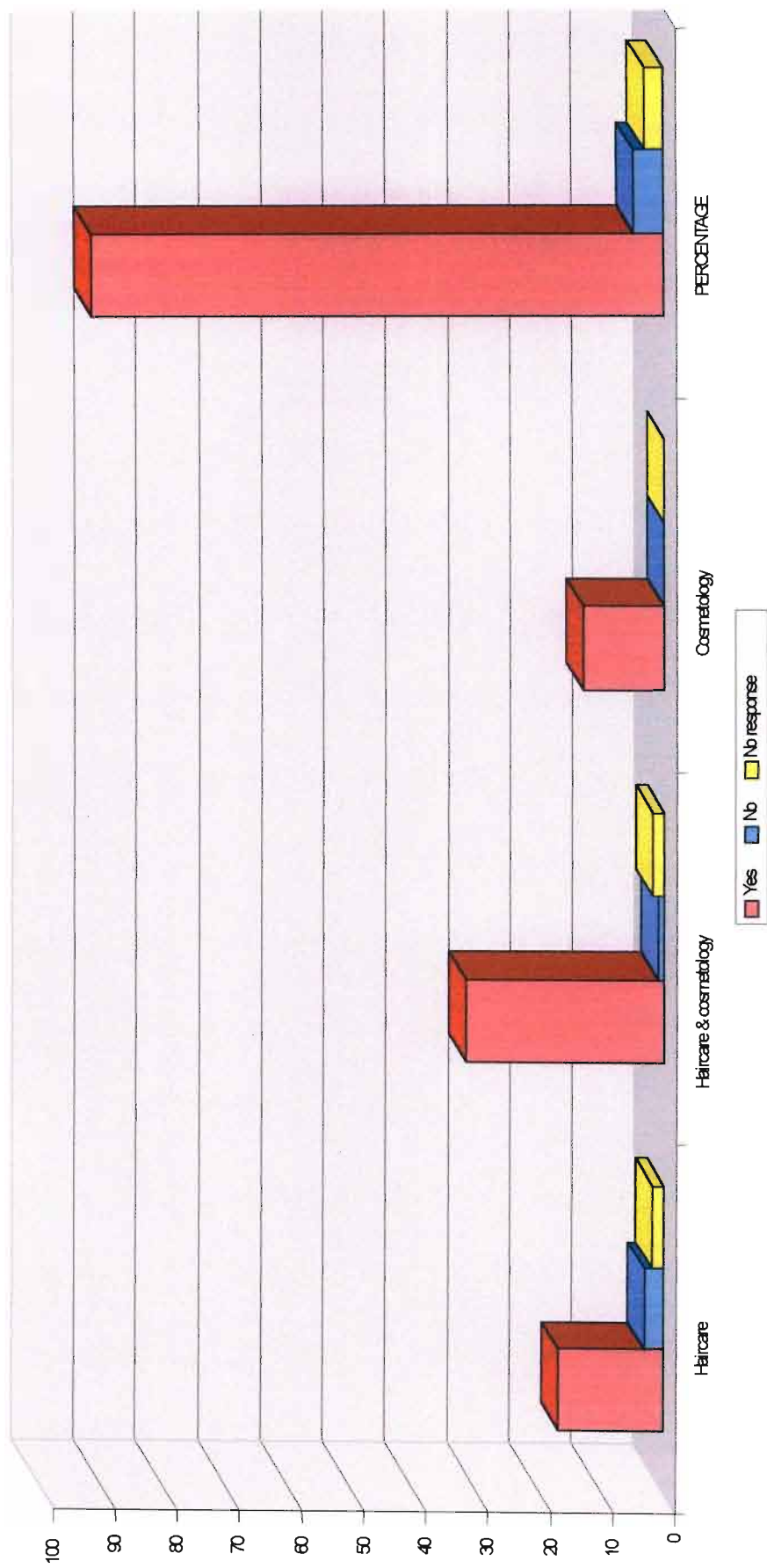
Table 4.14: PERSONAL ISSUES AFFECTING PERFORMANCE

With 76% being satisfied with their academic performance, a change in the sleep pattern of 46% indicates a certain amount of work load stress. But to complement this, 75% have indicated not having failed any examination or test. Having a good pass was confirmed by 94% of the respondents, while 4% said it was not important to have a good pass.

With 23% responding that students were racist, collegiality still existed amongst them as indicated in table 4.11 where 60% rated support from colleagues as excellent, 37% as good, 11% as satisfactory and 3% as fair.

4.3.3. Assistance Provided By The Lecturer In Areas Of Difficulty (question C 3)

FIGURE 4.1: ASSISTANCE PROVIDED BY LECTURER



	Yes	No	No response
Haircare	17	3	2
Haircare & cosmetology	32	1	2
Cosmetology	13	0	0
PERCENTAGE	92	5	3

Table 4.15: ASSISTANCE PROVIDED BY LECTURER WHEN REQUESTED.

The lecturers plays a vital role in imparting knowledge and information in education and training. Preparing students to proceed from school or college to the work place demands total commitment from the lecturer concerned. This is evident in the above table with a 92% rating from the students.

4.3.4 Contemplation Of Withdrawal From College (question C 4)

Table 4.16 below reveals that 97 % of the students did not contemplate withdrawing. However, 3% forwarded inability to cope with the programme and affordability as reasons for contemplating withdrawing from college. This does confirm that their experience of the curriculum at Cato Manor Technical College is an enjoyable one. A quantitative analysis of the number of students who withdrew from the college supplemented with reasons for withdrawing would have had a greater impact on the experience of the curriculum as it would have indicated the actual reasons for withdrawal. Unfortunately the college records could only furnish the number of withdrawals but no reasons for the withdrawals.

	Yes	No	
Haircare	1	20	1
Hair & cosmetology	3	32	
Cosmetology	0	14	0
PERCENTAGE	3	97	1

Table 4.16: CONTEMPLATING WITHDRAWING FROM COLLEGE

4.3.5 Disagreement With Classmates And Lecturers (question C 5)

programme	Hair		Hair & cos		Cos		No response	Y	N
	Yes	No	Yes	no	Yes	No			
Classmates	1	20	14	21	5	9	1	28	70
Lecturers	1	21	9	25	1	13	1	15	83

Table 4.17: DISAGREEMENT WITH CLASSMATES AND LECTURERS

Disagreement is healthy in any organisation, but the kind of disagreement that prevails is important. I am not aware of the kind of disagreement that existed but 28 % of the students indicated disagreement with classmates and 15 % indicated disagreement with the lecturer. These disagreements, however, did not influence teaching and learning at the institution, and the collegiality amongst the students is evident in the survey. The implementation of the Developmental Appraisal System (DAS) would overcome these disagreements as they would influence the outcomes of teaching and learning negatively.

4.3.6 Study Patterns (question D 1)

The study pattern of 1 to 4 hours per week indicated by 86% of the respondents, is indicative of the fact that majority of the students spend some time studying. Had this not been the case, applying the theoretical knowledge would have become problematic. It would have been interesting to know whether the time spent studying was sufficient to apply the theoretical knowledge successfully in the salons during practical sessions. This would have only been possible if the lecturers were also respondents in the survey. Unfortunately, this was not possible as the parameters would have become too wide for this study.

Study Time	Haircare	Haircare & cosmetology	Cos	%
1 hour	4	4	1	13
2 hours	4	4	1	13
3 hours	2	5	2	13
4 hours	9	15	10	48
Total response	19	28	14	86
No response	3	7	0	14
Total sample	22	35	14	100

Table 4.18 TIME SPENT STUDYING IN A NORMAL WEEK

4.3.7 Competence To Practice In The Field.

As is evident in the table below, 79% of respondents indicated being competent in the various programmes pursued, and 8% did not feel competent and needed more experience. From the explanations received many indicated total competence even being able to venture into business while others needed more experience. Some of the explanations were:-

“I know what to do and I try my best.”

“No, I hope to learn more and perform as a hairdresser.”

“Almost, I hope to learn more and perform as a hairdresser should.”

“I feel what I have learnt here is valuable and it will benefit me in the long run. I plan on using the skill that I have acquired and making something of myself.”

“Yes, I know I will make it as a hairdresser.”

“Yes I know I will make a good hairdresser as I am good at what I do.”

“Yes I know I am good at what I do.”

“With the guidance and knowledge received at the institution I would like to venture forth.”

“Yes, I am able to handle what I have learnt.”

“Yes, I have gained lots of practice and experience at college to be able to work.”

“Yes I feel I have acquired a great amount of knowledge, which will enable me to go into the business world.”

“Yes, interesting and discovering new things on different people and types of hair.”

“Yes, interesting, exciting, competitive.”

“Yes I love the field and if my mind is set right I will succeed.”

	Yes	No	No Response	Total
Haircare	20	1	1	22
Haircare & cosmetology	22	5	8	35
Cosmetology	14	0	0	14
Total response	56	6	9	
Percentage	79	8	13	100

Table 4.19: COMPETENCE IN THE FIELD

From the above responses it is evident that the students have enjoyed the programmes to such an extent that they were bursting with confidence and competence, that they could venture out into the “business world.” The results of the survey clearly communicates the ability of the staff to successfully transfer the knowledge and skills required for competence in the various programmes. Therefore, I can confidently conclude that the reasons for the increase in the enrolments in the Haircare and Cosmetology Department is the way in which the students experienced the programmes at the college.

4.4 Brief Summary of Findings

This study has revealed more positive than negative results which is contrary to my colleagues findings. The analysis of the data has revealed that students are satisfied and have thoroughly enjoyed most, if not, all the

aspects of the curriculum. Significant findings of the following categories of the curriculum will be discussed in detail in the next chapter.

- Theory versus practical
- Resources
- Counselling
- Pedagogical input
- Presentation and content
- Personal experiences
- Racial integration
- Support offered

4.5 Conclusion

In this chapter an in-depth analysis of the data was undertaken concluding with a brief summary of the findings. In the next chapter the key findings will be discussed in detail and some recommendations will be made where necessary.

CHAPTER FIVE

SIGNIFICANCE OF FINDINGS AND RECOMMENDATIONS

5.0 Introduction

In this chapter a synthesis of the findings is presented and recommendations are offered. This study focused on the curriculum experiences of haircare and cosmetology students at Cato Manor Technical College and the critical question was:

- How do haircare and cosmetology at the Cato Manor Technical College, experience the theoretical and practical components of the curriculum.

The findings of this study focuses on the positive as well as the negative impacts of the study of the department of haircare and cosmetology.

5.1 Findings

The study reveals that the students thoroughly enjoy the programmes pursued and they were competent after being trained. The study also revealed that the students preferred the practical component of the programmes and that the content of the theory should remain unaltered.

5.1.1 Career Guidance and Counselling

The majority of learners are straight out of school. This department did not only focus on younger learners, but has also ensured that adults and the youth have access to relevant life-long learning opportunities (DoE, 1998: 2). The entrance requirements for the programmes is a pass in grade 9 on the general education level on the NQF structure. The majority of the students were matriculants. These students were eligible for

enrolment on the HE band. Although, haircare is offered on the HE band, the programme is only of a theoretical nature. To pursue training in haircare and cosmetology, the programme demands training on the FET band to ensure skills training in the practical component, and the integration of theory and practical within the programme. It is suggested that the curriculum be restructured and the programme be placed on the HE band to ensure that there is no duplication of effort, and a wastage of time and effort on the part of the student. These students could be recognised on the NQF level 5, but because of the nature of the programme have to enter on the FET band, level 4 on the NQF.

(see breakdown on appended NQF chart). Proper career guidance and counselling at schools will prevent this duplication. The study reveals there is a lack of proper career guidance and counselling at the college. The college has provided accessible education to its local communities with an emphasis on knowledge, skills and experience necessary to achieve both personal and financial goals and also to meet the needs of the employer. It is necessary for young students to be counselled and guided, and career goals and aspirations fully discussed before embarking on programmes of study. The co-ordinated effort by the DoE, industry, lecturers and HCSIETB in compiling the curriculum makes it easier for education and training in this department to accomplish goals for technical colleges and industry. The National Education Policy Act, no 27 of 1996 advocates support services that includes career and vocational development, and counselling and guidance (DoE, 1998). This has not been implemented as yet.

5.1.2 Theory versus practical

There is a marked preference for the practical component over the theory component of the programme. Also displayed in the findings is a clear indication to increase the practical and have the theory remain unaltered. The education and training received at the institution with reference to the theory revealed that it was important to first learn the theory and then apply it to the practical. The study also revealed that the theory made

them aware of the use and application of chemicals, as well as the procedures to apply on different hair and skin types.

5.1.3 Pedagogical Input and Support Offered

The study revealed that there was no problem teaching the practical component and the students received the training well. Also evident was the excellent relationship between students, staff and management. The collegiality experienced also contributes to the very good experience of the curriculum. When there is a breakdown amongst staff and students then apathy prevails. A good rapport culminates in motivation to succeed. The lecturers input must be commended as the study indicated that lecturers have provided the necessary guidance, supervision and support as well as imparted knowledge and skill successfully despite the difficulty some students experienced understanding lectures, textbooks, worksheets, and other study material.

The study points mostly to the positive experiences of the students although some negative aspects are not overlooked. Although students enjoyed the methods of teaching, the course content, and the techniques taught, staff have sometimes been unfair. This is, however, a very difficult area to communicate to students who always feel that lecturers have favourites.

The assistance provided by the lecturer gained an excellent endorsement. Students were pleased with the support given. Students did have disagreements with lecturers and even classmates, but not to a degree that it could have a negative impact on their experiences of the curriculum. The study reveals more disagreement amongst student and colleagues than amongst student and lecturer, however, that did not influence the teaching and learning taking place.

5.1.4 Presentation and Content

The study revealed that problematic areas were re-explained when it was not easily understood, however, there was indication that completing assignments did pose a problem. The students study pattern has actually contributed positively to their experience of the curriculum. The study does reveal that 90% of the students were competent in the field of study and that some could even venture into business.

5.1.5 Personal experiences

Students chose the programmes because they had an interest in the field and the job opportunities available. These programmes not only cater for employment in the formal sector but in the informal sector of the community as well. Haircare and cosmetology is the kind of social leisure programmes the Minister of Education Mr Kader Asmal requested technical colleges to provide (Powell and Hall, 2000: 6). Students can generate an income after only a few hours of training. If not employed formally they can set up informal salons that can generate a liveable income.

The personal experiences of students did not affect their performance or experience of the curriculum. There was a noticeable change in sleep patterns but that could be part of setting into college routine as many students were older learners.

Many students were previously employed and quit their jobs to pursue any one of the programmes offered. They were obviously not totally satisfied with the kinds of jobs they were doing. This meant giving up these positions to attend full-time classes in any one of the fields or both.

It must be noted that only 3% of the respondents contemplated withdrawing from college and their reasons had no bearing on their experience of the

curriculum. They forwarded inability to cope and affordability as reasons for wanting to withdraw.

5.1.6 Resources

The study revealed a lack of resources, an area that needed upgrading especially the library. There was a noticeable need for recreational facilities and field trips which was recorded as inadequate.

Providing models for practice was also a major problem, and an area that needs to be investigated thoroughly. This does impact negatively on the students practical work especially haircare. The college did however boast cutting edge technology and referred to as “sophisticated equipment” by one respondent.

5.1.7 Racial Integration and Gender Issues

Working with other race groups did not create major problems although some students did experience it negatively but colleagues provided a great deal of supervision, support and guidance. The study does, however, reveal that students were not racist.

Indian and African students dominate the programme population. This college is situated in a developing area of a predominantly African community. The student population is representative of the programmes offered, that is ladies hairdressing Afro and Caucasian hair. Evidence of African students preference to pursue the haircare and cosmetology programme confirms that cosmetology alone cannot offer them the skill demanded in their communities. Cosmetology, although, on the market for a period of time was not readily available to the African community. It was generally a programme that was predominantly offered in “white” institutions and only recently because of collaboration with International institutions that the programme has been readily accessible to all

communities. The ITEC cosmetology programme has one black and thirteen Indians.

Stereotypes still exist in the haircare and cosmetology fields. The programme is dominated by females, although the males are becoming more daring and participate in cosmetology as is indicated in the table 4.3. Learners are not discriminated against according to gender (DoE, 1998).

5.2 Recommendations

Cato Manor Technical College, in collaboration with the Department of Education, must invest in specialists to provide up-to-date career guidance and counselling and student support services to function in an advisory capacity to ensure that:

- Students make correct career choices
- Counsel students when disputes arise from disagreements with colleagues and lecturers and also when entering and leaving the college.
- Convince students of the objective nature in which they are assessed to prevent the uneasiness of being treated unfairly.
- Assist in securing financial assistance for those in need.

Make recommendation to the Department of Education to provide a similar service in the schools to prevent duplication of effort and wastage of time. Students could have joined the programme after grade 9 instead of grade 12.

The department could also implement new strategies for examining the practical component of the curriculum. Options could include allowing any other lecturer within the field and an external examiner, or two external

examiners to conduct the practical examinations to prevent students making unfair comments about staff.

The College must invest in provision and up-grading all forms of resources at the college and investigate avenues for the provision of model for the practical component of the programme. Students should also be involved in these activities as it is their responsibility to provide suitable models for practice.

Provide marketing facilities so that the student population caters for people of all race groups and not just African and Indian students.

Engage in staff-development programmes so that:-

- Staff could keep themselves updated and abreast with development of new skills and techniques in industry as these change all the time in order to maintain the growth pattern in the Department of Haircare and Cosmetology.
- Workshops and seminars for skills in management and policy development especially in the FET sector and curriculum issues.
- Providing a framework within which all assessment and evaluation will be undertaken.

5.3 Conclusion

The above are some of the recommendations that the Department of Haircare and Cosmetology can make to respond to the needs of their clients. In order for this Department to maintain its growth pattern, weaknesses identified in this study must be addressed, and strengths and opportunities maintained.

Significant development in the new FET structure provides this Department with an opportunity to transform the current disparate education and

training system into an integrated system that addresses the needs of the learners, the society and the economy.

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APPENDIX A

HISTORY OF CATO MANOR TECHNICAL COLLEGE

OVERVIEW

The early history of Cato Manor Technical College can be traced back to 1928 when technical education emerged out of what was initially adult literacy classes, run under the auspices of The Natal Workers Congress to what grew to be The Indian Technical Education Committee. A small group of teachers gave their services free, in the evening, to a large percentage of adults who were illiterate. Premises were leased from Sastri College and The Hindu Tamil Institute. In 1942 the idea of an Indian Technical Institute germinated and in 1946, M L Sultan Technical College was officially opened. In 1981 Sastri College was annexed to M L Sultan Technikon. In 1982 technical workshops at the technikon were relocated and Sastri Technical College was born. Five schools headed by a Principal were housed on three separate campuses in Durban as,

WINTERTON WALK CAMPUS

- The Apprentice School, with some workshops still operational in M L Sultan Technikon.
- The Catering High School with Reception Studies, Catering Studies, Practical Barmen, Waiters, Chefs Training and various “hobby” courses.
- The School of Hair Care and Home Crafts which included pre-school assistant’s training.

DERBY STREET CAMPUS

- The School of Physical Education and Speech

PERCY OSBORNE ROAD CAMPUS

- The Loram School of General Studies.

Further relocation of technical workshops and theory components that took place between 1983 and 1987 were as follows:

- 1983 - The Conlog Building in Eaton Road, Umbilo, housed the engineering workshops.
- 1984 - The theory component of the Apprentice School moved to St. Aidans School premises in College Road, Asherville.
- 1987 - The Loram School of General Studies relocated to the Winterton Walk Campus and joined the Catering School.

Control of these fragmented campuses was difficult. Student intake was no longer governed by apartheid policies and this led to an influx of students, representative of the demographics of Kwa Zulu Natal. There was a strong move by the community to restore Sastri College to its former academic glory. There was also a desire by the Ex House of Delegates to establish a first class Technical College to cater for the increased demand for technical education. These were some of the motivating factors that led to the establishment of the “jewel in the bundu” the new Cato Manor Technical College at the corner of Ridgeview and Booth Roads in 1993. During this period part of the College relocated to the Springfield Campus (previously a high school, Clare Hills Secondary), currently the main campus of Cato Manor Technical College. This campus houses four of the six Divisions of the College. The Division of Human Movement and Communication (HMC), previously known as The School of Physical Education, the Division of Business and Social Studies (BSS), the Division of Engineering Studies (ES) and the Division of Correspondence Studies (CS).

The Division of Human Movement and Communication offers a wide range of cultural, and personal enrichment courses and programmes requested by the community. Currently this division caters for six broad areas: Dance, Speech and Drama, Arts, Sports Skills, Adult Basic Education and Training, and The Matric Programme. Classes are held mainly on weekday afternoons and Saturday mornings.

The Division of Business and Social Studies offers full-time and part-time, annual courses (N2/N3 Business Studies and N2/N3 Educare) and semester courses (N4 to N6) in Secretarial Studies and Management and various Computer, Management and Accounting Courses leading to a National Diploma.

The Division of Engineering Studies offers National Technical Certificate (N1 to N6) on a full-time or part-time basis leading to a National Diploma in one of the three broad areas viz. Mechanical Engineering, Electrical Engineering (Heavy Current or Light Current), Drawing and Drafting, and Building and Civil Technology

In 1993 the Engineering Training Centre was opened at The Cato Manor Campus, Ridgeview Road. This division offers a wide variety of specialised full-time skills training programmes over a trimester. viz. Fitting and Turning, Motor Mechanics, Motor Electrical, Refrigeration and Air-Conditioning, Carpentry, Boiler Making, Welding, Industrial Electronics, Radio and TV, Electrical Heavy Current, and Building and Civil.

In 1994 the School of Hair Care and Home Crafts, currently known as the Division of Utility Services (US) was opened at the Ridgeview Road campus. This division offers annual and semester courses in Catering, Haircare and Cosmetology.

The Cato Manor Campus is a modern, well fitted infrastructure offering specialised, high quality, formal and non-formal training, in well equipped training workshops, hair and beauty salons, industrial kitchens, dining room, and cocktail bar. These workshops boast cutting edge technology training, in these well equipped, modern, up to date, training facilities.

Cato Manor Technical College is one of the largest vocational training institutions in KwaZulu-Natal with a full-time student enrolment of 1017 (CMTC, 2001 a). It is a state, semi-autonomous college originally controlled by the Ex House of Delegates (institution for Indians only).

There are 73.5 academic staff, 1 Public Relations Personal, 1 part-time staff and 28 administrative staff distributed over two campuses. (CMTC, 2001 b)

APPENDIX B

1. Accreditation

This forms a mechanism by means of which the SETA can control and maintain standards by set criteria laid down to facilitate the accreditation process. Criteria for training and assessing in haircare and or cosmetology is stipulated by the SETA. The process encompasses three stages

1.1 Accreditation of the site

The College must have the necessary resources, equipment and supplies as laid out in the criteria for accreditation. A college will only be granted accreditation when all the accreditation requirements are met and the SETA deems it a suitable site to carry out training in the field. These regulations contribute to the success of the learner as only those sites having the necessary equipment to impart the correct skills will be accredited. This also contributes to quality assured training. CMTC has been accredited and this has contributed to the response we are presently enjoying.

1.2 Accreditation of lecturers as trainers

Lecturers must also meet the necessary criteria in order for them to provide training in the particular field. Practical hands-on experience in the field is one of the requirements. Training programmes for lecturers are conducted from time to time by the SETA in order for lecturers to upgrade their knowledge, abilities and skills in the field. Fashion changes like the seasons and so does hair.

Once again laying down criteria for accreditation has benefited both the learner and the institution. If the staff are not competent imagine the quality of students. The SETAs regulations have contributed positively to the students experience of the curriculum.

1.3 Accreditation of lecturers as assessors. (practical)

Trainers must qualify as assessors before they can assess the ability of trained students especially in the applied component of the programme.

The Department of Haircare and Cosmetology fulfils all the requirements of the SETA and is, therefore, a fully accredited institution in terms of site, trainers and assessors in both haircare and cosmetology. (HCIETB, 1997 a)

With this kind of training as trainers and assessors, each student can rest assured that the training they receive is of the highest quality. This only contributes to the quality assured training that is being offered.

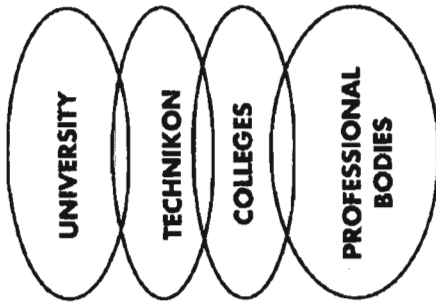
IQF LEVEL HIGHER EDUCATION and TRAINING BAND

Doctorates:

Higher Degrees:

First Degrees:

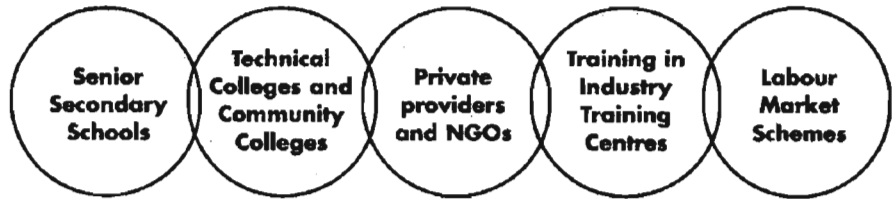
Diplomas:



Further Research Degrees
Professional Qualifications
Higher Diplomas
Occupational Certificates

IQF LEVEL FURTHER EDUCATION and TRAINING BAND

Level 12 4 Further Education
3 and Training
2 Certificate



IQF LEVEL GENERAL EDUCATION and TRAINING BAND

Level 9 1

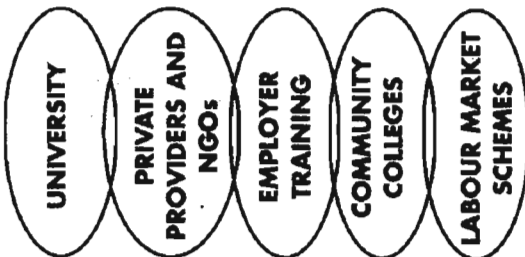
General Education and Training Certificate

Senior Phase

Intermediate Phase

Foundation Phase

Pre-School Phase



ABET Level 4
ABET Level 3
ABET Level 2
ABET Level 1

Table 1: The FET band and its relationship to the GET and HE bands on the NQF

ADAPTED FROM THE SACOA MODEL

Source: Green Paper on FET, 1998:4

APPENDIX D

RESEARCH INSTRUMENT

STUDENT QUESTIONNAIRE

Survey of students doing Haircare and Cosmetology at Cato Manor Technical College.

The purpose of this questionnaire is to establish, the curriculum experiences of the N3 students in haircare and cosmetology at Cato Manor Technical College. The information received will be used to provide recommendations for the college and the improvement of the course. The information will be confidential and you will not be implicated in any way what so ever.

Please tick (✓) or enter your response in the appropriate block provided.

SECTION A: PERSONAL DETAILS OF STUDENT

1. Gender

male	female	
------	--------	--

2. Race Group

Indian	black	coloured	White	
--------	-------	----------	-------	--

3. Nationality _____

4. Age _____

5. Last standard passed at school and education department if applicable. _____

Ex DET	Ex HoD	Ex HoR	Ex HoA	
--------	--------	--------	--------	--

6. Before enrolling at this college to pursue your studies in Haircare /cosmetology, were you (please specify)

Employed (please specify)	
Unemployed	
Self-employed	
At school	
At another college	
At technikon	
At a university	
Other (specify)	

7. Please indicate the course for which you have enrolled.

Haircare1 year	Haircare & Cosmetology 2 Years	Cosmetology 1 year	Others Specify
----------------	-----------------------------------	-----------------------	-------------------

8. Please indicate your the area of specialisation in Haircare.

Afro-hair	Caucasian-hair
-----------	----------------

9. Please indicate previous work experience (if any) before enrolling at the college.

10. Reasons for studying at the present college. (more than one reason may be ticked.)

Interest in the field	
Job opportunities	
Influenced by others	
Recommended by others	
Physical location	
Cost	
Only option	
Other (specify)	

SECTION B CURRICULUM ISSUES AND CONCERNS.

SELECTION

1. At the time of selecting your course, did you receive any form of counselling ?

Yes	No	
-----	----	--

Please explain

2. What aspects of the course do you prefer? Explain why?

Preferences

Theory	practical	No Preference	
--------	-----------	---------------	--

3. Would you prefer to have the theory component

Increased	Decreased	Unaltered	
-----------	-----------	-----------	--

4. Would you prefer to have the practical component

Increased	Decreased	Unaltered	
-----------	-----------	-----------	--

5. How would you rate the education and training received at your college?

Institutional rating.

	Excellent	good	satisfactory	Poor
Theory				
Practical				
Resources				

Please give reasons for your ratings.

6. How would you rate the guidance, supervision, and support given to you.

	excellent	good	satisfactory	Fair
Lecturer				
Senior lecturer				
Management				
Colleagues				

Presentation and content

7. Please tick (✓) the most suitable block.

To what degree did you experience problems in the following areas?	Not at all	To a limited degree	To a great Degree
1. Understanding lectures ?			
2. understanding subject content			
3. understanding textbooks, worksheets and other study material.			
4. the quality of work.			
5. completing assignments.			
6. working with other race groups.			
7. setting into the routine of college life.			
8. learning the subject matter..			
9. Understanding examinations questions.			
10. Passing the examination/modules			

SECTION C PERSONAL EXPERIENCES

1. General perceptions.

Answer yes or no

	yes	No
1. Do you belong to a class of over 25 students?		
2. Are you satisfied with the course you have chosen?		
3. Have you had any assistance in choosing your course?		
4. Did your parents encourage your choice ?		
5. Are you satisfied with the methods of teaching ?		
6. Do you feel that lecturers have sometimes been unfair?		
7. Do you enjoy the course you have chosen?		
8. Do you understand information and techniques taught?		

2. personal issues.

	YES	NO
1. Do you have a change in sleep patterns ?		
2. Do you take Drugs and/or alcohol ?		
3. Have you ever failed any tests or exams ?		
4. Is it important that you have a good pass?		
5. Are your class mates racist ?		
6. Have you ever been seriously ill?		
7. Are you satisfied with your academic performance?		

3. Does your lecturer provide assistance in areas of difficulty when requested ?

Yes	No	
-----	----	--

4. Did you ever contemplate withdrawing from college?

Yes	No	
-----	----	--

If yes, please explain.

5. Have you had a disagreement with your

	yes	No
Classmates		
Lecturers		

STUDY PATTERNS

1. In a normal week (excluding exam period), how many hours do you spend studying?

2. Do you feel competent to practice in the field? Explain.

THANK YOU FOR PARTICIPATING !